

EUREKA COUNTY SCHOOL DISTRICT

Crescent Valley Elementary School

444 Fourth Street
Crescent Valley, Nevada, 89821
775-468-0213

For Implementation in
SY 2010-2011

School Improvement Planning Team: Name of Member	Position
Ben Zunino	Superintendent/Principal
Hallie Starr	Lead Teacher, CVES
Duane Baughman	Teacher
Jennifer Kern	Teacher
Annesa Ashcroft	Title I Aide
Jackie Bullard, Steve & Lizabeth Enriquez, Mindy Filippini, Bonnie Fontes, Angie Black, Cathy Wolf	Parents
Karen DeYoung	Instructional Aide
Buffie McDonald	Instructional Aide
Mark Martinsen	Counselor, EES, CVES

Submission Date: November 1, 2010

Area Reviewer: Mark Martinsen

School: Crescent Valley Elementary School (CVES)	District: Eureka County School District
Superintendent/Principal: Ben Zunino	School Year: 2010-11
Address: 444 4th Street	Phone: (775) 468-0213
Crescent Valley, Nevada 89821	Email: bzunino@eureka.k12.nv.us
TABLE OF CONTENTS	
	Page #
Part I: Vision of Learning	3
Part II: Inquiry Process: Evidence of Development of the SIP (Comprehensive Needs Assessment)	6
Part III: SIP Goals & Measurable Objectives	10
Part IV: School Improvement Master Plan: (Reform Strategies):	
Goal 1: Action Plan & Monitoring Plan	11
Goal 2: Action Plan & Monitoring Plan	14
Goal 3: Action Plan & Monitoring Plan	17
Goal 4: Action Plan & Monitoring Plan	20
Part V: Budget for the overall cost of carrying out the plan	23
Part VI: Evaluation of the SIP	25
Part VII: Other Required Elements of the SIP (All schools)	26
Part VIII: Required Elements & Assurances for Title I Schools	29
Part IX: Additional Required Elements & Assurances for Non-Title I Schools (not required at this time)	32
Appendix A: District Profile (Accountability Report, Other Data)	34
Attachments: Professional Development Chart, Parent Involvement Chart	

Part I: VISION FOR LEARNING

District Mission or Vision Statement

The Eureka County School District Board of Trustees, teachers, administrators, and school staff believe that every student can learn and achieve. It is our purpose, with the support of parents/guardians, to teach, guide, and assist students toward acquiring skills in academic and social areas. We feel that these skills are essential in making successful choices for higher academic endeavors, future vocational pursuits, and making positive contributions to society.

District Goal 1

All students will reach high standards, at a minimum attaining proficiency or better in reading as required by NCLB and Nevada State law.

District Goal 2

All students will reach high standards, at a minimum attaining proficiency or better in language arts (writing) as required by NCLB and Nevada State law.

District Goal 3

All students will reach high standards, at a minimum attaining proficiency or better in mathematics as required by NCLB and Nevada State law.

District Goal 4

All students will reach high standards, at a minimum attaining proficiency or better in science as required by NCLB and Nevada State law.

VISION FOR LEARNING (continued)

School Mission or Vision Statement

Crescent Valley Elementary teachers, administrators, and school staff believe that every student can learn. It is our purpose, with the support of parents/guardians, to teach, guide, and assist students toward acquiring skills in academic and social areas. We feel that these skills are essential in making successful choices for higher academic endeavors, future vocational pursuits, and making positive contributions to society.

School Highlights

The faculty of CVES uses Nevada state standards, especially the prioritized standards, as the basis of our instruction. The major focus for our instruction is reading and mathematics. We have begun to use Singapore Math in all grades. We employ a Title I aide to provide instructional interventions for eligible students and have continued an after-school tutoring program for all students sponsored by Eureka County Juvenile Probation Office. For the fifth summer our library was opened for a summer reading program. All of our teachers and aides are Highly Qualified by SB1 and NCLB standards. Our parents are very involved in our school with high attendance in two Parent/Teacher Conferences and student performances. They sponsored a school-wide Halloween party.

During the 2009-10 school year, our students participated in 4th – 6th grade Geography Bee, 5th - 6th grade Spelling Bee, published their writing locally in publishing parties for students and parents, and submitted work to a national poetry anthology, and a poetry recital by the K – 2nd grade class. With music and art classes, most of our students participated in concerts for parents and the public. Several students won awards in state poster contests. The 3rd – 6th grade students participated in life skills courses taught by the Eureka County Juvenile Probation Office. K-2 students visited the town hall and library to learn more about their community. Students also participated in the Trout in the Classroom Program sponsored by the Nevada Department of Wildlife. Barrick Mines taught our students how to pan for gold to celebrate Nevada's history.

