

SECTION B

LIST OF SCHOOLS TO BE SERVED

School Improvement Section 1003(g)

SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Canyon Springs HS	320006000567		X					X

Note: An LEA with nine or more Tier I and Tier II schools, including both schools that are being served with FY 2009 SIG funds and schools that are eligible to receive FY 2010 SIG funds, may not implement the transformation model in more than 50 percent of those schools.

Example: For FY 2009, an LEA has seven Tier I schools and two Tier II schools for a total of nine Tier I and Tier II schools. Using FY 2009 SIG funds, it implemented the transformation model in four of those schools. For FY 2010, the LEA has two additional Tier I schools and two additional Tier II schools for a total of 13 Tier I and Tier II schools. This means the LEA may implement the transformation model in a total of six schools, or two additional schools to those that are being served with FY 2009 SIG funds.

SECTION C

DESCRIPTIVE INFORMATION

Requirement 1: For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs for each school and selected an intervention.

Clark County School District (“CCSD” or the “District”) is the fifth largest school district in the United States, operating 357 schools that serve a total of 308,447 students. Although enrollment has recently leveled out, it tripled during the previous decade, and the demographic composition of its students has changed considerably. CCSD is now a minority-majority district with 43.4% of students classified as Hispanic/Latino, 30.2% White/Caucasian, 12.0% Black/African American, 6.6% Asian, 5.8% Multiracial, 1.5% Native Hawaiian/Other Pacific Islander, and 0.5% Native American. Additionally, the percentage of students eligible for Free & Reduced Lunch (FRL) increased from around 20% in the 1990s to about 50% at this time.

These increases and demographic shifts have presented difficulties associated with meeting the learning needs of large and diverse student populations. As a result, the number of low performing schools has grown. In the meantime, the United States Department of Education (USDOE) has also charged each state with developing methods to address the issues of persistently lowest-achieving schools. In accordance with School Improvement Grant (SIG) definitions, five CCSD schools fall in the Tier I category and seven in the Tier II category. CCSD proposes to serve one Tier II school: **Canyon Springs High School**.

Numerous factors were taken into consideration when determining school selection for this grant. CCSD identified Canyon Springs, a Tier II school, from the Nevada Department of Education’s (NDE) list of persistently low-performing schools. Factors that were considered during the school selection process included the following:

(1) District’s priority to serve a low-performing high school- By targeting a high school, a larger number of students would be able to reap the benefits of school improvement interventions. Since there were no high schools identified on the Tier I list, the District chose to serve a school on the Tier II list. Based on the School Performance Framework data, Canyon Springs and Cimarron were identified as low performing high schools for CCSD; however, of the two schools only Canyon Springs was listed on the NDE school selection list.

(2) School demographics- Canyon Springs demographics reflect the school’s graduation rate is below the State’s and District’s graduation average. The demographics also indicate the school has a large percentage of the students who qualified for free and reduced lunch. Based on these demographics and the large percentage of minority students, it was determined that services provided under this grant could be more far-reaching if implemented at Canyon Springs.

(3) Creation of a new zone- The District will provide services for schools listed as Tier I under a newly created Turnaround Zone. Approximately \$1.5 million over the next three years has been set aside to serve the identified Tier I schools not SIG funded under the new zone.

(4) Needs assessment- CCSD selected Canyon Springs HS from the Tier II list for a

transformation intervention based on a comprehensive need assessment derived from school demographic data, annual accountability reports, Nevada Comprehensive Curriculum Audit Tool for Schools reports, classroom walk-throughs, and the school turnaround plan. These sources indicate that aside from the typical challenges posed by large enrollment numbers and diversity, Canyon Springs faces low student engagement; instruction that lacks rigor and relevance; insufficient instructional differentiation that meets the needs of learners across the across the achievement spectrum; and limited use of data for monitoring student progress and guiding instruction.

Student Demographics

Canyon Springs HS is a large high school facing numerous academic challenges typically associated with high enrollment and a transient student population that is predominately of low socioeconomic status. During the 2010-2011 academic year, the school enrolled 2,561 students with a demographic profile of 54.3% Hispanic, 7.3% White/Caucasian, 33.9% Black/African American, 3.7% Asian, and 0.6% American Indian/Alaskan Native. Additionally, 67.6% of the students qualified for Free/Reduced Lunch (FRL), 18.2% had Limited English Proficiency (LEP), 11.2% had an Individualized Education Plan (IEP), and the school’s transiency rate was 33.2%.

Over the past three years, the student population at Canyon Springs HS has experienced some demographic changes. In particular, Table 1 shows that the percent of FRL students increased by 17.0 percentage points from 2009 to 2011. Smaller yet important changes also include a 4.2 percentage point increase in the proportion of Hispanic students and a 2.8 percentage point increase in the proportion of LEP students.

Table 1. Canyon Springs HS Demographic Trends (Percentages)

	2009	2010	2011
American Indian/Alaskan Native	0.5	0.4	0.6
Asian/Pacific Islander*	4.1	3.7	--
Asian*	--	--	3.7
Hispanic	50.1	51.4	54.3
Black/African American	38	37.4	33.9
White	7.3	7.1	7.3
Pacific Islander*	--	--	CR**
Multi Race*	--	--	CR**
IEP	12.2	12.1	11.2
LEP	15.4	12.6	18.2
FRL	50.6	50.2	67.6

*Changes to reporting requirements for racial/ethnic categories became effective in 2010-11. The Asian/Pacific Islander category was separated and Multi Race was added. For this reason, data for new/deleted categories are unavailable in some years. This is indicated by ‘--’

** CR indicates data not presented for groups fewer than 10.

In addition to serving zoned students, Canyon Springs also houses the Leadership and Law Preparatory Academy (LLPA). This magnet program was established as a school within a school when Canyon Springs HS opened in 2003-2004. The LLPA is a college-preparatory program that

is designed to attract high-achieving students from all over CCSD with an interest in the legal system or in public or private leadership. During 2011-2012, 465 students enrolled in the LLPA. This represents about 18% of the school's students.

Student Performance

Canyon Springs HS did not demonstrate Adequate Yearly Progress (AYP) in 2010-2011 and is designated as In Need of Improvement (Year 5). CCSD used Nevada High School Proficiency Exam (NHSPE) results, graduation rates and average daily attendance (ADA) to evaluate this school's AYP rating and to determine students' areas of need. As Table 2 demonstrates, only the White/Caucasian subgroup made AYP in ELA and math. Tables 3 and 4 provide more detailed AYP data. The Safe Harbor figures in these tables illustrate that Canyon Springs has not been able to sufficiently reduce the percentage of students not proficient in ELA and math, both school wide and for all subgroups.

Table 2. Canyon Springs HS 2010-2011 AYP Results

Canyon Springs HS 2010-2011 AYP Results

Population	ELA Participation	ELA Achievement		Math Participation	Math Achievement		Other Indicator
		ELA Status	ELA Safe Harbor		Math Status	Math Safe Harbor	
School	YES	NO	NO	YES	NO	NO	NO
American Indian / Alaskan Native	YES	***	***	YES	***	***	
Asian	YES	***	***	YES	***	***	
Hispanic / Latino	YES	NO	NO	YES	NO	NO	
Black / African American	YES	NO	NO	YES	NO	NO	
White / Caucasian	YES	YES	-	YES	YES	-	
Two or more Races	YES	***	***	YES	***	***	
Pacific Islander	YES	***	***	YES	***	***	
IEP	YES	NO	NO	YES	NO	NO	
LEP	YES	NO	NO	YES	NO	NO	
FRL	YES	NO	NO	YES	NO	NO	

Color Key	
	Did Not Make Adequate Yearly Progress
	WARNING: Status Level Below Baseline
	Sample Size Too Small to Evaluate
	Criteria Met Through Appeal

NA Denotes Sample Size = 0; Participation Rate Analysis Not Applicable
 *** Denotes Sample Size < 25; Status and Safe Harbor Evaluations Not Applicable
 + Denotes Safe Harbor Not Made Due To Other Indicator
 - Denotes Data Not Available
 UA Denotes 2 or 3 Year Uniform Averaging Appeal Applied

Table 3. Canyon Springs HS 2010-2011 Detailed AYP Results – ELA

Sample Size	Population	Percent Above Cut (Confidence Interval)	Safe Harbor
	Goal	86.70	10.00%
546.0	School	76.10% (2.99%)	0.00%
Can't Report	American Indian/Alaskan Native	CR	CR
CR	Asian	CR	CR
299.0	Hispanic/Latino	73.58% (4.18%)	0.00%
192.0	Black/African American	76.04% (5.05%)	0.00%
35.0	White/Caucasian	87.14% (9.28%)	0.00%
CR	Two or more races	CR	CR
CR	Pacific Islander	CR	CR
62.0	IEP	32.26% (9.74%)	0.00%
234.0	LEP	70.51% (4.89%)	0.00%
392.0	FRL	73.72% (3.65%)	0.00%

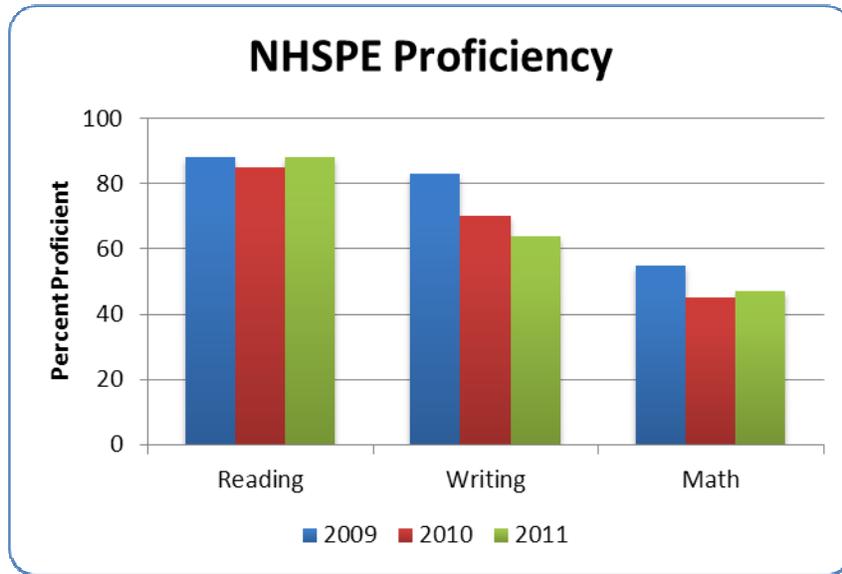
Table 4. Canyon Springs HS 2010-2011 Detailed AYP Results – Math

Sample Size	Population	Percent Above Cut (Confidence Interval)	Safe Harbor
	Goal	71.30%	10.00%
546.0	School	46.70% (3.50%)	3.62%
Can't Report	American Indian/Alaskan Native	CR	CR
CR	Asian	CR	CR
299.0	Hispanic/Latino	44.48% (4.71%)	5.13%
192.0	Black/African American	44.27% (5.88%)	0.00%
44.0	White/Caucasian	62.86% (13.39%)	0.00%
CR	Two or more races	CR	CR
CR	Pacific Islander	CR	CR
62.0	IEP	11.29% (6.59%)	0.00%
234.0	LEP	39.32% (5.24%)	6.53%
392.0	FRL	44.39% (4.12%)	5.52%

Canyon Springs' trends in math, reading, and writing proficiency over the past three years also reveal that the school as a whole has not been making improvements in student achievement (Figure 1). Note that the math test was revised in 2010 and the reading test was revised in 2011. While these revisions may account for some declines in scores and proficiency, students were

nonetheless failing to meet proficiency at an increasing rate, which is necessary in order to meet AYP targets. In particular, there were large decreases in the percentage of students proficient on the writing and math exams.

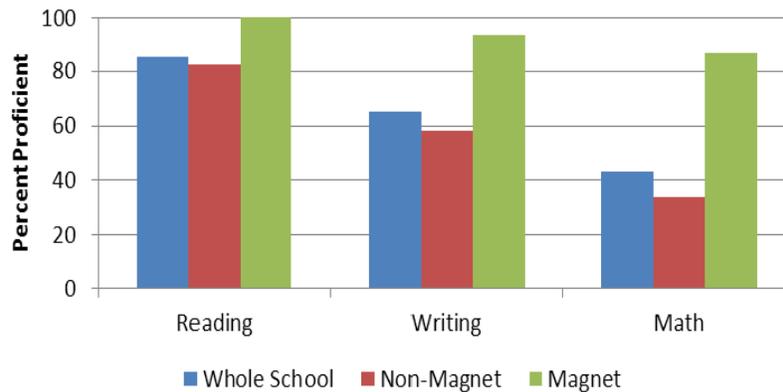
Figure 1. Canyon Springs HS NHSPE Trends



We also analyzed 2010-2011 NHSPE proficiency for 11th grade magnet and non-magnet students who were enrolled at Canyon Springs HS on count day and who were still present at the end of the school year. Figure 2 demonstrates proficiency rates for these students for the whole school, non-magnet students and magnet students. Clearly, the magnet students outperform non-magnet students on all three exams of the NHSPE. However, they represent such a small portion of enrollment at Canyon Springs HS that their higher scores do little to impact whole school outcomes.

Figure 2. Canyon Springs HS NHSPE, 2010-11, Grade 11

NHSPE Proficiency: Magnet vs. Non-Magnet



In addition to ELA and math achievement on the NHSPE, the graduation rate is another AYP indicator. Canyon Springs' graduation rate for the class of 2010 was 49.6%, well below the District average of 68.1% and below the AYP target goal of 85%. Furthermore, Canyon Springs HS has an average daily attendance rate of 90.7%. Given the research indicating that students with chronic absenteeism and academic failure are at elevated risk for not completing high school, increasing student attendance is an area of need that will contribute to improving both academic achievement and the graduation rate at Canyon Springs HS.

Also important for increasing the graduation rate are timely credit sufficiency and proficiency on the NHSPE. During the 2010-2011 school year, 22.6% of tenth graders at Canyon Springs HS began the year with a credit deficiency. Similarly, 26.1% of eleventh graders and 22.9% of twelfth graders were credit deficient. The school's proportion of Certificates of Attendance and Adjusted Diplomas are also worth noting. Certificates of Attendance are given to students who did not receive a diploma only because they did not pass the NHSPE, and Adjusted Diplomas may be given to students with an IEP. Neither is a qualifying diploma type for calculating the graduation rate, yet both of these were awarded at higher rates at Canyon Springs HS than throughout CCSD. For the Class of 2010, 10.0% of the diplomas awarded at Canyon Springs were Certificates of Attendance and another 10.0% were Adjusted Diplomas. For CCSD, 6.2% of diplomas were Certificates of Attendance and 5.0% were Adjusted Diplomas.

The dropout rate at Canyon Springs HS is another area of concern, as it has hovered close to 7% for the past three years: 6.6% for the Class of 2011, 6.9% for the Class of 2010, and 6.8% for the Class of 2009.

Nevada Comprehensive Curriculum Audit Tool for Schools

Each year, Canyon Springs HS uses rubric scores established by the State to conduct a self-analysis of the school's needs across three categories: Curriculum and Instruction, Assessment and Accountability, and Leadership. Scores for indicators within each category are calculated based on numerical ranking and discussions between the school's teachers and principal. Canyon Springs' 2010-2011 NCCAT-S Final Report lists the top five indicators that are considered to be of the highest priority:

- **Indicator 1.9: Teacher Training** – School-parent partnerships are primarily focused on student achievement.
- **Indicator 2.4: Use of Feedback** – All instructional staff members provide specific and timely feedback to students on an ongoing basis, and students use the feedback to improve their performance.
- **Indicator 3.1: Beliefs** – School leadership develops and communicates a clear, shared vision and mission.
- **Indicator 3.2: Recognition** – School leadership focuses the entire school community on school improvement.
- **Indicator 3.7: Evaluation** – School leadership ensures that all professional development is focused on improving student achievement.

School Turnaround Plan & Classroom Walkthrough Data

During Year 2 of Canyon Springs' 2010-2013 Turnaround Plan the school planning team identified three priority concerns related to the decline in first time pass rates on the reading, writing and math NHSPE.

- **Priority Concern #1:** The first time pass rate on the reading NHSPE declined from 60.9% to 31.9%. Corresponding root cause analysis indicates that the following elements of classroom instruction require improvement:
 - Student engagement for bell-to-bell teaching
 - Daily use of cognitive questioning strategies
 - Teacher knowledge on how to integrate Blooms Taxonomy within Depth of Knowledge levels when creating learning activities, common assessments and lesson planning
 - Prescriptive, intensive intervention options for low performing and non-proficient students
- **Priority Concern #2:** The first time pass rate on the writing NHSPE declined from 70.8% to 52.0%. Corresponding root cause analysis indicates that the following elements of a quality writing program are weak, inconsistent, and not apparent school wide:
 - Mock writing experiences based on proficiency format in English classrooms and across the curriculum
 - School wide writing process to use in all curriculum areas
 - Intensive intervention for low performing and non-proficient students
 - Process for student feedback regarding standards based writing strengths and areas that need improvement
- **Priority Concern #3:** The first time pass rate on the math NHSPE declined from 28% to 27.5%. Corresponding root cause analysis indicates that the following elements of a quality math program are weak and inconsistent:
 - Student engagement for bell-to-bell teaching
 - Effective lesson design
 - Review and understand State data, current achievement and expectations

- Set context for four areas of focus: clear learning targets, formative assessment, learning closure, classroom interventions
- Prescriptive, intensive intervention options for low performing and non-proficient students

Consistent evidence from classroom walk-through data also supports the need for increasing student engagement beyond the compliant level, adding rigor and relevance to learning activities, training staff on embedding RTI in the classroom based on student achievement, and training staff on using data to ensure mastery of core standards.

Summary of Needs

The data presented herein describe a high school where under-performance is the norm. Proficiency scores and high school completion indicators reveal that the majority of Canyon Springs HS students are not prepared to earn a high school diploma. A comprehensive review of the data reveal that aside from the typical challenges posed by large enrollment numbers and diversity, Canyon Springs faces low student engagement; instruction that lacks rigor and relevance; insufficient instructional differentiation that meets the needs of learners across the achievement spectrum; and limited use of data for monitoring student progress and guiding instruction.

