EUREKA COUNTY SCHOOL DISTRICT

PO Box 249
Eureka, Nevada, 89316
775-237-5373

For Implementation in
2010-2011

District Improvement Planning Team.

Name of Member	Position
Ben Zunino	Superintendent
Ken Fujii	Principal , ECHS
Mark Martinsen	Counselor, EES, CVES
Winnona Eversgerd	Counselor, ECHS
Hallie Starr	Lead Teacher, CVES
Faculties of CVES, EES, and ECHS	Teachers
	Parent

Submission Date: November 9, 2010   Area Reviewer: Mark Martinsen, K-12 Counselor/District Administrator

School: N/A	District: Eureka County School District
Superintendent: Ben Zunino	School Year: 2010-11
Address: PO Box 249,	Phone: (775) 237-5373
Eureka, Nevada 89316	Email: bzunino@eureka.k12.nv.us

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Part I: VISION FOR LEARNING

District Vision or Mission Statement

The Eureka County Board of Trustees, teachers, administrators, and school staff believe that every student can learn and achieve. It is the purpose of the School Board, teachers, administrators, and staff, with the support of parents/guardians, to teach, guide, and assist students toward acquiring skills in academic, occupational, and social areas. We feel these skills are essential for choosing success 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)

District Highlights

Eureka County School District (ECSD) is a small rural Nevada district that includes two elementary schools (K-6) and one high school (7-12). Students from Pine Valley, in our extreme north, attend school in Elko County, and students from Crescent Valley Elementary attend junior and senior high schools in Lander County. The district is still anticipating mines will be opening in the county, hiring new workers, and bringing increased enrollment to our schools. Growth in our communities and schools may still become a challenge.

In November 2004 voters passed a $6,000,000 bond for the addition to, and remodeling of Eureka County High School. Construction. The project was completed in SY 2006-07 and the High School now enjoys these new facilities. Remodeling projects during SY 2010-11 expanded the vocational ed shops and classrooms. The district has installed fiber optics between the two Eureka schools. A new bus barn has been built. Construction on capital projects benefiting students continues.

ECSD cooperates with county law enforcement, EMT, and fire department to develop and practice emergency response protocols.

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)

The faculties of all three of our schools 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. In SY 2006-07 we began interim testing to monitor and guide instruction.

We have continued after-school tutoring programs sponsored by the county juvenile probation office and 21st Century Schools.

All of our elementary teachers are Highly Qualified by SB1 and NCLB standards. Our parents are very involved in our schools with high attendance in two Parent/Teacher Conferences.

The primary grades are using Open Court for reading and language arts. The intermediate grade teachers at EES have specialized; the students rotate classes for reading, language arts, and mathematics. All elementary teachers use the Singapore Mathematics series which focuses on problem-solving skills.

The High School (ECHS) enjoys small class sizes; low turnover among the experienced, student-centered staff; excellent average daily attendance rates; and a high percentage of graduates who go on to post-secondary or vocational training. ECHS boasts an excellent science curriculum, with a high percentage of its graduates pursuing post-secondary studies or careers in science and health-related fields.

Since SY 2005-06 our students of all three schools exceeded the AYP goals and High Achieving designations. In 2010 our students met AYP again. Eureka Elementary and Eureka County High School (9-12) were designated as High Achieving. Crescent Valley Elementary and Eureka County High School (7-8) were Adequate.

Priority Concerns

The following are concerns:

- Our students, especially our small sub-populations (Native American, IEP, LEP, F/RL students), need stronger core skills including: listening skills, math problem-solving skills in the elementary grades, writing with a stronger voice, and reading fluency and comprehension skills in every grade.

- Our students need higher level thinking skills including: taking a critical stance in reading, practical reasoning, making inferences, solving multi-step problems, using mental models, Analysis and Interpretation of Data, Making Inferences, Drawing Conclusions Making Predictions, Evaluations. Our "exceeding" students need enrichment challenges.