Student achievement is celebrated with quarterly award assemblies. Student art work and writing are displayed in the school.

For the last five years our students of Crescent Valley Elementary School exceeded the AYP goals and this year achieved a state designation of Adequate (but we think we're still High Achieving).

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Based on a complete analysis of the data, list the key strength and priority concerns in student performance, instructional and remediation practices, and program implementation.

Key Strengths

(to sustain in the school improvement plan)

Our teachers use the state standards, especially the prioritized standards, as the basis of their instruction. The major focus district-wide for our instruction is reading, writing, and mathematics.

We are beginning to use Measure of Academic Performance (MAP) testing, and will continue to use Success Maker to monitor and guide instruction. We report these score to parents.

All of our elementary teachers and paraprofessionals are Highly Qualified by SB1 and NCLB standards.

Our parents are very involved in our schools with high attendance in two Parent/Teacher Conferences. CVES has provided a Parents' Room in the school equipped with a computer with Internet access, DVD, and literature to assist them in their role as their children's first and most influential teachers.

The primary grades are using Open Court for reading and language arts. All grades are using Singapore Math.

Priority Concerns

The following are concerns:

- All students should be achieving at higher levels.
 - There is a need for teaching test-taking skills.
 - There is a need to effectively, efficiently track and report student proficiency during the year.
 - Math will receive greater emphasis, especially in problem-solving.
 - Reading fluency/rate and comprehension will be emphasized.
 - Students need more practice and preparation for the State Writing exam.
- Social and emotional needs seem to interfere with instruction and learning.

INQUIRY PROCESS (continued)

Verification of Causes – Root Cause Analysis

For each concern, verify the root causes that impact or impede the priority concerns. Identify research-based solutions that address the priority concerns.

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
<p>All students should be achieving at higher levels.</p>	<p>There is a need for teaching test-taking skills.</p> <p>There is a need to effectively, efficiently track student proficiency during the year.</p> <p>CVES has experienced a high transiency rate.</p> <p>Reading fluency/rate and comprehension should be emphasized.</p> <p>Students need more practice and preparation for the State Writing exam.</p>	<p>Teachers and paraprofessionals employ proven instructional strategies in all core subjects.</p> <p>Math will receive greater emphasis, especially in problem-solving.</p> <p>MAP and SuccessMaker will be used to track student achievement.</p> <p>Research-based interventions will be used to address student learning needs.</p> <p>Teachers and Title I aide will use appropriate technologies (SmartBoards, etc.) to promote student achievement.</p> <p>Teachers will model, direct teach, provide more time to read, and assess fluency/rate and comprehension.</p> <p>Teachers will teach writing using the three day writing process on a district schedule.</p>

Social and emotional needs seem to interfere with instruction and learning.	Low socio-economic status of some students limits their life experiences.	Efforts will be made to expand students' life experiences beyond the classroom. Periodically CVES students will attend a class dealing with social and personal development.

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Convert the top priority concerns into the goal(s) for improvement and incorporate the identified solutions into the action plan.

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading as required by NCLB and Nevada State law.

Measurable Objective 1.1: CVES students will meet or exceed ELA (Reading) AYP proficiency target of 65.1% during SY 2010-11.

Goal 2: All students will reach high standards, at a minimum attaining proficiency or better in language arts (writing) as required by NCLB and Nevada State law.

Measurable Objective 2.1: CVES students will meet or exceed ELA (Writing) AYP Proficiency target of 65.1% during SY 2010-11.

Goal 3: All students will reach high standards, at a minimum attaining proficiency or better in mathematics as required by NCLB and Nevada State law.

Measurable Objective 3.1: CVES students will meet or exceed Mathematics AYP proficiency target of 68.1% during SY 2010-11.

Goal 4: All students will reach high standards, at a minimum attaining proficiency or better in science as required by NCLB and Nevada State law.

Measurable Objective 4.1: CVES students will meet or exceed Science proficiency targets: 76% for 5th Grade during SY 2010-11.

Part IV: SCHOOL IMPROVEMENT MASTER PLAN

Action Plan: List the action steps to implement the solutions for each goal, as well as the timeline, resources, and the person(s) responsible.

Monitoring Plan: Identify the data that will be collected to monitor the action steps, as well as the timeline and the person(s) responsible.

