

Lyon County School District

Silverland Middle School
1100 Jasmine Lane
775.575.1575/775.575.1566 (fax)

SCHOOL IMPROVEMENT PLAN TEMPLATE
NRS 385

For Implementation in 2011-2012



School Improvement Planning Team

- ALL Title I schools must have a parent on their SIP team that is NOT a district employee.
- Indicate this member with an asterisk.

Name of Member	Position
Ryan Cross	Principal
Barbara Harris	Assistant Principle
Wilikinia Vasquez	Co-Chair (Counselor)
Patrick Whitehead	Co-Chair (Teacher)
Charlie Keady	Member (Teacher, Soc. Stud.)
Linda Soderlind	Member (Teacher, ELA)
Jen Johansen	Member (Teacher, Creative Arts)
Ken Jordan	Member (Teacher, Mathematics)
Neysia Smith	Member (Teacher, Spec. Educ.)

Submission Date: September 30, 2011

Reviewer: NAME, TITLE

Part I: VISION FOR LEARNING

The Lyon County Board of School Trustees is dedicated to keeping the District vision and mission alive. It is the basis for everything they do. They are committed to find more and better ways to serve students of Lyon County.

District Vision or Mission Statement

EVERYONE working together to move our students' achievements toward great accomplishments.

The Lyon County Board of School Trustees, Administrators, Teachers, and School Staff will assure that every student can learn and achieve the skills necessary to be proficient in academic, vocational and social disciplines. Public education is a collaborative effort between the Lyon County School District and parents/guardians as stakeholders to teach the skills that are essential for every student to be life-long learners and productive citizens in our ever changing and diverse society.

District Goal 1

Curriculum: Develop and implement a clearly articulated Nevada standards-based pacing guide, with special attention to Depth of Knowledge levels, the needs of English Language Learners (ELL) and special education students, to be utilized by all District staff to ensure increased academic achievement and a smooth transition between grade and school levels.

District Goal 2

Instruction: Increase and enhance the rigor of classroom instructional practices and programs to improve performance and enable students to meet their personal, academic, and career goals.

District Goal 3

Achievement/Accountability: Utilize data more efficiently and effectively to improve English language arts, mathematics, and science achievement for all students with additional focus on support for English language learners, special needs students, and students on the verge of exceeding standards.

VISION FOR LEARNING (continued)

School Vision or Mission Statement

Silverland Middle School promotes rigorous academic and social success through quality instruction in a creative, positive, and safe environment for all students.

School Highlights

1. Average daily attendance was 94.8.
2. Math scores grew from 63.7% to 68.5%.
3. Hosted our annual 4.0 dinner where 28 students and their families attended the evening's dinner and guest speaker.
4. SMS had a smooth transition (mid-year) from Fernley Intermediate School to our new facility.
5. Student recognition program ("400" and "500" Club, recognizing students who scored a 400+ and a 500 on CRT exams.
6. SMS student clubs: Honor Society, theater, academic team, student-elected congress, newspaper, year book, art club, national spelling bee (SMS was represented by one student at the Nevada State competition).
7. Teen Truth presentation to parents, students, and staff.
8. Continued our after-school tutoring program.

PART II: INQUIRY PROCESS: Evidence of Development of the SIP (Comprehensive Needs Assessment)

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 for ALL students in ALL grade levels.

Key Strengths

(to sustain in the school improvement plan)

1. 2010-2011 was a "baseline" year for Silverland Middle School.
2. SMS had a growth from 51.7% to 56.5% in 8th grade writing proficiency.
3. SMS achieved an attendance rate of 94.8% in its first year as a school.
4. SMS had a growth from 63.7% to 68.5% in school-wide mathematics proficiency.
5. SMS will continue to utilize i-Pass, Assisted Math, Assisted Writing to address student needs ensuring high expectations for ALL students in all subject areas.
6. Algebra and Computer Applications will still be available for high school credit. SMS students will continue its leadership academy.
7. SMS made growth in four-of-five sub-populations in math: Hispanic/Latino (9.8% growth), White/Caucasian (4.6% growth), IEP (3.3% growth), and FRL (4% growth).

