

Carson City School District Restructuring Plan

Empire Elementary School

2011-2012

District Restructuring Plan	
Date:	July 18, 2011
District:	Carson City School District
School Name:	Empire Elementary School
Grades Served:	K-5
School Location Number:	209
School Address:	1260 Monte Rosa Drive
City/State/ZIP:	Carson City, NV 89701
Phone:	(775) 283-1100
Fax:	(775) 283-1190
Individuals Responsible for the Development of the Plan	
The Local Educational Agency (LEA) is responsible for the creation of the Restructuring Plan [§1116(b) (8) (A) (iii)]. Therefore, Restructuring team membership must include at least 1 District-level representative who is responsible for plan oversight.	
Name	Position
Richard Stokes	CCSD Superintendent
Susan Keema	Associate Superintendent of Education Services
Jose Delfin	Associate Superintendent of Human Resources
Dr. Ricky Medina	Director of Accountability & Assessment
Dr. Steven Pradere	Director of Grants & Special Projects
Laurel Terry	Director of Professional Development
Deidre Pederson	CCSD Professional Developer
Evelyn Allred	School Principal
Bob Chambers	School Assistant Principal
Mark Bacon	Site Reading (SFA) Facilitator
Lisa Lemburg	Site Implementation Specialist
Laura Segura	Parent
Valerie Dockery	Principal, Bordewich Bray Elementary School
School SIP Team Members	
For NDE Use Only	
Date:	Approval Status:
NDE Comments:	

Comment [n1]:

Comment [n12R1]:

Community Notifications Required for Restructuring <small>(Attach ALL required notifications and relevant documentation as available):</small>	
Notice to Parents and Teachers Informing the Community of the Need to Restructure – REQUIRED YR 1 - §1116(b)(8)(C)(i)	June 28, 2011, Parent School of Choice Letter - Attachment #1
Notice to Parents and Teachers of the Plan for Restructuring to be Implemented – REQUIRED YR 2 - §1116(b)(8)(C)(i)	June 28, 2011, Parent School of Choice Letter- Attachment #1
Invitation to Parents/Community and Teachers to Participate in the Process - REQUIRED - §1116(b)(8)(C)(ii)	June 28, 2011, Parent School of Choice Letter- Attachment #1
Additional Information to Parents/Community - Optional <small>(ex. Music Programs, PTA Presentations, PAC Meetings)</small>	Newsletter, School website information

RESTRUCTURING PLAN COMPONENTS

Step I - Comprehensive Needs Assessment
Identify and Analyze a variety of data elements in the areas of **Curriculum and Instruction, Assessment and Accountability, and Leadership** that are relevant to the operation and governance of the school and have caused the school to reach the restructuring stage. [The School Longitudinal Data Profile and a summary report of the Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S) are required. Additional examples of data to consider include: AYP Reports, District Audit Reports, CRT Data, Interim Assessments, Survey Data, School Improvement Plans, Accountability Reports, SST Reports (e.g. November 1st Reports, Quarterly Reports, End of the Year Reports), School and Curriculum Audits, School Schedules, etc.]

I A. Data Element	I B. Data Analysis
Identify data sources and attach relevant documents. School Longitudinal Data Profile (Historical School Data Profile) – REQUIRED	Identify the trends that significantly contributed to the school's failure to make AYP. <ul style="list-style-type: none"> • During the 2010-11 school year, Empire made AYP for both ELA and Math. • In ELA, the PAC rate increased for all subpopulations. • In ELA, the number of red cells decreased from 4 the previous year to 0. • In ELA, the Hispanic/Latino (57.40%) and LEP (56.78%) subpopulations made AYP by means of safe harbor. • In ELA historically, the PAC rate for the IEP subpopulation has been low. However, the PAC rate nearly doubled (26.23% to 50.00%) during the 2010-11 school year. • In Math, the PAC rate increased for all subpopulations. • In Math, all of the subpopulations were above the AMO target (65.90%) without the use of the confidence interval except for the IEP (65.52%) subpopulation. • Historically, in Math the PAC rate for the IEP subpopulation has been low. However, the PAC rate increased (40.00% to 65.52%) during the 2010-11 school year. ** The complete Historical School Data Profile is attached.
NCCAT-S Summary Report - REQUIRED	<ul style="list-style-type: none"> • The initial NCCAT-S process was finished during the 2009-10 school year. And will be completed in its entirety during the 2011-12 school year. • At the conclusion of the 2010-11 school year, the Empire School Support Team and School Improvement Team reviewed the previously identified indicators that served as the basis for the 2010-11 Restructuring Plan. Both teams determined that gains had been achieved for all of the indicators. However, it was determined that the focus of the 2011-12 Restructuring Plan should

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	<p>remain the same. Gains were made but work still remains to be done.</p> <ul style="list-style-type: none"> • The full NCCAT-S process that was completed during the 2009-10 school year yielded the following: <ul style="list-style-type: none"> ○ The NCCAT-S process required the analysis of various sources of data. Some data sources were already available and in use; others were already available and not in use; others had to be collected and/or organized. Based on careful analysis of the data, the following indicators were identified for inclusion in a 2 year restructuring plan. <ul style="list-style-type: none"> ▪ Indicator 1.2 – All instructional staff members deliver the standards-based curriculum to all students. ▪ Indicator 2.1 – All instruction staff members use classroom assessments aligned to state content standards. ○ The indicators were selected based on the needs of the school and high index scores.
Measures of Academic Progress Growth Analysis Program	<ul style="list-style-type: none"> • In Reading, the percent of students who met their projected Fall to Spring growth targets (measured using MAP assessment results) by grade level is as follows: Kindergarten (81.52%), 1st grade (76.40%), 2nd grade (44.05%), 3rd grade (58.33%), 4th grade (64.00%) and 5th grade (46.88%). • In Math, the percent of students who met their projected Fall to Spring growth targets (measured using MAP assessment results) by grade level is as follows: Kindergarten (54.84%), 1st grade (50.55%), 2nd grade (24.71%), 3rd grade (47.95%), 4th grade (65.33%) and 5th grade (73.13%). • Although the data is shown here by grade level, MAP growth data is able to be broken down by any variable (grade level, teacher, special program, etc.) that is available in the District's Student Information System. This is true for all assessment data available in the District.
5 th Grade Writing Results	<ul style="list-style-type: none"> • On the 5th grade Writing Assessment, 47.8% of the 5th graders were proficient. This was an 18.1% decline from the previous year. • As with MAP and CRT data, this data is able to be broken down by any variable (teacher, special program, etc.) that is available in the district's student information system.
Las Links Assessment	<ul style="list-style-type: none"> • On the State English Language Proficiency Assessment (Las Links), 59.39% of students made AMAO #1. The State target was 52%. • On the State English Language Proficiency Assessment (Las Links), 8.73% of students made AMAO #2. The State target was 14.2%. • AMAO #3 was met because the LEP subpopulation was proficient on the state CRT assessment. • Overall, the school did not meet the AMAO requirement because less than 14.2% of students exited the program during the 2010-11 school year.
End-of-Year Review	<p>The following next steps were identified in the Empire End-of-Year Review:</p> <ul style="list-style-type: none"> • SFA - The goal next year is to take the staff from the routine to refinement stage. (Research shows that this is where student achievement increases.) Homeroom teachers need to be aware of their