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading as required by NCLB and Nevada State law.

Measurable Objective 1.1: CVES students will meet or exceed ELA (Reading) AYP proficiency target of 65.1% during SY 2010-11.

ACTION PLAN				MONITORING PLAN	
Action Steps to implement the solutions/strategies	Timeline for implementing action steps	Resources e.g., money, people, facilities to be used for implementation	Person(s) Responsible Who is the person or group who will ensure that each action step is implemented?	Monitoring Measures Identify data sources & timeline for monitoring the progress of each action step.	Person(s) Responsible Who is the person or group who will ensure that the progress is monitored?
1.1.1. Teachers and paraprofessionals employ proven instructional strategies in Reading. Teachers will teach, model, and provide more reading time. Fluency/rate and comprehension will be assessed.	SY 2010-11	\$2,000.00 Professional Development Collaboration Texts, supplies.	Administration Teachers	Instructional Observation Protocol – Monthly throughout SY 2010-11	Administration Teachers
1.1.2. MAP and SuccessMaker will be used to track student achievement in Reading.	SY 2010-11	\$ 1,000.00 DIG Grant	Administration Teachers	Classroom Observations – throughout SY 2010-11	Administration Teachers

1.1.3. Efforts will be made to expand students' life experiences beyond the classroom to improve reading skills	SY 2010-11	District Funds Media and Technology	Teachers Administration	Classroom Observations – Monthly throughout SY 2010-11	Administration Teachers
1.1.4. [RTI/IC] Research-based interventions will be used to address student learning needs in Reading.	SY 2010-11	\$1,000.00 DIG Grant	Administration IC Facilitator Teachers	Cases documented and monitored throughout SY 2010-11	Administration IC Facilitator Teachers
1.1.5. Teachers and Title I aide will use appropriate technologies (SmartBoards, etc.) to promote student achievement in Reading.	SY 2010-11	\$500.00 District Funds Technology Funds	Administration Technology Director Teachers	Software purchases throughout SY 2010-11.	Administration Teachers Technology Director
1.1.6. Periodically CVES students will attend a class dealing with social and personal development.	SY 2010-11	\$100.00 District budget and staff	Administration Teachers, Counselor	Student attendance and lesson plans.	Administration Teachers, Counselor

<p>1.1.7</p> <p>a. A needs assessment will be conducted with parents to determine parental and family educational needs.</p> <p>b. Parents will be informed and invited to participate in their children’s education, and school improvement.</p> <p>c. Periodically parents will be invited to attend a meeting addressing the social and personal development of their school-aged children. The importance of education will be emphasized.</p>	<p>SY 2010-11</p>	<p>\$500.00</p> <p>District budget and staff</p>	<p>Administration</p> <p>Teachers,</p> <p>Counselor</p>	<p>Copies of newsletters, Attendance roles of parents at conferences and meetings, minutes and agendas throughout SY 2010-11.</p>	<p>Administration</p> <p>Teachers,</p> <p>Counselor</p>
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SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: All students will reach high standards, at a minimum attaining proficiency or better in language arts (writing) as required by NCLB and Nevada State law.

Measurable Objective 2.1: CVES students will meet or exceed ELA (Writing) AYP Proficiency target of 65.1% during SY 2010-11.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
to implement the solutions/strategies	for implementing action steps	e.g., money, people, facilities to be used for implementation	Who is the person or group who will ensure that each action step is implemented?	Identify data sources & timeline for monitoring the progress of each action step.	Who is the person or group who will ensure that the progress is monitored?
2.1.1 Teachers and Title I aide employ proven instructional strategies in Writing including the three-day writing process used in state testing.	SY 2010-11	\$ (See 1.1.1) Professional Development Collaboration Texts, supplies.	Administration Teachers	Instructional Observation Protocol – Monthly throughout SY 2010-11	Administration Teachers
2.1.2. Formative assessment will be used to track student achievement in Writing.	SY 2010-11	\$ (see 1.1.2) Books, supplies.	Administration Teachers	Classroom Observations – Monthly throughout SY SY 2010-11	Administration Teachers