- There is a need to effectively, efficiently track student proficiency during the year.

- Social and emotional needs seem to interfere with instruction and learning. Our students need stronger socio-emotional skills including: motivation for learning, handling conflict and other interpersonal skills, developing leadership.

- Although we enjoy a very stable population base, over the past few years we have experienced a change in population. Each year approximately 10% of the student population is new to ECHS. This influx has increased class size and also increased the need for transitional services for some of the new students.

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.

Priority Concerns	*Root Causes*	*Solutions*
Our students, especially our small sub-populations (Native American, IEP, LEP, F/RL students), need stronger core skills including: listening skills, math problem-solving skills in the elementary grades, writing with a stronger voice, and reading fluency and comprehension skills in every grade.	The writing process is not used in all classrooms or courses. Students are getting away from formal writing with the inventions of email and text messaging. Some students lack motivation to learn. Teachers have difficulty determining the progress of students toward meeting state standards. Students in our classes have a wide range of skills, abilities, and preparation for learning. Our curriculum and instruction can be better focused on the needs of our students. There is a need for teaching test-taking skills.	Teachers and aides will employ proven instructional strategies in Writing across the curriculum. Teachers and aides will encourage more thoughtful responses that require writing in all classrooms. Teachers and Title I aide will use appropriate technologies (SmartBoards, etc.) to promote student achievement. Teachers will provide instruction that is considered "good teaching practices" so that all students will be able to learn in the classroom setting. Teachers will use formative interim assessments to guide instruction and monitor students' progress. Professional development for improving the Depth of Knowledge (DOK) in classroom instruction, for aligning writing instruction in all grades to state standards, and to expand our RTI program. Continue/expand After-School Program to assist students with their daily assignments.

Our students need higher level thinking skills including: taking a critical stance in reading, practical reasoning, making inferences, solving multi-step problems, using mental models, Analysis and Interpretation of Data, Making Inferences, Drawing Conclusions Making Predictions, Evaluations. Our "exceeding" students need enrichment challenges.	Students seem to be successful on basic understanding of material. The higher level thinking skills need to be introduced to the students and the students need to be allowed opportunity to really think about problems. Students are more concerned about getting the "right" answer then they are at predicting or estimating. With the emphasis on "power standards" And the assessments required by NCLB, our instruction has not addressed the higher thinking skills our students need. Low socio-economic status of some student limit the exposure they have to higher thinking experiences.	Teachers will provide more opportunities for students to engage in high level thinking skills. Teachers will assign work that involves analyzing and interpretation of data. From that, students will be required to make inferences, draw conclusions, make predictions, and evaluate. Teachers and aides will encourage students to take risks in their own writing that will allow students to develop higher level thinking skills. Professional development in Ruby Payne's use of mental models and other higher thinking skills. Continue the after school program to give students enrichment experiences.
There is a need to effectively, efficiently track student proficiency during the year.	Teachers have difficulty determining the progress of students toward meeting state standards. Our current interim tests need improvement.	Adoption of a better formative assessment program. Teachers will use formative interim assessments to guide instruction and monitor students' progress.
Social and emotional needs seem to interfere with instruction and learning. Our students need stronger socio-emotional skills including: motivation for learning, handling conflict and other interpersonal skills, developing leadership.	Low socio-economic status of some student limit the exposure they have to higher thinking experiences.	Periodically CVES students will attend a class dealing with social and personal development.

Although we enjoy a very stable population base, over the past few years we have experienced a change in population. This year approximately 10% of the student population is new to ECHS. This influx has increased class size and also increased the need for transitional services for some of the new students.	Some students lack motivation to learn. New students transfer in needing remediation services. Teachers have difficulty determining the progress of students toward meeting state standards. Socio-economic factors, and the rural environment of our community limit our students' socio-emotional growth.	Teachers will provide instruction that is considered "good teaching practices" so that all students will be able to learn in the classroom setting. Application of Ruby Payne's mediated instruction to help student improve their recognition of consequences, etc.