CCSD leadership is committed to transforming Canyon Springs into a high achieving high school. Based on the needs assessment and existing research on high school reform, the following strategies have been identified as necessary for dramatically improving this school:

- 1. Implement the College Board’s SpringBoard curriculum** – This will improve both instructional content and practice by providing a curriculum aligned with AP and college expectations. Teachers and administrators receive implementation support through multi-year, face-to-face workshops; online support; and optional coaching and in-depth seminars based on school needs. SpringBoard is designed to engage diverse learners and has demonstrated success with populations similar to that of Canyon Springs HS.
- 2. Increase learning time for students and collaboration time for faculty** – This will allow students to become more academically prepared, earn additional credits, and pursue enrichment activities. Teachers will also have additional time to collaborate and prepare instruction. Guidance will be provided to ensure that additional time is used productively.
- 3. Create smaller learning communities** – Grade level academies will focus on preparing and supporting students through transitions. Houses within each grade level will further personalize teaching and learning at Canyon Springs HS. The Junior Level Academy (grades 9 and 10) will ensure students have a smooth transition into high school. Teachers will focus on bringing students up to grade level in reading and math. The Transition Team will focus on interventions to improve attendance, discipline, and first-time pass rates in core classes. The Senior Level Academy will focus on graduation requirements and college and career readiness for 11th and 12th grade students. Students will be required to enroll in at least one vocational, advanced, or college preparatory class including proficiency preparation classes, dual credit, honors, AP, and Career Technical Education (CTE) courses. The Transition Team will support students in the Senior Level Academy by providing them with the following services: career and college readiness workshops, scholarship and financial aid workshops, online credit retrieval and advanced coursework, and employment and internship opportunities.
- 4. Embed professional learning communities (PLCs) within the school day** – Teachers

will have time during the school day to meet and collaborate as a grade level academy and within their content area department. Further, school leadership will ensure PLCs are productive and focused on instructional improvement. This time will be used to analyze student achievement data, create common lessons and assessments, and share high-yield strategies.

- 5. Utilize a data system that supports decision-making** – DATAWISE, a student assessment and data management platform, will assist teachers, administrators and PLCs to analyze student performance and monitor student progress. A Project Facilitator will manage data from multiple sources to meet the needs of school staff members.
- 6. Provide professional development, coaching, and support** – In order to realize the proposed strategies successfully, teachers and administrators will receive relevant professional development and support in areas such as implementation of SpringBoard, DATAWISE, using assessment data to inform instruction, student engagement, differentiated instruction, effective instructional strategies, and teaching English Language Learners and students with IEPs.
- 7. Coordinate social-emotional and community-oriented services and supports** – A partnership with Communities in Schools (CIS) will assist with family outreach and provision of services. A CIS coordinator will organize local services to meet the needs of students and their families.
- 8. Build commitment toward success among all stakeholders** – School staff, student, and community member commitment toward success is imperative for successful reform. As such, a system of accountability and recognition will be embedded into the operation of Canyon Springs HS so that no child goes unnoticed. First, a Transition Team composed of a transition counselor, social worker, attendance counselor, and graduation advocate will target students at greater risk of not graduating and provide intensive interventions to get them back on track. Second, the data system will be used to generate Academy, Grade-Level and Department lists of students that track their proficiency status, grades, credits, attendance and behavior. These lists will be used for goal setting directly related to student achievement. Third, success will be recognized at the student and faculty level.

Members of CCSD leadership agree that the requirements of the Transformation Model provide the appropriate structure for carrying out the strategies outlined above. The Transformation Model provides an opportunity to revamp the culture at Canyon Springs. First and foremost, replacing the school principal with a strong, visionary leader will clearly communicate the impending cultural change to all school and community members. Other key staff members will also be replaced. To ensure that highly skilled individuals are selected, all new staff, including the principal, will be hired according to the District's recently revised competencies and hiring process, which includes the use of Behavior Event Interviews (BEI). Re-organizing the school structure into Academies and Houses will be another signal of change at Canyon Springs. Finally, the extra support for students and staff along with the increased focus on data and frequent monitoring will convince all stakeholders that Canyon Springs HS is a different school with a renewed focus on increasing student achievement and preparation for college and careers.

Requirement 2: The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the application in order to implement, fully, and effectively, the required activities of the school intervention model it has selected.

(a) Canyon Springs HS staff recruitment and selection: CCSD is committed to implementing all aspects of the Transformation Model at Canyon Springs High School (HS) in order to improve student achievement; therefore, the principal will be replaced and a strategic staffing approach will be used to replace staff that have been unsuccessful with improving student achievement and have received unsatisfactory evaluations. Personnel with the skills and abilities needed to fully implement all components of the intervention model will be hired.

The District will take the following steps to recruit and hire new staff at Canyon Springs HS:

- I. Use Revised Competencies
- II. Augment Hiring Process
- III. Approval Of Pay For Performance
- IV. Solicit Stakeholder Involvement And Solidify Partnerships

I. Use Revised Competencies – Three documents contain the competencies that CCSD uses for the recruitment and selection of staff:

- (1) Licensed Employee Appraisal System: Enhancing Professional Practice*
- (2) Professional Domain Standards and Indicators – Levels of Performance Rubric
Performance Evaluation Report: Principals and Assistant Principals – Enhancing Professional Practice and Professional Domain Standards and Indicators – Levels of Performance Rubric.*
- (3) Critical Skills/Competencies for Staff Selection, Professional Development, and Coaching*

Together, these documents reflect the outcome of CCSD’s recent collaboration with the University of Virginia (UVA) School Turnaround Specialist Program. During the past year, CCSD worked with UVA to modify competencies for recruitment and evaluation of personnel. Current District competencies/critical skills align with those identified in Public Impact’s School for SIG Turnaround Directors and School for Turnaround Teachers. The following outlines the correlation of the competencies as noted on the District’s Critical Skills/Competencies for Staff Selection, Professional Development, and Coaching document and the Public Impact toolkit:

A. SIG Leaders (Clusters of Competencies)

- (1) Driving for Results strongly correlates to CCSD’s *Vision of Learning Domain with accompanying critical skills as defined in the rubric*. This competency includes:
 - **Achievement:** The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
 - **Initiative and Persistence:** The drive and actions to do more than is expected or

required in order to accomplish a challenging task.

- **Monitoring and Directiveness:** The ability to set clear expectations and to hold others accountable for performance.
- **Planning Ahead:** A bias towards planning in order to derive future benefits or to avoid problems.

(2) Influencing for Results strongly correlates to CCSD's *Culture for Learning Domain with accompanying critical skills as defined in the rubric*. This competency includes:

- **Impact and Influence:** Acting with the purpose of affecting the perceptions, thinking and actions of others.
- **Team Leadership:** Assuming authoritative leadership of a group for the benefit of the organization.
- **Developing Others:** Influence with the specific intent to increase the short and long-term effectiveness of another person.

(3) Problem Solving strongly correlates to CCSD's *Instructional Program and Management Domains with accompanying critical skills as defined in the rubrics*. This competency includes:

- **Analytical Thinking:** The ability to break things down in a logical way and to recognize cause and effect.
- **Conceptual Thinking:** The ability to see patterns and links among seemingly unrelated things.

(4) Showing Confidence to Lead strongly correlates to CCSD's *Leadership Capacity as identified in the evaluation system*. This competency includes:

- **Self-confidence:** A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.

B. SIG Teachers (Clusters of Competencies)

(1) Driving for Results strongly correlates to CCSD's *Planning and Preparation and Assessment of Student Achievement Domains with accompanying critical skills as defined in the rubric*.

(2) Influencing for Results strongly correlates to CCSD's *Assessment of Student Achievement and Instruction Domains with accompanying critical skills as defined in the rubrics*.

(3) Problem Solving Cluster strongly correlates to CCSD's *Assessment of Student Learning and Instruction Domains with accompanying critical skills as defined in the rubrics*.

(4) Personal Effectiveness strongly correlates to CCSD's *Learning Environment and Professional Responsibilities Domains with accompanying critical skills as defined in the rubrics*.

The District will use these competencies to screen and select new staff for Canyon Springs HS.

II. Augment Hiring Process – To ensure employees are able to work effectively within a

turnaround environment, the District implemented a new recruitment and selection process. This new process utilizes steps outlined by the UVA Turnaround Program. In particular, the hiring process used at Canyon Springs HS included:

(a) Advertising the principal position – The District posted the position both internally and externally. Current CCSD personnel were notified of the opening via the District’s InterAct system. Interested applicants were encouraged to contact Human Resources. See attached posting.

(b) Reviewing documents – The District reviewed applicants’ past evaluations, school data, and checked references prior to inviting applicants to participate in the structured interviews.

(c) Interviews – Initial interviews were conducted by the SIG Turnaround Director and three Academic Managers using the Behavior Event Interviews (BEI) scoring form. The District’s Superintendent, Deputy Superintendent, and an Academic Manager conducted final interviews. Since the District has moved to competency-based interviews, final interview questions were selected to cover competencies that assist in predicting success for SIG Turnaround Directors and identifying candidates who would perform well in a turnaround effort versus other school situations. As part of the final interview process, the District's Superintendent, Deputy Superintendent and an Academic Manager asked applicants questions that contained the following information:

(1) Achievement Competency: Think about a time when you felt very successful or proud of something you accomplished at work, and tell me the story.

(2) Impact and Influence Competency: Think about a time when you influenced another person or people in a way that was satisfying to you, and tell me the story.

(3) Monitoring and Directiveness Competency: Think about a time when you set a standard for someone else’s work and held that person accountable for adhering to that standard. Tell me the story.

(4) Team Leadership Competency: Think about a time when you led a group or team of people to accomplish work that was satisfying to you, and tell me the story.

(5) Self-Confidence Competency: Tell me about a time when another person or people stood in your way to get something done and you addressed the situation to your satisfaction. Tell me the story.

(d) Utilizing UVA’s Quick Assessment of the BEI protocol – As part of the transformation selection process, candidates went through final screening with the District’s Superintendent and Deputy Superintendent for the five critical competencies found in the Public Impact tool kit.

Two of the critical competencies are designated as primary:

- Achievement
- Impact and Influence

The secondary critical competencies include:

- Monitoring and Directiveness
- Team Leadership
- Self-Confidence

(e) Voluntary Transfers – District leadership and the new principal will hold a meeting with current school staff regarding the strategies that will be implemented as part of the Transformation Model. Staff remaining after the strategic staffing process will have an opportunity to transfer to another school for the upcoming school year.

III. Approval of Pay for Performance – CCSD seeks approval from the Clark County Educators' Association, the Clark County Association of School Administrators and Professional-Technical Employees Association, and the Education Support Employees Association subject to collective bargaining to implement pay for performance in all three years of the grant and require the school to improve by at least 15% to be eligible for pay for performance for the 2013, 2014, and 2015 school year.

IV. Solicit Stakeholder Involvement And Solidify Partnerships – Preliminary communication with stakeholders regarding the selection of Canyon Springs HS for a Transformation intervention has already begun. CCSD mailed letters to the parents of Canyon Springs HS students regarding its intent to apply for this grant. See community letter attached. This letter included information regarding grant requirements under the Transformation Model. Discussions with the various employee association groups regarding the process of replacing the principal and school staff were also held.

In addition, CCSD conducts ongoing school board meetings where stakeholders are given the opportunity to ask questions, make suggestions, and express their comments and concerns with a school program or policy. Agendas for each school board meeting are made available via the school website and copies are printed and made available prior to each school board meeting for individuals who may not have access to a computer. Each school board meeting is located in a building that is ADA accessible and easily located by the public at large. Also, all equipment and technology used during these meetings meet ADA requirements. The opportunity to make public comments is available to any individual and is not based upon race, color, national origin, gender, age, or disability.

(b) Canyon Springs HS staff training: Whole staff, grade level, department and/or individual professional development experiences will be conducted regularly at Canyon Springs HS, according to the needs of teachers. Their needs will be determined by all available data collected from student achievement indicators, staff surveys and interviews, and formal and informal observations. Canyon Springs HS will also benefit from an Instructional Coach and a SIG Project Facilitator who will assist with professional development and data analysis. For purposes of evaluating professional development training, school administration will work with the Project Facilitator to assess the effectiveness of the assigned activities and to plan future projects based on the findings. In addition, site administration and teachers will analyze formative and summative data, identifying areas of concern. Based on identified needs, differentiated support will be provided for the following: cognitive coaching for teachers, assistance with analysis of testing data to inform instruction of effectiveness, and the continuation of assessment of student

learning, and professional development. Collectively, all sources will provide a comprehensive approach to assisting the teaching and learning process. **Funding has been made available to allow teachers to participate in required trainings. Substitutes will provide classroom coverage while teachers participate in these trainings.**

SpringBoard

During year one of the grant, all math and ELA teachers will participate in the Initial Institute Workshop provided by SpringBoard. The Initial Institute Workshop is an introduction to the SpringBoard Program. Areas of focus include: SpringBoard content, activities and instructional tools, alignment to the College Board Standards for College Success and Common Core State Standards, and assessments of student progress. The technology component includes a program overview, registration and set up of SpringBoard Online, and the SpringBoard community information. Each attendee will receive a Teacher's Edition for the SpringBoard level they will teach. All new SpringBoard teachers will be required to participate in three (3) consecutive six-hour days of training generally held in the summer before program implementation. Also, school administrators will participate in one (1) three-hour workshop that builds capacity among the school's leadership team to support successful implementation at the school. Administrators will gain a working knowledge of the program components and will learn what to look for in an effective SpringBoard classroom through engaging activities and the sharing of best practices. Attendees will receive classroom walk-through and program implementation tools to monitor the effectiveness of their implementation plan.

During years two and three of the grant, teachers will participate in the Advanced Teacher Workshop to effectively deliver classroom instruction using the SpringBoard ELA and mathematics curriculum frameworks and assessments. The Advanced Teacher Workshop will focus on deepening and extending teacher preparation to deliver effective instruction and consists of two (2) consecutive six-hour days of training in the summer.

Striving Readers Comprehensive Literacy (SRCL)

The SRCL program will be implemented in Canyon Springs High School in the 2012-2013 school year. The program will provide high-quality, job-embedded professional development to school administrators and teachers on understanding and applying elements of effective literacy instruction and intentional use of instructional materials that are aligned to the Common Core State Standards (CCSS) so that every student knows how to use reading, writing, listening, viewing, speaking, presenting, and critical thinking skills. The SRCL program will implement interventions to ensure that all students (including students who are experiencing difficulties and students who are progressing ahead of their peers) are identified and served appropriately.

An important element of the SRCL program is the establishment of Data Based Decision Making (DBDM) Literacy Teams that are aligned with a Response to Intervention/Instruction framework. These DBDM teams will maintain an environment in which data can be collected, analyzed, and used to continually improve literacy achievement. Two Striving Readers literacy coaches will be placed at Canyon Springs HS to increase capacity through coaching, mentoring, training, and modeling of Tier I instruction in the classroom. DBDM literacy teams at the LEA and site level will assist in reviewing student data and will support teachers in making evidenced-based instructional decisions and ongoing progress monitoring. High quality, job-embedded professional development and summer academies will be provided to all teachers and administrators. In addition, assessments and intervention programs and materials specific to

literacy will be provided to supplement instruction in the classroom at the schools sites.

The SRCL program will support Canyon Springs HS students through the provision of:

- Additional support to all 9–12 classrooms through coaching, screening, professional development, materials, and technology;
- Intervention periods before, during, and after school for struggling students who are below proficient; and,
- Expanded role of the school librarians and local libraries in the provision of literacy services through on-going professional development.

During the summer and prior to school site implementation, high school English language arts and social studies teachers will attend a four-day Summer Academy (28 hours) that focuses on implementation of the CCSS, the major instructional shifts including working with complex texts and teaching argument, and creating thematic, cross-curricular units of study. Participants will then participate in quasi-lesson study seminars during the first-month of school. Seminars will focus on lesson planning, reflection on lesson delivery, problem solving, and pedagogy. The content and lessons for the Summer Academy will be developed collaboratively with the Southern Nevada Regional Professional Development Program (SNRPDP) and UNLV.

To address the needs of high school students who have not yet passed the Nevada High School Proficiency Exam (NHSPE) in Reading and Writing, funds from the SRCL will be used in FY 13 to provide three different Tier II intervention opportunities for students. Intervention periods will be created through prep buyouts to assist students with learning gaps. A specific intervention program will be selected from NDE’s SRCL vendor list with an emphasis on programs that make use of technology to accelerate learning. Teachers will use the Consortium on Reading Excellence’s (CORE) Word Intelligence Vocabulary Program to boost the vocabulary and word knowledge of struggling ninth and tenth grade readers, including Limited English Proficient (LEP) and students served through the co-teaching inclusive practice. This Tier II intervention is appropriate for students needing support in reading comprehension.

The third Tier II intervention period will occur before or after school for one-hour. SRCL funds will be used to provide high schools with a late bus and instructional materials (again chosen from the approved NDE SRCL vendor list) to provide Tier II instruction for students still needing to pass the NHSPE in Reading and/or Writing. The SRCL program will support tutoring support and summer school tuition for credit deficient students.

District Professional Development

The Instructional Coach and Project Facilitator will provide professional development that will assist the school with improving graduation rates and increasing school attendance. Professional development will encompass the following, but is not limited to:

- Team building;
- Strengthening grade level instruction in reading and writing;
- Teaching for conceptual understanding in mathematics classrooms;
- Tiered academic intervention in literacy;
- Tiered academic intervention in mathematics;
- Acceleration courses in literacy;
- Acceleration courses in mathematics;

- Training for Instructional Coaches; and,
- On-site technical assistance in the form of coaching and mentoring.

In addition to ongoing professional development, staff at Canyon Springs HS will be expected to meet and discuss student assessment results on a regular basis and to identify areas of low achievement. This collaboration is designed to assist in the development and implementation of plans to improve school performance. Professional discourse and collaboration allows teachers to share materials and successful strategies, and it helps to build upon strengths and address weaknesses in instructional practice. Professional development experiences will include Professional Learning Communities (PLCs), examination of data, curriculum mapping, collaborative lesson planning, book studies, and various other types of professional interactions. Professional development will also be designed to meet the individual needs of each teacher. Professional development will occur before school, after school (through the SRCL program), during common prep-time, and on staff development days. This individualized training will be offered as a part of PLC. During PLCs, teachers will receive training targeting core curriculum.

Principals will also be supported through the SIG to attend the annual Title I Conference to be held in 2013 in Nashville, Tennessee. Based on school needs, school staff may also attend the Title I conference in 2014 and in 2015. In addition, some of the School Site Leadership Team will be funded for this event. This will add to the school's professional knowledge base by allowing attendees access to current educational philosophy, contemporary theory, and knowledge from top researchers and innovators in the country. Those in attendance will return and share what they learned at the conference with others on staff. Their attendance will also allow for professional networking with staff members from other Title I and/or SIG schools.

Dollars have been allocated for travel and employee training services, which cover the cost for staff airfare, lodging, per diem, and registration fees for the Title I and SpringBoard conferences for the life of this grant.

The SIG Turnaround Director and site-based Project Facilitator will provide program oversight and ensure that the professional development is implemented with fidelity. They will make certain that data on each professional development experience is collected, analyzed and used systematically to inform subsequent professional development activities. This data will also be used to identify staff members who need additional assistance for implementing newly acquired skills or knowledge. The SIG Turnaround Director is already in place overseeing CCSD's existing SIG programs. The site-based Project Facilitator at Canyon Springs HS will be funded through the proposed SIG program.

