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Student Name: [REDACTED]
 Local Id #: [REDACTED]
 Grade: 12

Official Transcript

April 29, 2011

Austin School K-12
 Lander County School District
 200 Highway 305 North Box 160
 Austin, NV 89310
 Tel: 775-964-2467 Fax: 775-964-1206

Course	Grade	T1 Mk Cr	T2 Mk Cr	T3 Mk Cr	S1 Mk Cr	S2 Mk Cr	Personal Info
<u>07-08 Austin School K-12</u>							Birthdate: [REDACTED] Gender: M Exit Date: 6/3/2011 Exit Reason: Guardian 1: [REDACTED] Guardian 2: [REDACTED] Austin, NV 89310
English_1	9	D 0.5	C 0.5	A 0.5			
Algebra_1	9	A 0.5	B 0.5				
Personal_Finance	9			A 0.5			
Physical_Dynamics	9	C 0.5	C 0.5				
World_Geography	9	D 0.5	D 0.5				
Physical_Education	9	A 0.5	A 0.5				
Health	9			B 0.5			
Computer_Literacy	9				A 0.5		
Chemistry_of_Food	9			A 0.5			
<u>08-09 Austin School K-12</u>							
Reading	10	B 0.25	A 0.25	A 0.25			
English_HS	10	B 0.5	B 0.5				
Algebra_2	10	C 0.5	C 0.5				
Environmental_Science	10	B 0.5	B 0.5	B 0.5			
Biology	10	C 0.5	C 0.5	B 0.5			
Eastern_Cultures	10	B 0.5	B 0.5				
Current_Events	10			A 0.5			
Theater_Intro	10	B 0.5	C 0.5	B 0.5			
Physical_Education	10	A 0.5	A 0.5	A 0.5			
Building_Construction	10			A 0.5			
Portfolio_HS	10			B 0.5			
<u>09-10 Austin School K-12</u>							
Reading	11	C 0.25	B 0.25	C 0.25			
English_11_12	11	C 0.5	B 0.5				
Literature_and_Film	11	B 0.5					
Writing	11			C 0.5			
Geometry	11	B 0.5	C 0.5	A 0.5			
Entomology	11	A 0.5					
Forensics	11		A 0.5				
Early_Western_Civilization	11		B 0.5	B 0.5			
US_Government	11	B 0.5	B 0.5				
Theater_Intro	11	A 0.5	B 0.5				
Wellness	11	A 0.5					
Judo	11			A 0.5			
Industrial_Arts	11			A 0.5			
Portfolio_HS	11			B 0.5			
ACT_Preparation	11		A 0.5				
<u>10-11 Austin School K-12</u>							
Reading	12	B 0.25	A 0.25				
English_11_12	12	C 0.5	C 0.5				
Pre-Calculus	12	A 0.5	B 0.5				
Chemistry_Introductory	12	A 0.5	A 0.5				
US_History	12	B 0.5	A 0.5				
Art_Appreciation	12		A 0.5				
Career_Essentials	12	B 0.5					

Credit Types	Completed	Required	GPA Summary
English:	9.00	4.00	Grade 9: 2.6875
Mathematics:	5.00	3.00	Grade 10: 3.0638
Science:	6.00	3.00	Grade 11: 3.1463
Social Studies:	2.50	1.00	Grade 12: 3.2500
US History:	1.00	1.00	
US Government:	1.00	1.00	
Phys Ed:	3.50	2.00	
Health:	0.50	0.50	
Tech Ed:	0.50	0.50	
Humanities:	9.50	1.00	Courses may be tallied in more than one credit type.
Electives:	15.50	5.50	

Overall Summary		
Cumulative GPA:	3.0274	
Completed Credit Hours:	35.50	
Class Rank:	10 out of 12	

Nevada Proficiency Examinations			
Mathematics	3/16/2009	318	P
Reading	3/16/2009	339	P
Writing	11/18/2009	8	P
Science	3/16/2009	472	P



Signature: _____

Grad Date: _____

This transcript is not authenticated unless signed by a school official.

immediate first aid practice and prearranged procedures for obtaining medical care, including ambulance service.

c) Summary: The main problem associated with exercising in the hot weather is water loss through sweating. Water loss is best replaced by allowing the athlete unrestricted access to water. Water breaks two or three times every hour are better than one break an hour. The small amount of salt lost in sweat is adequately replaced by salting food at meals. Talk to medical personnel concerning emergency treatment plans.

