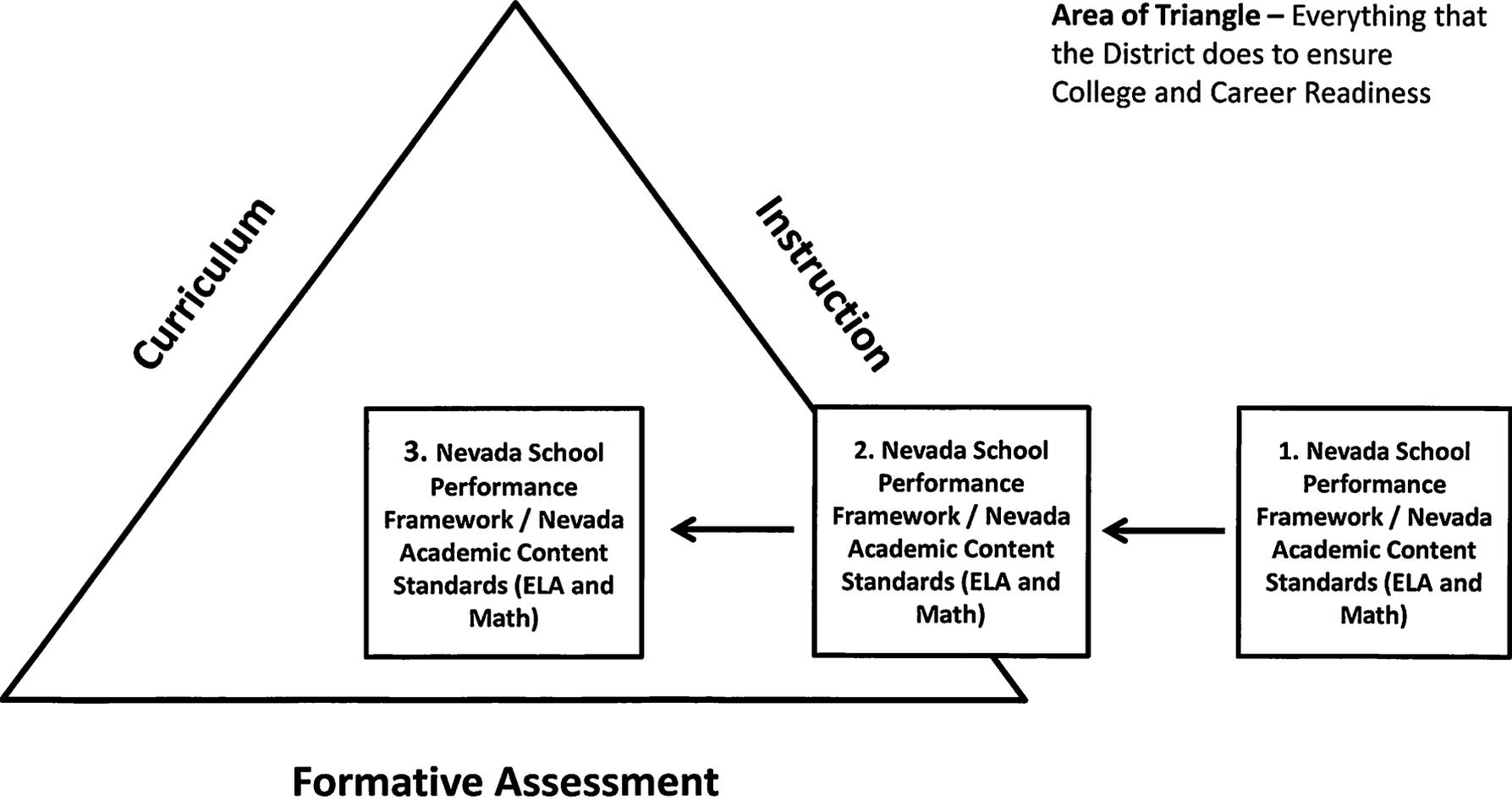


College & Career Readiness Triangle

Area of Triangle – Everything that the District does to ensure College and Career Readiness





*Al Seeliger Elementary School Highlights
Board Workshop
November 12, 2013*



State of the Pirate Ship

Reading/ELA Proficiency Rate: 76.6% (Up 2% from previous year)
Math Proficiency Rate: 78.6% (Down 0.2% from previous year)

Average Daily Attendance Rate: 95% (Down 1% from previous year)

Three Star School according to the Nevada School Performance Framework with 63 points (68 points is a four star school)

Subpopulation Highlight: Hispanic students grew 13% from previous year in Reading/ELA and 9% in Math to 82% proficiency

Alignment of Resources



Focus is key.



