

Nye County School District

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**DALE A. NORTON
SUPERINTENDENT**

DISTRICT PLAN

For Implementation during the following years: 2012 - 2013

Members of District Planning Team	
Dale A. Norton	Superintendent
Kim Friel	Assistant Superintendent
Sam Simatos	Director of Special Education
Robert Williams	Data TOSA
Debbie Carle	State Data TOSA
Karen Holley	Coordinator of Federal & State Programs
Lin Steele	School Improvement Specialist
Sandy Williams	School Improvement Specialist
Stacy Smith	Parent
Jill Beuparlant	Teacher



(Note: District plans must be developed in consultation with parents, teachers, administrators & other appropriate school personnel §1112(d)(1))

Last Date Reviewed/Revised by District Planning Team: _____

EVIDENCE OF PLAN DEVELOPMENT

COMPREHENSIVE NEEDS ASSESSMENT

1. Provide School District's Accountability Report website link here: www.nevadareportcard.com

2. Provide AYP Report website link here: http://www.doe.nv.gov/AYP_Results.htm

REVIEW AND ANALYSIS OF DATA

DATA REVIEWED & ANALYZED:

In addition to statewide assessments, check all district data reviewed and analyzed in preparation and development of the district plan.

- ✓ Statewide Assessments
- ✓ Formative Assessments. List: NWEA MAPS (3 times per year)_____
- Interim Assessments. List: _____
- Summative Assessments. List: _____
- ✓ Nevada Alternate Assessment (NAA)
- ✓ SAT/ACT Assessments
- ✓ Graduation Rates
- ✓ Attendance Data
- ✓ Fiscal Resources
- Teacher/Administrator Observation Data
- ✓ Stakeholder Focus Group Information
- Nevada Comprehensive Curriculum Audit Tool for Districts (NCCAT-D)
- ✓ Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S)
- ✓ Student Demographic Data
- ✓ Stakeholder Survey Information
- Other – Identify: _____

RESULTS FROM DATA ANALYSIS: Identify the data sources or evidence that supports the statements made in the brief narratives under Areas of Strength and Areas of Concern.

Areas of Strength

Brief narrative

- In 2011-2012, two elementary schools rose from On Watch to Adequate – JG Johnson Elementary School and Round Mountain Elementary School.
- Over three years the district has shown growth in ELA.
- Over three years the middle school's IEP populations have shown an increase in ELA and math.
- The LEP population in elementary and middle school's have shown an increase in ELA and math.
- Improved awareness of Common Core State Standards across the district based on Title IIA evaluation.
- The graduation rate has grown from 66.8% in 2008-09 to 88.1% for the 2011-2012 school year.
- Staff surveys indicate an increase of professional development support to identified areas of need.
- Data indicates a stronger relationship with community partners to align the community and district efforts in regards to dropout rates, school safety, and substance abuse.

Areas of Concern

Brief narrative

- The percentage of proficient students in math for both the CRT and the HSPE is a priority concern, as the data indicates a decline in the number of students who are proficient.
- Even though the district has shown growth, ELA remains a concern based on the gap between student achievement and state goals.
- The increased number of NCSD schools currently classified as an In Need of Improvement school also indicates that math, science, and ELA instruction needs to be addressed.
- When disaggregating student achievement data in grades K-8, the percentage of proficient students in reading, math, and science fluctuates greatly. This raises a level of concern for the current alignment of curriculum both

vertically and horizontally district-wide.

- Throughout the district, subpopulations are failing to make adequate progress.
- The economic state of the district is a concern for all students. (Number of students on FRL program, unemployment rates, homelessness, and larger class sizes)

PRIORITY NEEDS (GOALS): Based on the review and analysis of the school district’s data (including the NCCAT-D for Districts INOI Year 3 and beyond), identify at least 1 and no more than 3 **priorities (goals) for improvement** that are linked to the categories of Curriculum & Instruction, Assessment & Accountability, and/or Leadership.

PRIORITY NEED/GOAL 1 Improvement in student achievement and proficiency levels for all students.

PRIORITY NEED/GOAL 2 Sustain and build practices in the NCSD educational organization that increase the graduation rate, increase parental involvement, and promote best teaching practices.

PRIORITY NEED/GOAL 3 Maintain a safe and respectful learning environment.

Inquiry Process

What are the causes/factors in the areas of Curriculum & Instruction, Assessment & Accountability, and/or Leadership that may impact or impede student achievement for each priority need, and what are the solutions/strategies that will address each priority need and the underlying causes/factors?