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student's achievement levels in the classroom along with the SFA Reading Program so they can provide remediation throughout the day. Time must be set aside for SFA "Roots" and "Wings" Levels to meet to review common assessment data and use the *4 Key Questions* from the district PLC model for interventions and enrichment.

- **Math** – Empire has made AYP in Math so there won't be direct action steps included in their 2011-2012 Restructuring Plan. However, the second phase of refining common assessments to meet the common core requirements as well as developing units of study will include math.
- **Writing** – Will be assumed in the common assessment refinement and then using the data to plan lessons.
- **Management Team** – The team will meet bi-monthly to review data and monitor the implementation of the Site Plan as well as plan for SIP and PLC meetings with assigned data coach, Dr. Ricky Medina.
- **SST/SIP** – The team will take a lead in the implementation and monitoring of their Site Plan. They will take a leadership role in PLC's utilizing student data and common assessments to set SMART goals. The principal will lead these SST/SIP Meetings. Carson City School District will not utilize John Soderman's as the SSTL for the 2011-12 school year. During the last SST/SIP meeting, staff and administration were not able to discuss the meaning of the NCCAT competencies they were striving for at their site. Empire will go through the NCCAT process for the second time during their 2011-12 school year.
- **Administration** – will continue to take the lead in the implementation and monitoring of the Site Plan including SFA, common core, common assessments, and math/writing instruction. Classroom observations and follow up meetings with teachers will be a priority. They will provide assistance to teachers and develop coaching plans when necessary. They will set goals with teachers at the beginning of the year which support and align with School and District priorities. Implementation conferences including individual teacher/student data will take place three times during the school year. (Removed - The principal will go through Nevada Pool Pact's *Perceiver Survey* to ascertain a deeper level of understanding of her strengths and weaknesses as a leader.) Both administrators will monitor S.M.A.R.T goals; PLCs have set around their data. Acceptable support may include coaching, collaborating, consulting, and evaluating teachers using the Teach For Success, SFA and Danielson Evaluation Model. Both administrators will receive cognitive coaching training provided by the district during the 2011-12 school year. Providing a Turnaround Conference is scheduled in the fall, at least one of the administrators will attend.

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- **District Office** – Mr. Stokes will continue his monthly Personal Principal Interview visits with Miss Allred. He will attend meetings where the data is expected to be shared with staff such as faculty meetings and PLCs. His role is to make sure the expectations set forth in the Restructuring Plan are carried out with **consistent** communication to the staff. Should staff not comply with timelines, or Restructuring Plan goals, Mr. Stokes will support Evelyn working with teachers to make sure there is compliance using coaching, collaboration, consulting, and the evaluation procedure.

Step II - Inquiry Process

Identify the Priority Concerns, Root Causes and Solutions from the data sources listed above that significantly contributed to the school's identification for restructuring and led to the creation of this restructuring plan. This should be a plan that looks at the operation and governance of the school. Attach relevant documents, i.e. charts, graphs, profiles.

II A. District Priority Concerns

Based on the analysis of the Comprehensive Needs Assessment, identify priority concerns focused on the areas of Curriculum and Instruction, Assessment and Accountability, and/or Leadership that led to the failure of the school to make AYP.

- Delivery of the standards based curriculum to all students by all instructional staff members is inconsistent (Indicator 1.2).
- Use of classroom assessments aligned to state content standards by all instructional staff members is inconsistent (Indicator 2.1).

II B. Root Causes

Identify the root cause(s) of the concern relative to the school's Curriculum and Instruction, Assessment and Accountability, and/or Leadership that led to the failure to make AYP and resulted in the need for this restructuring plan.

- Many classroom assessments are not standards-based or lack rigor
- Classroom assessments are inconsistent from classroom to classroom at the same grade level
- Interpretations of "proficient" and "non-proficient" are inconsistent across classrooms
- Data is not consistent across classrooms which hinders collaboration and sharing during PLC meetings
- Units of Instruction are inconsistent across classrooms
- Because Units of Instruction are inconsistent, teachers are unable to collaborate and share ideas about interventions for struggling students and acceleration for advanced

II C. District Solutions

Identify solutions selected by the LEA that focus on the school's Curriculum and Instruction, Assessment and Accountability, and/or Leadership and have substantial promise of improving academic achievement, enabling the school to make AYP this year and in the future.

- Common Assessments will be administered.
- Common Assessments will be scored and data will be charted.
- Common Assessment results will be analyzed and S.M.A.R.T Goals will be set.
- Common Assessments will be refined as necessary
- Units of Instruction and Plans for Intervention and Acceleration will be designed (Effective teaching strategies will be selected)
- Units of Instruction will be taught (Plans for Interventions and Acceleration will be used)
- Instruction will be monitored, reflected on, and adjusted as needed

