

# **EUREKA COUNTY SCHOOL DISTRICT**

## **Eureka County High School**

**#1 Vandal Way, PO Box 237  
Eureka, Nevada, 89316  
775-237-5361**

For Implementation in  
2009-2010

### **School Improvement Planning Team.**

<b>Name of Member</b>	<b>Position</b>
Ben Zunino	Superintendent
Ken Fujii	Principal , ECHS
Winnona Eversgerd	Counselor, ECHS
The Faculty of ECHS	Teachers
	Parent

Submission Date: November 1, 2009

Area Reviewer: Mark Martinsen

10/20/09

<b>School: Eureka County High School</b>	<b>District: Eureka County School District</b>
<b>Principal: Ken Fujii</b>	<b>School Year: 2009-10</b>
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## **Part I: VISION FOR LEARNING**

### **School Vision or Mission Statement**

At Eureka County High School, we are dedicated to teaching every student the skills and attitudes essential for success as life-long learners and as responsible citizens in a free society.

### **District/School Goal 1**

All students will reach high standards, at a minimum attaining proficiency or better in Language Arts (**Reading**) as required by NCLB and Nevada State law.

### **District/School 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/School 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/School Goal 4**

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

## VISION FOR LEARNING (continued)

### School Highlights

**Eureka County High School** (ECHS) is a small, rural school located in one of the most historic and best-preserved communities in eastern Nevada. With some of its students coming from fourth and fifth generation Eureka families, the school enjoys a tradition of basic stability and continuity, which are absent in many other communities in the state because of fluctuations in the economic base.

ECHS junior high students achieved High Achieving Status on state testing during SY 2007-08; the senior high school students attained High Achieving Status in SY 2008-09.

ECHS students have consistently performed above state averages on the Nevada State High School Proficiency Exams. For the last several years, 100% of seniors who were on track to graduate with a Standard or Advanced Diploma passed all required HSPE exams by graduation.

Last year, 88% of the student body 7-12 participated in extra-curricular activities.

## 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 ECHS faculty uses 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.

The four-day week schedule allows our teachers to be available to students until 4:30 PM after school. We also have continued after-school tutoring programs sponsored by the county juvenile probation office. **The after-school tutoring program will be available from 3:30-4:30.**

The High School (ECHS) enjoys small class sizes; excellent average daily attendance rates; and a high percentage of graduates who go on to post-secondary or vocational training.

ECHS boasts an extensive science curriculum which includes 8 different high school science classes and 2 at the middle school. We also have an extensive math curriculum which includes 9 different math classes. We have made Algebra I available to our 7<sup>th</sup> and 8<sup>th</sup> grade students for high school credit.

100% of our teachers are teaching within their certification area and all core teachers are Highly Qualified.

Many of our staff members have taken advantage of the Professional Development opportunities; meeting the needs of the changes in our community.

## PART II: INQUIRY PROCESS (Continued)

### *Priority Concerns*

The following are concerns:

- **Higher Level Thinking Skills**
  - ⇒ Analysis and Interpretation of Data
  - ⇒ Making Inferences and Drawing Conclusions
  - ⇒ Making Predictions
  - ⇒ Evaluations
- Writing: Proficiency rates have increased since last year; however only 5% of 11<sup>th</sup> grade students and 18% of 8<sup>th</sup> grade students achieved Exceeds Standards.
- The performance of our small sub-populations: Native American, IEP, LEP, F/RL students.
- Attendance rates among our student population are a concern, especially considering the 88% of the student body that is involved in extra-curricular activities. Last year, some students missed over 40 days, including days absent for personal reasons as well as school activities.
- 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.

## INQUIRY PROCESS (continued)

### Verification of Causes – Root Cause Analysis

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

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
<b><i>Higher Level Thinking Skills:</i></b> <ul style="list-style-type: none"> <li><i>Analysis and Interpretation of Data</i></li> <li><i>Making Inferences and Drawing Conclusions</i></li> <li><i>Making Predictions</i></li> <li><i>Evaluations</i></li> </ul>	<p>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.</p> <p>Students are more concerned about getting the “right” answer then they are at predicting or estimating.</p>	<p>Teachers will provide more opportunities for students to engage in high level thinking skills.</p> <p>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.</p> <p>Teachers and aides will encourage students to take risks in their own writing that will allow students to develop higher level thinking skills.</p>
<b><i>Writing: Proficiency rates have increased since last year; however only 5% of 11<sup>th</sup> grade students and 18% of 8<sup>th</sup> grade students achieved Exceeds Standards on the writing proficiency assessments.</i></b>	<p>The writing process is not used in all classrooms or courses.</p> <p>Students are getting away from formal writing with the inventions of email and text messaging.</p>	<p>Teachers and aides will employ proven instructional strategies in Writing across the curriculum.</p> <p>Teachers and aides will encourage more thoughtful responses that require writing in all classrooms.</p>
<b><i>The performance of our small sub-populations: Native American, IEP, LEP, F/R students and new students.</i></b>	<p>Some students lack motivation to learn.</p> <p>New students transfer in needing</p>	<p>Teachers will provide instruction that is considered “good teaching practices” so that all students will be able to learn in</p>