Tap into synergy.

Success For **All**: How we use the Grade Summary Form and help **every** student move forward utilizing the 5 teams of Solutions Network (Attendance, Cooperative Culture, Parent and Family Involvement, Community Connections, and Intervention)

Seeliger Solutions

Attendance~ Starts with very supportive measures, encourages a positive climate where students want to come to school and parents feel supported in getting them there; (*safety calls, incentive program, classroom recognition, honor awards recognition, spirit sticks, bulletin board, pizza luncheon*) **4 points lost on NSPF**

Community Connections~ Identifies school needs and establishes and maintains partnerships to utilize resources for the success of every student (*Costco, CHS Senior Projects, our own 5th grade Leadership students*)

Parent and Family Involvement~ Establishes productive relationships with students and their families to increase participation, educates them on what is going on at school, empower parents to help their children achieve success in school (*Read and Respond rate, beginning Breakfast Club, Attendance incentives*)

Subject: Reading

Subject: Topic of Mathematics, Reading or Language Usage

Goal Strand: Reporting area for tests; also referred to as the goal

Goal Strand: Interpretive and Evaluative Comprehension

RIT Score Range: 191 – 200

RIT Score Range: Measurement of the assessment scale for each subject and goal area

Skills and Concepts to Enhance 181 – 190	Skills and Concepts to Develop 191 – 200	Skills and Concepts to Introduce 201 – 210
<p>Main Idea:</p> <ul style="list-style-type: none"> Analyzes literary text to identify the main idea representing the main idea Analyzes text to identify the theme of a literary text Draws conclusions in literary text based upon supporting details Interprets the main idea of informational texts based on supporting details 	<p>Main Idea:</p> <ul style="list-style-type: none"> Analyzes text to identify main idea of a literary text Analyzes literary text to identify the title representing the main idea Interprets informational text to identify a title representing the main idea Interprets the main idea of informational texts based on supporting details 	<p>Main Idea:</p> <ul style="list-style-type: none"> Analyzes literary text using supporting details Analyzes text to identify the main idea (main idea) of a literary text Interprets informational text to identify a title representing the main idea Interprets the main idea of informational texts based on supporting details
<p>Evaluate Validity:</p> <ul style="list-style-type: none"> Determines viewpoints in literary text Interprets the author's viewpoint in informational text* 	<p>Evaluate Validity:</p> <ul style="list-style-type: none"> Infers viewpoints in literary text Interprets the author's viewpoint in informational text* 	<p>Evaluate Validity:</p> <ul style="list-style-type: none"> Infers viewpoints in literary text Analyzes validity of informational text Analyzes informational text for supporting details
<p>New Vocabulary: none</p>	<p>New Vocabulary: none</p>	<p>New Vocabulary: characterize, headline, historical document, narrate, primary source, research paper, thesis paper, world literature</p>
<p>New Signs and Symbols: none</p>	<p>New Signs and Symbols: none</p>	<p>New Signs and Symbols: none</p>

* Both data from test items and review by NWEA curriculum specialists are used to place these learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

Figure 1 Sample Page from Reading

This content is organized into main goal strands for meaningful testing and reporting. These main goal strand headings appear in NWEA reports and in DesCartes.

Interpreting DesCartes (Sample Page)

Figure 1 shows an annotated graphic of a page from DesCartes. This graphic is meant to be a reference to help teachers translate test scores for developing their classroom instruction.

EMPIRE ELEMENTARY SCHOOL

PARENT UNIVERSITY



SATURDAY, NOVEMBER 16, 2013 8:50am to 2:30pm

Registration begins at 9:00

This day will provide meaningful information and tangible tools to help parents improve your child's educational future.