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| <ul style="list-style-type: none">• Currently, vast amounts of data are collected, or are available, for Empire stakeholders. However, the delivery of this data is not always forthcoming or does not occur in a timeframe that is necessary for sound decision making. In other cases, the data is not available in a format that is readily understood by those whose need the data most. In many instances, data is collected for compliance and bookkeeping rather than organizational learning and improvement. An increase in the organizational intelligence of Empire Elementary will lead to better decision making and increased learning for both school personnel and students. | <ul style="list-style-type: none">• The use of data is focused around collection and compliance rather than school improvement and organizational learning.• Data is missing, or not readily available, pertaining to topics covered in the NCCAT-S process.• Teachers are observed regularly but the use of cognitive coaching has room to grow. Feedback from observations is lacking.• The administrators would benefit from support when working with ineffective instructional staff. | <ul style="list-style-type: none">• Data pertaining to this plan, school governance, and SFA Reading Program will be identified, collected, analyzed, shared, and used. The use of data will focus on organizational learning and improvement.• The Empire Management Team (including the Director of Assessment and Accountability) will meet every two weeks and will use data to guide decision making.• The entire NCCAT-S process will be completed. NCCAT-S data will be collected and used to guide school improvement.• The Empire Administration will attend training sessions on Cognitive Coaching. The School Support Team Leader will provide support related to Cognitive Coaching.• (Removed – All) Empire Administrators and instructional staff will participate in coaching sessions when determined to be necessary by the site administration in consultation with the SST leader. The School Support Team Leader may attend the coaching sessions.• The Principal will meet with the District Superintendent monthly. Topics of discussion will include school improvement and working with ineffective teachers. (Removed - POOL-PACT Perceiver results).• All teachers will develop personal S.M.A.R.T. Goals that are aligned with this plan and share them with Empire Administration. |
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Step III - Master Plan Design

The Master Plan Design is designed to improve the academic achievement of the pupils enrolled in the school and have substantial promise of ensuring that the school makes AYP this year and in the future. In this section, the LEA must select a Restructuring Option (III A) and develop a School Restructuring Plan that identifies the Goals, Measurable Objectives, and respective Action Steps and the supporting information and data.

Step III A. Restructuring Option – Per NRS 385.3761 and based on the conclusions formed from the information above, districts are required to carry out a plan of restructuring that includes selecting at least one of the following options:

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| <input checked="" type="checkbox"/> | [Nevada Option a] Replace all or most of the staff who are relevant to failure of the school to make AYP; |
| <input type="checkbox"/> | [Nevada Option b] Enter into a contract with an entity, such as a management company, with a demonstrated record of effectiveness to operate the public school; |
| <input type="checkbox"/> | [Nevada Option c] Request that NDE oversee the operation of the school, if agreed to by NDE; or |
| | [Nevada Option d] <i>Nevada Option d only applies to schools where the NDE is responsible for restructuring as the LEA.</i> |
| <input checked="" type="checkbox"/> | [Nevada Option e] Take any other action to restructure the governance of the school if the action is designed to improve the academic achievement of the pupils enrolled in the school and has substantial promise of ensuring that the school makes AYP. <i>(Under this option, NDE requires that the LEA changes the governance structure of the school in a significant manner that either diminishes school-based management and decision making or increases control, monitoring, and oversight of the school's operations and educational program by the LEA)</i> |
| | In addition to what is defined under Option e above, the following examples may constitute "any other action to restructure the governance of the school" [USDOE Non-Regulatory School Improvement Guidance G-8; §1116(b)(8)(B)(v)]: |
| | <ul style="list-style-type: none"> • Close the school and reopen it as a focus or theme school with new staff or staff skilled in the focus area (e.g., math and science, dual language, communication arts); • Reconstitute the school into smaller autonomous learning communities (e.g., school-within-a-school model, learning academies, etc.); • Dissolve the school and assign students to other schools in the district; • Pair the school in restructuring with a higher performing school so that K-3 grades from both schools are together and the 4-5 grades from both schools are together; or • Expand or narrow the grades served, for example, narrowing a K-8 school to a K-5 elementary school. |

Step III B. School Restructuring Plan

Directions - Use for the following chart below.

- 1) Develop no more than 2 Restructuring Plan Goals. Based upon data, including NCCAT-S results, each goal must address one of the following as an area of focus: Curriculum and Instruction, Assessment and Accountability, or Leadership.
- 2) Provide Rationale for Goal as supported by the Priority Concerns, Root Causes, and District Solutions identified in the Inquiry Process.
- 3) State no more than 3 Measurable Objective(s) for each Restructuring Plan Goal.
- 4) Describe the Action Steps that will change the operation and governance of the school in order to increase student achievement in areas currently identified as not meeting AYP.

- 5) Specify the Timelines for implementing each action step.
- 6) Describe the Resources, including district personnel as well as funding sources, available to the school to carry out the plan.
- 7) Identify the Evidence to be collected by District/Area/Division to document implementation of the action step.
- 8) List District/Area/School Staff Responsible for ensuring the action step is carried out.

Goal 1 – Select an area of focus: Curriculum and Instruction

Restructuring Plan Goal 1:

In Reading, all teachers will use collaboratively designed Units of Instruction that are aligned with Common Assessments and/or elements of the SFA program which measure the entire scope of a guaranteed and viable standards-based curriculum.

Rationale for Goal (as supported by Inquiry Process):

In order to fully deliver standards-based instruction, teachers must have access to a guaranteed and viable standards based curriculum. Therefore, during the 2010-2011 school year, the Reading standards were “unwrapped” to determine what key concepts and skills needed to be taught, to what extent they needed to be taught, and when they needed to be taught. This allowed Empire teachers to develop assessments that measured the entire scope of the guaranteed and viable curriculum. As a result of their previous work, during the 2011-2012 school year, Empire teachers will be able to collaborate and use assessment data to make data informed decisions that will lead to better differentiation and more focused instruction.

Measurable Objective 1:

By the end of the 2011-12 school year, 100% of teachers will implement Units of Instruction that are aligned with Reading Common Assessments by delivering differentiated instruction using effective instructional strategies. (This includes effective implementation of SFA program components)

Action Step Describe the restructuring action that will increase student achievement in areas currently identified as not meeting AYP.	Timeline Identify the timelines for implementing the action step.	Resource Allocation & Reallocation Include all types of resources (e.g. district personnel, funding sources, etc.) available to the school and necessary for implementing the action step.	Evidence Identify evidence the District/Area will use to document implementation and measure the results of the action step.	Person(s) Responsible Identify District and/or School staff responsible for ensuring the action step is carried-out.
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Common Assessments will be administered. Assessment results will be analyzed.