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: ECSD students will meet or exceed ELA (Reading) AYP targets (proficiency: 65.1% for elementary, 68.5% for middle school, and 86.7% for high school) 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: ECSD students will meet or exceed ELA (Writing) AYP targets (proficiency: 65.1% for elementary, 68.5% for middle school, and 86.7% for high school) 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: ECSD students will meet or exceed Mathematics AYP targets (proficiency: 68.1% for elementary, 65.9% for middle school, and 71.3% for high school) 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: ECSD students will meet or exceed Science proficiency targets: 76% for 5th Grade, 82% for 8th Grade, and 50% for 10th Grade) during SY 2010-11.

Part IV: DISTRICT IMPROVEMENT MASTER PLAN

Note on Action Plan and Monitoring Plan: Goals 1 – 4 overlap. The District's focus is to improve instruction across the curriculum and in all grades. Action Steps 2 through 8 for each goal are the same, and are listed and detailed under Goal 1.

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: ECSD students will meet or exceed ELA (Reading) AYP targets (proficiency: 65.1% for elementary, 68.5% for middle school, and 86.7% for high school) 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 aides will apply *"Elements of Excellent Teaching,"* Depth of Knowledge (DOK), and other proven instructional strategies in Reading to increase fluency and comprehension across the curriculum.	**SY 2010-11**	**$ 1,000.00** **Professional Development** **District Budget**	**Administration** **Teachers**	**Instructional Observation Protocol – Monthly throughout SY 2010-11**	**Administration** **Teachers**
1.1.2. Teachers and aides will use appropriate technologies (SmartBoards, etc.) to promote student achievement.	**SY 2010-11**	**$ 1,500.00** **District budget**	**Administration** **Teachers** **Technology Director**	**Instructional Observation Protocol – Monthly throughout SY 2010-11**	**Administration** **Teachers** **Technology Director**

(Applies also to 2.1.2, 3.1.2, 4.1.2)				Software purchases throughout SY 2010-11.	
1.1.3. Teachers will use formative interim assessments to direct instruction and monitor students' progress. **(Applies also to 2.1.3, 3.1.3, 4.1.3)**	**SY 2010-11**	**$5,000.00** **DIG**	**Administration** **Teachers**	**Classroom Observations – Monthly throughout SY 2010-11**	**Administration** **Teachers**
1.1.4. Teachers and aides will provide instructional intervention to meet the needs of all students. (RTI/ICT) **(Applies also to 2.1.4, 3.1.4, 4.1.4)**	**SY 2010-11**	**$ 12,000.00** **NNRPDP** **DIG** **District budget**	**Administration** **Teachers** **ICT Facilitator**	**Number of teachers trained (Introduction to IC)** **IC Cases Monitored – Monthly throughout SY 2010-11**	**Administration** **Teachers** **ICT Facilitator**
1.1.5. ECSD will continue/expand After-School Program to assist students with their daily assignments, and provide enrichment experiences. **(Applies also to 2.1.5, 3.1.5, 4.1.5)**		**$60,000.00/SY** **21st Century Funding**	**Administration** **21st Century School Director**	**Records of activities and student attendance throughout SY 2010-11**	**21st Century School Director**

1.1.6. Periodically lessons will be presented dealing with social and personal development. **(Applies also to 2.1.6, 3.1.6, 4.1.6)**	**SY 2010-11**	**$500.00** **District Budget**	**Administration** **Teachers** **Counselor**	**Student attendance and lesson plans.**	**Administration** **Teachers** **Counselor**
1.1.7. Administrators and teachers will participate in collaboration and professional development to meet DIP/SIP goals, (i.e. DOK). **(Applies also to 2.1.7, 3.1.7, 4.1.7)**	**SY 2010-11**	**$ 500.00** **District budget** **Calendar/ schedule**	**Administration** **Teachers**	**Sign in sheets of teachers, minutes of meetings & instruction throughout SY 2010-11..**	**Administration** **Teachers**
1.1.8. Parental Involvement: Parents will be informed and invited to participate in their children's education, and school improvement. **(Applies also to 2.1.8, 3.1.8, 4.1.8)**	**SY 2010-11**	**$ 1,000.00** **District budget and staff**	**Administration** **Teachers, Counselors**	**Copies of newsletters, Attendance roles of parents at conferences and meetings throughout SY 2010-11..**	**Administration** **Teachers, Counselors**