Priority Concerns

1. Math CRT data (2010-2011) indicates several deficiencies within mathematics, reading, and writing for all sub-groups:
 - SMS did not show growth in the LEP sub-population (54.2-50%).
 - In mathematics, SMS sub-populations must achieve the following growth to make AYP in 2011-2012: Hispanic/Latino (13.6%), White/Caucasian (5.6%), IEP (47.2%), LEP (27.2%), and FRL (18.3%).
 - SMS as a school must achieve at least 8.7% increase.
 - P-Value data showed a deficiency in C1 and C2 standards.
 - P-Value data showed a deficiency in DOK 2/3 level questioning, primarily within the C3 standard.
 - IEP students are performing at a much lower level than all other students.
2. The ELA (Reading and Writing) CRT data (2010-2011) indicated the following concerns:

Reading

- No sub-group showed growth in ELA.
- In reading, SMS sub-populations must achieve the following growth to make AYP in 2011-2012:

- Hispanic/Latino (31.6%), White/Caucasian (25%), IEP (57.7%), LEP (43.6%), and FRL (35.2%). SMS as a school must achieve a 26.1% increase.
- P-Value data revealed a deficiency withing the C3 and C4 standard of reading.

Writing

- **43.5% of SMS students were not proficient in writing.**
 - In writing, the following SMS sub-populations were not proficient: Hispanic/Latino (45.9%), White/Caucasian (45.3%), IEP (90.9%), LEP (80%), and FRL (51.7%).
3. With continued public and political emphasis being placed on the issue of bullying—and the revision of NRS 388.122 and NRS 388.123—Silverland Middle School needs to establish a data-driven system to collect, evaluate, and synthesize student data pertaining to bullying. Particularly:
- SMS needs to collect and evaluate the levels of bullying (daily, weekly, monthly, etc.) students admit to;
 - SMS needs to establish a data-collection protocol to collect data;
 - SMS needs to evaluate bullying data and use it to evaluate student behavior; and
 - SMS needs to synthesize bully data to determine any links (if any) between bullying and low student achievement.
 - This concern focuses primarily on the concern that SMS needs to educate both students and staff on what is and is not bullying, in addition to knowing what “to” and not “to” report as bullying.

INQUIRY PROCESS (continued)

Verification of Causes - Root Cause Analysis

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
<p>1. The Math CRT data (2010-2011) indicated the following deficiencies:</p> <ul style="list-style-type: none"> SMS did not show growth in the LEP sub-population (54.2-50%). In mathematics, SMS sub-populations must achieve the following growth to make AYP in 2011-2012: Hispanic/Latino (13.6%), White/Caucasian (5.6%), IEP (47.2%), LEP (27.2%), and FRL (18.3%). SMS as a school must achieve at least 8.7% increase. IEP students are performing at a much lower level than all other students. <p>The ELA (Reading and Writing) CRT data (2010-2011) indicated the following concerns:</p> <p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> No sub-group showed growth in ELA. In reading, SMS sub-populations must achieve the following growth to make AYP in 2011-2012: Hispanic/Latino (31.6%), White/Caucasian (25%), IEP (57.7%), LEP (43.6%), and FRL (35.2%). SMS as a school must achieve a 26.1% increase. <p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> 43.5% of SMS students were not proficient in writing. In writing, the following SMS sub-populations were not proficient: Hispanic/Latino (45.9%), White/Caucasian (45.3%), IEP (90.9%), LEP (80%), and FRL (51.7%). 	<p>1. Regular education teachers did not provide targeted math instruction for LEP/IEP students.</p> <ul style="list-style-type: none"> Math instructors did not collaborate with the ESL and IEP teachers. Inadequate professional development provided to focus math instruction for sub-populations. Students pulled from class during instruction time. Instructors did not utilize the Instructional Consultation Team (ICAT) process and resources. <p>IEP students need time beyond the regular school day to receive remediation.</p> <p style="text-align: center;">Writing</p> <p>Regular education teachers did not provide targeted writing instruction for LEP/IEP students.</p> <ul style="list-style-type: none"> Writing instructors did not collaborate adequately enough with the ESL and IEP teachers. Inadequate professional development provided to focus writing instruction for sub-populations. Students pulled from class during instruction time. Instructors did not utilize the Instructional Consultation Team (ICAT) process and resource. IEP students need time beyond the regular school day to receive remediation. <p style="text-align: center;">Reading</p> <p>Regular education teachers did not provide targeted reading instruction for LEP/IEP students.</p> <ul style="list-style-type: none"> Reading instructors did not collaborate adequately enough with the ESL and IEP 	<p>1. Increase collaborative planning and teaching to include:</p> <ul style="list-style-type: none"> Increase collaborative planning and teaching between regular education and special education teachers. Professional development for teaching specific sub-populations. Increase instructional use of the ICAT process and the use of its resources to meet the needs of struggling students. Provide before/after-school tutoring for IEP students. <p>1. Increase collaborative planning and teaching to include:</p> <ul style="list-style-type: none"> Increase collaborative planning and teaching between regular education and special education teachers. Professional development for teaching specific sub-populations. Increase the instructional use of the ICAT process and the use of its resources to meet the needs of struggling students. Provide before/after-school tutoring for IEP students.