<ul style="list-style-type: none"> • Common Assessments /Benchmarks will be administered. 	<ul style="list-style-type: none"> • Will vary depending on length of Unit of Instruction (~3 weeks). Calendar will be set at the beginning of the year and adjusted based on documented need. 	<ul style="list-style-type: none"> • Title I Funds • General Funds • Rubicon Atlas • CCSD/Empire Common Assessments • Classroom Time 	<ul style="list-style-type: none"> • Common Assessment Calendar and Revisions will be shared with District Office Personnel monthly. • The above will be 	Applies to entire section: <ul style="list-style-type: none"> • Associate Superintendent (Susan Keema)
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			maintained on-site in PLC binder	<ul style="list-style-type: none"> • Director of Accountability and Assessment (Dr. Ricky Medina) • Empire Management Team
<ul style="list-style-type: none"> • Common Assessments /Benchmarks will be scored and data will be charted. 	<ul style="list-style-type: none"> • Will be completed prior to PLC after each Common Assessment is administered. 	<ul style="list-style-type: none"> • Mark Bacon, SFA Facilitator • Prep/PLC time 	<ul style="list-style-type: none"> • Common Assessment results will be stored in Database maintained by District Office Personnel. 	
<ul style="list-style-type: none"> • Common Assessment /Benchmarks results will be analyzed and S.M.A.R.T Goals will be set. 	<ul style="list-style-type: none"> • Will be completed in PLCs after each Common Assessment is administered. 	<ul style="list-style-type: none"> • Mark Bacon, SFA Facilitator • Faculty meetings, Prep/PLC time • District Early Release Days 	<ul style="list-style-type: none"> • S.M.A.R.T Goals will be shared with District Office Personnel monthly • The above will be maintained on-site in PLC binder. 	
<ul style="list-style-type: none"> • Common Assessments /Benchmarks will be refined as necessary 	<ul style="list-style-type: none"> • Will be completed in PLCs after each Common Assessment is administered. 		<ul style="list-style-type: none"> • Revisions will be submitted to District Office Personnel monthly. • The above will be maintained on-site in PLC binder 	
Differentiated Instruction will be planned and delivered.				
<ul style="list-style-type: none"> • Units of Instruction and Plans for Intervention and Acceleration will be designed (Effective teaching strategies will be selected) 	<ul style="list-style-type: none"> • Will be completed in PLCs after each Common Assessment is administered 	<ul style="list-style-type: none"> • Title I Funds • General Funds • Rubicon Atlas • SFA Curriculum • Adopted ELA materials • Available technology • Mark Bacon SFA Facilitator • District Coaches – Writing, GATE, ESL 	<ul style="list-style-type: none"> • PLC observations will occur weekly. Summaries will be shared with District Office Personnel every two weeks. • The above will be maintained on-site in PLC binder 	<p>Applies to entire section:</p> <ul style="list-style-type: none"> • Associate Superintendent (Susan Keema) • Director of Accountability and Assessment (Dr. Ricky Medina) • Empire Management Team
<ul style="list-style-type: none"> • Units of Instruction will be taught (Plans for Interventions and Acceleration will be used) 	<ul style="list-style-type: none"> • Will be completed in the classroom after each Common Assessment is administered 	<ul style="list-style-type: none"> • Title I Funds • General Funds • Rubicon Atlas • SFA Curriculum • Adopted ELA materials • Available technology • Mark Bacon, SFA Facilitator • District Coaches – Writing, GATE, ESL 	<ul style="list-style-type: none"> • Classroom observations will occur weekly. Observation data will be shared with the District Office Personnel every two weeks. 	

<ul style="list-style-type: none"> • Instruction will be monitored, reflected on, and adjusted as needed 	<ul style="list-style-type: none"> • Will be completed in the classroom and during non-instructional time after each Common Assessment is administered 	<ul style="list-style-type: none"> • Prep/PLC Time • Early Release Days • Faculty Meetings • Mark Bacon, SFA Facilitator • District Coaches – Writing, GATE, ESL 	<ul style="list-style-type: none"> • Classroom observations will occur weekly. Observation data will be shared with the District Office Personnel every two weeks. 	
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Goal 2 – Select an area of focus: Leadership

Restructuring Plan Goal 2:

The use of data will focus on organizational learning and improvement rather than collection and compliance.

Rationale for Goal (as supported by Inquiry Process):

Larson (2009) defined business intelligence as “the delivery of accurate, useful information to the appropriate decision makers within the necessary timeframe to support effective decision making” (p. 11). Currently, vast amounts of data are collected, or are available, for Empire stakeholders. However, the delivery of this data is not always forthcoming or does not occur in a timeframe that is necessary for sound decision making. In other cases, the data is not available in a format that is readily understood by those whose need the data most. In many instances, data is collected for compliance and bookkeeping rather than organizational learning and improvement. An increase in the organizational intelligence of Empire Elementary will lead to better decision making. Increased organizational intelligence will lead to increased learning for both school personnel and students.

Measurable Objective 1:

Currently, vast amounts of data are collected or could be easily collected by Empire leadership. However, much of this data is not shared (or used) in a manner that best facilitates organizational learning and school improvement. By the end of the 2011-2012 school year, a majority of the decisions made by Empire leadership will be supported (and documented) with data. This is an organizational shift from a Delivery Stance to a Learner Centered Stance with the intent of moving all students to mastery and utilizing data to verify that this occurs.

Action Step	Timeline	Resource Allocation & Reallocation	Evidence	Person(s) Responsible
Describe the restructuring action that will increase student achievement in areas currently identified as not meeting AYP.	Identify the timelines for implementing the action step.	Include all types of resources (e.g. district personnel, funding sources, etc.) available to the school and necessary for implementing the action	Identify evidence the District/Area will use to document implementation and measure the results of the action step.	Identify District and School staff responsible for the action step and timeline.