PRIORITY NEEDS/GOALS (Districts INOI Year 3 and beyond must use the results of the NCCAT-D)	Causes (Factors): List as many causes as necessary for each priority need (Example: no common district-wide curriculum or assessment system, ineffective teaching strategies)	Solutions (Strategies)
<p>PRIORITY NEED/GOAL 1 Improvement in student achievement and proficiency levels for all students.</p>	<ul style="list-style-type: none"> • Lack of expertise in the effective use of data to design instruction for all students • Ineffective monitoring and use of student 	<ul style="list-style-type: none"> • Training administrators and staff to become more adept at using multiple measures of achievement data to design lesson plans to align with the Common

PRIORITY NEEDS/GOALS (Districts INOI Year 3 and beyond must use the results of the NCCAT-D)	Causes (Factors): List as many causes as necessary for each priority need (Example: no common district-wide curriculum or assessment system, ineffective teaching strategies)	Solutions (Strategies)
	<p>progress during the school year</p> <ul style="list-style-type: none"> • Lack of alignment between curriculum and standards throughout the district. • Budget and contractual constraints that negatively affect the stability of the school environment. • Inconsistent classroom/student engagement. • Lack of stakeholder understanding of the importance, purpose and uses of state and local assessments. 	<p>Core State Standards.</p> <ul style="list-style-type: none"> • Professional development for classroom staff in the analyzing and applying of NWEA data, classroom assessments, and informal observations to change system processes throughout the year. • Increase training and communication between administrators and staff to employ data throughout the year to design and modify intervention and enrichment programs for all students and use of appropriate funding sources. • Continue to provide professional development in the areas of data analysis, CCSS, sheltered instruction, technology, grant services, and teaching strategies will be available. • Continue professional Development (PD) Wednesdays to promote collaboration, communication, and positive school climate. • Continuous monitoring of student progress throughout the school year.
<p>PRIORITY NEED/GOAL 2</p> <p>Sustain practices in the NCSD educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, maintain attendance and promote parental involvement.</p>	<ul style="list-style-type: none"> • Parent engagement efforts have not attracted all parents. • Professional development/trainings are not consistently attended by the identified stakeholders. • Inconsistent monitoring of student progress. 	<ul style="list-style-type: none"> • Provide information and trainings to engage and involve parents in their children's education. • Provide continuous professional development & support for technology. • Continue to monitor attendance and support school site efforts to meet or exceed state goals (90%).

PRIORITY NEEDS/GOALS (Districts INOI Year 3 and beyond must use the results of the NCCAT-D)	Causes (Factors): List as many causes as necessary for each priority need (Example: no common district-wide curriculum or assessment system, ineffective teaching strategies)	Solutions (Strategies)
PRIORITY NEED/GOAL 3 Maintain a safe and respectful learning environment	<ul style="list-style-type: none"> • Inconsistent application of classroom management and district/school discipline procedures. • Lack of understanding of the differences/identification between bullying, harassment, and intimidation. • Budget constraints that negatively affect the stability of the school environment. 	<ul style="list-style-type: none"> • Provide professional development opportunities in classroom management strategies. • Provide administrator training in observation, supervision, and district policies. • Continue to provide administrator/staff training in incident reporting to facilitate accurate data collection. • Incorporate community expertise in partnership to educate communities on the effects of bullying, harassment, and intimidation.

ACTION, MONITORING & EVALUATION PLAN DESIGN

PRIORITY NEED/GOAL 1: List the action steps to implement the solutions/strategies for each priority need, as well as the timeline, resources, and the entity responsible for the action steps. Also identify the monitoring plan implementation evidence, the timeline for collecting the data, and the person or position responsible for ensuring the action steps occur. For the evaluation, provide the results of the implemented action step.

Identify an Area of Focus: Curriculum & Instruction, Assessment & Accountability, or Leadership			
PRIORITY NEED/GOAL 1: Improvement in student achievement and proficiency levels for all students.			
Measurable Objective 1.1: The percentage of non-proficient students in Math will decrease while the district average growth percentile shows improvement.			
PN/Goal 1	Action Plan	Monitoring Plan	Evaluation Plan