(c) Canyon Springs HS consultation and coaching: The District will hire an Instructional Coach through Title I funding to provide intensive consultation and coaching for school administration and teaching staff. An Instructional Coach will help assess needs and provide necessary assistance and coaching to teachers so they deliver high quality instruction that is accessible to all students.

Coaching and technical assistance will:

- Build transformative leadership through instructional leadership teams (ILTs) to lead:
 - Goal-setting and planning
 - Resource allocation and management
 - Engagement with the school community to ensure active involvement in the Transformation process

- Promote a schoolwide, data-focused culture to:
 - Understand student needs
 - Devise solutions
 - Inform decision making
 - Monitor impact of programs
 - Modify and make adjustments as needed
 - Guide continuous improvement

- Improve instructional effectiveness by:
 - Developing a common core of practice
 - Promoting reflective practice
 - Promoting research-based instructional strategies
 - Differentiating instruction and targeting students who need extra support

- Improve school climate and culture by:
 - Addressing high absences and tardiness
 - Promoting behavior management programs
 - Increasing parent and community engagement

Another coaching element is the Peer Coaching and Assistance (PCA) process developed to identify teachers needing support to become better instructors in the classroom. As was developed for the current SIG high schools, Canyon Springs HS will apply collective principles by forming departmental committees to develop staff evaluation expectations, which have been mutually agreed upon by the members of those departments and the school administration. Upon completion of the committees' recommendations, the school administration will monitor and evaluate teachers using those recommendations in several areas, such as: lesson preparation and delivery, depth of knowledge of content, student engagement and discipline, student performance on informal/formal assessments, grade distributions, and growth on high-stakes tests.

A PCA process will be used that also supports and validates the collective and collaborative efforts of teachers. Individuals needing coaching will be identified and supported by the PCA process. See attachment PCA forms. Various indicators will be used to measure teacher and student progress and determine the need for peer coaching assistance. These include classroom observations, leadership supervisory monitoring scripts, and student data. A teacher may also refer himself/herself for coaching assistance. Once the PCA process has been initiated, the needs of the teacher will be carefully analyzed, a coach believed to be a good fit for the teacher in question will be selected, and an individualized assistance plan will be developed. The plan will involve professional development, observing another classroom teacher, modeling, a schedule of meetings with the coach, and use of recommended strategies. The assistance plan will also include a time frame indicating when the teacher will be expected to demonstrate improvements as a result of the coaching. During the PCA process, a school-site administrator will conduct frequent observations to determine teacher progress and the effectiveness of the coaching.

PCA Process

1. Upon multiple observations and review of data, the supervising administrator notifies the teacher of the area/s targeted for assistance.
2. The supervising administrator notifies the PCA Panel.
3. The supervising administrator completes the PCA referral indicating areas needing improvement and the improvement goals. The actual evaluation is confidential and unless the referred teacher approves, cannot be shared with the PCA Panel.
4. The PCA Panel reviews the referral form.

5. The PCA Panel selects a consulting teacher from a list of approved consulting teachers.
6. The selected consulting teacher, administrator and the Project Facilitator meet with the referred teacher to develop the PCA Goal Setting Agreement.
7. The Goal Setting Agreement will include the number of observations by both parties, an ongoing meeting schedule, and suggested staff training opportunities.
8. The consulting teacher may meet with the supervising administrator to clarify the areas noted for improvement in the evaluation.
9. Discussions between the consulting teacher and referred teacher are confidential.
10. The supervising administrator continues to conduct multiple observations of the referred teacher.
11. The consulting teacher meets with the administrator/Project Facilitator periodically during the school year to discuss the PCA Goal Setting Agreement.
12. The referred teacher may select a different consulting teacher if he/she feels the match is not working. The PCA Panel must approve any change of consulting teacher.
13. The referred teacher may meet with the PCA Panel to discuss the PCA Goal Setting Agreement from his/her perspective.
14. The consulting teacher's final report will indicate the planned activities that were accomplished in the Goal Setting Agreement. It will not be an evaluation of the teacher.
15. The supervising administrator completes his/her evaluation of the teacher's progress based on his/her formal observations.
16. The PCA Panel will evaluate the PCA process at the end of the school year for purposes of improving the process.

In addition, Canyon Springs HS will also have a Project Facilitator at the school site that will provide technical assistance and coaching to school staff. The Project Facilitator will design professional development based on student data and teacher surveys. **Funding for substitutes will be provided to allow teachers the opportunity to participate in peer coaching and peer observations in order to improve instruction.** Site administrators at Canyon Springs HS will also have an opportunity to receive coaching and mentoring by tapping into CCSD's network of experienced administrators. If necessary, Canyon Springs HS administrators will be paired with other CCSD administrators who have demonstrated success in relevant areas. Canyon Springs HS administrators will also receive guidance and assistance from the SIG Turnaround Director and from the Academic Manager supervising their zone.

Observed changes in behavior, or the lack thereof, will be the most immediate way to assess the success and effectiveness of coaching experiences. The supervising administrator will use data from observations and student achievement to determine whether the necessary changes are occurring. As a result of changes in adult behavior, one would then expect to see changes in student achievement, thereby providing another indication of coaching success. An additional method for gauging the effectiveness of coaching will include a Coaching, Mentoring and Support survey distributed twice per academic year. This survey requests individual feedback regarding the quality and usefulness of coaching provided by coaches, school administrators, department chairs, Project Facilitators, SIG Turnaround Director, and the Zone Academic Manager. This assessment is similar to 360-degree feedback where information is provided from a variety of sources. Results from the survey are compiled and shared with individuals in a coaching role so they can modify and improve their coaching strategies, if necessary.

Canyon Springs HS staff evaluation: Canyon Springs High School will use a rigorous, transparent, and equitable evaluation system for teachers and principals that take into account data on student growth as a significant factor, as well as other factors, such as multiple

observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement. The rigorous evaluation system was designed with input from teachers, principals, and district personnel stemming from its inception in January 2011.

The data collected (student achievement data, multiple observation data, and professional practice related to student achievement data) will provide critical information to effectively assess the school's academic and staff progress. The main components of the teacher evaluation system are:

Focused Walk-Throughs - Administrators and instructional coaches will conduct routine focused walk-throughs each week at the school level using a common observation form. Note that the common observation form differs from the administration's full-observation script form in that the routine four to seven minute teacher/classroom observations will gauge the level of effective instructional delivery and implementation of professional development initiatives. Data from the focused walk-throughs will be compiled weekly and/or monthly by department and school to identify classroom practice patterns and themes that exist within the building and be used to drive professional development and, in some cases, individual coaching support. Further, data collected will enable the site administration and Turnaround Zone team to assess the degree of professional practice and staff progress at the site.

Instructional Walk-through Feedback – Reflective of and from Teachscape's (www.teachscape.com) classroom walk-through protocol and purpose, the teacher evaluation process at Canyon Springs High School will have two primary goals—to ensure a high quality of teaching and to promote professional learning for teachers—both in pursuit of the higher aim of enhancing student achievement. The routine classroom observations offer a valuable opportunity to achieve both goals. They provide information on teaching practice and student engagement as evidenced in the classroom. The observer will share the information thoughtfully and effectively with teachers, and teachers will have the opportunity to analyze and reflect on their own teaching, so they can strengthen their practice and, correspondingly, improve student achievement.



The conversations between teachers and observers will be grounded in mutual understanding that teaching is such complex work it can always be improved and that everyone is working toward a shared goal. Using the Framework for Teaching or a tool similar to conduct observations will be helpful in creating a shared understanding. It offers a shared set of criteria and a common language for observers and teachers to discuss teaching practice. The Framework rubrics also offer a clear roadmap of how teaching can improve.

Observer responsibilities include:

- Before conducting observations, the teachers will understand the criteria to be used.
- Before conducting post-observation conversations with teachers, teachers will be invited to analyze their lesson against the levels of performance and the critical attributes for each level.
- During the post-observation conversations with teachers, the teachers will be:
 - Provided with specific evidence observed for each component and how the data/evidence was interpreted against the Framework rubrics
 - Invited to offer their own interpretation of the evidence
 - Collaboratively identifying both the strengths of the lesson and areas for growth
 - Jointly developing specific strategies to use in their classrooms
 - Jointly developing specific strategies/"look fors" for the observer during the next observations

The focused walk-through is designed to raise the quality of instruction by incorporating specific strategies aligned to the curriculum. In order to ensure that instructional behavior changes and improves as a result of the professional development, the principal, administrative team, and instructional coaches who are assigned to a department are responsible for completing instructional feedback loop, which includes the classroom visit, a post-conference, and written feedback that includes validating comments, a question that invites reflection, and a next step, at least twice per quarter for every teacher. Teaching staff that are rated partially effective and ineffective are expected to improve their practices utilizing the support of administrators, professional learning communities, job-embedded instructional coaching, visits to colleague's classrooms, and mentoring as appropriate. If deemed necessary by school administration, teachers may be referred to the peer coaching and assistance program. This form of cyclical observations by *administration* will be incorporated in the teacher evaluation system.

To ensure accuracy when collecting walk-through data and providing instructional feedback, the principal, one assistant principal, and instructional coach have successfully completed a rigorous certification process that assures that they are able to identify good/poor alignment and good/poor strategies and that they can suggest changes in order to improve instruction. Additional administrators and instructional coaches will be trained by those certified to conduct classroom walk-throughs. This training process is necessary due to multiple observers and the need for a high level of inter-rater reliability when collecting data that is to drive instructional practices and professional development. This consistency is essential to ensuring that the teachers are receiving fair and consistent feedback from administrators and coaches and it will also ensure a common commitment to high expectations and accountability.

Formal Evaluation – A core group of teachers and district personnel met during the course of the 2010-2011 and 2011-2012 school years to establish a system of evaluation for teaching staff. Using current, research-based recommendations to determine the procedures and protocols, this group was cautious to be sure that the tools they developed were in line with the goals of the SIG Transformation model and requirements of state legislation.

Teacher Evaluation

Teachers will be evaluated using a format based on the Charlotte Danielson model, which reflects the teaching standards for teachers. Formal evaluations are completed for all staff at a minimum of one per year for tenured staff with effective and highly effective ratings, and a

minimum of three per year for non-tenured staff and teachers with partially effective and ineffective ratings. Teachers who are rated partially ineffective will receive professional support from the peer coaching and assistance plan and will be given ample opportunity to improve their practices through professional learning communities, job-embedded instructional coaching, visits to colleague's classrooms, and mentoring. If a referred teacher's instructional practice does not show adequate progress, the teacher will receive an unsatisfactory evaluation and will be removed from Canyon Springs High School and secure a position at another CCSD site.

With teacher evaluation development still in progress, Canyon Springs High School will measure the level of teaching practice and use the results for teacher final appraisal reports. The adoption of a school-wide walkthrough observation tool will allow a teacher to submit to either a principal and or coach a lesson that represents his/her practice. The lesson can be annotated using the teacher evaluation rubrics and artifacts of student work can be presented for creating a direct relationship between practice and student performance. This process is essential for courses not otherwise measured or tested for student achievement such as math and English Language Arts. Using student achievement data will also contribute to teacher evaluations. Canyon Springs High School will use grade distribution data, short-cycle assessment data, quarter and semester exam data, and high school proficiency exam data to guide the development of teachers' evaluations. The process will also allow the leaders in the Turnaround Zone to monitor the performance of teachers and evaluate the progress of the school principal. It should be noted that the leaders in the Turnaround Zone will also conduct similar classroom walk-throughs with and without the school administration and instructional coaches in order to not only contribute to the body of data being collected but also to gauge the progress of instructional leadership at Canyon Springs High School. Aggregated data from teacher evaluations and student progress will be monitored by Turnaround Zone for review each month and be included in the performance monitoring form in November and March/April respectively so that guidance and outcome-based adjustments can be made.

Teachers identified by the school leadership team as not meeting performance expectations will be targeted for intensive coaching through the PCA process. The PCA Panel will oversee this process, and the Project Facilitator and Instructional Coach will engage with the struggling teacher for remediation of the difficulty. Various assessments will be used to measure teacher and student progress in order to determine the need for peer coaching assistance. Classroom observations, survey results, and leadership supervisory monitoring scripts are some of the processes that will be used to trigger the peer coaching and assistance. These will also be used to determine the degree of improvement in both teacher and student performance as a result of coaching. The *Consultation and Coaching* section of this narrative provides additional detail about the PCA process. After ample opportunities for improvement, the PCA process can be used to "opt out" staff that do not, through their actions or results, meet the expectations of working at a CCSD Transformation Model School.

Separate evaluation forms exist for District program-based specialists, site-based literacy specialists, educational computer specialists, counselors, etc., with appropriate professional domains by position. All CCSD teachers are currently evaluated on the Nevada State Standards using the newly adopted Common Core State Standards. Discussions with stakeholders, the employee associations, and District staff have occurred regarding upcoming changes for Canyon Springs HS. On May 15, 2012, a faculty/staff meeting was held at Canyon Springs to discuss upcoming changes. During this meeting, the principal discussed and disseminated information regarding the implementation of the Transformation Model under the SIG grant (see attached flyer). Also, letters were given to student, parents, and members of the community guardians

inviting them to a meeting on May 16, 2012 to discuss the upcoming changes at the school (see attached letter). The school's new principal and the academic manager were available to answer questions regarding the Transformation Model components.

School Principal Evaluation

In *“Turning Around Chronically Low Performing Schools* (Department of Education Publication, May 2008) an analysis of successful school reforms recommended that the district needs to signal the need for dramatic change with strong leadership. Schools should make a clear commitment to dramatic changes from the status quo, and the leader should signal the magnitude and urgency of that change. A low-performing school that fails to make adequate yearly progress/growth and is awarded SIG funding, must improve student achievement within one year. The Turnaround Zone is committed to supporting and evaluating the principal in a manner consistent with the Professional Domain Standards and Indicators – Levels of Performance Rubric Performance Evaluation Report: Principals and Assistant Principals and the Enhancing Professional Practice and Professional Domain Standards and Indicators – Levels of Performance Rubric.

Principals selected to serve as leaders at SIG schools are recruited based on their strong performance relative to competency clusters/domains. Once hired, these principals are evaluated based on the same critical skills outlined in the District's clusters/domains. One measure of evaluation is the Performance Evaluation Report for site administrators. This report contains levels of performance and five domains/clusters with three to four professional standards under each domain. These domains and professional standards align with the critical skills that were sought during staff selection and hiring. See requirement 2 section (a) staff recruitment and selection for additional information. A detailed Levels of Performance Rubric exists to guide assignment of a level of performance for each professional standard. Observation and formative conferencing is conducted with site administrators prior to summative evaluation. Individualized goals and directions are developed between the site administrator and his/her supervisor. Professional development activities are recommended based on individual needs.

The CCSD evaluation measurements for principals are arranged into five domains. The domains are outlined below.

- 1) **Vision of Learning:** A vision of learning defines purpose, shapes all programs and practices, and sets clear direction for continuous school improvement. Competencies and critical skills outlined in this domain include the following professional standards:
 - Facilitate a collaborative process for the development of a vision of learning that is shared and supported by the school community.
 - Communicate, implement and align mission and goals to support the school's vision of learning.
 - Facilitate a school improvement process.

- 2) **Culture for Learning:** A culture for learning fosters success for all students by advocating, structuring, and sustaining high social and academic expectations as well as collaborating and communicating with school community members regarding the school's vision. Competencies and critical skills outlined in this domain include the following professional standards:

- Develop and maintain a professional culture with high social and academic expectations.
 - Provide opportunities for members of the school community to collaborate, develop leadership, and share responsibility for student learning.
 - Promote equity, fairness and respect among members of the school community.
- 3) Instructional Program: An instructional program advocates, structures and sustains student learning and staff professional growth. The competencies and critical skills for this domain are:
- Maintain an accountability system of teaching and learning based on learning standards.
 - Facilitate and assist teachers to improve student learning by effectively using student performance data to drive instructional decisions.
 - Develop and implement results-driven, research-based collaborative professional development relative to the content standards and school improvement process.
- 4) Management: Management of the organization as well as human and fiscal resources promotes an optimal learning environment and an efficient school operation. Competencies and critical skills outlined in this domain include the following professional standards:
- Ensure all responsibilities are carried out through appropriate management systems and routines.
 - Utilize principles of system management, organizational development, problem solving, and decision making to handle the ongoing operation of the school.
 - Manage fiscal, human, and physical resources to support learning.
 - Comply with all school and District policies and regulations, as well as state and federal laws applicable to administrators.
- 5) Leadership Capacity: Leadership is demonstrated through the vision, culture, instructional program, and management of the organization. Competencies and critical skills outlined in this domain reflect that the administrator's ability to develop and sustain:
- A vision that supports student learning.
 - A culture for learning.
 - An instructional program that supports student learning.
 - Management of the organization to support student learning.

Teachers selected to serve at SIG schools are also recruited based on their strong performance relative to pre-defined competencies. Once hired, these teachers will be evaluated based on the domains for the competencies. For teachers, CCSD currently utilizes the Licensed Employee Appraisal Report to evaluate staff on four levels of performance that contain five domains: Planning and Preparation, Assessment of Student Achievement, Learning Environment, Instruction, and Professional Responsibilities. Professional standards under these domains align with the critical skills that were sought during staff selection and hiring. Similar to the detailed rubric guide of professional standards for site administrators, a detailed 23-page Levels of Performance Rubric exists to guide the assignment of the levels of performance of each

professional domain for licensed staff. Observation and formative conferencing is conducted with licensed staff prior to the summative evaluation. Individualized goals and objectives are developed via a collaborative effort between the site administrator and teacher. Training for site administrators on use of the evaluation instrument with teachers will be conducted by CCSD. These tools will also be utilized with staff selected during the strategic staffing process.

The District's teacher critical skills and competencies are arranged into five domains. These domains are listed below:

1) Planning and Preparation: Instructional planning and preparation support the teaching/learning process.

- Instructional planning was documented in written lesson plans and based on adopted curriculum documents and standards.
- Content knowledge was demonstrated in planning.
- Planning reflected knowledge of student achievement, access/equity, students' interests and backgrounds, and other site-specific demographic data.

2) Assessment of Student Achievement: Student Achievement corresponds to established expectancies.

- Student achievement, access/equity, and other site specific demographic data were analyzed.
- Desired results for student learning/achievement were identified, measurable, and used for instructional planning to determine and monitor student progress.
- Assessment regulations and guidelines were followed.

3) Learning Environment: The instructional environment is optimal for learning.

- An academic focus and on-task behavior were maintained.
- A classroom management/discipline plan was in place, communicated and maintained.
- Respect and courtesy were modeled by the teacher in student and parent interactions.
- The physical environment supported the teaching/learning process.

4) Instruction: Effective instruction is provided for all students.

- The components of an effective lesson and the basic principles of learning were used when providing instruction.
- Varied instructional strategies, approaches, and resources, aligned with instructional objectives, engaged students in learning.
- Lessons had a clearly defined structure and pacing was appropriate.
- Flexible instructional groupings were utilized.
- Accommodations and/or modifications were used in alignment with instructional objectives to meet the needs of students.
- Feedback to students was provided and promoted student success and achievement.