		step.		
<ul style="list-style-type: none"> Data pertaining to this plan, school governance, and SFA Reading will be identified, collected, analyzed, shared, and used. The use of data will focus on organizational learning and improvement. 	<ul style="list-style-type: none"> The Principal will meet with the Director of Accountability and Assessment every two weeks. Other members of the Empire Management Team will meet with the Director of Accountability and Assessment as needed. 	<ul style="list-style-type: none"> Available Technology Title I Funds General Funds Meeting Time Dr. Ricky Medina Turnaround Conference 	<ul style="list-style-type: none"> Meeting calendar will be set at the beginning of the year and shared with District Office Personnel. Meeting logs will be shared with District Office Personnel every two weeks. Data sharing action plans will be shared with District Office Personnel every two weeks. 	<p>Applies to entire section:</p> <ul style="list-style-type: none"> Associate Superintendent (Susan Keema) Director of Accountability and Assessment (Dr. Ricky Medina)
<ul style="list-style-type: none"> The Empire Management Team (including the Director of Assessment and Accountability) will meet every two weeks and will use data to guide decision making. 	<ul style="list-style-type: none"> Will occur every two weeks. 	<ul style="list-style-type: none"> Available Technology Title I Funds General Funds Meeting Time Dr. Ricky Medina 	<ul style="list-style-type: none"> Meeting Calendar will be set at the beginning of the year and updated as needed. Meeting minutes that outline decisions made and data that was used to make the decisions will be shared with District Office Personnel every two weeks. 	<ul style="list-style-type: none"> Empire Management Team
<ul style="list-style-type: none"> The entire NCCAT-S process will be completed. NCCAT-S data will be collected and used to guide school improvement. 	<ul style="list-style-type: none"> 1 Section of the NCCAT-S will be completed each quarter – 1st, 2nd, and 3rd The entire process will be completed by the end of the 4th quarter 	<ul style="list-style-type: none"> NCCAT-S Tools on State website Dr. Ricky Medina 	<ul style="list-style-type: none"> NCCAT-S Binder NCCAT-S Summary Report 	
<ul style="list-style-type: none"> Empire's administration will attend training sessions on Cognitive Coaching. The School Support Team Leader will provide support related to Cognitive Coaching. 	<ul style="list-style-type: none"> August 10, 2011 August 11, 2011 October 19, 2011 October 20, 2011 December 14, 2011 December 15, 2011 February 15, 2012 February 16, 2012 	<ul style="list-style-type: none"> Title II Funds Cognitive coaching Trainers: Deirdre Pedersen Kari Pryor 	<ul style="list-style-type: none"> Training Sign-in Sheet Notes from Cognitive Coaching Trainers 	
<ul style="list-style-type: none"> Empire's 	<ul style="list-style-type: none"> Will occur weekly. 	<ul style="list-style-type: none"> Nancy Bryant, SSTL 	<ul style="list-style-type: none"> (Removed - Meeting 	

administrators and instructional staff will participate in coaching sessions when determined to be necessary by the administration in consultation with the SST Leader. The School Support Team Leader may attend the coaching sessions.			Calendar will be set at the beginning of the year with the School Support Team Leader.) <ul style="list-style-type: none"> • (Removed - Coaching logs will be shared with District Office Personnel every two weeks.) • A coaching log will be maintained by the site administration and shared with the district office when requested. 	
<ul style="list-style-type: none"> • The Principal will meet with the District Superintendent monthly. Topics of discussion will include school improvement and working with ineffective teachers (Removed - and POOL-PACT Perceiver results.) 	<ul style="list-style-type: none"> • Will occur monthly. 	<ul style="list-style-type: none"> • Turnaround Conference • (Removed - Nevada Pool Pact – Perceiver) • Danielson Evaluation Model • Classroom walkthrough data • Restructuring Plan/Data 	<ul style="list-style-type: none"> • Meeting Calendar will be set at the beginning of the year with the District Superintendent. 	
<ul style="list-style-type: none"> • All teachers will develop personal S.M.A.R.T. Goals that are aligned with this plan and share them with Empire administration. 	<ul style="list-style-type: none"> • Will occur three times per year – beginning, middle, and end. 	<ul style="list-style-type: none"> • Prep/PLC Time • Faculty Meetings • Early Release Days 	<ul style="list-style-type: none"> • List of S.M.A.R.T. Goals for each teacher. 	

Step IV – Monitoring and Evaluating Implementation of School Restructuring Plan

The Monitoring and Evaluation Plan provides a mechanism for the appropriate district personnel to systematically monitor and evaluate the implementation of the restructuring plan. During Step IV, it is the responsibility of the district to keep the restructuring plan focused – ensuring that the action steps are implemented and monitored and that consistent evaluation relative to improvement and student achievement takes place.

Action Steps	Timeline & Benchmarks	Responsible District Staff	Documentation of Implementation
Describe the restructuring	Identify timeline for implementing	Identify District staff responsible for	

action that will change the governance of the school in order to increase student achievement in areas currently identified as not meeting AYP. (Same as steps in Restructuring Plan).	action steps/activities and benchmarks to be met toward accomplishing these action steps.	monitoring/evaluating the action steps/activities and timeline for administering Technical Assistance/Consequences for school if restructuring timelines/benchmarks are not met.	Identify evidence to be collected by District/Area to document implementation of activity.
<ul style="list-style-type: none"> Common Assessments /Benchmarks will be administered. 	<ul style="list-style-type: none"> Will vary depending on length of Unit of Instruction (~3 weeks). Calendar will be set at the beginning of the year and adjusted based on documented need. Calendar set by September 9,2011 1st Quarter: 100% of classrooms 2nd Quarter: 100% of classrooms 3rd Quarter: 100% of classrooms 4th Quarter: 100% of classrooms 	<ul style="list-style-type: none"> Associate Superintendent (Susan Keema) Director of Accountability and Assessment (Dr. Ricky Medina) Assistance/Consequences <ul style="list-style-type: none"> Calendar set during first Management Team meeting- Dr.Ricky Medina Support Principal will oversee the administration of Common Assessments Grade levels not following the calendar may warrant time extensions or progressive discipline per CCSD negotiated contract 	<ul style="list-style-type: none"> Common Assessment Calendar and Revisions will be shared with District Office Personnel monthly. The above will be maintained on-site in PLC binder PLC ELA calendar was set for the year. Smartgoals will be developed and monitored during these meetings. SIP/SST monitored PLC minutes and goals to assure compliance 10-25-11
<ul style="list-style-type: none"> Common Assessments /Benchmarks will be scored and data will be charted. 	<ul style="list-style-type: none"> Will be completed prior to PLC after each Common Assessment is administered. 1st Quarter: 100% of classrooms 2nd Quarter: 100% of classrooms 3rd Quarter: 100% of classrooms 4th Quarter: 100% of classrooms 	<ul style="list-style-type: none"> Associate Superintendent (Susan Keema) Director of Accountability and Assessment (Dr. Ricky Medina) Assistance/Consequences <ul style="list-style-type: none"> Principal will provide coaching or progressive discipline per the CCSD negotiated contract 	<ul style="list-style-type: none"> Common Assessment results will be stored in Database maintained by District Office Personnel. The above will be maintained on-site in PLC binder SIP/SST monitored PLC minutes and goals to assure compliance 10-25-11
<ul style="list-style-type: none"> Common Assessment /Benchmarks results will be analyzed and S.M.A.R.T Goals will be set. 	<ul style="list-style-type: none"> Will be completed in PLCs after each Common Assessment is administered. 1st Quarter: 100% of classrooms 2nd Quarter: 100% of classrooms 3rd Quarter: 100% of classrooms 4th Quarter: 100% of classrooms 	<ul style="list-style-type: none"> Associate Superintendent (Susan Keema) Director of Accountability and Assessment (Dr. Ricky Medina) Assistance/Consequences <ul style="list-style-type: none"> Principal will provide 	<ul style="list-style-type: none"> S.M.A.R.T Goals will be shared with District Office Personnel monthly. The above will be maintained on-site in PLC binder SIP/SST monitored PLC minutes and goals to assure