teachers.

- Inadequate professional development provided to focus reading instruction for sub-populations.
- Students pulled from class during instruction time.
- Teachers had limited class time and collaboration time to utilize strategies to meet the individual learning needs of students.
- Instructors did not utilize the Instructional Consultation Team (ICAT) process and did not fully utilize the resource.
- IEP students need time beyond the regular school day to receive remediation.

Part III: SCHOOL IMPROVEMENT PLAN 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 at Silverland Middle School will increase DOK 1, 2, and 3 level achievement in CRT proficiency in math—measured by the 2012 CRT exam.

Measurable Objective 1: Between September 2011 and May 2012 school-wide performance in math will increase 8-12% as measured by the 2012 CRT exam. Students in the Hispanic/Latino, LEP, IEP, and FRL subgroup will show a minimum 10% increase in proficient students.

Goal 2: All students at Silverland Middle School will increase DOK 1, 2, and 3 level achievement in the Nevada Writing Proficiency Exam, LCSD writing assessment, and reading proficiency measured by the 2011-2012 Nevada Writing Proficiency Exam, LCSD writing assessment, and the Nevada CRT exam.

Measurable Objective 2: Between September 2011 and April 2012 student performance will increase 15-20% from the 2010-2011 Nevada Writing Proficiency Exam and LCSD district writing assessment and 8-12% on the 2011-2012 Reading portion of the Nevada CRT. Students in the IEP, LEP, FRL, and Hispanic subgroups performing below target proficiency will demonstrate a growth of 10-15% as measured by the 2012 Nevada Writing Proficiency Exam, LCSD writing assessment, and a minimum of 10% growth on the reading portion of Nevada CRT exam.

Goal 3: Silverland Middle School will establish a data-collection and evaluation program for the purpose of assessing the impact of bullying, and the development of a data-driven bullying education program.

Measurable Objective 3: Between October 2011 and May 2012, SMS will collect, evaluate, and synthesize student data on bullying and use its findings to strengthen the SMS bullying education program.

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Goal 1: All students at Silverland Middle School will increase DOK 1, 2, and 3 level achievement in CRT proficiency in math—measured by the 2012 CRT exam.

Measurable Objective(s): Between September 2011 and May 2012 school-wide performance in math will increase 8-12% as measured by the 2012 CRT exam. Students in the Hispanic/Latino, LEP, IEP, and FRL subgroup will show a minimum 10% increase in proficient students.