5.0 Facility

5.1 Scheduling

5.1.1 The following list will be employed of ordered priorities when granting permission and scheduling use of school property and facilities:

Priority	Type of Event
1	School Sponsored - Curricular
2	School Sponsored - Co-curricular
3	School Sponsored - Extra-curricular
4	School Sponsored - Recreation
5	School Related
6	Community Associated
7	Government/Agency Affiliated
8	Private

Priorities are highest at the top of the table and lowest at the bottom. In addition, events that are held for school district residents and/or students have priority over those for non-residents and/or non-students.

5.1.2 Facility use will be determined by the sport/activity season. Priority use will be assigned to the sport most appropriate to the facility. Exception will be made only when teams are participating in post season play. Such team shall maintain priority use until completion of post season play.

5.2 Use of School Facilities and Property Policy

5.2.1 Purpose - It is the Community Relation’s mission of Lander County School District to create and nurture a quality, working, school-community partnership that encompasses communication, accessibility, participation and price. Therefore, the Lander County School District declares that school property and school facilities shall be accessible on a temporary basis for community and school purposes which enhance, but also do not interfere with the operation of regular school programs. Such accessibility shall be subject to reasonable rules and regulations.

5.2.2 A facilities permit process is in place for all activities. School sponsored and school related organizations that schedule activities/events must contact the school Principal or designee to obtain approval and must

also register the event on the school activities calendar in the main office of the appropriate school building. The school office is responsible for notifying the buildings and grounds supervisor.

5.3 Uniforms/Costumes

5.3.1 No uniform or part of a uniform may be worn by any activity participant during the school day without specific written administrative authorization. An exception shall be for participants in a pep rally or in an authorized school function.

5.3.2 No advertisements or names of sponsors shall appear on any uniforms or warm-up suits issued or provided by any NIAA-member school, in any sport under NIAA jurisdiction, except the name and/or logo of the manufacturer of the uniform or warm-up suit or as designated by the principal with the approval of the Lander County Board of School Trustees..

5.3.3 Only the official school uniform may be worn in Interscholastic competition. Any item of clothing to be added or deleted from the uniform must be approved by the Athletic Director and/or Principal.

5.3.4 Jewelry may not be worn during athletic practice or competition, and is subject to regulation at all other activities and events.

5.3.5 The student participant is responsible for the reasonable care and maintenance of all uniforms, equipment and costumes that are issued to them.

5.4 All equipment issued is the responsibility of the participant and the coach/advisor. It is expected that the equipment issued is maintained, kept clean and in working order.

6.0 Summer Training Camps

6.1 Privately run summer camps may be attended at the discretion of the individual and family. It is strongly recommended that the student and parent consult with the coach or director of the activity concerning the selection of such a camp. Any cost assessed to the student shall be the responsibility of the parent.

6.2 School sponsored camps shall obtain permission and permits for building/facility usage through the high school office prior to the start of the camp.

6.3 Students and coaches/advisors are reminded that school rules do apply while taking part in any school sponsor activity, practice, or camp. All rules shall be set forth and announced before the beginning of camps.