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: ECSD students will meet or exceed ELA (Writing) AYP targets (proficiency: 65.1% for elementary, 68.5% for middle school, and 86.7% for high school) 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?
2.1.1 Teachers and aides will apply *"Elements of Excellent Teaching,"* Depth of Knowledge (DOK), and other proven instructional strategies in Writing across the curriculum. Teachers and aides will encourage more thoughtful responses that require writing in all classrooms.	**SY 2010-11**	**$ 1,000.00** **NNRPDP** **District Budget**	**Administration** **Teachers**	**Instructional Observation Protocol – Monthly throughout SY 2010-11**	**Administration** **Teachers**
2.1.2. …appropriate technologies…	**(see 1.1.2)**	**(see 1.1.2)**	**(see 1.1.2)**	**(see 1.1.2)**	**(see 1.1.2)**

2.1.3. …formative assessments… **(see 1.1.3)**	**(see 1.1.3)**	**(see 1.1.3)**	**(see 1.1.3)**	**(see 1.1.3)**	**(see 1.1.3)**
2.1.4. …instructional intervention… **(see 1.1.4)**	**(see 1.1.4)**	**(see 1.1.4)**	**(see 1.1.4)**	**(see 1.1.4)**	**(see 1.1.4)**
2.1.5. …After-School Program… **(see 1.1.5)**	**(see 1.1.5)**	**(see 1.1.5)**	**(see 1.1.5)**	**(see 1.1.5)**	**(see 1.1.5)**
2.1.6. …social and personal development… **(see 1.1.6)**	**(see 1.1.6)**	**(see 1.1.6)**	**(see 1.1.6)**	**(see 1.1.6)**	**(see 1.1.6)**
2.1.7. …professional development... **(see 1.1.7)**	**(see 1.1.7)**	**(see 1.1.7)**	**(see 1.1.7)**	**(see 1.1.7)**	**(see 1.1.7)**
2.1.8. …parental involvement… **(see 1.1.8)**	**(see 1.1.8)**	**(see 1.1.8)**	**(see 1.1.8)**	**(see 1.1.8)**	**(see 1.1.8)**

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: ECSD students will meet or exceed Mathematics AYP targets (proficiency: 68.1% for elementary, 65.9% for middle school, and 71.3% for high school) 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?
3.1.1. Teachers and aides will apply *"Elements of Excellent Teaching,"* Depth of Knowledge (DOK), and other proven instructional strategies in Mathematics so that all students will be able to learn in the classroom setting.	**SY 2010-11**	**$ 1,000.00** **NNRPDP** **District Budget**	**Administration** **Teachers**	**Instructional Observation Protocol – Monthly throughout SY 2010-11**	**Administration** **Teachers**
3.1.2. …appropriate technologies…	**(see 1.1.2)**	**(see 1.1.2)**	**(see 1.1.2)**	**(see 1.1.2)**	**(see 1.1.2)**
3.1.3. …formative assessments… **(see 1.1.3)**	**(see 1.1.3)**	**(see 1.1.3)**	**(see 1.1.3)**	**(see 1.1.3)**	**(see 1.1.3)**
3.1.4.	**(see 1.1.4)**	**(see 1.1.4)**	**(see 1.1.4)**	**(see 1.1.4)**	**(see 1.1.4)**