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.	Person(s) Responsible Who is the person or group who will ensure that the progress is monitored?
1.1 Silverland math teachers will implement with fidelity the new LCSD curriculum guide to ensure all students are exposed to grade level standards.	Daily	* Nevada Writing Rubric * CCSS ELA expectations * Professional development * IC resources	* Admin. * Teachers * Teachers teams	* Team meetings notes * Student samples displayed in room	* Team leaders * Admin.
1.2 Math teachers will create and implement common assessments (pre/post) tied to the NV State Standards to develop intervention and enrichment.	* 2011-2012 school year	* Implement structured writing program "Write from the Beginning" (\$1,000) * Thinking Maps training	* All SMS staff	* Linda Soderlind will be involved with trainings throughout year with "Write from the Beginning"	* Admin * SMS Staff
1.3 All students will participate in weekly school-wide mathematics activities targeting DOK 3 and DOK 4 level	* Begin first week November.	* SPED teachers * Volunteer	* SPED department * Highly-qualified content-area	* Students IEP (will be written in IEP goals) * Weekly grade checks	* Administration * SPED teachers

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: All students at Silverland Middle School will increase DOK 1, 2, and 3 level achievement in the Nevada Writing Proficiency Exam, LCSD writing assessment, and reading proficiency measured by the 2011-2012 Nevada Writing Proficiency Exam, LCSD writing assessment, and the Nevada CRT exam.

Measurable Objective(s): Between September 2011 and April 2012 student performance will increase 15-20% from the 2010-2011 Nevada Writing Proficiency Exam and LCSD district writing assessment and 8-12% on the 2011-2012 Reading portion of the Nevada CRT. Students in the IEP, LEP, FRL, and Hispanic subgroups performing below target proficiency will demonstrate a growth of 10-15% as measured by the 2012 Nevada Writing Proficiency Exam, LCSD writing assessment, and a minimum of 10% growth on the reading portion of Nevada CRT exam.

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.	Person(s) Responsible Who is the person or group who will ensure that the progress is monitored?
2.1 All teachers will emphasize writing in core curriculum classes and implement a school-wide writing rubric to support "Writing Across the Curriculum" holding all students accountable for CCSS standards.	Daily	* Nevada Writing Rubric * CCSS ELA expectations * Professional development * IC resources	* Admin. * Teachers * Teachers teams	* Team meetings notes * Student samples displayed in room	* Team leaders * Admin.
2.2 Students will use Marzano strategies (similarities and differences, compare and contrast, and distinguish between cause and effect in both literary and informational text, using graphic organizers and thinking maps.	* 2011-2012 school year	* Implement structured writing program "Write from the Beginning" (\$1,000) * Thinking Maps	* All SMS staff	* Linda Soderlind will be involved with trainings throughout year with "Write from the Beginning"	* Admin * SMS Staff

School Improvement Master Plan (Continued)

Goal 3: Silverland Middle School will establish a data-collection and evaluation program for the purpose of assessing the impact of bullying, and the development of a data-driven bullying education program.

Measurable Objective: Between October 2011 and May 2012, SMS will collect, evaluate, and synthesize student data on bullying and use its findings to strengthen the SMS bullying education program.

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.	Person(s) Responsible Who is the person or group who will ensure that the progress is monitored?
3.1 Administer a school-wide bullying survey to students to collect baseline data.	* Survey completed by September 30	* Bully survey	* Advisory teachers * Counselor	* Advisory teachers will survey students to students * Teachers will disseminate surveys into statistical data	* Team leaders * Admin. * Counselor
3.2 Collection of student survey data will be compiled and evaluated to locate anomalies and establish baseline data points.	* Completed by October 30	* Bully survey results * Disseminated data	* Bully intervention team TBA	* Student data from surveys	* School Safety Committee * Wili Vasquez (counselor)
3.3 Preliminary data findings and baseline collection will be released to staff and the community to communicate the purpose, goals, and outcomes of this process.	* Upon data collection, media will be informed * Intervention team will develop news stories for publishing	* Monthly Newsletter * District e-mail * Local/County newspapers * SMS website	* Bully Intervention Team	* Student survey data	* School Safety Committee * Wili Vasquez
3.4 We will collect baseline data to design	* Beginning	* Bully data	* Bully Intervention	* Bully survey	* Safety Committee