Action Steps to implement the solutions/strategies	Resources Needed for Implementation (people, materials, professional development, funding source)	Timeline & Person or Position Responsible for implementing action steps.	Evidence of Implementation: Information (Data) that will verify the action step has occurred.	Timeline & Person or Position Responsible (Who in your district will ensure these action steps happen?)	Results of action step implementation.
1.1.1 Increase the capacity of teachers to utilize NWEA, CRT, WiDA, and HSPE results to differentiate instruction.	<ul style="list-style-type: none"> • District Personnel • Ongoing professional development • State, local or federal funding 	Fall, Winter & Spring, Professional Development during PD Wednesdays and in-service trainings <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	<ul style="list-style-type: none"> • PLC Notes • Teacher Sign-in Sheets • Meeting agendas • Professional development evaluations • Student outcomes • Teacher Lesson Plans • Administrative Observations of staff 	Fall, Winter & Spring, Professional Development during PD Wednesdays and in-service trainings <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	
1.1.2 Provide professional development for teachers in effective techniques for math.	<ul style="list-style-type: none"> • District Personnel • Ongoing professional development • State, local or federal funding 	Ongoing, Professional Development during PD Wednesdays and in-service trainings <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Math Teachers • TOSAs 	<ul style="list-style-type: none"> • PLC Notes • Teacher Sign-in Sheets • Meeting agendas • Professional development evaluations • Student outcomes • Teacher Lesson Plans • Administrative Observations of staff 	Ongoing, Professional Development during PD Wednesdays and in-service trainings <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	
1.1.3 Monitor progress of all K-9 th grade students in math using the NWEA assessment program	State, local or federal funding	Fall, Winter, Spring, Professional Development during PD Wednesdays and in-service trainings <ul style="list-style-type: none"> • Principals • Teachers • TOSAs 	<ul style="list-style-type: none"> • PLC Notes • Teacher Sign-in Sheets • Meeting agendas • Professional development evaluations • Student outcomes • Teacher Lesson Plans • Administrative Observations of staff 	Fall, Winter, Spring, Professional Development during PD Wednesdays and in-service trainings <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	

<p>1.1.4 Use Descartes to identify student skill levels. Increase the capacity of teachers and administrators to use assessments (including NWEA, CRT, HSPE, and teacher generated) and skill level information (e.g. Descartes and KinderSkills list) to monitor progress and differentiated instruction.</p>	<p>State, Local, or Federal Funding</p>	<p>Ongoing, Professional Development during PD Wednesdays and in-service trainings</p> <ul style="list-style-type: none"> • Principals • Teachers • TOSAs 	<ul style="list-style-type: none"> • PLC Notes • Teacher Sign-in Sheets • Meeting agendas • Professional Development evaluations • Student outcomes • Teacher Lesson Plans • Administrative Observations of staff 	<p>Ongoing, Professional Development during PD Wednesdays and in-service trainings</p> <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	
<p>1.1.5 Initiate awareness in regard to required teaching strategies needed to support students critical thinking in math and writing processes.</p>	<p>State, Local, or Federal Funding</p>	<p>Ongoing, Professional Development during PD Wednesdays and in-service trainings</p> <ul style="list-style-type: none"> • Principals • Teachers • TOSAs 	<ul style="list-style-type: none"> • PLC Notes • Teacher Sign-in Sheets • Meeting agendas • Professional Development evaluations • Student outcomes • Teacher Lesson Plans • Administrative Observations of staff 	<p>Ongoing, Professional Development during PD Wednesdays and in-service trainings</p> <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	

<p>Measurable Objective 1.2: The percentage of non-proficient students in ELA will decrease while the district average growth percentile shows improvement.</p>			
<p>PN/Goal 1</p>	<p>Action Plan</p>	<p>Monitoring Plan</p>	<p>Evaluation Plan</p>

Action Steps to implement the solutions/strategies	Resources Needed for Implementation (people, materials, professional development, funding source)	Timeline & Person or Position Responsible for implementing action steps.	Evidence of Implementation: Information (Data) that will verify the action step has occurred.	Timeline & Person or Position Responsible (Who in your district will ensure these action steps happen?)	Results of action step implementation.
1.2.1 Increase the capacity of teachers to utilize NWEA, CRT, WiDA, and HSPE results to differentiate instruction.	<ul style="list-style-type: none"> District Personnel Ongoing professional development State, local or federal funding 	Fall, Winter & Spring, Professional Development during PD Wednesdays and in-service trainings <ul style="list-style-type: none"> Assistant Superintendent Principals Teachers 	<ul style="list-style-type: none"> PLC Notes Teacher Sign-in Sheets Meeting agendas Professional development evaluations Student outcomes Teacher Lesson Plans Administrative Observations of staff 	Fall, Winter & Spring. Professional Development during PD Wednesdays and in-service trainings <ul style="list-style-type: none"> Assistant Superintendent Principals Teachers 	
1.2.2 Provide professional development for teachers in effective instructional techniques in ELA, reading, writing, speaking, and listening across the curriculum.	<ul style="list-style-type: none"> District Personnel Ongoing professional development State, local or federal funding 	Ongoing, Professional Development during PD Wednesdays and in-service trainings <ul style="list-style-type: none"> Chief Academic Officer Principals Reading Teachers TOSAs 	<ul style="list-style-type: none"> PLC Notes Teacher Sign-in Sheets Meeting agendas Professional development evaluations Student outcomes Teacher Lesson Plans Administrative Observations of staff 	Ongoing, Professional Development during PD Wednesdays and in-service trainings <ul style="list-style-type: none"> Assistant Superintendent Principals Reading Teachers 	
1.2.3 Monitor progress of all K-9 th grade students in ELA using the NWEA assessment program	State, local or federal funding	Fall, Winter, Spring. Professional Development during PD Wednesdays and in-service trainings <ul style="list-style-type: none"> Principals Teachers TOSAs 	<ul style="list-style-type: none"> PLC Notes Teacher Sign-in Sheets meeting agendas Professional Development evaluations Student outcomes Teacher Lesson Plans Administrative Observations of staff 	Fall, Winter, Spring Professional Development during PD Wednesdays and in-service trainings <ul style="list-style-type: none"> Assistant Superintendent Principals Teachers 	
1.2.4 Use Descartes to identify student skill levels.	State, Local, or Federal Funding	Ongoing, Professional Development during PD Wednesdays	<ul style="list-style-type: none"> PLC Notes Teacher Sign-in Sheets 	Ongoing, Professional Development during PD Wednesdays and	