5) Professional Responsibilities: All school personnel perform professional responsibilities.

- The employee participated in the school improvement process and implemented school improvement goals.
- The employee addressed identified individual improvement goals/directions.

- The employee participated in on-going professional growth.
- The employee participated in required job-related meetings and activities and performed assigned duties.
- The employee maintained student records.
- The employee provided communication to parents/guardians and students related to behavior and achievement.
- The employee worked professionally and collegially with administration, staff, parents, and community.
- The employee used multicultural resources, materials and activities to support multicultural literacy, awareness and appreciation.
- The employee complied with all school and District policies and regulations, as well as state and federal laws applicable to teachers.

In addition, as stated under *Teacher Evaluation*, a portfolio of artifacts, observations from supervisors, student achievement data including course pass rates, credit accumulation, standardized testing data, benchmark results and disciplinary data, will be used to guide the development of the principal evaluation. Further, the critical skills and competencies used to hire the principal will be considered standards by which the evaluation is written. The following competencies for turnaround leaders are arranged into four clusters of related capabilities (Public Impact, 2008).

Driving for Results Cluster – These enable a relentless focus on learning results.

Achievement: The drive and actions to set challenging goals and reach a high standard of performance despite barriers.

Initiative and Persistence: The drive and actions to do more than is expected or required in order to accomplish a challenging task.

Monitoring and Directiveness: The ability to set clear expectations and to hold others accountable for performance.

Planning Ahead: A bias towards planning in order to derive future benefits or to avoid problems.

Influencing for Results Cluster – These enable working through and with others.

Impact and Influence: Acting with the purpose of affecting the perceptions, thinking and actions of others.

Team Leadership: Assuming authoritative leadership of a group for the benefit of the organization.

Developing Others: Influence with the specific intent to increase the short and long-term effectiveness of another person.

Problem Solving Cluster – These enable solving and simplifying complex problems.

Analytical Thinking: The ability to break things down in a logical way and to recognize cause and effect.

Conceptual Thinking: The ability to see patterns and links among seemingly unrelated things.

Showing Confidence to Lead – This competency is concerned with staying focused, committed, and self-assured.

Self-Confidence: A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.

Evidence of ongoing professional development and implementation of the School Improvement Grant benchmarks will be used to rate the principal on expected standards of achievement as well as the end-of-year Nevada Growth Model results and CCSD's School Performance Framework (SPF). Should the principal score unsatisfactory at the end of the first year, it will be considered grounds for reassignment and removal from Canyon Springs High School.

(e) Canyon Springs HS program evaluation: CCSD has developed a comprehensive evaluation system that effectively assesses performance at SIG schools, including Canyon Springs HS. This system relies on a variety of data sources and on the collaboration of the supervising Academic Manager, the Turnaround Director and the school's SIG Project Facilitator. Together this team will monitor implementation and periodically review outcomes to gauge fidelity, identify successful practices, and modify unsuccessful practices. Key levers affecting successful practices will also be determined in order to facilitate their sustainability and scale-up.

The evaluation of Canyon Springs' SIG program will begin with the Turnaround Director monitoring the fidelity of implementation of all proposed strategies and action steps through frequent school site visits. The Director, school principal and Project Facilitator will also work together to develop performance benchmarks tied to the school's outcome objectives. The Turnaround Director will rely on the Project Facilitator to collect benchmark data as it becomes available. The Turnaround Director, Academic Manager, Project Facilitator and principal will analyze this data and assess progress on the benchmarks. Reviews will occur at least quarterly and as data become available for each measure. After each review of the performance benchmarks, a Performance Monitoring Form will be completed with personalized priority adjustments for each target. Successful adjustments may require the establishment of new strategies and actions and, possibly, the elimination of practices that have not proven worthy of implementation. In a joint meeting with the Academic Manager and school site leadership, critical evaluation of progress and outcomes will be discussed with the SIG Turnaround Director. Practical reflection and exploration of evidence will be employed as the method of inquiry and problem solving when applying well-formulated adjustments. The Performance Monitoring Form will also be presented to the Deputy Superintendent.

In addition to tracking performance benchmarks tied to the school's SIG objectives, the Academic Manager, Turnaround Director, and principal will also scrutinize broader performance measures. These include metrics that form part of the Nevada Growth Model, CCSD's School Performance Framework (SPF), and the Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S).

The Nevada Growth Model and School Performance Framework (SPF) are important tools now being utilized to track school performance and student achievement and progress over time. Both of these tools will allow the District to compare and analyze the success of the instructional program implemented at the school.

The Nevada Growth Model is based on the Criterion-Referenced Tests (CRTs) in Reading and Mathematics for students in grades 4-8, and it measures how much a student improves in academic performance over time. Due to challenges presented by the previous accountability system, CCSD Superintendent Jones developed a taskforce to explore ways to use the Nevada

Growth Model results in the School Performance Framework (SPF). Previously, schools only received credit if their students achieved proficiency on the state assessment. The SPF uses the Nevada Growth Model results to recognize schools with students who are becoming proficient, students who are on track, and students who exceed proficiency standards. The SPF provides each school with an overall score and performance level. The score heavily weighs academic indicators but also factors school climate and an individual focus goal selected by the school. The academic measures, which account for 88% of the score, fall into three categories:

- Growth – Measures of increased student achievement from one year to the next.
- Status – Measures of proficiency and movement within SPF subgroups (Catch Up, Keep UP, and Move Up)
- Growth Gaps – Determine whether or not student subgroups are increasing their achievement levels

School climate factors considered are:

- Average daily attendance
- Dropout rate
- LEP Exit – Increased student performance and proficiency on the English Language Proficiency Assessment
- IEP Least Restrictive Environment – Increased percentage of IEP students spending more time in general education classroom
- Increased rigor – Increased percentage of students taking accelerated courses
- Student climate survey
- Parent engagement plan

Schools can earn an extra five percentage points if they meet their focus goal, which is determined by school leaders in collaboration with their academic manager. Once the school's score is calculated, it then receives a designation on a five-star rating system. Highest performing schools receive five stars while lowest performing schools receive one star. However, a school that does not make AYP can only receive three stars, at most. The District uses this system to identify and investigate areas of success, recognize excellence, and provide differentiated supports where they are needed. Currently, the SPF is in place for elementary and middle schools. It is expected that a high school framework for SPF will be released before the 2012-2013 school year.

The Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S) is another tool designed to assist schools, districts, and the State in identifying the types of technical assistance a school will need in order to improve. The NCCAT-S reflects research and serves as the foundation for the work of turning around or restructuring schools. Using a rubric format, the NCCAT-S describes characteristics of high-performing schools in the following categories: Curriculum and Instruction, Assessment and Accountability, and Leadership. An audit team formed at the school level assigns an evidence-based rubric score to each element on the NCCAT-S. The team then prioritizes low scoring elements according to importance and ease of addressing the element. The outcome of this analysis can assist schools in planning achievable improvements for the following school year.

As previously stated, the SIG Turnaround Director will work closely with the school and Academic Manager to thoroughly examine results from a variety of data sources and determine next steps that align with their SIG plan. All available data, including the SPF and NCAAT-S,

will be analyzed to determine whether benchmarks are being met. If adequate progress is not observed, the SIG Turnaround Director and Academic Manager guide the school leadership through developing alternate solutions. When necessary, the SIG Turnaround Director and Academic Manager facilitate District resources that would be particularly beneficial for the school to achieve their targets.

The evaluation process expressed here is a results-oriented system that is dedicated to and supports program variations based on students' academic achievement and school environment. The cyclical approach to management aims to improve decision-making, transparency, and accountability by focusing on planning for achievement outcomes, monitoring student progress, and reporting outcomes. Based on continuous in-depth analysis of the data, the results will dictate the steps needed to improve students' academic performance. A plan of action, driven by evidence, will be established.

Following this annual collection of multiple data sources, the SIG Turnaround Director will report on the results. Reporting will be used for both internal management and external accountability. Further, the SIG Turnaround Director will provide overall programmatic oversight and grant compliance while the Academic Manager will provide programmatic supervision, evaluation, and coordination of services for Canyon Springs HS. Through the use of these evaluative tools, supports, and intensive professional development over a three-year period, the District will build the capacity of the administrators and staff to sustain the program.

(f) Canyon Springs HS facilitative administrative supports: CCSD is committed to the success of this project, which is demonstrated by the substantial in-kind support for the project. In-kind support for this project will be provided by CCSD's Human Resources Division and the Student Support Services Division as further detailed in the Staff Training Section. In addition, the Grants Development & Administration department will provide support for this project through fiscal management of grant funds and program evaluation. The Fiscal Accountability and Data Analysis department will provide accounting services and document spending for the auditable files, the Resource Management department will assist with budget development, and the CCSD Purchasing department will assist with procurement of necessary goods and services that have been approved for purchase. The District will also provide in-kind materials in the way of standard office equipment, supplies, and office space.

As part of the District's further commitment to SIG schools, Canyon Springs HS will be under the supervision of the newly established zone. Within this zone, there is an Academic Manager who oversees all activities within the Division. Serving under the Academic Manager is the SIG Turnaround Director. To ensure that Canyon Springs HS receives the administrative support needed to be successful at implementing the Transformation Model, the new administrative personnel will assist with guiding and supporting the implementation process by providing various types of resources and oversight of the grant. One of these resources involves using data to assess the effectiveness of the District's support to the turnaround schools. CCSD has identified a common District-wide assessment strategy, with distinct elementary, middle school, and high school models: Edison for elementary and possibly middle schools and DataWise or a similar tool for high schools). To provide real-time data that informs instruction, this structure includes: a common beginning of the year diagnostic assessment, benchmark/interim assessments, and possibly common options for formative assessments. To drive systemic improvement, tighter expectations around interim assessments will provide a consistent structure to drive instruction, establish follow-up structures, monitor progress, and grow together as a cluster of schools.

To ensure non-negotiable expectations go beyond the administration of the assessments CCSD's Turnaround Zone will establish a common calendar of interim assessments and setting consistent expectations for how interim assessments are used by both schools and individual teachers. The new zone will also create coordinated, ambitious efforts to build capacity of teacher leaders across turnaround schools to guide structured data-driven conversations to include the creation of common PLC protocols to produce intended outcomes and make extensive efforts to align instruction with assessment content. The adoption of this new progress monitoring assessment is scheduled for approval at the July 12, 2012 school board meeting.

After each review of the performance benchmarks, a Performance Monitoring Form will be completed with personalized priority adjustments for each target. Successful adjustments may require the establishment of new strategies and actions and, possibly, the elimination of practices that have not proven worthy of implementation. This rapid re-try process will be common practice within all SIG funded schools, including Canyon Springs High School. In addition, should the building leadership score unsatisfactory, it will be considered grounds for reassignment and removal from Canyon Springs High School.

CCSD's Equity and Diversity Department is also committed to providing supports to Canyon Springs HS. To increase attendance, reduce the achievement gap, and increase the graduation rate, the Equity and Diversity Department will:

- Collaborate with site administrators and staff to engage in deeper critical thinking about teaching, learning, and culture;
- Assist in building knowledge and aid in creating context for addressing the needs of underserved students, particularly African American students, in terms of their sociopolitical and sociolinguistic relativity in our educational system;
- Through surveys and assessments, explore with staff questions such as "How culturally responsive are you now? How do you know where you are going without knowing where you are?"
- Assist in examining data to identify disproportion areas; and,
- Work in collaboration with site administrators in creating an environment that is responsive to those students who do not see themselves in the environment of the school.

The SIG Turnaround Director who will support Canyon Springs HS and other SIG schools is a dynamic and well-qualified leader who was hired through SIG 2010 funding. This individual will ensure compliance with all components of the Transformation Model at Canyon Springs HS and will also provide oversight of the SIP, budget plan, the pay for performance model, the community report card, and leadership training. Dr. Florence Barker Aitken is an accomplished and committed education executive with a successful record of maximizing the development of all children. She demonstrates results-driven performance with emphasis on the development and preservation of a positive working and learning environment, development of strategic planning based on collaborative inquiry to raise student achievement, management of operations and budget, building and facilitating community partnerships, involvement in higher education teacher preparation programs focused on the growth and development of student teachers, and supervision and evaluation of employees. Dr. Aitken possesses consistent, documented ability to lead school improvement teams in developing innovative methods to analyze student achievement data and create data-driven action plans to meet organizational goals, which has

included providing consultation services and support to several urban schools to aid in the evaluation of their academic programs.

Her career highlights include: leading Roberta Cartwright Elementary School to *High Achieving* status; serving as lead principal and District designee on six State Student Support Teams for schools identified as Year 4 INOI and beyond, based on the State of Nevada No Child Left Behind guidelines; researching, creating, and implementing instructional resource tools to guide the delivery of the curriculum to meet specific needs of second language students, and collaborating with English Language Learner specialists to develop instructional strategies based on the analyses of language acquisition and achievement of students acquiring the English language; serving on the Superintendent's Committee to Address Diversity Issues, providing input to facilitate cultural sensitivity and recommending programs to increase collaborative classroom culture and achievement; and volunteered her leadership services to assist urban schools in the development of school improvement planning, looking beyond symptoms to underlying causes by digging deeper into school data outcomes resulting in two schools meeting *High Achieving* status. Over the past year, Dr. Aitken provided administrative support for five schools, four utilizing the Turnaround Model and one using the Transformation Model. She will continue to provide administrative support for all CCSD SIG schools.

A full time licensed salary instructional support position has been added for all three years for a Project Facilitator who will be appointed to work exclusively with Canyon Springs HS to provide specialized support for teachers and administrators in the development and implementation of effective curricular programs with the utmost fidelity. The Project Facilitator will plan, prepare, and conduct professional development training and follow-up and assist in the planning and facilitation of staff development programs with a focus on student achievement. The Project Facilitator will also work effectively and efficiently with other District offices to facilitate the implementation of mentoring and coaching to infuse effective instructional strategies and best practices into all curricular areas. The Project Facilitator will be the point-of-contact for the SIG grant at the school site and responsible for ensuring compliance with required grant components such as eNOTE, data collection, and coordinating State and local site visits. The Project Facilitator will be located at the school site and will be directly responsible to the principal.

In addition, **a full time licensed salary student support position has been added for all three years for a Transition Counselor** who will coordinate transition services and maintain a database that will include a list of at-risk students and their respective interventions, credits, and proficiency status. SIG funding also includes eight full time **licensed salary instruction** positions for teachers to provide increased learning time and reduce classroom sizes in core subject areas and stipends for ten teachers to teach an online 8th period class.

(g) Canyon Springs HS systems interventions: Canyon Springs HS will operate under the assumption that school personnel are in the best position to make decisions about instruction and the use of resources to achieve school-specific, District, and State goals. Provided that the school demonstrates progress toward the identified achievement goals, Canyon Springs HS will continue to be provided with maximum autonomy and flexibility. If the school fails to demonstrate adequate progress, it is the responsibility of the District to provide additional direction to and oversight of the school.

As described in the *Program Evaluation* section of this narrative, the SIG Turnaround Director will monitor SIG activities and work with the designated SIG Project Facilitator and the school

Principal to develop performance benchmarks that gauge progress. Data will be regularly collected and analyzed to assess movement toward the established benchmarks. If necessary, programmatic adjustments will be made and additional supports provided. This will be accomplished by accessing existing resources at the school site and support systems at the Division or District level. The SIG Turnaround Director will ensure that necessary supports are coordinated for all SIG schools so that they implement their plans with fidelity and success.

Canyon Springs will also differ from other traditional schools by how they will approach school governance. The structure of governance will be consistent with the transformation model; however, new transformation team members will collectively establish new school priorities at Canyon Springs HS and decide how the school will operate.

The principal will establish a School Governance Team (SGT) for Canyon Springs HS. The Team will consist of school stakeholders that include:

- (a) The principal of the school;
- (b) Teachers and other licensed educational personnel who are employed at the school;
- (c) Employees other than teachers and other licensed educational personnel, who are employed at the school;
- (d) Parents and legal guardians of pupils enrolled in the school; and
- (e) Representatives of the community or businesses within the community.

The overarching system interventions previously described will be used to make Canyon Springs HS a highly successful Transformation school. The SIG Turnaround Director will provide oversight of the program. If corrective actions are needed at the school, the SIG Turnaround Director will work with the appropriate new zone personnel. This oversight will focus attention on common best practices that schools must have in place in order to raise the achievement levels of students. After each review of the performance benchmarks, a performance monitoring form will be completed with priority adjustments for each target identified as "to be improved." Successful adjustments may require the establishment of new strategies and actions and, possibly, the elimination of practices that have not proven worthy of implementation. In a joint meeting with the Academic Manager and school site leadership, critical evaluation of progress and outcomes will be discussed with the SIG Turnaround Director. Practical reflection and exploration of evidence will be employed as the method of inquiry and problem solving when applying well-formulated adjustments. The Division/Area will be committed to providing the school with the necessary support and/or resources to address the expressed adjustments. In addition to the collection of evidence, the SIG Turnaround Director will work in collaboration with the Area/Division to ensure that there is a balance and alignment between the data-results findings, the school improvement plan, and the use of monetary resources, all of which drives the improvement process. Strategic planning will involve careful scrutiny of timelines, responsibilities, and all action steps, especially with regard to staff training, to meet benchmarks and continuously move toward the rigorous goals and objectives of the project.

Requirement 3: If the LEA is not applying to serve each Tier I school, the LEA, as a whole, must explain why it lacks capacity to serve each Tier I school.

Five CCSD schools were identified as Tier I schools. They are: Petersen ES, Sedway MS, Sunrise Acres ES, Lois Craig ES, and Roundy ES. There were seven schools identified as Tier II

for CCSD. The Tier II schools are: Innovations International Charter School, Cheyenne High School, Canyon Springs HS, O'Callaghan MS, Del Sol HS, Desert Pines HS, and Valley HS. After receiving the Nevada Department of Education's notification as to Tier I, II and III schools, CCSD conducted a needs analysis of each school. In addition to considering the needs of each school, CCSD evaluated the District's ability to implement dramatic reform as required by this grant. Based on this information, it was determined to serve the following Tier II school: Canyon Springs HS. This determination was made in conjunction with the following considerations:

1. **Budget Cuts** - The District is experiencing a \$63 million budget shortfall. This budget shortfall is due to several reasons. To address this shortfall, the District was seeking concessions from the teachers union; however, the arbitrator ruled against CCSD. This ruling will require the District to pay for teacher salary increases for years 2012 and 2013. This ruling may force the District to cut current positions. A second public hearing regarding the District budget will take place at a regularly scheduled board meeting on May 16, 2012.

Another factor negatively impacting the budget is the ceasing of American Reinvestment and Recovery Act (ARRA) at the end of fiscal year 2011 and the ceasing of Education Jobs Funding at the end of fiscal year 2012. Positions created utilizing these funding streams will be eliminated.