		coaching or progressive discipline per the CCSD negotiated contract	compliance 10-25-11
<ul style="list-style-type: none"> Common Assessments /Benchmarks will be refined as necessary 	<ul style="list-style-type: none"> Will be completed in PLCs after each Common Assessment is administered. 4th Quarter: 100% Assessments will be reviewed 	<ul style="list-style-type: none"> Associate Superintendent (Susan Keema) Director of Accountability and Assessment (Dr. Ricky Medina) <p>Assistance/Consequences</p> <ul style="list-style-type: none"> Time will be given during Early Release Days Principal will provide coaching or progressive discipline per the CCSD negotiated contract 	<ul style="list-style-type: none"> Revisions will be submitted to District Office Personnel monthly. The above will be maintained on-site in PLC binder SIP/SST monitored PLC minutes and goals to assure compliance 10-25-11 Note taker was revised to reflect Common Assessments and refinements
<ul style="list-style-type: none"> Units of Instruction and Plans for Intervention and Acceleration will be designed (Effective teaching strategies will be selected) 	<ul style="list-style-type: none"> Will be completed in PLCs after each Common Assessment is administered 1st Quarter: 70% of grade levels 2nd Quarter: 80% of grade levels 3rd Quarter: 90% of grade levels 4th Quarter: 100% of grade levels 	<ul style="list-style-type: none"> Associate Superintendent (Susan Keema) Director of Accountability and Assessment (Dr. Ricky Medina) <p>Assistance/Consequences</p> <ul style="list-style-type: none"> Time will be given during Early Release Days Principal will provide coaching or progressive discipline per the CCSD negotiated contract 	<ul style="list-style-type: none"> PLC observations will occur weekly. Summaries will be shared with District Office Personnel every two weeks. The above will be maintained on-site in PLC binder SIP/SST monitored PLC minutes and goals to assure compliance 10-25-11 Note taker was revised to reflect, acceleration, interventions, and teaching strategies.
<ul style="list-style-type: none"> Units of Instruction will be taught (Plans for Interventions and Acceleration will be used) 	<ul style="list-style-type: none"> Will be completed in the classroom after each Common Assessment is administered 1st Quarter: 100% of grade levels 2nd Quarter: 100% of grade levels 3rd Quarter: 100% of grade levels 4th Quarter: 100% of grade levels 	<ul style="list-style-type: none"> Associate Superintendent (Susan Keema) Director of Accountability and Assessment (Dr. Ricky Medina) <p>Assistance/Consequences</p> <ul style="list-style-type: none"> Administration/Coaches observations of teacher 	<ul style="list-style-type: none"> Classroom observations will occur weekly. Observation data will be shared with the District Office Personnel every two weeks. SIP/SST monitored PLC minutes and goals to assure compliance 10-25-11 Note

		<p>lessons</p> <ul style="list-style-type: none"> Principal will provide coaching or progressive discipline per the CCSD negotiated contract 	<p>taker was revised to reflect, acceleration, interventions, and teaching strategies.</p>
<ul style="list-style-type: none"> Instruction will be monitored, reflected on, and adjusted as needed 	<ul style="list-style-type: none"> Will be completed in the classroom and during non-instructional time after each Common Assessment is administered (Removed - 1st Quarter: 25% of teachers participated in coaching sessions 2nd Quarter: 50% of teachers participated in coaching sessions 3rd Quarter: 75% of teachers participated in coaching sessions 4th Quarter: 100% of teachers participated in coaching sessions) 	<ul style="list-style-type: none"> Associate Superintendent (Susan Keema) Director of Accountability and Assessment (Dr. Ricky Medina) <p>Assistance/Consequences</p> <ul style="list-style-type: none"> Principal will provide coaching or progressive discipline per the CCSD negotiated contract 	<ul style="list-style-type: none"> Classroom observations will occur weekly. Observation data will be shared with the District Office Personnel every two weeks. Administrators are completing district walk throughs
<ul style="list-style-type: none"> Data pertaining to this plan, school governance, and SFA Reading will be identified, collected, analyzed, shared, and used. The use of data will focus on organizational learning and improvement. 	<ul style="list-style-type: none"> The Principal will meet with the Director of Accountability and Assessment every two weeks. Other members of the Empire Management Team will meet with the Director of Accountability and Assessment as needed Data will be shared at bi-monthly faculty meetings and monthly SST/SIP meetings. 1st Quarter: 100% of meetings held 2nd Quarter: 100% of meetings held 3rd Quarter: 100% of meetings held 4th Quarter: 100% of meetings held 	<ul style="list-style-type: none"> Superintendent (Richard Stokes) Associate Superintendent (Susan Keema) Director of Accountability and Assessment (Dr. Ricky Medina) <p>Assistance/Consequences</p> <ul style="list-style-type: none"> Superintendent or Associate Superintendent will attend faculty meetings or SST/SIP meetings. Dr. Ricky Medina will provide coaching to Empire Administration Superintendent or Associate Superintendent will provide progressive discipline per the CCSD negotiated contract 	<ul style="list-style-type: none"> Meeting calendar will be set at the beginning of the year and shared with District Office Personnel. Meeting logs will be shared with District Office Personnel every two weeks. Data sharing action plans will be shared with District Office Personnel every two weeks. SFA Goal for Wings was developed 10-26