<p>Increase the capacity of teachers and administrators to use assessments (including NWEA, CRT, HSPE, and teacher generated) and skill level information (e.g. Descartes and KinderSkills list) to monitor progress and differentiated instruction.</p>		<p>and in-service trainings</p> <ul style="list-style-type: none"> • Principals • Teachers • TOSAs 	<ul style="list-style-type: none"> • Meeting agendas • Professional Development evaluations • Student outcomes • Teacher Lesson Plans • Administrative Observations of staff 	<p>in-service trainings</p> <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	
<p>1.2.5 Integrate technology with the “writing process.” Provide professional development to assist teachers in integrating technology with research and writing processes.</p>	<p>CCSS and District Staff</p>	<p>Ongoing, Professional Development during PD Wednesdays and in-service trainings</p> <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers • TOSAs 	<ul style="list-style-type: none"> • PLC Notes • Teacher Sign-ins • meeting agendas • Professional Development evaluations • Student outcomes • Teacher Lesson Plans • Administrative Observations of staff 	<p>Ongoing, Professional Development during PD Wednesdays and in-service trainings</p> <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	

ACTION, MONITORING & EVALUATION PLAN DESIGN

Identify an Area of Focus: Curriculum & Instruction, Assessment & Accountability, or Leadership

PRIORITY NEED/GOAL 2: Sustain practices in the NCSd educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.

Measurable Objective 2.1:
Sustain professional development for administrators, teachers and support staff that has a direct effect on student achievement.

PN/Goal 2	Action Plan		Monitoring Plan		Evaluation Plan
Action Steps to implement the solutions/strategies	Resources Needed for Implementation (people, materials, professional development, funding source)	Timeline & Person or Position Responsible for implementing action steps.	Evidence of Implementation: Information (Data) that will verify the action step has occurred.	Timeline & Person or Position Responsible (Who in your district will ensure these action steps happen?)	Results of action step implementation.
2.1.1. Align resources and professional development to support those schools most in need based on assessment data	State, local or federal funding, District Staff	Ongoing, Professional Development during PD Wednesdays and in-service trainings <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	<ul style="list-style-type: none"> • School Improvement Plans • PD Agendas, sign in sheets, PD Calendars, PD schedules • PD Evaluations • Teachers Lesson Plans • Administrative Observations 	Ongoing, Professional Development during PD Wednesdays and in-service trainings <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	
2.1.2. Provide professional development to administrators in Evaluations, CCSS, College and Career Readiness, PLC, and Data Interpretation.	State, local or federal funding, District Staff, Principals, RPDP Personnel	Ongoing, A-Team meetings and throughout the year <ul style="list-style-type: none"> • Assistant Superintendent • Principals 	<ul style="list-style-type: none"> • School Improvement Plans • PD Agendas, sign in sheets, PD Calendars, PD schedules • Administrative Observations • Data analysis results 	Ongoing, Professional Development and A-Team meetings <ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • Principals 	
2.1.3. Continue training regarding the use and interpretation of the NWEA	State, local or federal funding, District Staff, Site Liaisons	Ongoing, Professional Development during PD Wednesdays	<ul style="list-style-type: none"> • School Improvement Plans • PD Agendas, sign in 	Ongoing, Professional Development during PD Wednesday, in-	