Parents can expect the breakout sessions in the following topics:

- Positive Parenting to Prevent Drug Abuse and Destructive Youth Decisions
- Learn about our Reading Program(SFA)
- OBAMA HEALTH CARE PLAN
- Road to college

We will also be offering the following services:

- *daycare (for kids that are 5 years of age and older)*
- *coffee in the morning and lunch at 12:15pm*

(DETACH AND RETURN TO MRS. TORRES ROOM#305)

I WANT TO PARTICIPATE

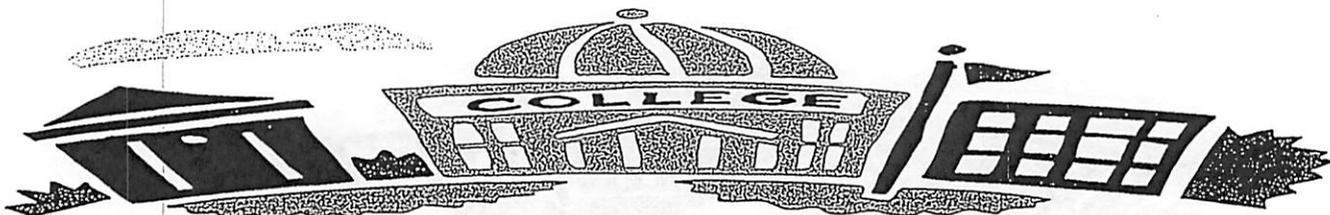
I CHOOSE NOT TO PARTICIPATE

PARENT NAME: _____ PHONE NUMBER: _____

DAYCARE YES NO

LA ESCUELA PRIMARIA EMPIRE INVITA

UNIVERSIDAD PARA PADRES



SABADO 16 DE NOVIEMBRE DEL 2013, DE LAS 8:50AM A LAS 2:30PM

LA REGISTRACION INICIARA A LAS 9:00AM

Durante este dia usted tendra la oportunidad de escoger los talleres que sean de su interes para mejorar la vida y educacion de sus hijos.

Tendremos los siguientes talleres:

- Como mantener a sus hijos alejados de las drogas
- Camino hacia el colegio
- NUEVO SISTEMA DE SEGUROS MEDICOS (OBAMA HEALTHCARE)
- Como Funciona el Programa de Lectura SFA
- Como ayudar a nuestros hijos a tomar mejores desiciones

Durante este dia se ofreceran los siguientes servicios:

- Cuidado de niños gratis
- Café por la mañana y comida a las 12:00pm
- Personal que los asista durante los talleres
- Rifas y regalos

POR FAVOR CORTE ESTA PARTE Y REGRESELA CON MIRIAM TORRES SALON#305.TAMBIEN CIRCULE UNA DE LAS OPCIONES DE ABAJO

SI PUEDO ASISTIR

NO PUEDO ASISTIR

NOMBRES DE LAS PERSONAS QUE AISTIRAN _____

TELEFONO _____

NECESITO CUIDADO DE NINOS

SI

NO



The 8 Mathematical Practices

1. *Make sense of problems and persevere in solving them.*
2. *Reason abstractly and quantitatively.*
3. *Construct viable arguments and critique the reasoning of others.*
4. *Model with mathematics.*
5. *Use appropriate tools strategically.*
6. *Attend to precision.*
7. *Look for and make use of structure.*
8. *Look for and express regularity in repeated reasoning.*

Questions that Encourage Students to Implement the 8 Mathematical Practices

1. *-What information do I have? What information do I need? How do I get that information?*
 - *What strategy do I use to solve? What strategies do others use? Which strategy is best?*
2. *-What do I see/visualize when I look at this problem?*
 - *How have I seen this before? How does that connection help?*
 - *What mathematical rules or properties allow me to do the math?*
3. *-Does my answer make sense? How do I prove it?*
 - *Why did I give up solving the problem one way and try a different way?*
 - *What did I learn from other people who did this problem?*
4. *-How do I best show my thinking?*
 - *What strategies can I use to solve this?*
5. *-What tools or manipulatives can help me with this problem?*
6. *-What should my answer look like?*
 - *Did I answer what the question asked?*
 - *Did I answer all parts of the question?*
 - *What was a reasonable estimate for my answer? Was my answer close to my estimate?*
7. *-How can the problem be represented in another way?*
8. *-Is there a mathematical pattern or rule?*
 - *What is the pattern or rule?*
 - *Does it always work? How can I check?*

Overall Claim for Grades 3–8

“Students can demonstrate progress toward college and career readiness in mathematics.”

Overall Claim for Grade 11

“Students can demonstrate college and career readiness in mathematics.”