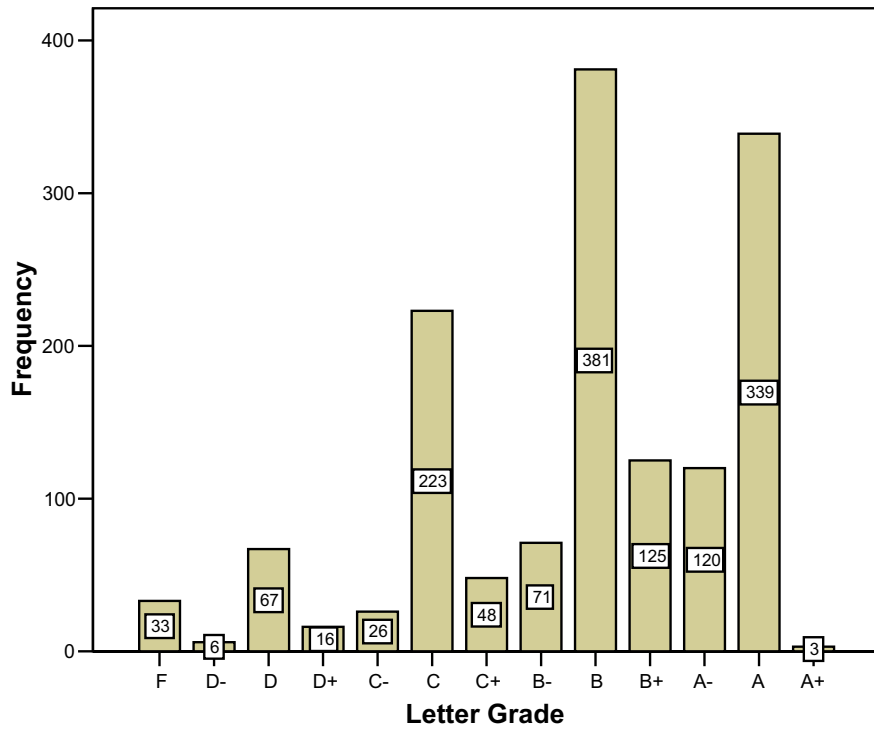
7.0 Calendar

7.1 Practices/Rehearsals

7.1.1 No practice/rehearsal shall exceed two and one-half (2.5) hours in length during the school year. A coach/advisor feeling the need for an occasional longer practice may do so by obtaining permission from the Athletic Director, Activity Coordinator, or Principal.

7.1.2 Students will not be required to report for practice before 4 PM on any

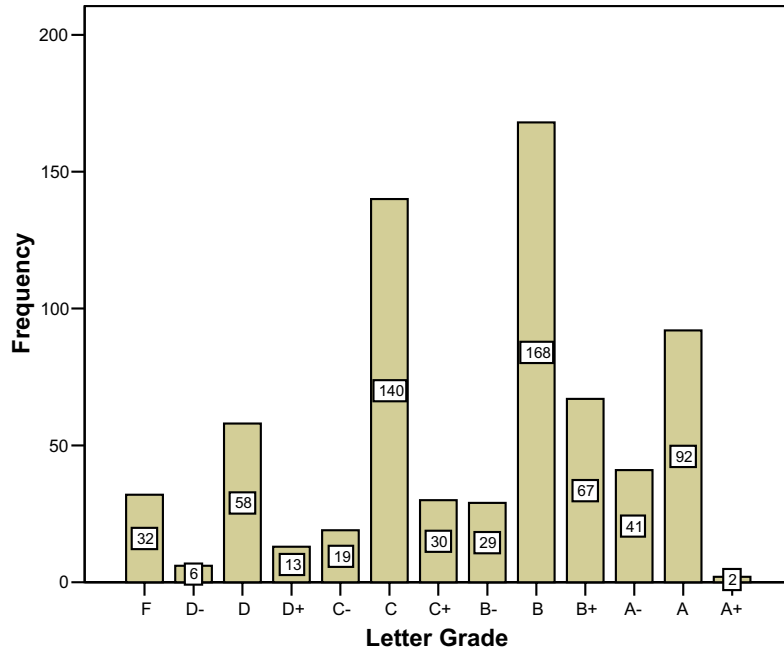
Letter Grade - Students Grades 7-12 - Core Subjects 2nd through 12th Grades