<p>assessment program and progress monitoring reports to improve instruction.</p>		<p>and in-service trainings</p> <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	<p>sheets, PD Calendars, PD schedules</p> <ul style="list-style-type: none"> • PD Evaluations • Teachers Lesson Plans • Administrative Observations • Conference Evaluation Form • MAPs Student Progress Reports 	<p>service trainings, and PLC's</p> <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	
<p>2.1.4. Continue training and support for implementation of Common Core State Standards, Differentiated Instruction (DI), Response to Instruction and Professional Learning Community (PLC) practices across the district</p>	<p>State, local or federal funding, District Staff</p>	<p>Ongoing, Professional Development during PD Wednesdays and in-service trainings</p> <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	<ul style="list-style-type: none"> • School Improvement Plans • PD Agendas, sign in sheets, PD Calendars, PD schedules • PD Evaluations • Teachers Lesson Plans • Administrative Observations 	<p>Ongoing, Professional Development during PD Wednesday, in-service trainings, and PLC's</p> <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	
<p>2.1.5. Expand Sheltered Instruction instructional technique in all content area with a focus on the northern schools.</p>	<p>State, local or federal funding, District Staff, Principals, Teachers Title IIA – Sheltered Instruction - North</p>	<p>Ongoing, Professional Development during PD Wednesdays and in-service trainings</p> <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	<ul style="list-style-type: none"> • School Improvement Plans • PD Agendas, sign in sheets, PD Calendars, PD schedules • PD Evaluations • Teachers Lesson Plans • Administrative Observations 	<p>Ongoing, Professional Development during PD Wednesday, in-service trainings, and PLC's</p> <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	
<p>2.1.6. Be creative in planning professional development to ensure all teachers are given the opportunity to attend.</p>	<p>State, local or federal funding, District Staff Adobe Connect</p>	<p>Ongoing, Professional Development during PD Wednesdays and in-service trainings, after school opportunities</p> <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	<ul style="list-style-type: none"> • School Improvement Plans • PD Agendas, sign in sheets, PD Calendars, PD schedules • PD Evaluations • Teachers Lesson Plans • Administrative Observations 	<p>Ongoing, Professional Development during PD Wednesday, in-service trainings, and PLC's</p> <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	

Measurable Objective 2.2:

Continue efforts to promote college and career readiness.

PN/Goal 2	Action Plan		Monitoring Plan		Evaluation Plan
Action Steps to implement the solutions/strategies	Resources Needed for Implementation (people, materials, professional development, funding source)	Timeline & Person or Position Responsible for implementing action steps.	Evidence of Implementation: Information (Data) that will verify the action step has occurred.	Timeline & Person or Position Responsible (Who in your district will ensure these action steps happen?)	Results of action step implementation.
2.2.1. Increase the number of articulation agreements between NCS and colleges	State, local or federal funding, District Staff, Site Liaisons	Ongoing, Professional Development during PD Wednesdays and in-service trainings <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	<ul style="list-style-type: none"> • PLC Notes • Teacher Sign-in Sheets • Meeting agendas • Professional development evaluations • Student outcomes • Teacher Lesson Plans • Administrative Observations of staff 	Ongoing, Professional Development during PD Wednesday, in-service trainings, and PLC's <ul style="list-style-type: none"> • Assistant Superintendent • Coordinator • Principals • Teachers 	
2.2.2 District implementation of Common Core State Standards	State, local or federal funding, District Staff, Site Liaisons	Ongoing, Professional Development during PD Wednesdays and in-service trainings <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	<ul style="list-style-type: none"> • PLC Notes • Teacher Sign-in Sheets • Meeting agendas • Professional development evaluations • Student outcomes • Teacher Lesson Plans • Administrative Observations of staff 	Ongoing, Professional Development during PD Wednesday, in-service trainings, and PLC's <ul style="list-style-type: none"> • Assistant Superintendent • TOSAs • Principals • Teachers 	
2.2.3 Monitor student use of ACT and SAT testing, and AP coursework.	State, local or federal funding, District Staff, Site Liaisons	<ul style="list-style-type: none"> • High school counselors • Principals • Teachers 	<ul style="list-style-type: none"> • Number of tests students are taking • Student enrollment in AP courses 	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • Principals 	

Measurable Objective 2.3:
 Increase professional development in the use of educational technology in classrooms