<ul style="list-style-type: none"> The Empire Management Team (including the Director of Assessment and Accountability) will meet every two weeks and will use data to guide decision making. 	<ul style="list-style-type: none"> Will occur every two weeks. As data points become available, they will be used to make decisions. (Removed - 1st Quarter: 40% of decisions 2nd Quarter: 60% of decisions 3rd Quarter: 80% of decisions 4th Quarter: 85% of decisions 	<ul style="list-style-type: none"> Associate Superintendent (Susan Keema) Director of Accountability and Assessment (Dr. Ricky Medina) Assistance/Consequences <ul style="list-style-type: none"> Dr. Ricky Medina will provide coaching to Empire Administration Superintendent or Associate Superintendent will provide progressive discipline per the CCSD negotiated contract 	<ul style="list-style-type: none"> Meeting Calendar will be set at the beginning of the year and updated as needed. Meeting minutes that outline decisions made and data that was used to make the decisions will be shared with District Office Personnel every two weeks. Meetings are being held see minutes
<ul style="list-style-type: none"> The entire NCCAT-S process will be completed. NCCAT-S data will be collected and used to guide school improvement. 	<ul style="list-style-type: none"> 1 Section of the NCCAT-S will be completed each quarter – 1st, 2nd, and 3rd The entire process will be completed by the end of the 4th quarter 1st Quarter: 1st section completed 2nd Quarter: 2nd section completed 3rd Quarter: 3rd section completed 4th Quarter: Summary completed 	<ul style="list-style-type: none"> Superintendent (Richard Stokes) Associate Superintendent (Susan Keema) Director of Accountability and Assessment (Dr. Ricky Medina) Assistance/Consequences <ul style="list-style-type: none"> Dr. Ricky Medina will provide coaching to Empire Administration Superintendent or Associate Superintendent will provide progressive discipline per the CCSD negotiated contract 	<ul style="list-style-type: none"> NCCAT-S Binder NCCAT-S Summary Report October 14th Leadership section of NCCAT was administered to staff
<ul style="list-style-type: none"> Empire’s administration will attend training sessions on Cognitive Coaching. The School Support Team Leader will provide support related to Cognitive Coaching. 	<ul style="list-style-type: none"> August 10, 2011 August 11, 2011 October 19, 2011 October 20, 2011 December 14, 2011 December 15, 2011 February 15, 2012 February 16, 2012 (Removed 1st Quarter: 25% of teachers participated in coaching sessions 2nd Quarter: 50% of teachers 	<ul style="list-style-type: none"> Superintendent (Richard Stokes) Associate Superintendent (Susan Keema) Director of Accountability and Assessment (Dr. Ricky Medina) Cognitive Coaching Consultant (Deirdre Pederson) SSTL/TBA Assistance/Consequences <ul style="list-style-type: none"> Deirdre Pederson will provide coaching training and follow up 	<ul style="list-style-type: none"> Training Sign-in Sheet Notes from Cognitive Coaching Trainers

	<ul style="list-style-type: none"> participated in coaching sessions 3rd Quarter: 75% of teachers participated in coaching sessions 4th Quarter: 100% of teachers participated in coaching sessions) 	<p>coaching sessions with administration</p>	
<ul style="list-style-type: none"> Empire’s administrators and instructional staff will participate in coaching sessions when determined to be necessary by the administration in consultation with the SST Leader. The School Support Team Leader may attend the coaching sessions. 	<ul style="list-style-type: none"> Will occur weekly as determined necessary by the site administration in consultation with the SST Leader. (Removed - 1st Quarter: 25% of teachers participated in coaching sessions 2nd Quarter: 50% of teachers participated in coaching sessions 3rd Quarter: 75% of teachers participated in coaching sessions 4th Quarter: 100% of teachers participated in coaching sessions) 	<ul style="list-style-type: none"> Associate Superintendent (Susan Keema) Director of Accountability and Assessment (Dr. Ricky Medina) Cognitive Coaching Consultant (Deirdre Pederson) SSTL/TBA <p>Assistance/Consequences</p> <ul style="list-style-type: none"> Deirdre Pederson will provide coaching training and follow up coaching sessions with administration 	<ul style="list-style-type: none"> Meeting Calendar will be set at the beginning of the year with the School Support Team Leader. Coaching logs will be shared with District Office Personnel every two weeks.
<ul style="list-style-type: none"> The Principal will meet with the District Superintendent monthly. Topics of discussion will include school improvement and working with ineffective teachers (Removed - and POOL-PACT Perceiver results.) 	<ul style="list-style-type: none"> Will occur monthly. 1st Quarter: 100% of meetings held 2nd Quarter: 100% of meetings held 3rd Quarter: 100% of meetings held 4th Quarter: 100% of meetings held 	<ul style="list-style-type: none"> Superintendent (Richard Stokes) <p>Assistance/Consequences</p> <ul style="list-style-type: none"> Superintendent will provide coaching and or progressive discipline per the CCSD negotiated contract 	<ul style="list-style-type: none"> Meeting Calendar will be set at the beginning of the year with the District Superintendent.
<ul style="list-style-type: none"> All teachers will develop personal S.M.A.R.T. goals that are aligned with this plan and share them with Empire’s administration. 	<ul style="list-style-type: none"> Will occur three times per year – beginning, middle, and end. 1st Quarter: Interviews held 2nd - 3rd Quarter: Interviews held 4th Quarter: Interviews held 	<ul style="list-style-type: none"> Superintendent (Richard Stokes) Associate Superintendent (Susan Keema) Director of Accountability and Assessment (Dr. Ricky Medina) SSTL/TBA <p>Assistance/Consequences</p> <ul style="list-style-type: none"> Dr. Ricky Medina and the 	<ul style="list-style-type: none"> List of S.M.A.R.T. goals for each teacher.

		<p>SSTL will provide coaching to Empire Administration</p> <ul style="list-style-type: none"> • Superintendent or Associate Superintendent will provide progressive discipline per the CCSD negotiated contract 	
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Step V – Budget for the Overall Cost of Carrying Out the Plan