	remediation services.  Teachers have difficulty determining the progress of students toward meeting state standards.	the classroom setting.  Teachers will use formative interim assessments to guide instruction and monitor students' progress.
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### **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:** ECHS students will meet or exceed ELA (Reading) AYP targets (proficiency: 68.5% for middle school, and 86.7% for high school) during SY 2009-10.

**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:** ECHS students will meet or exceed ELA (Writing) AYP targets (proficiency: 68.5% for middle school, and 86.7% for high school) during SY 2009-10.

**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:** ECHS students will meet or exceed Mathematics AYP targets (proficiency: 65.9% for middle school, and 71.3% for high school) during SY 2009-10.

**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:** ECHS students will meet or exceed Science proficiency targets: (82% for 8<sup>th</sup> Grade, and 50% for 10<sup>th</sup> Grade) during SY 2009-10.

## Part IV: SCHOOL IMPROVEMENT MASTER PLAN

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

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

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

**Measurable Objective 1.1:** ECHS students will meet or exceed ELA (Reading) AYP targets (proficiency: 68.5% for middle school, and 86.7% for high school) during SY 2009-10.

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 introduce content area vocabulary prior to each unit.	SY 2009-10	Professional Development  Collaboration  Texts, supplies.	Teachers  Aides	Instructional Observation Protocol – Monthly throughout SY 2009-10  ITED/ITBS	Administration  Teachers  Counselor
1.1.2. Classrooms will be literature-rich environments	SY 2009-10	\$500.00	Administration	Classroom Observations –	Administration

giving students greater access to books, magazines and other reading materials.		<b>Books, supplies.</b>	<b>Teachers</b>	<b>Monthly throughout SY 2009-10</b>	<b>Teachers</b>
<b>1.1.3.</b> Teachers and aides will use appropriate technologies (SmartBoards, etc.) to promote student achievement.	<b>SY 2009-10</b>	<b>\$500.00</b>  <b>Technology Funds</b>	<b>Administration</b>  <b>Teachers</b>  <b>Technology Director</b>	<b>SmartBoards installed during 2007</b>  <b>Teacher attendance at SmartBoard training August 2007.</b>  <b>Software purchases throughout SY 2009-10.</b>	<b>Administration</b>  <b>Teachers</b>  <b>Technology Director</b>
<b>1.1.4.</b> Teachers and aides will provide instructional intervention to meet the needs of all students.	<b>SY 2009-10</b>	<b>\$3,000.00</b>  <b>District/NDE Funding</b>	<b>Administration</b>  <b>Teachers</b>  <b>ICT Facilitator</b>	<b>Evaluation of each intervention. i.e. report cards</b>	<b>Administration</b>  <b>Teachers</b>  <b>ICT Facilitator</b>
<b>1.1.5.</b> Students who are identified by staff, parents or test scores will be enrolled in a Reading Comprehension class.	<b>SY 2009-10</b>	<b>District Funds</b>	<b>Teacher</b>	<b>Instructional Observation Protocol – Monthly throughout SY 2009-10 ITED/ITBS</b>	<b>Administration</b>  <b>Counselor</b>
<b>1.1.6.</b> Teachers will use formative interim assessments (MAP) to direct instruction and monitor students' progress.	<b>SY 2009-10</b>	<b>\$5,000.00</b>  <b>DIG</b>  <b>District budget and staff</b>	<b>Administration</b>	<b>Tests created, administered, and results interpreted. Each quarter during SY 2009-10</b>	<b>Administration</b>  <b>Teachers</b>

<b>1.1.7.</b> Teachers will participate in collaboration and professional development to meet DIP/SIP goals.	<b>SY 2009-10</b>	<b>\$500.00</b>  <b>District Calendar/schedule</b>	<b>Administration</b>  <b>Teachers</b>	<b>Agendas and minutes of meetings &amp; instruction throughout SY 2009-10.</b>	<b>Kristine Bell</b>  <b>Counselor</b>
<b>1.1.8.</b> Teachers will require students to read informational text across the curriculum.	<b>SY 2009-10</b>	<b>Textbooks</b>	<b>Teachers</b>  <b>Students</b>	<b>Instructional observation.</b>  <b>ITBS/ITED</b>	<b>Administration</b>  <b>Counselor</b>

## 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:** ECHS students will meet or exceed ELA (Writing) AYP targets (proficiency: 68.5% for middle school, and 86.7% for high school) during SY 2009-10.