Claim #1 – Concepts & Procedures

“Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.”

Claim #2 – Problem Solving

“Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.”

Claim #3 – Communicating Reasoning

“Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.”

Claim #4 – Modeling and Data Analysis

“Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.”

3 A train carrying people to work makes several stops.

- 29 people get off the train at its first stop.
- 4 **more** people get off the train at its second stop than got off at its first stop.

What is the total number of people who got off the train at its first stop and second stop?

- A 33 people
- B 37 people
- C 54 people
- D 62 people

4 Jodi used a rule to make the pattern shown below.

6 10 14 18 22

The pattern continues. Which statement about the pattern is true?

- A Each number in the pattern can be evenly divided by 2 because the first number in the pattern is even and Jodi's rule for the pattern is add 4 .
- B Each number in the pattern can be evenly divided by 4 because the first number in the pattern is even and Jodi's rule for the pattern is add 4 .
- C Each number in the pattern can be evenly divided by 2 because the first number in the pattern is even and Jodi's rule for the pattern is add 6 .
- D Each number in the pattern can be evenly divided by 3 because the first number in the pattern is even and Jodi's rule for the pattern is add 6 .

5 Which number has the same value when it is rounded to the nearest 10 as when it is rounded to the nearest 100 ?

- A 1,392
- B 1,396
- C 1,406
- D 1,442

Go On 

Name: _____

Answer Document

Mathematics

- | | | | | |
|-----|-----|-----|-----|-----|
| 1. | (A) | (B) | (C) | (D) |
| 2. | (A) | (B) | (C) | (D) |
| 3. | (A) | (B) | (C) | (D) |
| 4. | (A) | (B) | (C) | (D) |
| 5. | (A) | (B) | (C) | (D) |
| 6. | (A) | (B) | (C) | (D) |
| 7. | (A) | (B) | (C) | (D) |
| 8. | (A) | (B) | (C) | (D) |
| 9. | (A) | (B) | (C) | (D) |
| 10. | (A) | (B) | (C) | (D) |

Correct Answers for Multiple-Choice Items

Item Level Data

Item Number	Strand	DOK	P-value
1*	1	1	0.44
2	1	2	0.43
3*	1	2	0.47
4	2	2	0.47
5	1	1	0.27
6	1	1	0.25
7*	1	1	0.50
8	1	1	0.33
9*	5	2	0.52
10*	4	1	0.33

P-value is the proportion of students who got the item correct

*This is an item that was developed for these Instructional Materials, and it mirrors content assessed from an item field tested in the 2011-2012 test administration. The p-value and percentages reported here are based on the p-value and percentages of the item from the 2011-2012 field test.

Percentage of Students Selecting
a Given Response

A	B	C	D
44% ✓	10%	16%	31%
25%	19%	13%	43% ✓
25%	24%	4%	47% ✓
47% ✓	34%	10%	9%
28%	27% ✓	26%	19%
7%	30%	25% ✓	37%
13%	50% ✓	21%	15%
33% ✓	5%	32%	30%
21%	19%	52% ✓	7%
26%	37%	33% ✓	4%

✓ = Correct Answer

Detailed objectives for Content Standards and Depth of Knowledge (DOK) descriptions
can be found on the Nevada Department of Education web site.

Carson City School District GATE

Our vision is that all students identified as having exceptional abilities will be given the opportunity and the guidance through his or her educational program to develop and excel to his or her fullest potential.

NAC 388.043 & NRS 385.080

- “**gifted and talented**” means a person who possesses or demonstrates outstanding ability in one or more of the following;
 - General intelligence;
 - Academic aptitude in a specific area;
 - Creative thinking;
 - Productive thinking;
 - Leadership;
 - The visual arts; or
 - The performing arts

CCSD

Gifted and Academically Talented Education (GATE) Staff for 2013

Associate Superintendent:

Mrs. Susan Keema

Director: Valerie Dockery

Exploration Coordinator: Carol Harris

GATE Resource: Marcia Richey

GATE Coordinators @ each
elementary and middle school

CCSD Current GATE Programs

- GATE students assessed in grade 2 and start receiving services in grade 3
- Students clustered with GATE teachers in grades 3-5 & participate in project-based learning that integrates multiple content areas
- Elementary Explorations on early release days
- Middle School: Exploration & Project Challenge Programs

Community partnerships help to provide a challenging GATE program

- NDOT: Rob Easton
- BAC: Tami Shelton
- Click Bond
- Carson Airport Authority
- CC Sheriff Department
- CC Library: Tammy Westergard
- Sierra Nevada Journeys: Sean Hill
- TERC: Tahoe Environmental Research Center

What's Next?