List the funds necessary to carry out the restructuring 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	<p>PLC work surrounding the use of data to verify student mastery of the content within each unit and to be sure that students are aggressively placed and moved quickly through SFA components.</p> <p>SES – Supplemental Educational Services student tutoring for the lowest performing eligible students (Students must be eligible for Free or Reduced Lunch to Participate)</p> <p>SST Lead – Salary school leadership and implementation support This person is to provide support of the implementation of the restructuring plan. This includes guiding staff members through review of practices, training and program implementation.</p> <p>SFA Training – contracted support with SFA for improved implementation. This goes along with the work of the SFA Facilitator. This is high</p>	<p>\$ 5,000.00 Title I Extra hours pay set aside to give teachers time to meet each week – extra hours can be used when time during the day is not available.</p> <p>\$120,000.00 Title I: The <u>lowest function</u> FRL students qualify for these funds.</p> <p>\$3000.00 Title I – Partial funding</p> <p>\$23,396.00 Title I (Admin.)</p>	<p>\$ 17,000.00 Differentiated Consequences Grant NDE Application</p>

	quality PD provided by SFA to staff members to enhance program implementation. After School Program	\$ 15,000.00 Title I - Partial funding	\$50,000.00 the district is actively seeking grant funding to address this remaining balance. Also, the school will receive carry over funds from Title I and that will address most of the remaining costs of this item.
Goal 2	PLC work surrounding the use of data to verify student mastery of the content within each unit and to be sure that students are aggressively placed and moved quickly through SFA components. The focus for goal II is the use of Data work will be done in support of PLC groups both in school and out of school time. Funds here address out of school time.		\$ 5,000.00 Title I Extra hours pay set aside to give teachers time to meet each week – extra hours can be used when time during the day is not available. Will Utilize Title I Carry over Dollars for this current year
Total	\$ 238,396.00	\$166,396.00	\$ 72,000.00

Step VI – Required Elements for All Schools

Complete items 1-6.

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects? Data is looked at weekly via professional learning communities or faculty meetings. School Management Team oversees School Support Team directives during bi-monthly meetings. The School Support Team will be combined with the site School Improvement Team to collaboratively work together toward student achievement.
2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and/or during any extension of the school year. Tutoring will occur in conjunction with the Success For All Program utilizing Title I funds during the day. SES will be used for before or after school intervention. Empire was not reallocated 21st Century fund for remediation. As a result of this Jumpstart before school, tutoring will not exist for the 2011-12 school year. The X-Factor after school program will be supported by Title I funding for after school interventions. The Instructional consultation model will support classroom interventions with students.

3. Describe the resources available to the school to carry out the plan. See Step V. in addition, district professional development, English as a Second Language Director, Grants Director, Director of Accountability and Assessment and a request for a SSTL for the 2011-12 school year.
4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. The 1003(a)(g) Title funds have allowed Empire to hire an implementation specialist and who has provided training and coaching in the area of Math and writing. Due to lack of funding this will NOT occur for 2011-12. Empire has met the state define CRT targets in math and is in a “hold” status on reading for 2010-11. Federal Title 1 funds have provided for the Success For All reading program which has been improving Empire test scores. Since full day Kindergarten has been implemented – reading scores have increased. Class size reduction funding has supported an additional certified staff member which lowered class sizes.
5. Discuss how the school will utilize both the Educational Involvement Accord and Code of Honor for parents and still meet all the requirements of the law. This information will be sent home to the parents requesting the form to be signed and returned to the school. The purpose is to promote a partnership between the families and the school.
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). Language Objectives expected to be posted daily, Staff HQSI level-trained. Two ESL staff members have a combination of pull out and co-teach classes. Cluster inclusion classes have been assigned to teachers with TESOL endorsements or HQSI training. New classroom materials have been adopted for 2011-12 to provide support for reading, writing, listening and speaking for students.

Step VII – Required Elements for all Title I Schools

Complete items 1 through 5.

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

Empire is in Needs Improvement Year 6

10% Title 1 funding was sent aside for professional development

A School Support Team was assigned to Empire

A Restructuring Plan was developed and submitted to Nevada Department of Education (NDE)
2. Provide an assurance that the school will not spend less than 10% of their annual Title I allocation for quality professional development. Director of

Grants, Dr. Steven Pradere will guarantee Empire will not spend less than 10% of Title I funds on 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. See attachment #1

4. Specify how Title I funds will be used to remove school from "Needs Improvement" status. . Success For All Reading Program (SFA), SFA tutors, classroom walkthroughs, coaching, instructional planning or data review release time, reading/math materials, professional development, etc.

5. Describe the school's teacher mentoring program and how it supports the achievement of the school's annual goals and objectives. District Coaches are assigned to new personnel. Workshops are held to provide training on Teach for Success in year one and High Quality Sheltered Instruction for year two. Expectations of the district are given by district personnel. Site mentors are also assigned to assist in management, practical school protocols

STEP VIII – Required Elements for all Title I Schools operating a School-wide Program

Title I Schools operating a School-wide Program MUST complete items 6 through 10.

6. Describe the school's strategies to attract high-quality highly qualified teachers to your school. District Coaches are assigned to new personnel. Workshops are held to provide training on Teach for Success in year one and High Quality Sheltered Instruction for year two. Expectations of the district are given by district personnel. Site mentors are also assigned to assist in management, practical school protocols

7. Describe the school's strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services. Empire will have the funding to hire a Parent Involvement Coordinator who will work with families on literacy for the 2011-2012 school year. A grant funded preschool program provides early intervention and pre-reading strategies. Every Friday parents in the Early Childhood program attend a "storyteller" session from 9:00- 10:30 a.m. During these sessions, teachers monitor and coach parents to support reading development with their child. Books are provided to families at no charge to take home. The *Kinder Round Up* is a workshop for parents taught by Kindergarten teachers to provide information about Kindergarten readiness. Parents are members of the School Support Team, Parent Teacher Association. Parent/ teacher conferences are held throughout the school year. Family nights focusing on literacy and math are well attended by Empire families.

8. Describe the school's plans for transitions between school programs. (Example: assisting preschool children from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to elementary school, fifth grade students to middle school, eighth grade students to high school, etc.) A preschool exists on the same campus. When appropriate preschoolers are involved in assemblies, etc. Kindergarten tours are provided in the spring to promote an easier transition for all preschoolers. For 5th grade to middle school transition, counselors come to the elementary sites for middle school registration, middle schools offer an open house event, and school tours are given. etc. Special education teachers collaborate to provide attention to Individual Education Plan (IEP) details.

9. Identify the measures that include teachers in decisions regarding the use of academic assessments. The plan is focused on the development and administration of common assessments. The common formative assessment data will be reviewed in PLC, Faculty and during early release time during the 2011-12 school year.

10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts. Under the directive of the Associate Superintendent, Susan Keema and Grants Director, Dr. Steven Pradere, all federal, state and local services are coordinated and integrated into the school improvement process.

IX. Approval and Assurances

This restructuring plan is legally sufficient and meets all the requirements established by Federal, State, and District entities. The Carson City School District will implement this Restructuring Plan at Empire Elementary School as described above at the beginning of the N5 school year.

	Print Name	Signature	Date
Superintendent	Richard Stokes		7/18/11
Associate Superintendent for Educational Services	Susan Keema		7/18/11