2.1.3. Efforts will be made to expand students' life experiences beyond the classroom to improve their Writing skills.	SY 2010-11	\$(see 1.1.3) District Funds Media and Technology	Teachers Administration	Classroom Observations – Monthly throughout SY 2010-11	Administration Teachers
2.1.4. [RTI/IC] Research-based interventions will be used to address student learning needs in Writing.	SY 2010-11	\$(see 1.1.4) Dist. Improvement Grant	Administration IC Facilitator Teachers	Cases documented and monitored throughout SY 2010-11	Administration IC Facilitator Teachers
2.1.5. Teachers and Title I aide will use appropriate technologies (SmartBoards, etc.) to promote student achievement in Writing.	SY 2010-11	\$(see 1.1.5) District Funds Technology Funds	Administration Teachers Technology Director	Classroom Observations – Monthly throughout SY 2010-11 Software purchases throughout SY 2010-11.	Administration Teachers Technology Director
2.1.6. Periodically CVES students will attend a class dealing with social and personal development.	SY 2010-11	\$(see 1.1.6) District budget and staff	Administration Teachers, Counselor	Student attendance and lesson plans.	Administration Teachers, Counselor

<p>2.1.7. Parents will be informed and invited to participate in their children’s education, and school improvement to improve writing (see 1.1.7).</p>	<p>SY 2010-11</p>	<p>\$ (see1.1.7) District Funds Media and Technology</p>	<p>Teachers Administration Counselor</p>	<p>Copies of newsletters, Attendance roles of parents at conferences and meetings, minutes and agendas throughout SY 2010-11.</p>	<p>Administration Teachers Counselor</p>
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SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 3: All students will reach high standards, at a minimum attaining proficiency or better in mathematics, as required by NCLB and Nevada State law.

Measurable Objective 3.1: CVES students will meet or exceed Mathematics AYP proficiency target of 68.1% during SY 2010-11.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
to implement the solutions/strategies	for implementing action steps	e.g., money, people, facilities to be used for implementation	Who is the person or group who will ensure that each action step is implemented?	Identify data sources & timeline for monitoring the progress of each action step.	Who is the person or group who will ensure that the progress is monitored?
3.1.1 Teachers and Title I aide employ proven instructional strategies in Math (Singapore Math), and emphasize problem-solving.	SY 2010-11	\$ (see 1.1.1) Professional Development Collaboration Texts, supplies.	Administration Teachers	Instructional Observation Protocol – Monthly throughout SY 2010-11	Administration Teachers
3.1.2. Formative assessment will be used to track student achievement in Math.	SY 2010-11	\$ (see 1.1.2) Books, supplies.	Administration Teachers	Classroom Observations – Monthly throughout SY 2010-11	Administration Teachers
3.1.3. Efforts will be made to expand students' life	SY 2010-11	\$ (see 1.1.3)	Teachers	Classroom Observations –	Administration

experiences beyond the classroom to improve their Math skills.		District Funds Media and Technology	Administration	Monthly throughout SY 2010-11	Teachers
3.1.4. [RTI/IC] Research-based interventions will be used to address student learning needs in Math.	SY 2010-11	\$ (see 1.1.4) Dist. Improvement Grant	Administration IC Facilitator Teachers	Cases documented and monitored throughout SY 2010-11	Administration IC Facilitator Teachers
3.1.5. Teachers and Title I aide will use appropriate technologies (SmartBoards, etc.) to promote student achievement in Math.		\$ (see 1.1.5) District Funds Technology Funds	Administration Teachers Technology Director	Classroom Observations – Monthly throughout SY 2010-11 Software purchases throughout SY 2010-11.	Administration Teachers Technology Director
3.1.6. Periodically CVES students will attend a class dealing with social and personal development.	SY 2010-11	\$ (see 1.1.6) District budget and staff	Administration Teachers, Counselor	Student attendance and lesson plans.	Administration Teachers, Counselor
3.1.7. Parents will be informed and invited to participate in their children’s education, and school improvement to improve Math (see 1.1.7).	SY 2010-11	\$ (see 1.1.7) District Funds Media and Technology	Teachers Administration Counselor	Copies of newsletters, Attendance roles of parents at conferences and meetings, minutes and agendas throughout SY 2010-11.	Administration Teachers Counselor

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 4: All students will reach high standards, at a minimum attaining proficiency or better in science as required by NCLB and Nevada State law.

Measurable Objective 4.1: CVES students will meet or exceed Science proficiency targets: 76% for 5th Grade during SY 2010-11.