- Gifted & Talented Planning Committee established
 - Evaluate the current identification process
 - Seek input on the current program from all stakeholders
 - Explore best practices and current research in the field of gifted education
 - Implement program changes 2014-15

Timeline

- November - December, 2013
 - Review and adjust identification process
 - Seek input from all stakeholders
 - Staff - Surveys
 - Parents & Community – Focus Groups @ each school

Timeline (continued)

- January – February, 2014
 - Develop CCSD GATE program K-12 based on stakeholder feedback and best practices
 - Implement revised screening and identification process
 - Review and finalize GATE budget for 2014-2015

Timeline (continued)

- March – May, 2014
 - Inform parents, staff, public about GATE programming for 2014-15
 - Plan training for teachers working with GATE students
 - Explore options for teachers to earn GATE endorsement
 - Establish GATE Parent Advisory Council

Timeline (continued)

- June – August, 2014
 - Train GATE Teachers
 - Implement Program Changes
 - Hold first Parent Advisory Council

Focus Group Schedule

Date	Time	School
11/13	6:00 pm	Bordewich Bray/classroom
11/14	5:30 pm	CMS/Library
11/18	5:30 pm	Fremont/Library
11/19	5:30 pm	Fritsch/Library
11/20	5:30 pm	Seeliger/Library
11/25	5:30 pm	Empire/Library
12/2	5:30 pm	Mark Twain/Library
12/10	5:30 pm	EVMS/Library

For More Information

Contact: Valerie Dockery
Director of Grants & Special
Projects

Phone: 283-1523

E-Mail:

vdockery@carson.k12.nv.us

**Let's keep challenging
our children to think!**



CCSD GATE Program

. . . “children who are limited English proficient benefit from instruction that is designed to address the academic and linguistic needs of those children.” (SB 504 Sec.2.1(b)) “It is the intent of the Legislature that children who are limited English proficient be provided with services and instruction which is designed to address the academic needs of such children so that those children attain proficiency in the English language and improve their overall academic and linguistic achievement and proficiency.”

SB 504

CURRENT PRE-K PROGRAMS

- ✘ State Funded Pre-K
 - + Mark Twain
 - + Empire
 - + Special Services

EXPANSION WITH SB504 FUNDS

- ✘ Mark Twain

 - + 2 additional classes (40 students)

- ✘ Empire

 - + 2 additional classes (40 students)

- ✘ Bordewich Bray/Special Services

 - + 2 new classes (40 students)

 - + Located at the Bray Building

STAFF

- ✘ 3 Additional Teachers
 - + Highly Qualified – ECE Endorsement
 - + TESL endorsement preferred
- ✘ 3 Highly Qualified Paraprofessionals
- ✘ Bordewich Bray/SSS
 - + Co-teach between regular education and special education teachers
 - + Special education paraprofessional

STUDENTS SERVED

Age	Number of ELL Students		Number of Non- ELL Students	
3	0		0	
4	90		30	
5	0		0	
Total	90	75%	30	25%

CURRICULUM

- ✘ Success For All
- ✘ Curiosity Corner
- ✘ NV Early Childhood Standards
- ✘ Aligned with the Common Core
- ✘ Preparation for Kindergarten
- ✘ Emphasis on language skills for second language learners

PARENT INVOLVEMENT

- ✘ Home Visits
- ✘ Parent Goals
- ✘ Parent and Child Together Time (PACT)
- ✘ Parenting Classes
- ✘ English Language Instruction

STATEWIDE EVALUATION

- ✘ WIDA-MODEL for Pre/Post Assessment
- ✘ PPVT – Peabody Picture Vocabulary Test - pre/post
- ✘ EOWPVT – Expressive One-Word Picture Vocabulary Test - pre/post
- ✘ ECERS – Early Childhood Environmental Rating Scale-annual
- ✘ ELLCO – Early Language & Literacy Observation Tool-annual



Race to the Top

11.12.13

Strategic Plan / RTT-D Progress Report

Steven J. Pradere Ph.D.
Transformation Office Director

- **Stance:** *How instructional staff members view their success and how they plan and administer service.*
 - Basic questions about instructional stance