Letter Grade

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid F	33	2.3	2.3	2.3
D-	6	.4	.4	2.7
D	67	4.6	4.6	7.3
D+	16	1.1	1.1	8.4
C-	26	1.8	1.8	10.2
C	223	15.3	15.3	25.4
C+	48	3.3	3.3	28.7
B-	71	4.9	4.9	33.6
B	381	26.1	26.1	59.7
B+	125	8.6	8.6	68.3
A-	120	8.2	8.2	76.5
A	339	23.3	23.3	99.8
A+	3	.2	.2	100.0
Total	1458	100.0	100.0	

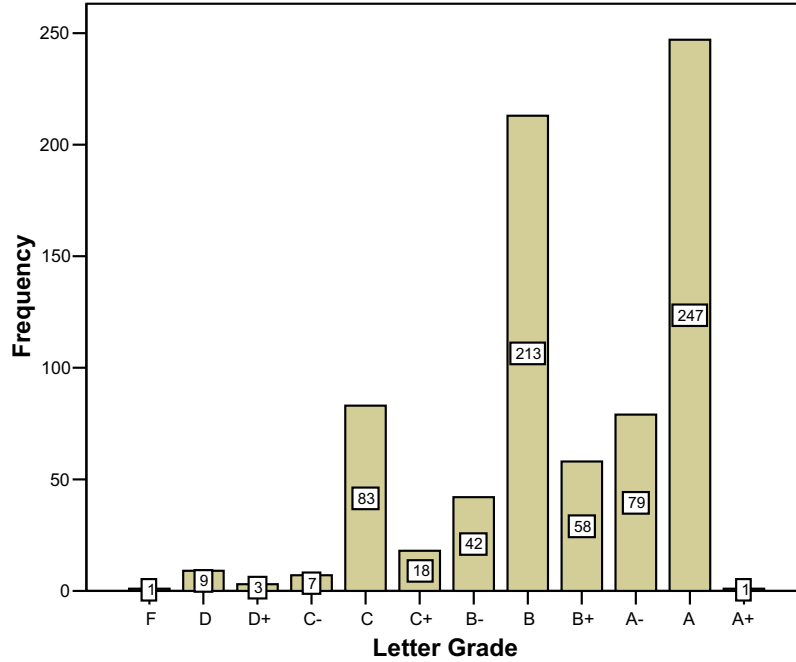
Letter Grade - Male Students Grades 7-12 - Core Subjects 2nd through 12th Grades



Letter Grade

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid F	32	4.6	4.6	4.6
D-	6	.9	.9	5.5
D	58	8.3	8.3	13.8
D+	13	1.9	1.9	15.6
C-	19	2.7	2.7	18.4
C	140	20.1	20.1	38.5
C+	30	4.3	4.3	42.8
B-	29	4.2	4.2	46.9
B	168	24.1	24.1	71.0
B+	67	9.6	9.6	80.6
A-	41	5.9	5.9	86.5
A	92	13.2	13.2	99.7
A+	2	.3	.3	100.0
Total	697	100.0	100.0	

**Letter Grade - Female Students Grades 7-12 - Core Subjects
2nd through 12th Grades**



Letter Grade

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid F	1	.1	.1	.1
D	9	1.2	1.2	1.3
D+	3	.4	.4	1.7
C-	7	.9	.9	2.6
C	83	10.9	10.9	13.5
C+	18	2.4	2.4	15.9
B-	42	5.5	5.5	21.4
B	213	28.0	28.0	49.4
B+	58	7.6	7.6	57.0
A-	79	10.4	10.4	67.4
A	247	32.5	32.5	99.9
A+	1	.1	.1	100.0
Total	761	100.0	100.0	

Austin Schools
Parent-Student Handbook
Progressive Discipline Plan

BUS BEHAVIORS

Rules

1. Follow directions of the driver.
2. Stay in your seat.
3. Keep all parts of your body in the bus.
4. Pushing or shoving is not allowed on the bus.
5. Tobacco, eating, or drinking is not allowed on the bus.