ACTION PLAN

MONITORING PLAN

Action Steps to implement the solutions/strategies	Timeline for implementing action steps	Resources e.g., money, people, facilities to be used for implementation	Person(s) Responsible Who is the person or group who will ensure that each action step is implemented?	Monitoring Measures Identify data sources & timeline for monitoring the progress of each action step.	Person(s) Responsible Who is the person or group who will ensure that the progress is monitored?
4.1.1 Teachers and Title I aide employ proven instructional strategies in Science.	SY 2010-11	\$ (see 1.1.1) Professional Development Collaboration Texts, supplies.	Administration Teachers	Instructional Observation Protocol – Monthly throughout SY 2010-11	Administration Teachers
4.1.2. Formative assessment will be used to track student achievement in Science.	SY 2010-11	\$ (see 1.1.2) Books, supplies.	Administration Teachers	Classroom Observations – Monthly throughout SY 2010-11	Administration Teachers
4.1.3. Efforts will be made to expand students’ life experiences beyond the classroom to improve their Science knowledge and reasoning.	SY 2010-11	\$ (see 1.1.3) District Funds Media and Technology	Teachers Administration	Classroom Observations – Monthly throughout SY 2010-11	Administration Teachers
4.1.4. [RTI/IC] Research-based interventions will be used to address student learning needs in Science.	SY 2010-11	\$ (see 1.1.4) Dist. Improvement Grant	Administration IC Facilitator Teachers	Cases documented and monitored throughout SY 2010-11	Administration IC Facilitator Teachers
4.1.5. Teachers and Title I aide will use appropriate		\$ (see 1.1.5)	Administration	Classroom Observations –	Administration

technologies (SmartBoards, etc.) to promote student achievement in Science (see 1.1.5).		District Funds Technology Funds	Teachers Technology Director	Monthly throughout SY 2010-11 Software purchases throughout SY 2010-11.	Teachers Technology Director
4.1.6. Periodically CVES students will attend a class dealing with social and personal development (see 1.1.6).	SY 2010-11	\$ (see 1.1.6) District budget and staff	Administration Teachers, Counselor	Student attendance and lesson plans.	Administration Teachers, Counselor
4.1.7. Parents will be informed and invited to participate in their children's education, and school improvement to improve Science (see 1.1.7).	SY 2010-11	\$ (see 1.1.7) District budget and staff	Administration Teachers, Counselor	Copies of newsletters, Attendance roles of parents at conferences and meetings, minutes and agendas throughout SY 2010-11.	Administration Teachers, Counselor

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN

List the funds necessary to carry out the school improvement plan and accomplish the goals.

Goals	Total amount needed to accomplish Goal.	Funds available in current school funding that have been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
Goal 1	\$5,000.00 Note: Goals 1-4 overlap costs are shared.	\$5,000.00 Note: Goals 1-4 overlap Funds are shared.	\$0.00 Note: Goals 1-4 overlap The needs are shared.
Goal 2	See Goal 1 above. Goals 1-4 overlap costs are shared.	See Goal 1 above. Note: Goals 1-4 overlap Funds are shared.	See goal 1 above. Note: Goals 1-4 overlap needs are shared.
Goal 3	See Goal 1. Goals 1-4 overlap costs are shared.	See Goal 1 above. Note: Goals 1-4 overlap Funds are shared.	See goal 1 above. Note: Goals 1-4 overlap needs are shared.

Goal 4	See Goal 1. Goals 1-4 overlap costs are shared.	See Goal 1 above. Note: Goals 1-4 overlap Funds are shared.	See goal 1 above. Note: Goals 1-4 overlap needs are shared.
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Part VI: EVALUATION OF THE SIP

For each measurable objective, identify the data that will be collected to monitor the action steps, as well as the timeline and the person(s) responsible.

Measurable Objectives	Evaluation Measures (Monitoring Data & Outcome Indicators to evaluate progress in achieving the Measurable Objectives.)	Timeline For collecting data	Person(s) Responsible, Who is the person or group who will ensure that the evaluation is completed?
1.1: CVES students will meet or exceed ELA (Reading) AYP proficiency target of 65.1% during SY 2010-11.	1.1: Proficiency Rates on the NV CRTs Reading tests.	March 2011	Superintendent Testing Director
2.1: CVES students will meet or exceed ELA (Writing) AYP Proficiency target of 65.1% during SY 2010-11.	2.1: Proficiency Rates on the NV Writing	March 2011	Superintendent Testing Director
3.1: CVES students will meet or exceed Mathematics AYP proficiency target of 68.1% during SY 2010-11.	3.1: Proficiency Rates on the NV CRTs Math tests.	March 2011	Superintendent Testing Director
4.1: CVES students will meet or exceed Science proficiency targets: 76% for 5 th Grade during SY 2010-11.	4.1: Proficiency Rates on the NV CRTs Science tests.	March 2011	Superintendent Testing Director