PN/Goal 2	Action Plan		Monitoring Plan		Evaluation Plan
Action Steps to implement the solutions/strategies	Resources Needed for Implementation (people, materials, professional development, funding source)	Timeline & Person or Position Responsible for implementing action steps.	Evidence of Implementation: Information (Data) that will verify the action step has occurred.	Timeline & Person or Position Responsible (Who in your district will ensure these action steps happen?)	Results of action step implementation.
2.3.1 Offer strong technology related professional development for all personnel	State, local or federal funding, District Staff	Ongoing, Professional Development during PD Wednesdays and in-service trainings <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	<ul style="list-style-type: none"> • School Improvement Plans • PD Agendas, sign in sheets, PD Calendars, PD schedules • PD Evaluations • Teachers Lesson Plans • Administrative Observations 	Ongoing, Professional Development during PD Wednesdays and in-service trainings <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	
2.3.2 Integrate technology into non-technology focused professional development	State, local or federal funding, District Staff, Site Liaisons	Ongoing, Professional Development during PD Wednesdays and in-service trainings <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	<ul style="list-style-type: none"> • School Improvement Plans • PD Agendas, sign in sheets, PD Calendars, PD schedules • PD Evaluations • Teachers Lesson Plans • Administrative Observations 	Ongoing, Professional Development during PD Wednesday, in-service trainings, and PLC's <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	

Measurable Objective 2.4:
 Involve parents and the community in the educational process

PN/Goal 2	Action Plan	Monitoring Plan	Evaluation Plan
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Action Steps to implement the solutions/strategies	Resources Needed for Implementation (people, materials, professional development, funding source)	Timeline & Person or Position Responsible for implementing action steps.	Evidence of Implementation: Information (Data) that will verify the action step has occurred.	Timeline & Person or Position Responsible (Who in your district will ensure these action steps happen?)	Results of action step implementation.
2.4.1 Monitor and implement completion of an annual review of students' 4-year Academic Plans to be communicated with students and parents	State, local or federal funding, District Staff, Site Liaisons	Ongoing student/parent meetings with counselors throughout the year <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Title I District Parent Involvement Coordinator • Counselors • Teachers 	<ul style="list-style-type: none"> • School Improvement Plans • PD Agendas, sign in sheets, PD Calendars, PD schedules • PD Evaluations • Teachers Lesson Plans • Administrative Observations 	Ongoing, Professional Development during PD Wednesday, in-service trainings, and PLC's <ul style="list-style-type: none"> • Assistant Superintendent • Principals • Teachers 	
2.4.2 Evaluate current parental involvement practices across the district and design steps for improvement.	State, local or federal funding, District Staff	Ongoing throughout the year <ul style="list-style-type: none"> • Title I District Parent Involvement Site Representative • Principal • District Personnel 	<ul style="list-style-type: none"> • Evaluation reports and proposals 	Ongoing throughout the year <ul style="list-style-type: none"> • Title I District Parent Involvement Site Representative • Principals • District Personnel 	
2.4.3 Provide parents with opportunities to learn about NWEA MAPs testing scores and how those scores affect their students	State, local or federal funding, District Staff, Site Liaisons	Parent Involvement classes and other opportunities throughout the year <ul style="list-style-type: none"> • Title I District Parent Involvement Site Representative • Assistant Superintendent • Principal • Teachers 	<ul style="list-style-type: none"> • Surveys and school records • Website • Parent/Teacher Conferences 	Parent Involvement classes and other opportunities throughout the year <ul style="list-style-type: none"> • Title I District Parent Involvement Site Representative • Principals • Teacher • Assistant Superintendent 	

ACTION, MONITORING & EVALUATION PLAN DESIGN

Identify an Area of Focus: Curriculum & Instruction, Assessment & Accountability, or Leadership					
PRIORITY NEED/GOAL 3: Maintain safe learning and working environments for all students and staff.					
Measurable Objective 3.1:					
Decrease the total number of disciplinary suspensions in the district					
PN/Goal 3	Action Plan		Monitoring Plan		Evaluation Plan
Action Steps to implement the solutions/strategies	Resources Needed for Implementation (people, materials, professional development, funding source)	Timeline & Person or Position Responsible for implementing action steps.	Evidence of Implementation: Information (Data) that will verify the action step has occurred.	Timeline & Person or Position Responsible (Who in your district will ensure these action steps happen?)	Results of action step implementation.
3.1.1 Support school programs for positive interaction and conflict management. (i.e. Hafen's Drop in the Bucket, and Manse's Hawk Dollars programs.)	State, local or federal funding School site personnel	Throughout the year <ul style="list-style-type: none">• Principals• Teachers• District Staff	<ul style="list-style-type: none">• Newsletters• Award ceremonies• Professional development	<ul style="list-style-type: none">• Assistant Superintendent	
3.1.2. Monitor each school's Progressive Discipline Plan	State, local or federal funding	Ongoing throughout the year <ul style="list-style-type: none">• Assistant Superintendent• Principals• Board Members• State Discipline Committee	<ul style="list-style-type: none">• School's Progressive Discipline Plan	Ongoing throughout the year <ul style="list-style-type: none">• Assistant Superintendent• Board of Trustees• Site Discipline Committee• Principals	