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?
<b>2.1.1</b> Teachers will increase writing in content areas by employing proven instructional strategies (brainstorming, journaling, and modeling) in writing across the curriculum.	<b>SY 2009-10</b>	<b>\$ 500.00</b>  <b>Professional Development</b>  <b>Collaboration</b>	<b>Administration</b>  <b>Teachers</b>	<b>Instructional Observation Protocol – Monthly throughout SY 2009-10</b>	<b>Administration</b>  <b>Teachers</b>
<b>2.1.3.</b> Teachers and aides will provide instructional intervention to meet the needs of all students.	<b>SY 2009-10</b>	<b>\$ (see 1.1.4)</b>  <b>NDE Funding</b>	<b>Administration</b>  <b>Teachers</b>  <b>ICT Facilitator</b>	<b>Number of intervention cases during SY 2009-10</b>	<b>Administration</b>  <b>Teachers</b>  <b>ICT Facilitator</b>

<b>2.1.3.</b> Teachers will participate in collaboration and professional development to meet DIP/SIP goals.	<b>SY 2009-10</b>	<b>\$ (see 1.1.7)</b>  <b>District Calendar/schedule</b>	<b>Administration</b>  <b>Teachers</b>	<b>Agendas and minutes of meetings &amp; instruction throughout SY 2009-10.</b>	<b>Administration</b>  <b>Teachers</b>
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## SCHOOL IMPROVEMENT MASTER PLAN (Continued)

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

**Measurable Objective 3.1:** ECHS students will meet or exceed Mathematics AYP targets (proficiency: 65.9% for middle school, and 71.3% for high school) during SY 2009-10.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
to implement the solutions/strategies	for implementing action steps	e.g., money, people, facilities to be used for implementation	Who is the person or group who will ensure that each action step is implemented?	Identify data sources & timeline for monitoring the progress of each action step.	Who is the person or group who will ensure that the progress is monitored?
<b>3.1.1.</b> Teachers will place emphasis on problem solving and critical thinking skills across the curriculum in order to improve math skills.	<b>SY 2009-10</b>	<b>Professional Development, Collaboration</b>  <b>Texts, supplies.</b>	<b>Teachers</b>	<b>Instructional Observation Protocol – Monthly throughout SY 2009-10</b>	<b>Administration</b>  <b>Teachers</b>
<b>3.1.2.</b> Teachers and aides will use appropriate technologies (SmartBoards, etc.) to promote student achievement.	<b>SY 2009-10</b>	<b>\$ (see 1.1.3)</b>  <b>SB 185 Funds</b>  <b>Technology Funds</b>	<b>Administration</b>  <b>Teachers</b>  <b>Technology Director</b>	<b>Tests created, administered, and results interpreted. Each quarter during SY 2009-10</b>	<b>Administration</b>  <b>Teachers</b>  <b>Technology Director</b>

<b>3.1.3.</b> Teachers will use formative interim assessments (MAP) to direct instruction and monitor students' progress.	<b>SY 2009-10</b>	<b>\$ (see 1.1.6)</b>  <b>District budget and staff</b>	<b>Administration</b>	<b>Number of intervention cases during SY 2009-10</b>	<b>Administration</b>  <b>Teachers</b>
<b>3.1.4.</b> Teachers and aides will provide instructional intervention to meet the needs of all students.	<b>SY 2009-10</b>	<b>\$ (see 1.1.4)</b>  <b>NDE Funding</b>	<b>Administration</b>  <b>Teachers</b>  <b>ICT Facilitator</b>	<b>Agendas and minutes of meetings &amp; instruction throughout SY 2009-10.</b>	<b>Administration</b>  <b>Teachers</b>  <b>ICT Facilitator</b>
<b>3.1.5.</b> Teachers will participate in collaboration and professional development to meet DIP/SIP goals.	<b>SY 2009-10</b>	<b>\$ (see 1.1.7)</b>  <b>District Calendar/schedule</b>	<b>Administration</b>  <b>Teachers</b>		<b>Administration</b>  <b>Teachers</b>



## 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:** ECHS students will meet or exceed Science proficiency targets: (82% for 8<sup>th</sup> Grade, and 50% for 10<sup>th</sup> Grade) during SY 2009-10.