Consequences

- 1st Report - Report to teacher and school authorities.
2nd Report - A parent conference before student is allowed on bus.
3rd Report - Bus privileges denied for 10 school days. (Student is to be in attendance at school.)
4th Report - Bus privileges denied for the remainder of the school year. (Or 180 school days)

DANCE CODE

1. Starting times will be set according to the type of dance and circumstances.
2. Any organization failing to clean up after a dance will be assessed cost plus a fine.
3. Guest passes will be required for any person other than current AS students. Students are responsible for the actions of their guests. Inappropriate behavior by a guest may result in disciplinary action against the student. The principal may elect to allow AS alumni to attend dances at Homecoming and/or Prom. Guest passes are available at the office.
4. Grade school and other students not yet of junior or senior high school status will not be permitted to attend dances at AS.
5. Once a person leaves the dance, he/she will not be readmitted.
6. Good character, citizenship, and conduct are important at any school activity. Any student whose conduct, through an adverse act, reflects discredit on the school, is considered to be in violation of the Activities code, and is subject to suspension from further attendance at school activities for the remainder of the year. A violation may also result in school suspension or law enforcement action.
7. The dress code will remain in effect for school dances.

DISCIPLINE CODE

ELEMENTARY DISCIPLINE CODE

This document contains the Austin School and the Lander County School District's philosophy, goals, expectations, discipline structure, rules, and regulations for the elementary school. The actual "discipline code" has been revised to address the behaviors of an elementary school child. The purposes of these guidelines, developed by staff, are as follows:

- To ensure an understanding by parents and students of what is acceptable behavior, as well as what actions will be considered infractions of the rules
- To ensure that teachers and students using these guidelines will be able to maintain an appropriate classroom environment
- To ensure a consistency and equality of treatment for all students
- To ensure protection of students from other students who abuse the rights afforded them
- To ensure that parents and students understand the processes which lead to suspension or expulsion

This code, which reflects an on-going review, incorporates suggestions made by students, staff, administration, and parents. We thank everyone for their cooperation in this important endeavor.

Student Responsibilities

It is the responsibility of the students to conform with the following:

- Be aware of all rules and regulations for student behavior and conduct themselves in accord with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect.
- Volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
- Dress and groom so as to meet fair standards of safety and health, and not to cause substantial disruption to the educational process.
- Assist the school staff in operating a safe school for all students enrolled therein.

Austin Schools
Parent-Student Handbook
LUNCHROOM

1. EAT YOUR LUNCH Too many students have to wait for others who are playing. (Seat time will be 20 minutes)
2. Stay seated.
3. Communicate in quiet voices.
4. Courtesy is expected. (Please and Thank You)

Consequences

- 1st Citation - Verbal Warning - Student placed at the wall of building for the remainder of the recess, removed from the gym class or removed from the lunch room.
- 2nd Citation - Student Calls Parent - Student is assigned one day of after school detention. Kindergarten determines punishment for the kindergarten.
- 3rd Citation - Considered a Severe Problem - Sent to Principal. Principal contacts parents for a conference. Three days of privileges lost with an assigned job. In addition, other consequences may be considered necessary by the Principal.

SECONDARY DISCIPLINE CODE

We are firmly committed to the belief that good discipline originates in the home. The parent is the first teacher of his/her child and should guide him/her in developing good behavior habits and proper attitudes toward school. It is essential that parents:

1. Recognize that the teacher, in accordance with Nevada school law, takes the place of the parent while the child is in school, and this can include the time required in going to and from school.
2. Teach their children respect for the law, authority, the rights of others as well as for private and public property.
3. Realize that a disruptive child not only hinders his/her own educational progress but also the educational rights of each and every student.
4. Insure prompt and regular school attendance as well as comply with state attendance laws and procedures.
5. Work with the school in carrying out recommendations, including discipline, made in the best interest of the child.
6. Talk to their son or daughter about school activities. Show an active interest in their report cards and progress as well as in his/her total school life.
7. Ask themselves the following questions:
 - a. Do we encourage our son/daughter to be enthusiastic about school?
 - b. Does our child schedule sufficient time for home study?
 - c. Is there a suitable, quiet place for our child to study during a regularly scheduled time?
 - d. Do we have family agreements that are kept regarding the use of telephone, radio, record player, or TV?