Measurable Objective 3.2:					
Maintain Character Education to reduce bullying.					
PN/Goal 3	Action Plan		Monitoring Plan		Evaluation Plan
Action Steps to implement the solutions/strategies	Resources Needed for Implementation (people, materials, professional development, funding source)	Timeline & Person or Position Responsible for implementing action steps.	Evidence of Implementation: Information (Data) that will verify the action step has occurred.	Timeline & Person or Position Responsible (Who in your district will ensure these action steps happen?)	Results of action step implementation.
3.2.1. Build awareness of bullying and harassment	<ul style="list-style-type: none"> School Personnel Professional Development 	<ul style="list-style-type: none"> Principals Teachers Superintendent 	A-Team Agenda	<ul style="list-style-type: none"> Assistant Superintendent 	
3.2.2. Increase access for students to report bullying and harassment	<ul style="list-style-type: none"> School Personnel Professional Development 	<ul style="list-style-type: none"> Principals Teachers Superintendent 	A-Team Agenda	<ul style="list-style-type: none"> Assistant Superintendent 	
3.2.3 Develop a plan to provide students with an opportunity to meet with a counselor upon request.	<ul style="list-style-type: none"> School Personnel Professional Development 	<ul style="list-style-type: none"> Principals Teachers Superintendent 	A-Team Agenda	<ul style="list-style-type: none"> Assistant Superintendent 	

SUMMARY of DISTRICT TITLE I SERVICES:

Provide an overview of how the district will provide additional educational assistance to struggling students (e.g., RTI, Interventions, Supports, etc.):

NCSD provides additional educational assistance to struggling students through several sources. The Instructional Consultation (IC) model has been expanded during the 2012-13 school year to more than one school in the district to increase teacher knowledge and provide resources to struggling students. RTI is used at local sites as well. Tutoring is provided through grant funding at all Title I schools as well as summer school this past summer. Additional extended learning time includes special education extended school year and migrant summer school. Rosemary Clarke Middle school offers a 21st Century afterschool program in addition to the other resources. Funding is also used to provide intervention services during the school day, when possible, for students that lack transportation. Each Title I school uses its resources to support additional learning time for students in a way that is beneficial for students.

Provide a general description of services to be provided to PK-12 students in each Title I served school:

Professional development and student intervention driven by data are the two main objectives of Title I. Funding is also used to support; reading through the purchase of books, birth – K services through Family Storyteller and Just In Time Parenting at Amargosa, a PreK program (modeled by NV PreK) at Amargosa School, homelessness, parent involvement, technology integration, leadership development, and overall school and district improvement.

Other Required Elements: *All Title I districts MUST complete items 1 - 10.*

Title I District Requirements:	Identify location or page within the District Plan where this item is addressed, if applicable:	If requirement is not embedded or fully addressed within the district plan, identify the policies, practices and/or strategies the district employs to implement the Title I requirements.
1. Effective parental involvement and support	Pgs. 5, 16-17	
2. District-wide coordination of professional development with programs under Title II	Pgs. 8-17	Two TOSAs are paid from Title IIA to work in Title I schools, other professional development is provided to Title I teachers through Title IIA. Professional development is embedded throughout the DIP.
3. Assisting the district's lowest achieving schools	Pgs. 8-17	NCSD is using Title I to provide additional opportunities to Birth – 5 year olds, as well as other programming at Amargosa Valley School. Funding is also used to support all Title I schools based on student data.
4. Services provided to Homeless children	Pgs. 8-17	NCSD uses Title I funds as well as McKinney Vento funding to support the needs of homeless children in the district.
5. Coordination with other Pre-K programs, and, if applicable, description of Title I funded Pre-K program	Pgs. 8-17	Title I is used for Amargosa's Pre-K program and follows Nevada Pre-K standards and program requirements.
6. Title I funded before, after &/or summer school program(s) description, if applicable	Pg. 19	Title I is used to support summer programming in all Title I schools. Tutoring funding is also provided to all Title I schools through the grant.
7. Description of poverty criteria used to select participating school attendance areas		NCSD uses the FRL to identify and rank order schools in the district. Currently all schools with a poverty rate of 60% or higher are being served.