In addition, the District operating expenses have increased this year. In February 2012, water rates were increased and fuel cost for bus transportation also increased resulting in up to \$8 million dollars in additional costs.

2. **Grant Requirements** - SIG requires that if an LEA has nine or more Tier I and Tier II schools, the LEA may not implement the transformation model in more than 50 percent of those schools. Since CCSD has twelve schools identified as Tier I and Tier II schools, we would be required to utilize the Turnaround Model in 50 percent of these schools which accounts for several hundred positions. Having to reconstitute a number of SIG schools at a time when the District is facing potential reductions-in-force and an uncertainty as to where employees may be placed in accordance to negotiated agreements is not plausible. In addition, SIG requires that districts remove principals for the Transformation Model if they were assigned to the school prior to the 2009-2010 school year. Based on these requirements and the analysis of CCSD's Tier I and Tier II schools, the District determined that fully implementing the Transformation Model at one high school would provide the opportunity to significantly impact the academic achievement of a large number of students.

3. **Sustainability** - The District must be able to demonstrate the ability to sustain school improvements in schools identified to be served beyond the three years of the grant at a time in which we are facing significant budget cuts. Based upon this information, CCSD opted to serve one school identified under the Tier II category. The District is moving towards serving all the SIG schools under one new zone. This new zone will provided Canyon Springs with individualized and structured supervision. The new zone initiatives will include differentiated prioritization, clear direction, and strong leadership. Under this zone, a customized plan of action to improve student achievement will be developed. If this grant is awarded, CCSD is prepared to sustain reform efforts for this school after the conclusion of the grant based on this new initiative.

Requirement 4: The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements at each Tier I and Tier II school to be served.

(1a) *Replace the principal:* As an initial step in the restructuring plan for this school, CCSD will replace the principal and implement a strategic staffing process to recruit new staff at Canyon Springs HS.

The principal selection process for Canyon Springs HS consisted of the following seven phases:

- Phase 1: A national and local search was conducted to recruit an applicant pool.
- Phase 2: A screening committee consisting of the SIG Turnaround Director and three Academic Managers was formed.
- Phase 3: Initial interviews were conducted with the screening committee using the BEI format. Finalists were identified to move to Phase 4 of the process.
- Phase 4: Final interviews were conducted by the Superintendent, Deputy Superintendent, and one Academic Manager. Questions were formulated using the Public Impact School SIG Turnaround Directors competencies.
- Phase 5: The recommendation for the appointment of Ronnie A. Guerzon as principal of Canyon Springs High School was based on the following:
 - Positive recommendations from current and past supervisors
 - Past evaluations
 - Scores on the BEI and competency questions
- Phase 6: District leadership and the new principal notified the school of the District's decision to implement the Transformation Model at Canyon Springs.
- Phase 7: School staff was given the opportunity to voluntarily transfer to other schools.

Mr. Guerzon received a Master's Degree in Educational Leadership in 2006 from the University of Nevada, Las Vegas. He received his Bachelor's Degree in Physics with a minor in Mathematics in 1994 from Colorado State University. In addition to earning two degrees, Mr. Guerzon also earned a post Baccalaureate Teaching Certificate in 2000 from the University of Phoenix. Mr. Guerzon's professional experience has been one of success and achievements. He has served as the Assistant Principal of Chaparral High School since 2008. See attached resume. Chaparral HS is one of the SIG Cohort 2 schools. Mr. Guerzon assisted with the implementation of the Turnaround Intervention Model at Chaparral. Prior to becoming a SIG school, Chaparral was classified as an Empowerment School. Mr. Guerzon was instrumental in ensuring compliance as the Director of Freshman Academy and Dean of Students.

Mr. Guerzon professional highlights include supervision of:

- Curriculum Development
- Teacher Mentoring Program
- Graduation Initiative Plan
- Master Schedule Development
- Tiered Intervention Plan

- Freshman and Themed Academics
- Small Learning Communities

While serving as Assistant Principal at Chaparral, Mr. Guerzon created a small learning community (themed academies) using the School-Within-A-School model. Each academy was centered on the students' personal or career interests. Core and elective teachers were assigned to specific academies based on their instructional strengths and areas of expertise. Academy teachers collaborated to create cross-curricular lesson plans, common classroom management procedures, and common assessments. As a result, student engagement and academic achievement increased dramatically. Over a span of three years, the number of students enrolled in advance coursework increased by 50%, the graduation rate increased by 3.2% and the dropout rate decreased by 3%. In the same period of time, the overall average daily attendance increased by 3.6%. Additionally, each of the academies fostered a decline on failing grades in core classes and a drop in credit deficiency for three consecutive years.

Mr. Guerzon also created a Transition Team and a Tiered Intervention Plan to address the school's 45% transiency rate and to ensure at-risk students receive the support they needed in order to be ready by exit. The Transition Team consisted of a transition counselor, an attendance counselor, a social worker, and a graduation advocate. The tiered intervention plan included a screening process to identify students' academic and social needs. The plan employed approximately 30 interventions including transportation considerations, parenting classes, accelerated credit retrieval opportunities. As a result of the team's efforts, 41 dropouts were reenrolled and are now on track to graduate. An additional 107 at-risk seniors are on track to graduate and 300 students who were credit deficient at the start of the school year were credit sufficient by the end of the first semester. Enrollment increased by 200% in dual credit classes and by 100% in AP classes. First-time pass rates in core classes increased substantially and the school was recognized as having the most improved attendance rate in the Western United States.

As the Dean of Students at Chaparral HS, Mr. Guerzon created a school-wide progressive discipline plan which included house meetings, alternative classroom placement, and school beautification opportunities in lieu of suspensions and required parent conferences. House meetings were conducted for students who were issued discipline referrals or academic referrals. During house meetings, the student, the student's parents, and the student's teachers discussed the student's social and academic progress and collectively created a student success plan. The team also decided on an appropriate consequence for the student. As a result of the school-wide progressive discipline plan, the number of disciplinary events involving classroom disruption, insubordination, and violent offenses decreased by more than 50% in one school year and the average daily attendance improved by approximately 3%.

Mr. Guerzon's 15 years of experience in education has been with a population of students that is predominantly at-risk, qualified for free or reduced lunch, and of an ethnic minority background. Mr. Guerzon believes that for the students to be successful, the following must occur:

- Student achievement data must be collected and analyzed on a regular basis. Data from standardized tests, common assessments aligned with content standards, quarter and semester grades, attendance, and discipline records must collectively serve as a needs-assessment for students.
- An educational atmosphere with the capacity to meet those needs must be created.
- Teachers with the specific skill sets to meet the needs of students must be hired.

- Teachers currently on staff must be afforded ongoing professional development opportunities to strengthen their ability to provide engaging, rigorous, differentiated, and meaningful instruction.
- Student and teacher progress must be monitored on a regular basis to ensure a focus on academic achievement for all students is maintained.
- The school's curriculum must be dynamic and must have the capacity to be customized for each student.
- The curriculum must be designed to take students at their present levels and prepare them to be successful in their grade-level classes, proficiency exams, and life after high school.

(1b) Use equitable evaluation systems: Tools that will be used to evaluate staff effectiveness include classroom walk-throughs forms and examination of student achievement data. Teacher effectiveness will be defined through multiple measures identified on the teacher appraisal rubric used for evaluating teachers. Because teachers contribute to students' development in multiple ways, the CCSD licensed appraisal report will include, but is not limited to, the analysis and evaluation of how teachers establish and maintain a teaching and learning environment; how teachers help students work collaboratively with others; how teachers work with other teachers, educational professionals, and the administration to ensure students' success; and, how teachers work with parents and families to support all students' scholastic achievements. Clearly, teacher effectiveness is tied to students' academic achievement. Effective teachers are identified as those who are able to produce high student achievement outcomes. Teacher effectiveness in this regard will be defined by a collection of statistical information such as test results, both formative and summative, and teacher observation data based on standards of effective teaching practices, student engagement and attitude, review of classroom artifacts, and grading practices.

Licensed staff members are held accountable to reach specific achievement targets. The SGT, in conjunction with the school principal, will implement a Peer Coaching Assistance (PCA) process as necessary and will remove and replace a teacher deemed to be incompatible with the models established by the school. The principal ultimately has the authority to make staffing decisions.

Mr. Guerzon along with the school's Project Facilitator will be actively engaged in analyzing school data. The data at Canyon Springs will be used to actively supervise and oversee teacher and student performance. The principal will also review students' transcripts to ensure correct placement or to recognize and adjust students schedule who have demonstrated improved performance. The principal, in cooperation with his administrative staff and Project Facilitator, will meet with department chairs whenever results become available to discuss patterns in the data and discuss individual classroom patterns. Each teacher will document how he or she will address any student weaknesses that emerge from the performance scores. Upon examination of the data, findings will be related to school improvement goals and allocation of resources, such as the provision of extra tutoring for students struggling in certain subject areas.

The Nevada Growth Model and School Performance Framework

CCSD administrators and Canyon Springs HS staff will utilize the Nevada Growth Model and School Performance Framework to track student achievement and progress. The Nevada Growth Model not only measures how many individual students improve in academic performance over time, but also shows how much progress in statewide assessments a student or group of students has made in one year. This data is critical for reducing the achievement gap within and across schools and districts. Examining student academic growth will help districts and schools learn what works and plan the most effective learning experiences to help more students achieve higher levels of academic performance, including challenging students already doing well to

reach even greater heights.

The District has committed to reform current practices and improve school performance. One example of this commitment is the development, in collaboration with the employee associations, teachers, and school administration, of an equitable evaluation system (outlined below). Canyon Spring HS will be a part of this system.

2011-2012	ACTIONS
January-May 2011	The Task Force members held weekly meetings to revise the principal and teacher evaluations to include a student achievement domain.
June 2011	The Task Force chairpersons, the SIG Turnaround Director, and representatives from Assessment, Accountability, Research and School Improvement (AARSI), Rancho High School, Mojave High School, and Liberty High School met to determine the data collection process for the student achievement domain.
July 2011	The Rancho High School administration and School Improvement Grant team confirmed the Growth Model and pre- and post-tests as measures to be used for the student achievement domain of the teacher evaluation.
August-September 2011	All teachers developed pre- and post-test for all subject areas.
August-September 2011	Team assembled: Five sub-committees working on distinct areas and action steps were assembled. Each sub-committee has a co-chair from the Instruction Unit and the Human Resources Division and includes members from previous evaluation workgroups as well as the teachers union. The co-chairs of each sub-committee formed a steering committee, co-chaired by the Deputy Superintendent and Chief Human Resources Officer.
August-September 2011	Team assembled: One team developed the system and presented the recommendations to the Leadership Cabinet. The team included co-chairs from the Instruction Unit and the Human Resources Division as well as Academic Managers and principals representing different levels and different school demographics.
October 2011	Reviewed previous work from 2010-2011 school year and selected items/processes to keep or further develop. Developed belief statements regarding the use of data.
September-December 2011	Teacher groups collaborated as needed with Curriculum and Professional Development Division (CPDD) and AARSI to develop the assessments for all subject areas.
November 2011	Identified both required data sets and optional data sets (jointly determined by the Academic Manager and principal), which will be used in the evaluation process.
2012-2013	ACTIONS
January 2012	Post-tests (final semester exams) will be administered for all subject areas.
January 2012	Identify observable criteria that will be used in the evaluation process.
February	Analysis of pre- and post-test data will be conducted and adjustments to

2012	the established student achievement domain of the teacher evaluation will be made as necessary.
March 2012	Finish a draft form of the entire evaluation document as well as a goal setting/evaluation protocol document.
May 2012	Conduct loop-out activities with teacher and principal groups.
June 2012	Make revisions to the document and/or process/protocols.
August 2012	Conduct trainings with Academic Managers and principals for pilot 2012-2013. Identify check-in points for pilot and make revisions during 2012-2013.
August 2012	Conduct trainings with Academic Managers and principals for pilot 2012-2013. Identify check-in points for pilot and make revisions during 2012-2013.
August 2013	Finalize document and process. Complete implementation of revised principal evaluation system that bases at least 50 percent of the evaluation on student performance.

Teacher Evaluation

Principal Evaluation

(1c) *Identify and reward school leaders:* CCSD will reward school personnel who have assisted in increasing student performance through the implementation of the Transformation Model. Departmental peer review committees will be formed to increase the accountability of teachers upholding the expectations mutually agreed upon by members of those departments. Planning time will be provided for departments to develop the standard expectations based on state standards, common assessments aligned to the standards, and long-range planning to ensure coverage of all skills and concepts. Developing departmental standard expectations will allow for documentation of how teachers are implementing instruction directly correlated to the identified standards. Under peer review, school administration will meticulously monitor and evaluate teachers in several areas: preparation, planning, and presentation of lessons; content knowledge; engagement and discipline of students; grading procedures; and students' progress on common assessments and high-stakes tests.

During the grant period, the principal may receive a pay for performance incentive based on the school meeting specific student achievement and school environment targets in each academic year. Monitored by information from the Data Results Worksheet (see attached worksheet), staff members will receive pay for performance if specified and pre-determined school-wide achievement targets are met or exceeded and the school shows a minimum of 15% improvement. Pay for performance will be awarded on a sliding scale based on the percentage of achievement.

Additional incentives/rewards for high achieving teachers may include but are not limited to:

- A plaque or certificate of recognition presented to teachers at a district and/or staff meeting.
- Recognition in District publication.
- Lunch with the principal and District leadership.

(1d) *Provide ongoing, high-quality, job-embedded professional development:* CCSD is committed to providing ongoing, job-embedded professional development in alignment with the school's instructional program. Extensive professional development, planning time, and coaching/mentoring are necessary for effective implementation of the Transformation Model. Based upon the needs assessment of this school, Tier I instruction in both math and literacy will establish the direction of required professional development. To address the needs of this school, the District will have a two-pronged approach to providing high-quality professional development. Teachers will participate in professional development during the summer and outside of contract time. Substitute coverage will be provided to allow teachers to participate in professional development during the school day. This approach includes:

(a) SRCL and SpringBoard: The SRCL program will be implemented during the first year of this grant. Professional development will be provided to school administrators and teachers on understanding and applying elements of effective literacy instruction and intentional use of instructional materials that are aligned to the Common Core State Standards (CCSS) so that every student will know how to use reading, writing, listening, viewing, speaking, presenting, and critical thinking skills. The SRCL program will implement interventions to ensure that all students (including students who are experiencing difficulties and students who are progressing ahead of their peers) are identified and served appropriately.

SpringBoard professional development will focus on content, activities and instructional tools, aligned to the College Board Standards for College Success, the CCSS, and assessments of student progress. A technology component includes an overview, registration and set up of SpringBoard Online and the SpringBoard Community. All new SpringBoard teachers will be required to participate in three (3) consecutive six-hour days of training generally held in the summer before program implementation. Also, school administrators will participate in a one (1) three-hour workshop that builds capacity among the school's leadership team to support successful implementation at the school. During years two and three of the grant, teachers will participate in the Advanced Teacher Workshop to enable them to effectively deliver classroom instruction using the SpringBoard ELA and Mathematics curriculum frameworks and assessments. The Advanced Teacher Workshop will focus on deepening and extending teacher preparation to deliver effective instruction and consists of two (2) consecutive six-hour days of training in the summer. Teacher edition training books will be purchased to supplement classroom instruction. Reading and math consumables will also be purchased for students to use in the classroom.

(b) CCSD training: An Instructional Coach will be hired by the District using Title I funds. The Instructional Coach will focus on building Tier I instruction. This coach will also provide technical assistance and mentoring for both math and literacy. The ongoing professional development will include:

- Using data to identify students who need a short-term literacy and/or math intervention;
- Classroom strategies for teaching the intervention with fidelity;
- Teaching strategies that will strengthen student reading and/or math performance in higher-level content area courses across the curriculum;
- Measuring student performance gains using research-based assessment tools;
- Coordinating Tier 2 interventions with on-grade level classrooms;
- Identifying strategies for teaching reading for meaning and comprehension;
- Building academic vocabulary;

- Reading and writing in multiple genres;
- Building math vocabulary;
- Identifying and correcting student misconceptions; and,
- Using formal and informal assessments of student growth.

(c) CCSD training: The SIG Turnaround Director and site-based Project Facilitator will provide program oversight and ensure that the professional development is implemented with fidelity. They will make certain that data on each professional development experience is collected, analyzed and used systematically to inform subsequent professional development activities. This data will also be used to identify staff members who need additional assistance for implementing newly acquired skills or knowledge. The SIG Turnaround Director is already in place overseeing CCSD's existing SIG programs. The site-based Project Facilitator at Canyon Springs HS will be funded through the proposed SIG program.

For evaluative purposes related to professional development training, the school administration will work in collaboration with the Project Facilitator at the school site to access the effectiveness of the assigned activities and in planning future projects based on the findings. The Project Facilitator will develop professional development based on student data and teacher needs and survey information.

(1e) Implement financial incentives: The principal will use student achievement data to determine the effectiveness of the teaching staff. It is the responsibility of the principal to determine what factors in the teacher's performance have led to the student performance outcomes. Teacher evaluations are reviewed by the school's supervisor to determine alignment between results, performance ratings, directions, and recommended staff development. The key points of the pay for performance plan are:

Key points of the pay for performance incentive plan are:

- a. Principals, administrative staff, licensed staff and support staff are eligible for a pay for performance incentive.
- b. The pay for performance model is a blend of achievement outcomes, students' academic progress, and school performance as tracked by the Data Results Worksheet.
- c. Incentives will be based on improvement from the previous year in the school's overall performance score on the Data Results Worksheet. A school must improve by a minimum of 15% to be eligible for incentive pay. This model is being used in order to make the performance incentive equitable. The baseline score is subtracted from 100 to determine the amount of possible growth. A school must improve by 15% of the possible growth before staff members will be eligible for incentive pay. This model is based on each school's individual growth and mitigates the ceiling effect as schools achieve higher and higher scores. EXAMPLE: A school has a starting score of 40, which would leave a potential growth of 60 points. Fifteen percent of 60 is nine points. The school would have to achieve a score greater than 49 before staff would be eligible for incentive pay. There is a remaining potential growth of 51 points above 49.
- d. Staff members who have not worked at the school for the entire year will receive a pro-rated amount that is based on the numbers of days worked at the school.
- e. District staff not scheduled to work weekly at the school are ineligible for the school's incentive pay.
- f. Full-time support staff (scheduled to work 8 hours per day) will be eligible to receive

incentive pay equivalent to 25% of that received by licensed personnel. From this maximum incentive amount, support staff will be eligible to receive a proportionate amount based on the average number of hours they are scheduled to work each week (7 hours= 7/8, 6 hours=6/8, 5 hours=5/8, 4 hours= 4/8, 3 hours=3/8, 2 hours=2/8, and 1 hour = 1/8).