Learner Centered Stance



- **Exceptional Administrators Teachers and Staff:** *Attract and retain preeminent faculty by supporting innovation, creativity, and performance in our administrators, teachers, and staff.*
 - School level support systems (School Development)
 - Teacher Leadership
 - Professional Learning Communities

Exceptional Administrators Teachers and Staff



- **Exceptional Administrators Teachers and Staff:** *Attract and retain preeminent faculty by supporting innovation, creativity, and performance in our administrators, teachers, and staff.*
- School level support systems (School Development)
 - Hiring practices (Performance Interviews)
 - School Support Teams (Secondary Schools)
 - Implementation specialists align work to each content area (support runs across campuses)

Exceptional Administrators Teachers and Staff



- **Exceptional Administrators Teachers and Staff:** *Attract and retain preeminent faculty by supporting innovation, creativity, and performance in our administrators, teachers, and staff.*
- Teacher Leadership
 - Implementation Specialists
 - Department Chairs
 - Course leadership and development

Exceptional Administrators Teachers and Staff



- **Exceptional Administrators Teachers and Staff:** *Attract and retain preeminent faculty by supporting innovation, creativity, and performance in our administrators, teachers, and staff.*
- Professional Learning Communities
 - Teacher teams are developing curriculum and assessments

Exceptional Administrators Teachers and Staff



- **Curriculum that Matters:** *Provide multiple pathways that empower lifelong learners, active citizens, and career and college ready students.*
 - Review and alignment of curriculum in all secondary courses
 - Career and Technical Education

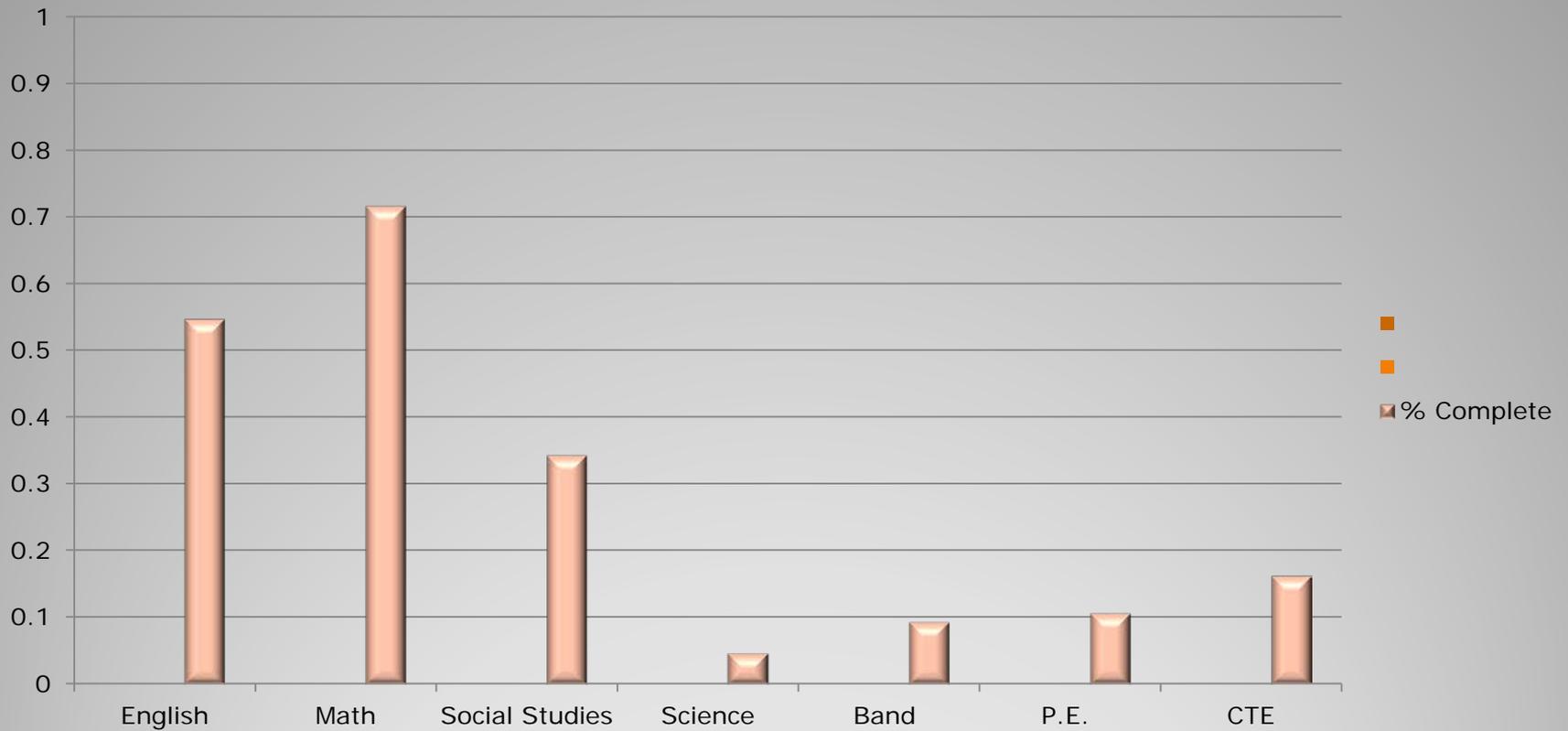
Curriculum that Matters: Academic and Career Development