…instructional intervention… **(see 1.1.4)**					
3.1.5. …After-School Program… **(see 1.1.5)**	**(see 1.1.5)**	**(see 1.1.5)**	**(see 1.1.5)**	**(see 1.1.5)**	**(see 1.1.5)**
3.1.6. …social and personal development… **(see 1.1.6)**	**(see 1.1.6)**	**(see 1.1.6)**	**(see 1.1.6)**	**(see 1.1.6)**	**(see 1.1.6)**
3.1.7. …professional development... **(see 1.1.7)**	**(see 1.1.7)**	**(see 1.1.7)**	**(see 1.1.7)**	**(see 1.1.7)**	**(see 1.1.7)**
3.1.8. …parental involvement… **(see 1.1.8)**	**(see 1.1.8)**	**(see 1.1.8)**	**(see 1.1.8)**	**(see 1.1.8)**	**(see 1.1.8)**

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: ECSD students will meet or exceed Science proficiency targets: 76% for 5th Grade, 82% for 8th Grade, and 50% for 10th 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 aides will apply "*Elements of Excellent Teaching,*" Depth of Knowledge (DOK), and other proven instructional strategies in Science so that all students learn in their classes.	**SY 2010-11**	**$ 1,000.00** **NNRPDP** **District Budget**	**Administration** **Teachers**	**Instructional Observation Protocol – Monthly throughout SY 2010-11**	**Administration** **Teachers**
4.1.2. …appropriate technologies…	**(see 1.1.2)**	**(see 1.1.2)**	**(see 1.1.2)**	**(see 1.1.2)**	**(see 1.1.2)**
4.1.3. …formative assessments… **(see 1.1.3)**	**(see 1.1.3)**	**(see 1.1.3)**	**(see 1.1.3)**	**(see 1.1.3)**	**(see 1.1.3)**
4.1.4. …instructional intervention… **(see 1.1.4)**	**(see 1.1.4)**	**(see 1.1.4)**	**(see 1.1.4)**	**(see 1.1.4)**	**(see 1.1.4)**

4.1.5. …After-School Program… **(see 1.1.5)**	(see 1.1.5)	(see 1.1.5)	(see 1.1.5)	(see 1.1.5)	(see 1.1.5)
4.1.6. …social and personal development… **(see 1.1.6)**	(see 1.1.6)	(see 1.1.6)	(see 1.1.6)	(see 1.1.6)	(see 1.1.6)
4.1.7. …professional development... **(see 1.1.7)**	(see 1.1.7)	(see 1.1.7)	(see 1.1.7)	(see 1.1.7)	(see 1.1.7)
4.1.8. …parental involvement… **(see 1.1.8)**	(see 1.1.8)	(see 1.1.8)	(see 1.1.8)	(see 1.1.8)	(see 1.1.8)

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. (Amounts for each action step should be listed under "Resources.")	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	**$82,000.00** Note: Goals 1-4 overlap costs are shared.	**$77,000.00** Note: Goals 1-4 overlap Funds are shared.	**$5,000.00** Note: Goals 1-4 overlap The needs are shared.
Goal 2	**$1,000.00** Goals 1-4 overlap costs are shared.	**$0.00** Note: Goals 1-4 overlap Funds are shared.	**$1,000.00** Note: Goals 1-4 overlap needs are shared.
Goal 3	**$1,000.00** Goals 1-4 overlap costs are shared.	**$0.00** Note: Goals 1-4 overlap Funds are shared.	**$1,000.00** Note: Goals 1-4 overlap needs are shared.
Goal 4	**$1,000.00** Goals 1-4 overlap costs are shared.	**$0.00** Note: Goals 1-4 overlap Funds are shared.	**$1,000.00** Note: Goals 1-4 overlap needs are shared.