Pay for performance incentive dollars have been allocated in the budget as administration salary, licensed stipends, and support staff overtime for administrative staff, teachers, and clerical staff throughout the grant period. The Canyon Springs HS pay-for-performance incentive program will be monitored by the principal and the SIG Turnaround Director. Collaboration with CCSD's Human Resources Department, Assessment, Accountability, Research & School Improvement Division, and employee associations worked collaboratively to establish this incentive plan. Although pay-for-performance rewards school personnel for meeting school-wide goals, individual teacher contributions will be considered and could trigger the initiation of a peer review process. Teachers demonstrating poor performance, as identified by the school administration and the Project Facilitator, will be required to participate in the PCA program. Various assessment tools will be used to measure teacher and student progress to determine the need for professional development training.

Other financial incentives include the compensation for the additional minutes that will be added to the instructional day through stipends and the compensation for training that occurs outside of the contracted day at \$30/hour. Also, professional growth resulting from participation in extensive professional development will form the cornerstone of the innovation

(2) *Use data to identify and implement an instructional program:* CCSD will use data to implement an instructional program that is aligned to State standards and differentiates instruction to improve student achievement.

Use of Data

Many considerations were involved in identifying an instructional program. Multiple forms of evidence from academic areas were used to determine the academic focus for Canyon Springs HS. Achievement data used included:

Adequate Yearly Progress (AYP)

Student performance includes skills measured through the CRTs, administered in grades 3-8, and the Nevada High School Proficiency Examinations (NHSPE), first administered in grade 10. These tests are used to measure school performance toward Adequate Yearly Progress (AYP). Nevada AYP determinations are made by calculating the percentage of students at or above the level of proficiency, school and subgroup year-to-year growth, and additional indicators such as average daily attendance and high school graduation rate, when applicable. There are nine (9) subgroups considered when determining AYP: the school as a whole, American Indians/Alaskan Native students, Asians/Pacific Island students, Hispanic students, Black/African American students, White/Caucasian students, students with an Individualized Educational Plan (IEP), students of Limited English Proficiency (LEP), and students receiving Free or Reduced Price Lunches (FRL). As proposed by the federal No Child Left Behind (NCLB) Act, the program includes examining the achievement levels of all student subgroups, using this data to guide accountability, and utilizing the data to help determine how well schools are performing.

Nevada High School Proficiency Exam (NHSPE)

The NHSPE assesses student achievement and proficiency relative to the 1998 Nevada Content and Achievement Standards in English/Language Arts (E/LA) and Mathematics, the 2005 Nevada Content and Achievement Standards in Science, and the holistically scored Writing assessment. Opportunities to participate in the Reading, Math, and Science NHSPE begin in the spring of grade 10 and participation on the Writing Exam begins in the fall of the student's grade 11 year. Opportunities to successfully pass all portions of the NHSPE continue through July of the student's 12th grade year. A passing grade is required to receive a standard or advanced high school diploma.

Graduation Rate

The high school graduation rate measures the percentage of students receiving a standard, advanced, or adult diploma in a given year. Graduation rate is currently calculated using the Leaver formula, which divides the number of standard, advanced, or adult diplomas by all diploma types (standard/advanced/honors/adjusted/COA/adult/non-grad) as well as Cohort dropouts for grades 9, 10, 11, and 12.

Dropout Rate

The High School Dropout rate represents the percentage of previously enrolled, age appropriate high school students that are no longer actively enrolled in high school and have not earned a high school diploma. The dropout rate is calculated through dividing the total number dropouts and non-returns (from previous school year) by total dropouts, non-returns, and enrollment. While dropout rate is incorporated in the calculation of graduation rate, dropout rates are independent of graduation rates.

Credit Deficient (2nd Year)

Students are considered credit deficient if they fail to earn 5 or more credits after completion of grade 9, 11 or more credits at the completion of grade 10, and 16.5 or more credits at the completion of grade 11. Credit deficient (2nd year) represents the percentage of students that have earned less than 5 credits at the beginning of their grade 10 school year.

Instructional Program

To address the needs of Tier I instruction in both math and literacy, Canyon Springs will implement SpringBoard across the curriculum as the focus of the school's comprehensive instructional reform. **General supplies** for the implementation of this program will be purchased using SIG funds **during the life of the grant.**

SpringBoard is a Pre-AP and college prep curriculum geared towards all students. The program curriculum provides guidance for differentiating instruction utilizing formative assessments, while providing high-quality professional development for ELA and math. The SpringBoard curriculum materials support student acquisition of the skills and knowledge to meet Common Core standards by:

- Providing engaging and relevant activities that allow students to develop the essential skills needed for success in college level work as well as in the workplace.
- Incorporating appropriate rigor that challenges students by requiring them not only to apply concepts and skills, but also to explain the thinking behind their applications of knowledge.
- Designing the program around evidence research-based practices such as designing instruction with the end in mind.

- Integrating content that addresses key strengths found in current state standards
- Adding value to the Common Core standards through its strong emphasis on reading analysis, writing in multiple modes, vocabulary acquisition, and language usage that build from basic language acquisition.

Writing

SpringBoard contains a vertically articulated writing program that prepares students to exceed the writing performance expectations outlined in the writing strand of the Common Core standards. Program activities enhance students' knowledge of writing process, types, and purposes so that students can produce clear and coherent writing.

Language

This curriculum will present all new information within the context of an activity that students are to do. This approach ensures that students' grammar and vocabulary used are developed through strategic reading and writing practices so that new concepts learned can be employed when students engage in writing and speaking tasks.

Math

The math curriculum is designed to bridge the gap between students, encourage high performance for all students, and prepare all students for success in advanced placement courses and higher education. Materials used for this curriculum links content unit by unit, are culturally relevant, engage students through collaborative activities using critical thinking and problem-solving skills, and help guide students with strategies that work best for their learning style.

During year one, funding has been allocated to purchase SpringBoard math consumables for 2500 students. SpringBoard reading consumables costs will be covered using a different funding source for year one. Also, funding for training books for each math teacher will be provided for the implementation of the new curriculum. In years two and three of the grant, additional funding has been requested to purchase new math and reading consumables for 2500 students and new training books for all the math teachers. As part of the newly created zone, the District has set aside \$4 million dollars annually to sustain these consumable materials.

Benefits for students include:

- Emphasizing higher-order thinking skills that challenge them to aim higher and achieve more;
- Helping them personalize and own their learning; and,
- Encouraging self-exploration and the application of learning strategies that work best for them as individuals.

Benefits for teachers include:

- Embedding Pre-AP and AP teaching and learning strategies inside the curriculum;
- Providing specific guidance for differentiating instruction for students at varying learning levels; and
- Offering high-quality, ongoing professional development that supports successful classroom implementation.

While SpringBoard will serve as the schools comprehensive instructional reform, additional services will be added to provide support for this new reform to include:

(1) Academies: Two academies will be created, a junior academy for 9th and 10th grade students and a senior academy for 11th and 12th grade students. The Junior Level Academy will ensure students have a smooth transition into high school. Teachers will focus on bringing students up to grade level in reading and math. The increase in learning time afforded by the new bell schedule will allow the double-blocking of math and English classes for 9th and 10th grade students. For example, students in need of additional math support will be enrolled in a Fundamentals of Math class in addition to Geometry or Algebra I. In the Fundamentals class, students' will be afforded additional time and specific instruction to ensure they succeed in their geometry or Algebra I class. In English, the Fundamentals of Reading class will serve a similar purpose providing students with additional instructional support in reading and writing. Students will be assessed and identified to participate in PreAP coursework. The PreAP class will prepare students to enroll and be successful in honors, AP, and dual credit classes during their 11th and 12th grade years.

The Senior Level Academy (11th and 12th) will focus on graduation requirements and career and college readiness. Students will be required to enroll in at least one vocational, advanced, or college preparatory class including proficiency prep classes/interventions, dual credit, honors, AP, and Career Technical Education (CTE) courses. In addition, students enrolled in advanced coursework for the first time will also enroll in a study skills class for additional instructional support. Study skills classes will be taught by teachers in each of the four core areas. Students will be assigned to teachers in specific content areas based on their areas of need. The school's Transition Team will provide students in the Senior Level Academy with the following services: career and college readiness workshops, scholarship and financial aid workshops, online credit retrieval and advanced coursework, and employment and internship opportunities.

As part of the Senior Level Academy, the Proficiency Academy for Student Success (PASS) Program will be established to provide additional support for 12th grade students needing to pass the NHSPE or who are credit deficient in core academic subjects including math and literacy. The PASS initiative will serve as a resource in FY 13 that is connected to the school improvement plan (SIP) and the school's measurable objectives and action steps. The PASS program will also provide tutoring to 12th graders who are credit deficient.

(2) Transition Services: The Transition Counselor (TC) will coordinate the Transition Team and the interventions and services they provide. The team includes the TC, an attendance counselor, the High School Graduation Initiative (HSGI) social worker, the Workforce Investment Act (WIA) graduation advocate, and a shared secretary. The plan includes over 30 interventions allowing the team to customize services for each student. Interventions include transportation considerations, employment, parenting classes, various community services, tutoring, proficiency prep classes, scholarship workshops, college readiness workshops, and online credit retrieval opportunities. The TC will maintain a transition database that will include a list of at-risk students, their credits, proficiency status, and current interventions. The TC will be the initial contact for at-risk students. She will assess students' academic and social needs and prescribe the appropriate interventions. The TC and other members of the Transition Team will ensure interventions are carried out with fidelity by meeting with students on a regular basis to gauge academic and social progress.

(3) Virtual Academy: An additional class period, Academy for Individualized Study (AIS), will be incorporated into the current school schedule. This 8th period class will be provided through a virtual academy. Students will have an opportunity to retrieve additional credits and/or to participate in AP enrichment courses through this academy. **SIG funding has been allocated to cover the cost of the online courses throughout the life of the grant. The District has set aside Title I funding on an annual basis to sustain services and supplies for SIG funded schools beyond this grant period.**

(4) Summer Program: All incoming non-proficient 9th grade students will have the opportunity to participate in a 10-day summer Bridge Program focused on math and English courses. Students may earn an elective credit for participating in this program. In addition to earning credit, the summer program will help ease the transition from middle school to high school for those students.

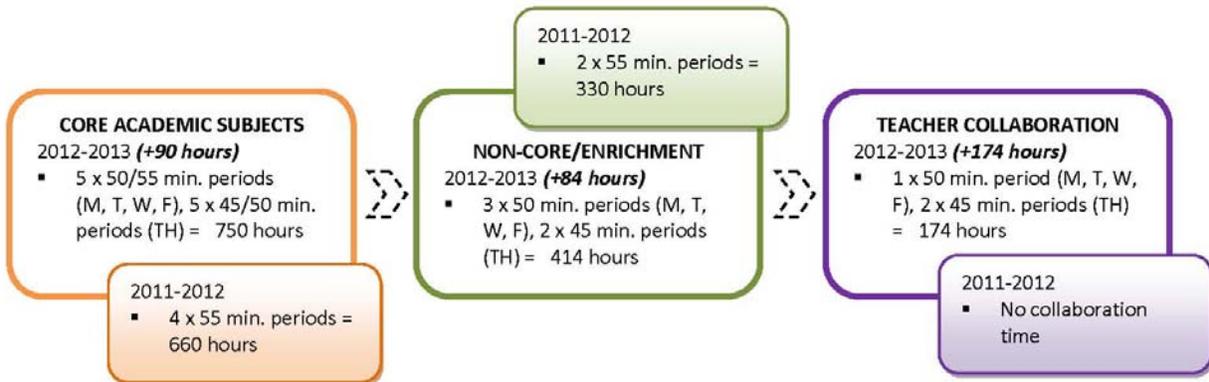
(5) Technology: To improve student achievement, technology supplies and an on-line web-based program will be provided to students at Canyon Springs. These supplies and web-based program will enhance the new instructional curriculum by directly addressing the needs of the school's students, specifically, credit deficiency. **Funding for 165 iPads will be purchased during the first year of the grant** to have a dramatic impact on student achievement beyond the traditional education program. These iPads will provide those students who do not have access to technology with an opportunity to enroll in an on-line course to earn additional credits. Students will receive additional benefits by using these supplies. The use of the iPads for the on-line course will also increase each student's computer skills; thereby, better preparing them for the digital age of technology. **The iPads will be available to students during the school day, periods 1 through 8. All technology supplies purchased with grant funding will be labeled and inventoried.**

(6) Tutoring: With the implementation of a more rigorous curriculum some students will require additional support. Teachers will work with students outside of contracted time to provide tutoring in core subject areas. Instructional Aides will work alongside the teacher to provide tutoring instruction after school. **Funding for teachers as licensed extra duty instruction and for support staff to work as support staff overtime instruction to provide tutoring services has been included in all three years of this grant.**

(3) Increase learning time and community involvement: Critical decisions affecting teaching and learning should be made at the school level by those who directly impact student success regarding such areas as extending learning time and community involvement activities. To create the most effective programs for students, Canyon Springs will create a SGT comprised of administrators, teachers, support staff, students, parents, and community members. The purpose of the SGT is to collectively establish school priorities and to decide how the school will operate. Within the SGT structure, a system of checks and balances exists to produce considered and consensus-driven decisions. The SGT allows the school community to tailor school programs and budgets to meet the diverse needs of the neighborhood it serves. Because of their collaborative nature, schools implementing the SGT model are uniquely equipped to accomplish the CCSD mission of bringing students, parents, educators, and the community together to attain their vision of students who are prepared to succeed academically, economically, and socially. When the knowledge of all school staff, family, and community members is valued and their contributions are utilized, we can achieve the best education for our children. In order to meet the challenges of raising the academic achievement of students attending Canyon Springs HS, it is

essential to extend students' opportunities of learning time and improve the quality of that learning time. At Canyon Springs HS, we will increase learning time for students and professional collaboration time for teachers. We will incorporate two methods by which to expand the school day.

First, we will increase the number of class periods in a school day from six to eight (See attached bell schedules) for the current year, 2012, and the newly revised schedule for the upcoming school years. By extending learning opportunities at Canyon Springs HS, *students will gain an additional 174 hours of instructional time during the school year.* Students in grades 9-12 will receive double periods of core academic classes (math, English, social studies, science) to ensure grade-level proficient performance. Adding the double periods *will increase core academic subject instructional time by 90 hours* during the year. During the needs assessment, we identified student attendance and school engagement as an area in need of improvement to help drive school reform. To address the identified needs, students at each grade level will be provided with three periods of *non-core and enrichment classes - a total of an additional 84 hours* during the year. Next, we will extend instructional time by building in collaboration time from teachers' contractually obligated work day. Currently, all teachers report to work 35 minutes before students' instructional time and leave 11 minutes after students are dismissed. During the needs assessment, we determined that this time had not been used effectively to drive school improvement. By utilizing this time during the students' instructional day, students are afforded an additional instructional period and teachers professional collaboration time in addition to their contracted preparation time. This collaboration time allows teachers an opportunity to work together and make data-driven decisions. Further, each Thursday, students are released early to give school faculty 45 minutes of uninterrupted time to engage in professional learning communities (PLC). In all, *collaborative planning time is expanded by 174 hours.* In total, the Canyon Springs HS plan adds an additional *348 hours of instruction and collaborative professional development time* to the school year as noted in the illustration below.



Students will be enrolled in four core classes and three elective classes for a total of seven classes with an additional Virtual Academy 8th period class. In previous years, students were only enrolled in six classes. All students in the Junior Academy will be assessed in math and ELA. Students found to be below grade level in math will be enrolled in a Fundamentals of Math class in lieu of one of their elective classes. Students found to be below grade level will be enrolled in a Reading Reasoning class in lieu of one of their elective classes. Virtual Academy

will take place on campus and is available to all students during period 8. Students who are proficient in all areas and credit sufficient may apply for period 8 exemption. Virtual classes will be offered throughout the school day during periods 1-7 and period 8. All core classes will be offered for enrichment or credit retrieval. The 165 iPads will be used in the Virtual Classrooms to access the online curriculum.

Due to the increased learning time and collaboration time, Canyon Springs will require additional transportation services. **CCSD Transportation costs has been added to cover the cost of late bus transportation services due to the implementation of extended learning time to increase classroom instructional through the addition of a 7th and 8th period day. Bus transportation costs for the regular school day will continued to be covered by the District.**

CCSD has worked diligently to reach out to the community and involve them in the school culture. As a result, Canyon Springs has developed a partnership with Communities In Schools (CIS), a national not for profit organization. See attached letter of support. The CIS mission is to surround students with a community of support and empower them to stay in school and achieve in life. CIS and various local organizations such as Goodwill and Three Square have collaborated to offer services that address the emotional and social well being of Canyon Springs students. CIS provides the high school with two full-time staff members that provides and oversee the following services on the school's campus:

Academic Assistance

Site coordinators closely monitor academic progress of case managed students and makes recommendations for programs that might increase their level of success. Teacher-based tutoring or one-on-one sessions may be coordinated depending on the level of need; external resources can be arranged for the purpose of credit retrieval.

Attendance Monitoring

Students may be placed on daily, weekly, or random attendance monitoring. This may be period specific or cover the entire school day/week if the student has missed several consecutive days. Incentives are often used to increase student commitment to being present in school.

Behavioral Modification

Typically referral-based, behavioral modification plans may result from general classroom disruptions, frequent dean referrals, specific incidents, or ongoing problems. A one-on-one plan of action is created to address needs and work to alleviate potential disciplinary issues. These plans usually have some element of life skills development for students.

Clothing Closet

Available to all Canyon Springs HS students, the Clothing Closet serves as an immediate way to address the needs of students without proper attire. This service often prevents dean referrals for being in violation of dress code. Additionally, through the CIS partnership with Goodwill, students or families with more extensive clothing needs can be provided with additional assistance, as needed.

Community Resources

CIS has developed partnerships with several organizations that allow coordinators to connect students with services that are not available on campus, but will contribute to

their overall success. These resources include: medical, dental, vision referrals, mental health referrals, OBGYN and teen pregnancy services, transitional housing assistance, emergency rent/utility assistance, and, college planning assistance.

Fellows Program

The Fellows Program at Canyon Springs is an intensive program that provides additional academic assistance, college and career planning, and personal skill development in a classroom setting. Comprised of 9th graders from diverse backgrounds, this program thrives on the belief that placing students with different talents and abilities together will foster greater personal growth for all involved. Guest speakers and field trips are often used to create a practical application of the lessons learned in the classroom. Every student in the Fellows Program is also included on the CIS case management list for additional monitoring and to increase their potential for success.

Food Pantry

The emergency Food Pantry serves almost 80 students/families monthly. Donations from individuals and the CIS partnership with Three Square provides daily lunch for students that do not qualify for FRL or have yet to be approved. For families, the Food Pantry can supply food to cover periods they may be without.

General Case Management

Case Management provides students with a one-on-one connection with a caring adult, which is the primary objective for CIS. Students may be referred to CIS services for several reasons, but always with the goal in mind of increasing the support system around the student. CIS coordinators achieve this goal through case management. Individual success plans and one-on-one sessions are developed to increase the level of school commitment and to foster a relationship between student and coordinator. Currently, Canyon Springs' coordinators carry a case load of approximately 5% of the total school population.