- **Curriculum that Matters:** *Provide multiple pathways that empower lifelong learners, active citizens, and career and college ready students.*
 - Review and alignment of curriculum in all secondary courses

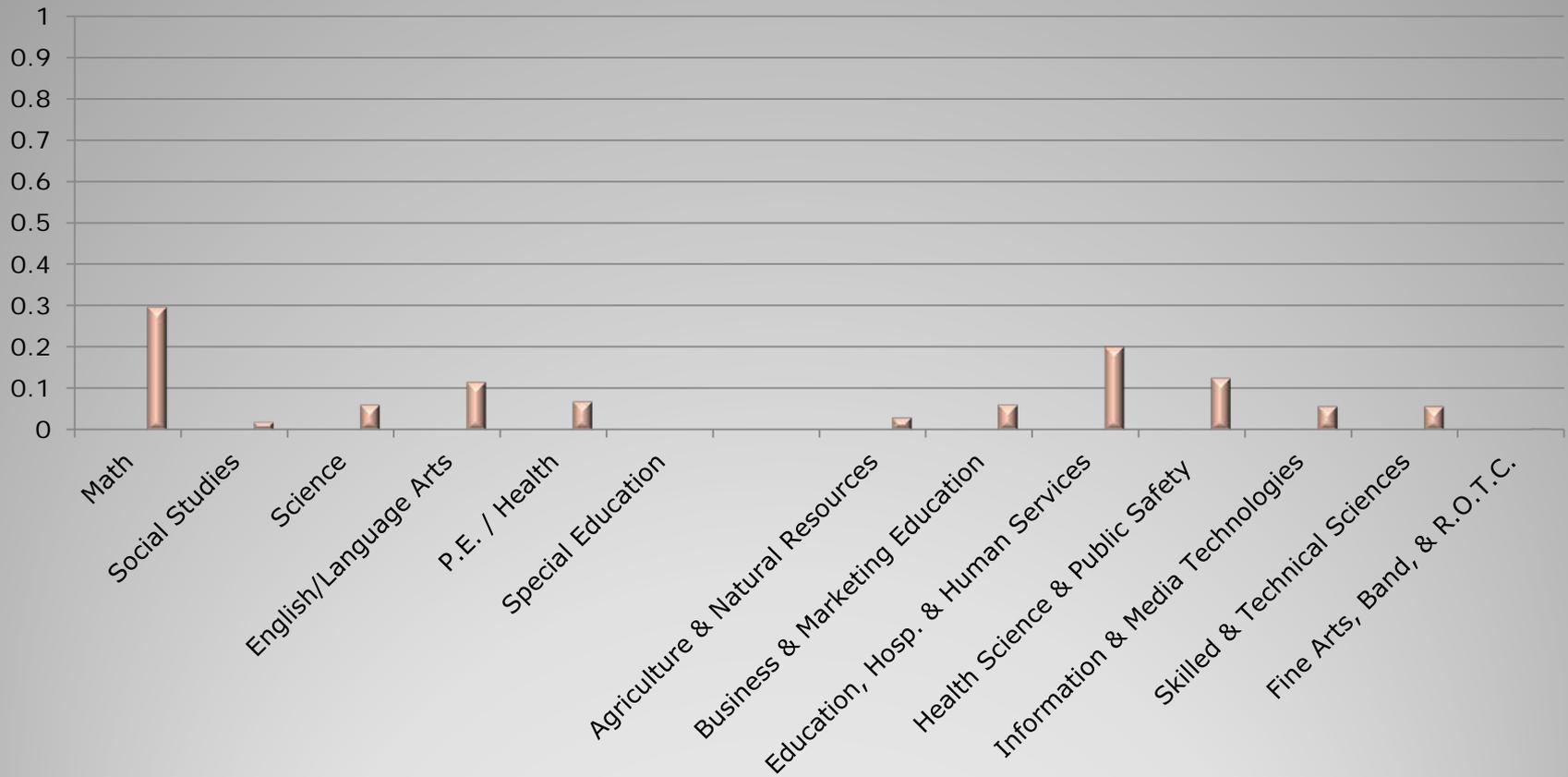
Curriculum that Matters: Academic and Career Development