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?
1Measurable Objective 1.1: ECSD students will meet or exceed ELA (Reading) AYP targets (proficiency: 65.1% for elementary, 68.5% for middle school, and 86.7% for high school) during SY 2010-11.	**1.1: Proficiency Rates on the NV CRTs and HSPE Reading tests.**	**March 2011**	**Superintendent** **Testing Director**
Measurable Objective 2.1: ECSD students will meet or exceed ELA (Writing) AYP targets (proficiency: 65.1% for elementary, 68.5% for middle school, and 86.7% for high school) during SY 2010-11.	**2.1: Proficiency Rates on the NV CRTs and HSPE Reading tests.**	**November 2010** **March 2011**	**Superintendent** **Testing Director**
Measurable Objective 3.1: ECSD students will meet or exceed Mathematics AYP targets (proficiency: 68.1% for elementary, 65.9% for middle school, and 71.3% for high school) during SY 2010-11.	**3.1: Proficiency Rates on the NV CRTs and HSPE Reading tests.**	**March 2011**	**Superintendent** **Testing Director**
Measurable Objective 4.1: ECSD students will meet or exceed Science proficiency targets: 76% for 5th Grade, 82% for 8th Grade, and 50% for 10th Grade) during SY 2010-11.	**3.2: Proficiency Rates on the NV CRTs and HSPE Reading tests. March 2009**	**March 2011**	**Superintendent** **Testing Director**

Part VII: OTHER REQUIRED ELEMENTS OF THE DIP

Enrollment	#	%	Staff Characteristics		
Total # of Students Enrolled	242		Number of Administrators (Principal, Assistants)	2.5	
Number and Percent Female	128	52.9	Number of Deans	0	
Number and Percent Male	114	47.1	Number of Counselors	1.5	
Important Subpopulations			Number of Classroom Teachers	25.5	
Limited English Proficient (LEP)	1	0.4	Number of Special Services Teachers (Art, Computers, ELL, Music, PE, Special Education, Speech, etc.)	6	
Students with IEPs	25	10.3	Number of Instructional Paraprofessionals	5.5	
Gifted and Talented Education	0	0	Number of Other Paraprofessionals	0	
Migrant	0	0	% of Highly Qualified Teachers	100	
Free/Reduced Meals	63	26.0	% of Highly Qualified Instructional Paraprofessionals	100	
Ethnic Subpopulations			Number of site RPDP/NELIP or other trainer/facilitators	4	
African-American	1	0.4	**Title I**	**Yes**	**No**
Asian/Pacific Islander	2	0.8	Served	X	
Hispanic	30	12.4	Eligible	X	
Native American/Alaskan Native	6	2.5	Targeted Assisted		X
White	202	83.5	Schoolwide	X	
District Characteristics	**#**	**%**	**District Designation**	**Yes**	**No**
Average Daily Attendance		94.0	Did your District make Adequate Yearly Progress (AYP)?	X	
Transiency Rate		26.0	What is your district's AYP designation?	**Adequate**	
% enrolled continuously since Count Day		88.6	Did you appeal your latest AYP designation?		NA
Incidents of School Violence	2		Was your latest appeal granted?		NA
Dropout Rate (HS)		0.0	Designated as Persistently Dangerous School?		X
Graduation Rate (HS)		94.1	Receiving State Remediation funding?		X
Remediation Rate at UCCSN (HS)		62.5	Has a district TAP been assigned to your district?		X
			Has a State SST been assigned to your district?		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 has been created 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 instructional aides work with teachers to provide additional instruction to students who need it. All three schools have after-school tutoring. EES has a 21st Century School program after school to provide remediation and enrichment to all students. EES and ECHS have a summer reading class. 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 but limited revenues. Funds are also sought through the Title programs, CTE grants, and state funding.

   Our calendar and schedules offer limited time for collaboration and inservice.

   Our staff in many ways explore and implement best practices in their classrooms.

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

   During the SY 2005-06 and SY 2006-07 state funds made it possible to install SmartBoards in the high school, improve the book collection in CVES and get books into the hands of students, and to employ instructional aides in EES 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

Title I schools, identified as "Needs Improvement," MUST complete this page.

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 schoolwide Title I school, MUST complete this page.

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.

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.

Appendix A: SCHOOL PROFILE (See Accountability Report enclosed on disk as 06.ECSD)