Health Habits Class

Through a partnership with HELP of Southern Nevada and the Southern Nevada Health District, CIS can provide a teenage parenting class on campus to pregnant students and new mothers. This is a fact-based class that encourages girls to eat healthily while pregnant, provides healthy food suggestions for new babies, assists students in receiving prenatal care and signing up for WIC benefits, and addresses other needs of teenage motherhood. Most importantly, it serves as a system of support that many of these teens would otherwise not have.

College and Career Planning

ACT/SAT preparation, resume writing, and interviewing skills are all available through the CIS coordinator. There are opportunities for college scholarship research, personal essay writing, and letters of recommendation. If a student is unsure about college, CIS staff helps create alternative post high school planning that might include: technical school placement, Job Corps, AmeriCorps, military, and workforce readiness programs.

In addition to CIS, Canyon Springs HS will provide the following involvement opportunities to parents and members of the community at large:

- 1) Monthly parent training sessions to help students in math, English, reading, and

science.

- 2) Organize volunteer programs for parents.
- 3) Provide monthly newsletters in English and Spanish.
- 4) Update the school's websites regarding homework, testing and upcoming events.
- 5) Provide access to the ParentLink system that will allow parents to check their child's attendance and academic progress.
- 6) Encourage parent-teacher conferences at a minimum of two per year.
- 7) Encourage attendance at Family Nights and other special school events.
- 8) Provide access and information regarding community resources to strengthen partnerships between family, school, and community.

(4) Provide operational flexibility and sustained support: Canyon Springs HS will have operational flexibility and sustained support to implement the Transformation Model beyond the grant period. Canyon Springs HS has the flexibility to determine the daily schedule and the yearly calendar to maximize learning time for students and collaboration time for staff. Staff collaboration time also includes staff development, since it is the key to innovation and positive change. Teachers are provided with opportunities to grow and develop professionally and to learn continuously. This flexibility, however, must be provided within the provisions of Nevada state law regarding student contact and faculty time usage.

Canyon Springs HS will have a higher level of autonomy from the onset of this grant. This greater autonomy includes more flexibility with scheduling and with determining instruction curriculum and professional development needed to facilitate improved student performance. Under the new governance structure, Canyon Springs HS will be provided with more administrative support than other schools. Canyon Springs HS will have a SIG Turnaround Director and a Project Facilitator (located at the school site) to assist in providing program oversight.

The principal will be granted autonomy with regard to setting school staffing patterns (types of positions and the number of positions) and job descriptions (within the parameters set by contractual agreements and state law) to create the best learning environment for students. The principal will also have autonomy in budget, school scheduling, and calendar allowing sufficient operational flexibility to fully implement a comprehensive approach to improving student achievement. The SGT, created by the new principal, will implement a shared decision-making protocol that has been detailed in terms of how it will operate. The principal will lead the SGT and will utilize all available resources to achieve the desired outcomes. The new academic zone will provide support to Canyon Springs HS staff on implementing the SGT.

Specific areas of operational flexibility for Canyon Springs include:

- (1) Adoption of a new governance structure: A SGT will be established. The SGT will ensure critical decisions affecting teaching and learning are made at the school level by those who directly impact student success. To ensure success, stakeholders will be given a voice in this new governance process.
- (2) Use of per-pupil funding: The school will have more control over the funding received to ensure maximum dollars reach students in the classroom. Per pupil funding allows the school community to tailor school programs and budgets to meet the diverse needs of the neighborhood it serves.

(3) Creation of a new zone: CCSD is committed to align and prioritize all turnaround schools under one umbrella. The District's efforts will intentionally prioritize and establish a separate reporting structure for the turnaround schools.

Clark County Zone Development Considerations

The following has been considered in the development of a new zone for the turnaround initiative:

Compelling and differentiated prioritization. To attract capable staff, overcome persistent barriers and justify the requirements of tighter processes, the benefits of being a CCSD turnaround zone school will be clear.

Clear direction. The turnaround effort will have a compelling vision and higher, common expectations across all schools along with meaningful and targeted accountability. The District will also provide the principals with the additional support required to achieve this vision.

Strong zone leadership. A successful turnaround effort needs effective district ownership driving the needed change and removing barriers for the schools. The District will provide well-coordinated services, support, and accountability to the turnaround schools.

Compelling and Differentiated Prioritization

The following considerations will lend compelling support to the turnaround initiative:

Prioritized staffing. The turnaround initiative will include a human capital strategy to recruit and retain highly effective teachers and leaders. Turnaround schools seeking to make bold change will have first access to labor pools; and, perhaps more importantly, the new zone will have a coherent strategy to identify and fill high priority needs. The zone will ideally have either a direct attachment to Human Resources or a person on the team focused exclusively on strategic staffing issues.

Commitment to Success. District leaders can inspire bold action through the establishment of clear “success” goals and public commitment to doing whatever it takes to achieve those goals. By transparently establishing what data points will be used to measure success, District leaders can motivate and focus action around those ambitious goals.

Clarity to all District departments that zone schools are a priority. CCSD will provide a few examples of this prioritization through capital and other physical plant improvements. Each department will ideally articulate how they differentiate and tailor support to turnaround school needs.

Streamlined professional development. The new zone will streamline professional development and other efforts to provide needed information to the principals, thereby reducing the burden and heightening the impact on PD efforts on school leadership. More importantly, the clustering of turnaround schools will present a unique opportunity for focused learning and sharing across common needs of the schools.

Lead partner accountability. The zone office will help coordinate efforts between lead partners (Pearson, Teachscape, and Edison) and schools, ensuring a higher degree of alignment, accountability and implementation around critical needs.

Branding effort and communication plan. A communication plan will emphasize the purpose and importance of the zone. The communication plan will highlight meaningful changes that have already taken place and will be implemented to make a difference and emphasize the tangible benefits to the school's students and communities.

Clear Direction

Certain school-level structures and expectations will be established as non-negotiables. Simply, these non-negotiables will be required, supported, and monitored at each school within the pending zone. Providing clear and common expectations will provide an opportunity to innovate and ultimately, through focused implementation, establish "what Clark County stands for" thereby potentially transforming the culture of the District.

CCSD will consider the following non-negotiables:

Common Assessment Structure and Schedule

CCSD will identify a common District-wide assessment strategy, with distinct elementary, middle school, and high school models. To provide real-time data that informs instruction, this structure may include: a common beginning of the year diagnostic assessment, benchmark/interim assessments, and possibly common options for formative assessments. To drive systemic improvement, tighter expectations around interim assessments will provide a consistent structure to drive instruction, establish follow-up structures, monitor progress, and grow together as a cluster of schools.

To ensure non-negotiable expectations go beyond the administration of the assessments CCSD will consider:

Establishing a common calendar of interim assessments and setting consistent expectations for how interim assessments are used by both schools and individual teachers.

Creating coordinated, ambitious efforts to build capacity of teacher leaders across turnaround schools to guide structured data-driven conversations. This may include the creation of common PLC protocols to produce intended outcomes.

Making extensive efforts to align instruction with assessment content.

Establishing and Monitoring Interventions

Interventions provide a great opportunity for the CCSD to be "tight on the what but loose on the how" – encouraging innovation but demanding that every school develops targeted efforts to identify and address individualized learning gaps during the school day. Developing consistent expectations across all turnaround schools for identifying students in need of tailored support and monitoring the effectiveness of interventions can heighten the urgency of these activities. Prior to school opening in 2012-2013, teacher teams from each turnaround school will review individual student data and create/implement interventions for the lowest performing students which would then begin during the first week of school.

Secondary Schools: Summer Transition Programs & 9th Grade Focus

All high schools can take interventions to another level by developing some process to engage incoming 9th graders during the summer after their 8th grade year. Using all available data sources, 8th grade students will be identified for academic, behavioral, attendance and/or other support services to enhance their likelihood of being successful in high school. Middle schools could develop similar Summer Bridge activities and data analysis to identify interventions for

“targeted” students.

In addition, CCSD may consider ensuring all turnaround high schools develop specific structures to support the unique needs of 9th graders. For example, a 9th Grade Academy at each school may be implemented. This would allow a team or teams of teachers, administrators and support personnel to strategically unite to serve the needs of 9th graders and overhaul expectations for incoming students.

Positive School Culture Plan

Changing culture is critical to a turnaround effort – and each school will implement a comprehensive plan to promote positive student behavior.

Social and Emotional Support Structure

All schools will be expected to develop a structured approach to support the social and emotional needs of students, potentially in part by establishing intervention plans for all targeted or “Tier 3” students. The ultimate goal of such a structure is to aggressively address potential circumstances that may negatively impact student academic improvement.

Instructional Monitoring Protocols

Some considerations are:

Each school implements a consistent school-wide observation template.

Principals (and leadership team in comprehensive high schools) are held accountable to performing a specified number of observations with specific follow-up feedback per week.

“Targeted” teachers who would benefit from additional instructional support are identified and provided with clear improvement goals in combination with a support and monitoring plan.

Each school implements a consistent lesson plan format, ideally with differentiated instruction as part of that structure.

Effective Inclusionary Model

Each school, based on their needs, will develop an ambitious school-wide model to support the diverse needs of students with disabilities. This model will honor the concept of a continuum of services while continuing the push towards more inclusion and increased student learning as the overarching vision. Professional development on co-teaching and attachment to district services will likely be a critical piece to move this component forward. Ambitious performance goals in this area will drive bold improvement and raise expectations in this vastly underperforming area. The District zone office will ensure each school is following a clear, structured process for identifying students in need of exceptional services.

Action Plans

Each school will make clear to its staff its top priorities and commit to specific actions, timelines and metrics to monitor progress and make needed adjustments. The schools' plans will be ambitious and commit to specifics, timelines or metrics. The new zone will establish some level of expectation for establishing and monitoring school-wide priorities.

Strong Leadership

The zone leader will have the authority to demand that the non-negotiable components are

effectively in place and will be the individual who formally evaluates all principals within the zone (reporting directly to the Deputy Superintendent). The zone leadership team will ensure *more* and *differentiated* support to the zone schools to help accomplish priorities. A few functions of the zone leadership will include:

Consistent presence. Turnaround schools need a consistent, weekly presence from District leaders to assess progress, identify areas the District can provide support and hold leaders accountable for meeting expectations. Establishing a consistent set of look-fors during those visits will help ensure focus.

Coordinated direction. The zone leader will coordinate meetings with anyone from central office providing direction or services in the buildings.

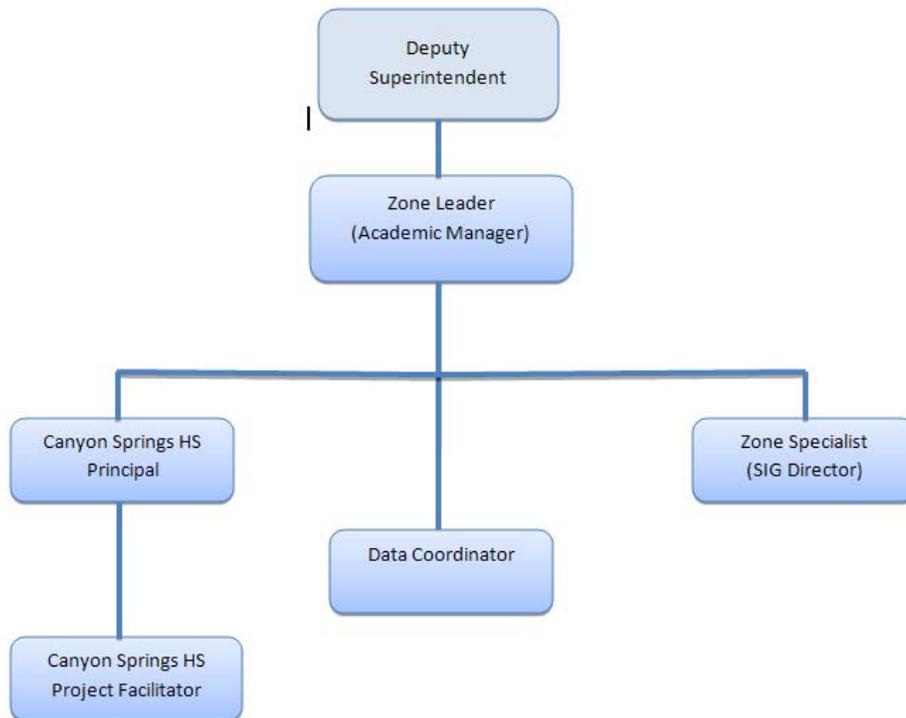
Quick response. The zone office will leverage human capital, instructional supports (including ESL and exceptional services) and logistics (including transportation and maintenance) to quickly meet identified high priority needs of the campuses.

Increased accountability. The office will have mechanisms for intervening if a school is off track. If the current leadership is not moving the campus forward at an appropriate pace, a rapid reset may be needed.

Differentiated professional development and coaching support. Increased accountability works best when coupled with provision of targeted support – the office will identify the most pressing needs across the zone and develop urgent, cohesive efforts to build teacher capacity in those areas. There will be more focus on coaching teachers on data-identified needs. A pro-active approach will ensure all teachers have clearly identified and monitored opportunities for growth as well as access to tailored support.

Effective grant management. CCSD will continue to have the individual in charge of compliance also proactively work with other zone leaders to remove barriers for principals.

The organizational chart for the zone is outlined below.



(4) Flexibility in schedule: With autonomy comes greater involvement in the decision-making process. Canyon Springs will have flexibility to set staffing patterns (types of positions and the number of each) and job descriptions (within the parameters set by contractual agreements and state law) to create the best learning environment for students. The school will also have the flexibility to determine the daily schedule and the yearly calendar to maximize learning time for students and collaboration time for staff. Flexibility will be provided within the provisions of Nevada state law regarding student contact and faculty time usage.

Requirement 5: The LEA, as a whole, must describe actions it has taken, or will take, to—

- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and
- Sustain the reforms after the funding period ends.

(a) *Recruit, screen, and select external providers to ensure their quality.* The District has chosen to utilize the expertise of current CCSD staff to successfully implement the Transformation

Model at Canyon Springs.

(b) *Align other resources with the interventions.* As per grant requirements, the District will recruit and select a high quality staff. The District will also provide extensive staff training, consultative services and coaching, in-depth staff and program evaluation to drive program improvement, facilitative supports, and systems interventions. Instructional resources, recruitment and incentive pay, extended learning time, professional development, mechanisms for social and emotional support for students, and resources for accessing and examining student data will be funded.

The District will align other available resources (District funds and various State and federal grant funds) with the interventions that have been selected for project schools so that all efforts are directed toward the same outcomes for the SIG schools and students. In order to optimize the benefits of available resources for the purpose of increasing student achievement at the project schools, innovative programs and strategies have been identified within the areas of research-based best practices.

Below is a list of additional resources from various innovative programs that will provide supports for this grant project.

- Title I: CCSD receives federal entitlement funding provide the needed resources and support for the reform efforts undertaken in this grant. These funds include Title I dollars for school improvement efforts. Title I dollars will be used to fund the SIG Turnaround Directors position in years two and three of the grant as well as funding two teaching positions and one Instructional Coach position throughout the life of the grant. To further align resources, the District will establish a new zone for all SIG schools. An Academic Manager will be recruited to provide supervision and oversight of schools in this new zone.
- Equity and Diversity Department: CCSD's Equity and Diversity Department has committed to providing personnel to assist with increasing attendance, reducing the achievement gap, and increasing the graduation rate for Canyon Springs students.
- The National Math and Science Initiative: NMSI will implement the Advanced Placement* Training and Incentive Program (APTIP) at Canyon Springs. APTIP helps more students succeed in college-level Advanced Placement math, science, and English courses. The core components of the NMSI program include extra training for AP teachers, on-going support from master teachers, and incentives for teachers and students to excel. APTIP expands the number and diversity of traditionally underrepresented students achieving at high levels and improves the quantity and quality of new math and science teachers.
- High School Graduation Initiative (HSGI): This dropout prevention and intervention program for Canyon Springs will include a social worker who will work with students at-risk for dropping out of school, provision of social services and counseling, and referrals to community partners for wraparound services. Social workers will also assist youth who have already dropped out of school to re-enter and complete their secondary education. Parent education and support will be provided. Educational support services such as tutoring and referrals to various academic and credit-retrieval programs will be offered to students.

- Communities In Schools (CIS): One full time coordinator will be located at the school site to provide services. Comprehensive data on service delivery and outcomes is collected on all students served. Program services cover the following areas:
 - Basic Needs
 - Health Care (medical and dental)
 - Academic Support
 - Life Skills and Resiliency Training
 - Family Strengthening & Engagement
 - Enrichment & Self Esteem

- Workforce Investment Act (WIA): This program will focus on increasing the graduation rate for at-risk CCSD high school seniors. Program services will target specific students who are credit deficient and/or have been unsuccessful with passing the Nevada High School Proficiency Exam.

- Proficiency Academy for Student Success (PASS) Program: This program will be an additional support for 12th grade students needing to pass the NHSPE or who are credit deficient in core academic subjects including math and literacy will be leveraged through CCSD's Proficiency Academy for Student Success (PASS) program. The PASS initiative will serve as a resource in FY 13 that is connected to the school improvement plan (SIP) and the school's measurable objectives and action steps. The PASS program will also provide tutoring to 12th graders who are credit deficient.

- GEAR UP: - Programs are designed to change the culture of schools located in economically disadvantaged communities and prepare students to attend and succeed in a college setting. Program funds will be used at Canyon Springs for credit recovery, tutoring, college tours, enrichment activities, and to pay for student assessments.

Other resources that will align with SIG will include grants management provided by the District. This includes fiscal oversight and program evaluation of all SIG schools. The Grants Development & Administration (GDA) department will assist with evaluating the program and will provide fiscal oversight in conjunction with the Fiscal Accountability and Data Analysis department (FADA). Services provided through GDA will also include preparing board items, monitoring grant expenditures, requesting and implementing necessary budget modifications, and, ensuring compliance with all grant-spending guidelines. The schools zone Academic Manager and the Turnaround Director will supervise and monitor program services to include conducting ongoing project evaluation, collecting data, and inputting data into the State's eNOTE progress monitoring system.

(c) *Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.* During a special session in February 2010, the Nevada Legislature amended a previous statute, NRS 386.650, allowing teachers to be evaluated based on student performance. This revised statute eliminated language prohibiting the use of student test scores for the purpose of evaluating teachers or paraprofessionals. In accordance with this statute revision, an automated system of accountability to identify and track student performance will be established. The state amendments paved the way for CCSD to modify policies and procedures and successfully implement the selected intervention model.