Curriculum that Matters: Academic and Career Development





Curriculum that Matters: Academic and Career Development



- **Curriculum that Matters:** *Provide multiple pathways that empower lifelong learners, active citizens, and career and college ready students.*
 - Career and Technical Education
 - Addressing paperwork to align student experiences from introduction through School to work (removing barriers)
 - Nov 6,7 Business Management
 - Nov 25,26 Careers in health and public safety
 - December 1,2 Careers in Ag.
 - December 4,5 Inf. & Media Tech.
 - December 6,9 Hospitality
 - Carson High School – Pioneer High second semester

Curriculum that Matters: Academic and Career Development



- **Healthy Generations for all students:** *Promote optimal wellness for all students*
 - Curriculum and assessment development (secondary)
 - Health/Education advisory Panel
 - Student Participation rates (currently being gathered)

**Healthier Generations:
Promote wellness of all
students**



- **Healthy Generations for all students:** *Promote optimal wellness for all students*
 - Curriculum: Develop a high quality curriculum, assessment, and instruction for all health and PE related courses
 - Health/Education advisory Panel: Review and advise on current programs, school based health clinics (Group to be formed by January)
 - Current programs
 - School based health clinics
 - Gather and report number of students who participated in health related extra curricular programs year to date and number and percentage of students in health and PE related courses within the system.

**Healthier Generations:
Promote wellness of all
students**



- **Engaged Parents and Guardians:** *Empower families to positively impact their child's education in a welcoming and inclusive environment*
 - Requirements to be successful
 - Student and parent access to college and career readiness information:
 - E-portfolio development – current progress
 - Counselor advisory counsel

Engaged Parents and Guardians



- **Engaged Parents and Guardians:** *Empower families to positively impact their child's education in a welcoming and inclusive environment*
 - Requirements to be successful
 - Access to curriculum (Learning Targets)
 - Student Mastery Data System
 - Student progress toward learning targets
 - Course curriculum pathway
 - Student progress on that pathway
 - College and career requirements
 - Student progress toward those targets

Engaged Parents and Guardians



- **Engaged Parents and Guardians:** *Empower families to positively impact their child's education in a welcoming and inclusive environment*
- Visionary Thoughts
 - Possible videos
 - How to apply for college
 - How to access student data system
 - Welcoming experiences

Engaged Parents and Guardians



- **Engaged Parents and Guardians:** *Empower families to positively impact their child's education in a welcoming and inclusive environment*
 - E-portfolio development – current progress
 - Counselor advisory counsel
 - Identify components of the plan

Engaged Parents and Guardians



- **Community in full partnership:** *Actively connect students with learning beyond the classroom.*
- Imbedded throughout the implementation of the project
 - Building student community learning opportunities include exploration through job shadowing and work based experiences.
- Project Based Learning (Curriculum Design)
 - Core curriculum development
 - Seen at high levels in the CTE programs
- Ongoing engagement of the community
 - Upcoming events

Community in Full Partnership



- **Community in full partnership:** *Actively connect students with learning beyond the classroom.*
- Upcoming:
 - Board of Supervisors joint meeting
 - 11.13.13 @ 6:00 PM
 - Carson City Community Center
 - Community Strategic Plan Implementation Group
 - 11.20.13 @ 6:00 PM
 - Carson High School

Community in Full Partnership