<p>8. Description of Title I-A services eligible migratory children will receive on same basis as all other students in the school</p>	<p>Pgs. 8-17</p>	<p>DIP supports all students.</p>
<p>9. Implementation of public school choice and SES</p>	<p>NA</p>	
<p>10. All core content teachers are highly qualified</p>		<p>All teachers currently working in Title I schools are highly qualified. See report in eNote.</p>

BUDGET: All Title I districts MUST complete this page.

COORDINATION OF TITLE I SERVICES WITH OTHER PROGRAMS: Provide the sources of funds your district is currently receiving and identify the purposes for which those funds are spent. Sources of funds include Title I, as well as other programs that the district coordinates and collaborates with such as Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century Afterschool Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, and other state-funded programs, etc.

Source of Funds	Amount Received for 2012-2013 School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)
Adult High School Diploma Program	\$372,035.00	Adult Education services
Fulltime Kindergarten teachers	\$238,788.00	Kindergarten teachers – Manse, Amargosa, and Beatty
State CSR	\$1,296,121.00	Class size reduction
RPDP	\$303,000.00	Admin. On Special Assignment, Data TOSA, & Professional Development
Nevada Gear Up	\$165,000.00	Post-secondary readiness
Carl Perkins Grant	\$35,000.00	Career & Technical Education
21 st Century	\$81,000.00	Remedial Programming
Local Plan	\$1,523,909.22	Special Education
Migrant	\$65,000.00	Migrant recruiter, aides for parent involvement, Professional Development, supplies
Title IIA	\$220,417.00	Diversified programming to include Professional Development, S & D Free, technology, two Instructional Specialists, and highly qualified
School Improvement	\$62,060.81	School improvement for Rosemary Clarke Middle School, Amargosa Valley School, and Manse Elementary School
Title I	\$1,409,245.00	Diversified programming to include professional development, parent involvement, Pre-K, Birth to K, intervention, and other programming
Title III – LEP	\$44,363.00	Professional development for ELL staff
Fresh Fruit and Vegetable	\$123,072.93	Provide fresh fruit and vegetables to low income schools
State CTE Allocation	\$31,992.02	State CTE funding for high schools across the district
IDEA (Manse)	\$54,233.80	IC Model

McKinney Vento	\$41,845.59	Homeless Programming
Strategic Plan Intervention	\$7,000.00	Parent Involvement
Special Elementary Counseling Svcs	\$50,000.00	Counseling
State Ed Tech	\$26,939.00	Professional development
CTE Competitive	\$92,356.98	Teacher and CTE TOSA
STEM	1,000.00	Beatty High School – Microscope repairs
Migrant Summer School	\$18,911.99	Summer school for Migrant students at Amargosa
CTE Reserve Competitive	\$10,473.16	Health Sequence
IDEA Special Project	\$25,054.74	Professional Development - Manse

District Improvement Plan Required Elements: Title I Districts Identified as “Needs Improvement” MUST complete items 1 - 7.

Title I School District Improvement Plans must be developed or revised in consultation with parents, school staff, and others. Please identify where and/or how this plan is addressing the following required plan components:

Title I Districts Identified as In Need of Improvement Requirements:	Location or page within the District Improvement Plan that this item can be found:	If requirement is not embedded or fully addressed within the district plan, identify the policies, practices and/or strategies the district employs to implement the Title I requirements.
1. Incorporate scientifically based research strategies to strengthen core academic program.	Goal 1: Pg. 7	Professional development in Sheltered Instruction, Differentiated Instruction, PLC, data driven instruction, CCSS, IC, RTI, and other strategies are provided to NCSD staff.
2. Address the professional development needs of the instructional staff serving the district, including the commitment of at least 10% Title I, Part A funds towards professional development (the 10% may include the amount the Title I schools are reserving towards professional development).	Pgs. 8-17	Professional development is embedded in the NCDS DIP. More than 10% of the Title I funding has been set aside for professional development, teacher on special assignment, and other site level professional development.

3. Identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the State's student academic achievement standards.	Pgs. 9-11, pg. 19	Data driven professional development and intervention, as well as Birth – 5 programming
4. Address the teaching and learning needs of district schools and specific academic problems of low-achieving students (including reason why the district's prior plan failed to bring about increased student achievement).	Pg. 2-6	
5. Include specific measurable achievement goals and targets for all groups of students.	Pgs. 7-11	
6. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.	Pg. 19	
7. Specify the responsibilities of NDE and school district, including the technical assistance provided by NDE (if requested) and the school district's responsibilities to use federal funds to supplement, not supplant non-federal funds.		Embedded in the DIP are examples of funding used over and above state and local funding to support student achievement and school improvement. District and school level staff are provided on-going training on Supplement vs. Supplant.