CCSD has modified standard practices to fully implement the strategies of selected model. Modifications for SIG include:

- Establishing a new governance structure allowing the School Governance Team at Canyon Springs to have a higher level of authority and autonomous decision-making than that which is usually granted to the School Improvement Teams at more traditional school sites.
- Supporting school sites through the creation of a new zone and through the involvement of the SIG Turnaround Director who will ensure compliance with all components of the selected model and facilitate programmatic changes as needed. The SIG Turnaround Director and site-based personnel will share responsibility with the Academic Manager to ensure compliance with the requirements of the SIG.
- Granting SIG schools increased operational flexibility. This flexibility includes a higher level of autonomy such as flexibility with their calendar and scheduling, greater control over the school budget, an increased ability to select staffing patterns, and decisions regarding increased learning time.
- Implementing extensive professional development to be provided through District's Instructional Coach and Project Facilitator. This training will be embedded into schools and classrooms and focused on comprehensive instructional reform through individualized professional development plans for administrators and teachers within the school. Professional development will be based on student data and teachers' needs.
- A recruitment plan and differentiated pay for performance will be provided for teachers, support staff and administrative staff at the selected schools. Staff at schools will be awarded pay for performance stipends based on growth levels above 15%.
- The recruitment and selection process for staff will vary from standard processes. CCSD Human Resources Division will also modify job announcements to recruit specifically for the turnaround schools specifying the supports available to staff at the schools and the expectations.

(d) Sustain *the reforms after the funding period ends*. CCSD is committed to sustain the reforms established at each of the selected schools served by the SIG. District personnel will work to establish and cultivate an environment for successful school reform. To create this environment, the District has directed its focus to building capacity through utilizing the expertise of various divisions within the District to the fullest during the grant project period. Care has been taken by District staff to identify and implement reform efforts that can be sustained when the grant funds sunset. Through the extensive professional development that will be delivered, including the coaching and mentoring of school staff, the reform can be sustained at the school sites through the experienced, well-trained staff members providing coaching and mentoring for those staff entering the school subsequent to the grant project period. Developing human resources and building professional capacity is the best way to ensure that the reform will be sustained over time.

One of the most important ways the District will be able to sustain reforms after the conclusion of this three-year grant period includes the intensive professional development and technical assistance conducted by the Instructional Coaches and Project Facilitator. The coaching and technical assistance provided during the life of the grant supports the development of each SIG school serving as a model for school improvement throughout the District. SIG school staff will serve as models in which teachers and administrators from low performing schools may visit to observe, learn new practices, and receive technical assistance. Staff will be able to transfer the

benefits of the training they received to new staff members to maintain established reform strategies. Another reform implemented under this grant, which would be expanded at the conclusion of this grant, includes building parent engagement and community outreach. In addition to utilizing SIG schools as models for other CCSD schools and the replication of a parent engagement/community outreach programs, reforms will also be sustained through the use of technology. Technology builds consistency by presenting a common perspective and common processes, which will allow program implementation throughout the District.

During the three-year grant period, in addition to the professional development provided as part of the new instructional program reform, the following services will be offered internally to facilitate sustainability:

- The District will recruit Instructional Coaches to be assigned to various schools. SIG schools will have priority.
- The District will provide literacy training for up to one third of elementary school teachers and will provide professional development in core subject areas for low performing secondary schools.
- The Southern Nevada Regional Professional Development Program (SNRPDP) will provide content training in literacy, math, and science. Depth of Knowledge (DOK), the Components of an Effective Lesson (5+1 Emphasis), teacher expectancies, and the Backwards Assessment Model (BAM) serve as the foundation for SNRPDP professional development.
- The Human Resources Division will provide induction and mentoring for new teachers and more experienced licensed staff, as requested, as well as providing classes and support for school administrators.
- The Public Education Foundation will encourage community involvement and support for CCSD schools, especially those deemed to be at-risk.

Requirement 6: The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

CCSD has created a SIG Implementation Timeline to structure the deployment of the Transformation Intervention Model at Canyon Springs High School. The school site plans will emphasize employing well-qualified and motivated staff; providing extensive professional development for administrators and teachers; delivery of high quality instruction; increasing the rigor and relevance of curriculum; using data to drive the intervention process; and building family and community involvement. CCSD leadership has collaborated to determine the direction the District must take to implement educational reform and improve student achievement at this low-achieving school. The timeline below includes dates, objectives, activities/milestones, and the person responsible for various aspects of the implementation process.

Implementation Timeline: Canyon Springs High School

Date(s)	Objective	Activity/Milestone	Person Responsible
Spring 2011	Pre-Application Preparation	Nevada 2011 Legislative Session: Revision of Statute for Teacher Evaluation System	All Stakeholders
May-September 2011	Establish State and District Taskforce	Adoption of Nevada Growth Model and School Performance Framework	NDE, Superintendent, District lead and Task Force members
March 2012	Pre-Application Preparation	Assess District Capacity to implement SIG	Superintendent, Deputy Superintendent, Instruction Unit leadership, and Chief Student Services Officer
April 9, 2012	Release of SIG Cohort 3 Application	Review of Application Requirements	Superintendent, DS, Instruction Unit, Student Services Officer, SIG Turnaround Director and GDA
April 2012	Selection Process	Assessment of Eligible Schools for SIG Cohort 3	Superintendent, DS, Instruction Unit, Student Services Officer, Academic Managers, SIG Turnaround Director, GDA
April 2012	Communication	Post new zone Academic Manager's Position	DS and HR
April 2012	Communication	Post SIG/ Vacant Principal Positions via InterAct	DS and HR
April 2012	Quality Staffing – School Leadership	Conduct Initial interviews for New Principal	AM, Instruction Unit, and SIG Turnaround Director
May 2012	Communication	Conduct Second Interviews for New Principal	Superintendent, DS, and AM
May 2012	Quality Staffing- School Leadership	New Principal Selected	Superintendent, DS, and AM
May 2012	Communication	Disseminate Letters to Community Members regarding SIG	AM
May 2012	Communication	Meetings Conducted with School Faculty Regarding SIG	Superintendent, DS, Academic Manager and SIG Turnaround Director
May 11, 2012	Submit SIG Application	Email and Mail to the State via FedEx	GDA
May 24, 2012	Board of Trustees Approval	Present SIG Cohort 3 Application to the Board of Trustees	AM, SIG Turnaround Director, and Superintendent
May 2012	Schedule Turnaround School Visit	New Principal Conducts Visit to Current SIG Schools	Principal
May –	Select Academic	Recommendation to Hire	Superintendent and DS

June 2012	Manager	Academic Manager to Board of Trustees		
May – June 2012	Staffing-Teachers	2 nd Voluntary Transfer Period Ends	AM, Principal, and HR	
July 2012	Create a New Zone	Identify Schools And Program Services Served Under the new Zone	Superintendent, DS, Instruction Unit leadership, AM, and SIG Turnaround Director	
August 2012-June 30, 2015	Implementation of Transformation Model	<ul style="list-style-type: none"> •Establish 8th period day •Implement SpringBoard and Striving Readers program •Conduct Professional Development •Establish Summer Bridge Program •Implement Pay-for-Performance Model; Establish Achievement Targets & Action Steps •Conduct Community Outreach 	AM, SIG Turnaround Director, School Stakeholders, Principal, School Admin Team, and SGT	
August 2012	Communication	Faculty overview of SIG grant	School Admin Team, Project facilitator	
August 2012	Implement common assessment model	Facilitate professional development for Discovery Education – common assessment tool/program	School Admin Team, Project facilitator	
August 2012	Implement virtual academy	Facilitate professional development for Advanced Academics online curriculum	School Admin Team, Project facilitator	
September 2012	Create transition plan	Create a transition team and a tiered intervention plan to address the needs of at-risk students	School Admin Team, Transition Coordinator	
Quarterly	Create Failure Reduction Plans	Assess student achievement data (quarter report cards) and implement appropriate academic interventions	School Admin Team, Faculty	
September 2012	Master Schedule Leveling	Reduce class sizes in core classes	Assistant Principal Over curriculum	
Bi-Monthly 2012	Participate in NDE Monitoring Visits	NDE Conducts Classroom Observations, Reviews School Documentation, and Interviews School Staff	NDE, AM, SIG Turnaround Director, Principal, School Staff, and GDA	

October 2012	Implement Proficiency Bootcamps	Assess student achievement data from previous proficiency test results. Provide customized instruction during class and after school to prepare students for NHSPEs.	School Admin Team, Project facilitator, Faculty	
Quarterly 2012	Disseminate School Coaching Surveys	Completion of Coaching Surveys For School Principal, Project Facilitator, and Teachers	GDA and SIG Turnaround Director	
Fall 2012	Coordinate Community Involvement	Establish School Governance Team	Principal, Admin Team, Leadership Team, Teachers, Support Staff, and all other Stakeholders	
Annually	Attend State Required Professional Development	Schools Administrative Staff Will Participate in Title I Conference	Principal and Admin Team	
February 2013	Implement Proficiency Bootcamps	Assess student achievement data from previous proficiency test results. Provide customized instruction during class and after school to prepare students for NHSPEs.	School Admin Team, Project facilitator, Faculty	
Bi-Monthly 2013	Participate in NDE Monitoring Visits	NDE Conducts Classroom Observations, Reviews School Documentation, and Interviews School Staff	NDE, AM, SIG Turnaround Director, Principal, School Staff, and GDA	
Quarterly 2013	Disseminate School Coaching Surveys	Completion of Coaching Surveys For School Principal, Project Facilitator, and Teachers	GDA and SIG Turnaround Director	
Annually	Review School Performance Targets	Examine Schools Data Results	AM, SIG Turnaround Director, Principal, School Leadership Team, and GDA	
Annually	Attend State Required Professional Development	Schools Administrative Staff Will Participate in Title I Conference	Principal and Admin Team	
February 2014	Implement Proficiency Bootcamps	Assess student achievement data from previous proficiency test results. Provide customized instruction during class and after	School Admin Team, Project facilitator, Faculty	

		school to prepare students for NHSPEs.		
Bi-Monthly 2014	Participate in NDE Monitoring Visits	NDE Conducts Classroom Observations, Reviews School Documentation, and Interviews School Staff	NDE, AM, SIG Turnaround Director, Principal, School Staff, and GDA	
Quarterly 2014	Disseminate School Coaching Surveys	Completion of Coaching Surveys For School Principal, Project Facilitator, and Teachers	GDA and SIG Turnaround Director	
Annually	Review School Performance Targets	Examine Schools Data Results	AM, SIG Turnaround Director, Principal, School Leadership Team, and GDA	
Annually	Attend State Required Professional Development	Schools Administrative Staff Will Participate in Title I Conference	Principal and Admin Team	
February 2015	Implement Proficiency Bootcamps	Assess student achievement data from previous proficiency test results. Provide customized instruction during class and after school to prepare students for NHSPEs.	School Admin Team, Project facilitator, Faculty	
Bi-Monthly 2015	Participate in NDE Monitoring Visits	NDE Conducts Classroom Observations, Reviews School Documentation, and Interviews School Staff	NDE, AM, SIG Turnaround Director, Principal, School Staff, and GDA	
Quarterly 2015	Disseminate School Coaching Surveys	Completion of Coaching Surveys For School Principal, Project Facilitator, and Teachers	GDA and SIG Turnaround Director	
Annually	Review School Performance Targets	Examine Schools Data Results	AM, SIG Turnaround Director, Principal, School Leadership Team, and GDA	
Annually	Attend State Required Professional Development	Schools Administrative Staff Will Participate in Title I Conference	Principal and Admin Team	

**DS= Deputy Superintendents, AS=Associate Superintendent, AM= Academic Manager, SIG/PD= SIG Turnaround Director, HR=Human Resources staff, Three employee associations=Union Representatives, GDA= Grants Department*

Requirement 7: The LEA, must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor at each of its Tier I and Tier II schools that receives school improvement funds.

Student achievement goals in mathematics and English Language Arts for Canyon Springs HS are based on the Nevada High School Proficiency Exam (NHSPE). When calculating the individual school targets listed in the goals below, the 2009-2011 three-year average proficiency rate was used as the baseline. Using a three-year average rather than the previous year’s data as the baseline levels out extreme values caused by irregularities such as changes in the test. Annual goals for Years 2 and 3 of the grant were extrapolated based on the assumption that the minimum growth target will be met each year.

High school completion goals were also set for Canyon Springs HS, and these rely on the graduation rate. It should be noted that graduation rates are reported with a one-year lag. Therefore, the most recent graduation rate available when this application was being written was for the Class of 2010. This rate was calculated using a leaver rate formula. However, beginning with the Class of 2011, Nevada will begin using the Adjusted Cohort Rate calculation. The targets presented below may need to be revised in order to reflect this change and ensure that annual comparisons of graduation rates are valid.

Also due to the delayed reporting in graduation rates, the rate that will reflect Year 1 of SIG implementation at Canyon Springs HS will not be available until the second year of the project. For this reason, the annual targets for graduation rates depicted below in Objective 3.2 begin in Year 2 and extend through Year 4. Although there will be no SIG funding in Year 4, the graduation rate reported during that year will reflect Year 3 of the project. As such, a target has been established for Year 3, but results will not be available until Year 4.

Goal 1: Canyon Springs HS will increase student achievement in Mathematics as demonstrated by outcomes on the Nevada High School Proficiency Exam (NHSPE).

Objective 1.1 – Canyon Springs HS will increase the percent of students proficient in mathematics by three percentage points annually as measured by the 11th grade cohort’s performance on the NHSPE. The baseline measure will be the school’s average proficiency rate over the three years prior. This translates into the following annual targets:

Baseline^a (2009-2011)	2010-2011 Math Percent Above Cut	Year 1 Target (2012-2013)	Year 2 Target (2013-2014)	Year 3 Target (2014-2015)
48.60%	46.30%	51.60%	54.60%	57.60%

^aBaseline is the average proficiency of the three-year period covering 2009 – 2011.

Goal 2: Canyon Springs HS will increase student achievement in English Language Arts (ELA) as demonstrated by outcomes on the Nevada High School Proficiency Exam (NHSPE).

Objective 2.1 – Canyon Springs HS will increase the percentage of students proficient in ELA by three percentage points annually as measured by the 11th grade cohort’s performance on the NHSPE. The baseline measure will be the school’s average proficiency rate over the three years

prior. This translates into the following annual targets:

Baseline^a (2009-2011)	2010-2011 ELA Percent Above Cut	Year 1 Target (2012-2013)	Year 2 Target (2013-2014)	Year 3 Target (2013-2014)
80.55%	76.10%	83.55%	86.55%	89.55%

^aBaseline is the average proficiency of the three-year period covering 2009 – 2011.

Goal 3: Canyon Springs HS will prepare students for high school graduation, post-secondary education, and workforce opportunities.

Objective 3.1 –Canyon Springs HS will increase the percentage of students completing advanced coursework (i.e. AP/IB), early-college high schools or dual enrollment classes. Students completing this coursework are those who earn a letter grade of D or better for at least one semester of the course. The following annual targets have been set:

Baseline (2010-2011)	Year 1 Target (2012-2013)	Year 2 Target (2013-2014)	Year 3 Target (2014-2015)
24.34%	27.23%	30.12%	33.00%

Objective 3.2 – Canyon Springs HS will increase its graduation rate by three percentage points annually beginning in Year 2. The baseline measure will be the school’s average graduation rate over the three years prior, which was calculated using the leaver rate formula. This translates into the following annual targets:

Baseline^a (2009-2011)	Class of 2010 Graduation Rate	Year 2 Target – Class of 2013 (2013-2014)^b	Year 3 Target – Class of 2014 (2014-2015)^b	Year 4 Target – Class of 2015 (2015-2016)^b
51.9%	49.6%	54.9%	57.9%	60.9%

^aBaseline is the average graduation rate for the three-year period covering 2009 – 2011. The graduation rate was calculated using the leaver rate formula.

Requirement 8: If applicable, the LEA must identify the services that each Tier III school, that the LEA commits to serve, will receive or the activities the school will implement.

N/A

Requirement 9: If applicable, the LEA, as a whole, must describe the goals it has established to hold accountable the Tier III schools it will serve with SIG funds.

N/A

Requirement 10: As appropriate, the LEA, as a whole, must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

The Clark County School District mission is for all students to have the knowledge, skills, attitudes, and ethics necessary to succeed academically and practice responsible citizenship. This philosophy is reflected throughout the instructional reform that will be implemented at Canyon Springs. This new reform will increase student achievement by using methods such as incentive programs tied to increased student data; have greater accountability for school outcomes; address school-community needs; and promote student, parent, and staff engagement.

CCSD conducts ongoing school board meetings where stakeholders are given the opportunity to ask questions, make suggestions, and express their comments and concerns with a school program or policy. Agendas for each school board meeting are made available via the school website and copies are printed and made available prior to each school board meeting for individuals who may not have access to a computer. Each school board meeting is located in a building that is ADA accessible and easily located by the public at large. Also, all equipment and technology used during these meetings meet ADA requirements. The opportunity to make public comments is available to any individual and is not based upon race, color, national origin, gender, age, or disability.

In addition to the school board meetings, initial meetings were held in the spring of 2012 with CCSD's Deputy Superintendents, Academic Managers, the SIG Turnaround Director and the Grants Department to prepare for the implementation of the School Improvement Grant (SIG) Cohort 3 application. Meeting discussions highlighted school challenges, shared challenges to implement reform, recommendations to implement reform, and the replacement and recruitment of school personnel were explored. Questions focused mainly on the requirements of each intervention model and how these strategies could meet the unique needs of the identified schools. In May, 2012, Canyon Springs school staff was notified by their Academic Manager of the grant requirements and of CCSD's intent to implement school reform. Prior to this meeting, discussions were held with the employee associations, CCSD's Legal Department, CCSD's Employee Management Relations Department regarding a plan of action for SIG implementation to be approved by CCSD's superintendent. This plan of action outlined the grant process and laid the foundation for future meetings in which various methods were explored for involving the school community in dialogue as it relates to the restructuring of the selected school. Previous agreements between the three employee associations and the District were reaffirmed during these discussions. Please see attached signed addendums with each employee association.

In conjunction with the various meetings listed above, letters were mailed to the parents of the students at Canyon Springs in anticipation of this grant's implementation. District leadership will ~~hold~~ held a meeting with the parents and stakeholders on May 16, 2012, to discuss the implementation of the Transformation Model. The school's new principal and the academic manager were available to answered questions regarding the Transformation Model components. A copy of the letter sent to parents and community members is attached. Parent Advisory Committee (PAC) meetings will be held to provide parents the opportunity to ask questions and obtain more information regarding the schools progress with the new reform.

SECTION E

**STATEMENT OF ASSURANCE
CERTIFICATION - FY2010**

Name Of District Or Agency:
Clark County School District

Printed Name And Title Of The District's (Agency's) Signatory:
Kim Wooden, Chief Student Services Officer

The LEA must assure that it will –

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

By signing below, it indicates the individual has read and agrees to follow all of the assurances.

Signature of Authorized Person

Date

SECTION F

WAIVERS

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

X Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

X “Starting over” in the school improvement timeline for Tier I schools implementing a turnaround or restart model.

Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.