a series of intervention methods aligned to the baseline data.	January 2012		Team * Staff members * Administration	* National researched bully programs * CRT data	
3.5 Final evaluation of intervention techniques, student post-survey	* May 2012	* Intervention methods created by team * Post student survey	* Bully Intervention Team * Advisory teachers * Administration * Counselor	* Teachers will again administer the bully survey (post assessment) and complete dissemination of data * Data delivered and compiled by team	* School Safety Committee * Wili Vasquez * Counselor * Administration * Teachers/Staff

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	\$7,900		\$7,900
Goal 2	\$7,932		\$7,932
Goal 3	\$0		\$0

Part VI: EVALUATION OF THE SIP

<p>GOAL 1 Measurable Objective 1 Measurable Objective 2</p>	<p>Evaluation Measures Measures of Success & Outcome Data</p>	<p>Timeline for collecting data</p>	<p>Person(s) Responsible</p>
<p>Goal 1 All students at Silverland Middle School will increase achievement in CRT proficiency in math—measured by the 2012 CRT exam. Measurable Objective(s) Between September 2011 and May 2012 school-wide performance in math will increase 8-12% as measured by the 2012 CRT exam. Students in the Hispanic/Latino, LEP, IEP, and FRL subgroup will show a minimum 10% increase in proficient students.</p>	<ul style="list-style-type: none"> * 2011-2012 CRT Mathematics * LCSD pacing guide (CCSS) * LCSD common assessments * Fall/Winter/Spring MAPS 	<ul style="list-style-type: none"> * Mathematics teachers * Special education teachers * Administration 	<p>* Throughout 2011-2012 academic year</p>
<p>Goal 2 All students at Silverland Middle School will increase achievement in the Nevada Writing Proficiency Exam, LCSD writing assessment, and reading proficiency measured by the 2011-2012 Nevada Writing Proficiency Exam, LCSD writing assessment, and the Nevada CRT exam. Measurable Objective: Between September 2011 and April 2012 student performance will increase 15-20% from the 2010-2011 Nevada Writing Proficiency Exam and LCSD district writing assessment and 8-12% on the 2011-2012 Reading portion of the Nevada</p>	<ul style="list-style-type: none"> * 2011-2012 CRT Reading * 2011-2012 LCSD writing assessment * Nevada Writing Proficiency Exam * Fall/Winter/Spring MAPS 	<ul style="list-style-type: none"> * ELA teachers * Social Studies, science, mathematics teachers * SPED teachers 	<p>* Throughout 2011-2012 academic year</p>

<p>CRT. Students in the IEP, LEP, FRL, and Hispanic subgroups performing below target proficiency will demonstrate a growth of 10-15% as measured by the 2012 Nevada Writing Proficiency Exam, LCSD writing assessment, and a minimum of 10% growth on the reading portion of Nevada CRT exam.</p>			
<p>Goal 3 Silverland Middle School will establish a data-collection and evaluation program for the purpose of assessing the impact of bullying, and the development of a data-driven bullying education program.</p> <p>Measurable Objective Between October 2011 and May 2012, SMS will collect, evaluate, and synthesize student data on bullying and use its findings to strengthen the SMS bullying education program.</p>	<ul style="list-style-type: none"> * Student bullying survey (pre-post assessment) * Student, staff, community input opportunities 	<ul style="list-style-type: none"> * Bullying Intervention Team * Advisory Teachers 	<ul style="list-style-type: none"> * October 2011-May 2012

Part VII: Other Required Elements & Assurances of the SIP (All schools)

Section A: Required Elements for ALL Schools

All schools **MUST** complete the following questions.