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?
<b>4.1.1</b> Teachers and aides employ proven instructional strategies in Science such as reviewing vocabulary, finding the main idea, and test taking strategies.	<b>SY 2009-10</b>	<b>Professional Development, Collaboration</b>  <b>Texts, supplies.</b>	<b>Administration</b>  <b>Teachers</b>	<b>Instructional Observation Protocol – Monthly throughout SY 2009-10</b>	<b>Administration</b>  <b>Teachers</b>
<b>4.1.2.</b> Teachers and aides will use appropriate technologies (SmartBoards, etc.) to promote student achievement.	<b>SY 2009-10</b>	<b>\$ (see 1.1.3)</b>  <b>SB 185 Funds</b>  <b>Technology Funds</b>	<b>Administration</b>  <b>Teachers</b>  <b>Technology Director</b>	<b>Number of intervention cases during SY 2009-10</b>	<b>Administration</b>  <b>Teachers</b>  <b>Technology Director</b>

<b>4.1.3.</b> Teachers and aides will provide instructional intervention to meet the needs of all students.	<b>SY 2009-10</b>	<b>\$ (see 1.1.4)</b>  <b>NDE Funding</b>	<b>Administration</b>  <b>Teachers</b>  <b>ICT Facilitator</b>	<b>Agendas and minutes of meetings &amp; instruction throughout SY 2009-10.</b>	<b>Administration</b>  <b>Teachers</b>  <b>ICT Facilitator</b>
<b>4.1.4.</b> Teachers will participate in collaboration and professional development to meet DIP/SIP goals.	<b>SY 2009-10</b>	<b>\$ (see 1.1.7)</b>  <b>District Calendar/ schedule</b>	<b>Administration</b>  <b>Teachers</b>	<b>Enrollment data</b>	<b>Administration</b>  <b>Teachers</b>
<b>4.1.5</b> All students will complete Physical Science, Biology, and Earth Science prior to the 11 <sup>th</sup> grade.	<b>SY 2009-10</b>	<b>HS Class Schedule</b>  <b>District Funding</b>	<b>Teachers</b>  <b>Counselor</b>		<b>Administration</b>  <b>Counselor</b>

## **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.

<b>Goals</b>	<b>Total amount needed to accomplish Goal.</b>  (Amounts for each action step should be listed under "Resources.")	<b>Funds available in current school funding that have been specifically set aside for the implementation of the goal.</b>	<b>Funds still needed to implement goal.</b>
<b>Goal 1</b>	<b>\$9,500.00</b> <b>Note: Goals 1-4 overlap</b> <b>Costs are shared.</b>	<b>\$9,500.00</b> <b>Note: Goals 1-4 overlap</b> <b>Budgets are shared.</b>	<b>\$0.00</b> <b>Note: Goals 1-4 overlap</b> <b>needs are shared</b>
<b>Goal 2</b>	<b>See Goal 1</b> <b>Note: Goals 1-4 overlap</b> <b>Costs are shared.</b>	<b>See Goal 1</b> <b>Note: Goals 1-4 overlap</b> <b>Budgets are shared.</b>	<b>See Goal 1</b> <b>Note: Goals 1-4 overlap</b> <b>needs are shared</b>
<b>Goal 3</b>	<b>See Goal 1</b> <b>Note: Goals 1-4 overlap</b> <b>Costs are shared.</b>	<b>See Goal 1</b> <b>Note: Goals 1-4 overlap</b> <b>Budgets are shared.</b>	<b>See Goal 1</b> <b>Note: Goals 1-4 overlap</b> <b>needs are shared</b>

<b>Goal 4</b>	<b>See Goal 1</b> <b>Note: Goals 1-4 overlap</b> <b>Costs are shared.</b>	<b>See Goal 1</b> <b>Note: Goals 1-4 overlap</b> <b>Budgets are shared.</b>	<b>See Goal 1</b> <b>Note: Goals 1-4 overlap</b> <b>needs are shared</b>
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## Part VI: EVALUATION OF THE SIP