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

Enrollment	#	%	Staff Characteristics		
Total # of Students Enrolled	22		Number of Administrators (Principal, Assistants)		1
Number and Percent Female	10	45.5	Number of Deans		0
Number and Percent Male	12	54.5	Number of Counselors		0.25
Important Subpopulations			Number of Classroom Teachers		3
English Language Learners (ELL)	0	0	Number of Special Services Teachers (Art, Computers, ELL Music, PE, Special Education, Speech, etc.)		0
Students Having IEPs	0	0	Number of Instructional Paraprofessionals		2.5
Gifted and Talented Education	0	0	Number of Other Paraprofessionals		0
Migrant	0	0	% of Highly Qualified Teachers		100
Free/Reduced Meals	10	45.5	% of Highly Qualified Instructional Paraprofessionals		100
Ethnic Subpopulations			Number of site RPDP/NELIP or other trainer/facilitators		1
African-American	0	0	Title I		Yes ✓ No ✓
Asian/Pacific Islander	0	0	Served	22	
Hispanic	0	0	Eligible	10	
Native American/Alaskan Native	2	9.1	Targeted Assisted	--	
White	20	90.9	Schoolwide	X	
School Characteristics		%	Identified as Needing Improvement (NI)		Yes ✓ No ✓
Average Daily Attendance		93.2	Did your school make Adequate Yearly Progress (AYP)?		X
Transiency Rate		30.3	What is your school's AYP designation?		Adequate
% enrolled continuously since Count Day		83.3	Appeal process utilized?		X
Incidents of School Violence		0	Designated as Needing Improvement again?		X
Dropout Rate (HS)		--	Designated as Persistently Dangerous School?		X
Graduation Rate (HS)		--	Receiving Remediation Funding?		X
Remediation Rate at UCCSN (HS)		--	Is the school using a district TAP or State SST?		X

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

ECSD Administration and teachers focus on best practices of instruction for all students. Classroom observations are conducted to monitor instruction. Professional development focuses on greater depth of knowledge and pedagogy. An Intervention team exists to help teachers meet the needs of every student.

2. List and briefly describe, as appropriate, how the District has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and/or during any extension of the school year.

ECSD has trained a facilitator for an Instructional Consultation Team. Where possible, paraprofessionals work with teachers to provide additional instruction to students who need it. CVES has after-school tutoring. CVES has a summer reading program, with the library open to families during the summer.

3. Describe the resources available to the school to carry out the plan.

ECSD currently enjoys expanding local revenues. Funds are also sought through the Title programs, CTE grants, and state funding.

Our calendar and schedules offer limited time for collaboration and in-service.

Our staff explores and implements best practices in their classrooms.

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

State and federal funds have been used to improve the book collection in CVES, get books into the hands of students, and

to employ paraprofessionals in CVES to positively impact individual students. ECSD has also trained a facilitator for an Instructional Consultation Team.

5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.

ECSD has sent the Accords and Honor Code to parents, and has incorporated them into our school student handbooks.

6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

(not applicable – no Title III funds are current received)

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

CVES is not in “Needs Improvement.”

1. Describe the required services the school has provided based on the number of years the school has been in need of improvement, *(e.g., schools in Year 2 of “Needs Improvement” must identify Year 1 and Year 2 services, and so on)*.
 - Year 1: School Choice.
 - Year 2: Supplemental Services.
 - Year 3: Corrective Action.
 - Year 4: Restructuring.
2. Provide an assurance that the school will not spend less than 10% of their annual Title I allocation for quality professional development.
3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.
4. Specify how Title I funds will be used to remove school from “Needs Improvement” status.

5. Describe the school's teacher mentoring program and how it supports the achievement of the school's annual goals and objectives.

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as “Needs Improvement” and are a school-wide Title I school, **MUST** complete this page.
CVES is not in “Needs Improvement.”

6. Describe the school’s strategies to attract high-quality highly qualified teachers to your school.

7. Describe the school’s strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.

8. Describe the school’s plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

Non-Title I schools, identified as “Needs Improvement,” MUST complete this page.

CVES is not in “Needs Improvement.”

1. Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

2. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

DATES CONNECTED TO SCHOOL IMPROVEMENT PLAN PROCESS—

Last Review: August 18, 2010

Due to District: November 1, 2010

Due to State: December 15, 2010

Appendix A: SCHOOL PROFILE (See Accountability Report enclosed on disk as 06101.CVES)