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

- Targeted students are placed in remediation classes in lieu of elective classes, based on MAPS and CRT scores.
- Teachers are expected to use district pacing guides
- Common assessments are in use for all core subjects to ensure standards-based lesson planning and assessment
- After school tutoring focusing on SPED subgroup

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 during any extension of the school year.

- SMS utilizes a summer-school program to provide credit-recovery opportunities
- Continuation of the after-school program

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

- SMS site budget
- District allocated SIP budget
- Special Education Remediation Grant

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

None!

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

- Accords and Honor Codes are mailed to families in the fall.
- Students are required to return the signed documents

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).

N/A

Part VII: Other Required Elements & Assurances of the SIP (All schools)

All schools **MUST** complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		94.8	Eligible	NA	
Transiency Rate		20.7	Served	NA	
% enrolled continuously since Count Day		79.3	Targeted Assisted	NA	
Incidents of School Violence: Student-to-Student		18	Schoolwide	NA	
Incidents of School Violence: Student-to-Staff		0	Did your school make Adequate Yearly Progress (AYP)?	NA	
% of Highly Qualified Teachers		100	What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	NA	
Dropout Rate (HS)		NA	Did you appeal your latest AYP designation?	NA	
Graduation Rate (HS)		NA	Was your latest appeal granted?	NA	
			Designated as Persistently Dangerous School?	NA	
			Receiving State Remediation funding?	NA	
			Has a State SST been assigned to your school?	NA	

VIII. Required Elements & Assurances for ALL Title 1 Schools

Section B: Required Elements for Title 1 schools

31 Describe the required services the school 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 Yr 1 Planning	Year 5 Restructuring Yr 2 Implementation

2. Provide an assurance that the school will not spend less than 10% of its annual Title I allocation for quality professional development. (ONLY for Title I schools in "Needs Improvement" or "Needs Improvement Hold" status. All others may respond N/A)

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

31 Specify how Title I funds will be used **continue making improvement** or to remove school from "Needs Improvement" status.

31 Describe the school's teacher mentoring program and how it relates to achieving the school's annual goals and objectives.

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.

9. Identify the measures that include teachers in decisions regarding the use of academic assessments.

10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

IX. Additional Required Elements & Assurances for Non-Title 1 Schools

Section C: Required Elements for Non-Title 1 schools identified as "Needs Improvement" or "Needs Improvement Hold"

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

N/A

2. Describe the school's teacher mentoring program and how it relates to achieving the school's annual goals and objectives.

N/A

APPENDIX A

**SCHOOL PROFILES ARE ACCEPTED BY NDE
IN LIEU OF STATE DATA TABLES.**

LYON COUNTY SCHOOL IMPROVEMENT

PARENT INVOLVEMENT CALENDAR

Parent/Community Participation

(To Be Completed at the Conclusion of the School Improvement Planning Process)

School Name _____ Year: 2011-1012

Activity Name (Include Parent Involvement)	Activity Description	School Improvement Goal	Date(s) of Activity	Funding Source (Ex. General Fund, Title 1, RPDP)
OPEN HOUSE	Parents/students visit school to see school, classrooms, meet staff	Goal 1, 2, and 3	31 August, 2011	General Fund
PARENTAL ADVISORY COMMITTEE	Monthly open forum meetings to address parents questions and concerns	Goal 1, 2, and 3	Monthly	General Fund
SCHOOL SAFETY COMMITTEE	Three meetings annually to share, compare, and develop progressive discipline policies	Goal 1, 2, and 3	Three times a year	General Fund
PARENT/TEACHER CONFERENCES	Parents and students meet with teachers to discuss academic performance and needs.	Goal 1, 2, and 3	Fall (November) Spring (March)	General Fund

POWERSCHOOL TRAINING SESSION FOR PARENTS	During Open House and parent-teacher conferences one computer lab is opened where parents can gain access and learn the tools of Powerschool to monitor their child's academic performance.	Goal 1, 2, and 3	Fall and Spring	General Fund
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