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

Measurable Objectives	Evaluation Measures (Monitoring Data & Outcome Indicators to evaluate progress in achieving the Measurable Objectives.)	Timeline For collecting data	Person(s) Responsible, Who is the person or group who will ensure that the evaluation is completed?
<b>Measurable Objective 1.1:</b> ECHS students will meet or exceed ELA (Reading) AYP targets (proficiency: 68.5% for middle school, and 86.7% for high school) during SY 2009-10.	<b>1.1: Proficiency Rates on the NV CRTs and HSPE Reading tests.</b>	<b>March 2010</b>	<b>Principal</b> <b>Testing Director</b>
<b>Measurable Objective 2.1:</b> ECHS students will meet or exceed ELA (Writing) AYP targets (proficiency: 68.5% for middle school, and 86.7% for high school) during SY 2009-10.	<b>2.1: Proficiency Rates on the NV CRTs and HSPE Reading tests.</b>	<b>November 2009</b> <b>March 2010</b>	<b>Principal</b> <b>Testing Director</b>
<b>Measurable Objective 3.1:</b> ECHS students will meet or exceed Mathematics AYP targets (proficiency: 65.9% for middle school, and 71.3% for high school) during SY 2009-10.	<b>3.1: Proficiency Rates on the NV CRTs and HSPE Reading tests.</b>	<b>March 2010</b>	<b>Principal</b> <b>Testing Director</b>
<b>Measurable Objective 4.1:</b> ECHS students will meet or exceed Science proficiency targets: (82% for 8 <sup>th</sup> Grade, and 50% for 10 <sup>th</sup> Grade) during SY 2009-10.	<b>4.1: Proficiency Rates on the NV CRTs and HSPE Science tests.</b>	<b>March 2010</b>	<b>Principal</b> <b>Testing Director</b>

## Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

Enrollment	#	%	Staff Characteristics	
Total # of Students Enrolled (7 <sup>th</sup> – 12 <sup>th</sup> )	126		Number of Administrators (Principal, Assistants)	1
Number and Percent Female	75	59.5	Number of Deans	0
Number and Percent Male	51	40.5	Number of Counselors	1
Important Subpopulations			Number of Classroom Teachers	15
	Limited English Proficient (LEP)	3	Number of Special Services Teachers (Art, Computers, ELL, Music, PE, Special Education, Speech, etc.)	4
	Students with IEPs	14	Number of Instructional Paraprofessionals	3
	Gifted and Talented Education	0	Number of Other Paraprofessionals	0
	Migrant	0	% of Highly Qualified Teachers	100.0
	Free/Reduced Meals	13	% of Highly Qualified Instructional Paraprofessionals	100.0
			Number of site RPDP/NELIP or other trainer/facilitators	1
Ethnic Subpopulations			Title I	
African-American	0	0.0	Served	Yes ✓ No ✓
Asian/Pacific Islander	2	1.6	Eligible	X
Hispanic	14	11.1	Targeted Assisted	X
Native American/Alaskan Native	8	6.3	Schoolwide	X
White	102	80.9		
School Characteristics	#	%	School Designation	Yes ✓ No ✓
Average Daily Attendance		90.9	Did your school make Adequate Yearly Progress (AYP)?	X
Transiency Rate		25.9	Your school's AYP designation?	Jr: Adequate Sr: Hi. Achieving
% enrolled continuously since Count Day		94.6	Did you appeal your latest AYP designation?	X
Incidents of School Violence	0		Was your latest appeal granted?	N/A
Dropout Rate (HS)		0.0	Designated as Persistently Dangerous School?	X
Graduation Rate (HS)		100.0	Receiving State Remediation funding?	X
Remediation Rate at UCCSN (HS)		0.0	Has a district TAP been assigned to your school?	X
			Has a State SST been assigned to your school?	X

<p>1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?</p> <p><b>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.</b></p>
<p>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.</p> <p><b>Where possible instructional aides work with teachers to provide additional instruction to students who need it. We also have a summer reading class. Teachers and aides are available for one hour after school for additional tutoring.</b></p>
<p>3. Describe the resources available to the school to carry out the plan.</p> <p><b>ECSD currently enjoys expanding but limited revenues. Funds are also sought through the Title programs, CTE grants, and state funding.</b></p> <p><b>Our new four-day school week allows for more time for collaboration after school and time on one Friday a quarter for professional development.</b></p> <p><b>Our staff explores and implements best practices in their classrooms.</b></p>
<p>4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.</p> <p><b>During the SY 2005-06 and SY 2006-07 state funds made it possible to install SmartBoards in almost every classroom in the high school. In the SY 2007-08 state funds purchased software for the SmartBoards.</b></p>

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 and ECHS have 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

Not Required at this time.

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**

### **ECHS is not a Title I School**

- |  |
|--|
| 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**

**ECHS is not in Needs Improvement.**

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

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

**DATES CONNECTED TO SCHOOL IMPROVEMENT PLAN PROCESS—**

**Last Review: August 20, 2009**

**Due to District: November 1, 2009**

**Due to State: December 15, 2009**

**Appendix A: SCHOOL PROFILE (See Accountability Report enclosed on disk as 06601.ECHS)**