Guidelines on student discipline are essential if we are to establish an orderly procedure of punishment when infractions of school rules occur. In order to work effectively and to be utilized realistically every disciplinary system requires that all members of the staff understand and support the guidelines as well as accept the responsibility to make the system produce the desired results. Teachers must not assume that their role is only to teach and that student discipline is the responsibility of someone else. In retrospect, administrators must also not expect that good teachers can accept all the responsibility for student control without help.

As outlined below, the levels of misbehavior begin with infractions which require less intense corrective action and progress through steps to the offenses which are very serious. As the misbehavior increases in intensity and seriousness, the options and responses become more formal, more restrictive, and quite focused in administrative action. **The administrative staff reserves the right to either use lower level responses with higher level infractions or higher level options for lower level infractions in exceptional situations where the action is substantiated and justified by the student's pattern of infractions. The goal of progressive discipline is to deter the student from committing repeated infractions of either the same or other types.**

*Indicates the offenses in this category are reported to state officials

#Indicates the offenses in this category will be subject to possible prosecution and reported to local law enforcement officers/agencies

Austin Parent/Community Plan

Our parent involvement plan is designed to provide opportunities for parents and community to interact with staff and students for the purpose of enhancing the total educational experience.

Austin School recognizes the importance of collaboration with the entire community for the purposes of creating a continuing line of history and tradition centering on the student's place in this continuum.

The goal is Austin School staff to assertively pursue this end.

2009-2010 Goals for participation:

- Student Run Parent-Teacher Conference
 - Introduction of program in November
 - Full Implementation for the March
- Tabulating participation in school activities by the community
- Continued parent and community contact through newsletters and web presence on current events and activities
- Community participation and active involvement in the daily classroom
- Increasing level of student-led contribution to community sustenance and expansion

AUSTIN SCHOOLS PARENT INVOLVEMENT POLICY

In acknowledgement of reliable research proving that parental involvement raises the academic achievement of students, a major goal of Austin Schools' Title I program is to encourage greater involvement of parents in the education of their children and build an effective home-school partnership.

Parents will be informed of the school's participation in Title I program, the requirements of Title I, NCLB, and their right to be involved at the Open/House Title I meeting held in September. The meeting will focus on the available instructional objectives and programs, and will be offered at flexible times, as practicable.

A school-wide Education Involvement Accord that outlines how parents, school staff and students share the responsibility for improving learning will be distributed on the first week of school and during the enrollment of (registration of the) students arriving later in the year (and discussed during the Parent-Teacher Conferences).

We will offer continuous communication to inform and assist parents with information on effective parenting and home/school partnerships through ad hoc email, phone calls, home visits and parent-teacher conferences; Power School; web postings; posting of weekly events in the school foyer and monthly lists of events sent home with students. Every effort will be made to enhance communication with parents. Information and invitations will be sent out in a timely manner. In an effort to honor and respect our limited and non-English speaking families, translations of written material and translators for meetings will be made available as practicable.

We will hold a minimum of one scheduled parent conference, where the progress of the student will be discussed as well as the expectations for the grade-level school curriculum, test information, alternate assessments, how to work with educators and any other concern a parent may have. Austin Schools is moving toward Student-led Parent-Teacher Conferences. Students will receive progress report cards at each trimester as a means to inform parents of academic achievement.

In collaboration with the community we will continue to provide information related to resources and services available in our community to aid our families in need. More specifically, Austin Schools coordinate and integrate the Nevada State PIRC and other community organizations. Austin Schools will enhance and increase the level of student-led contribution to community sustenance and expansion.

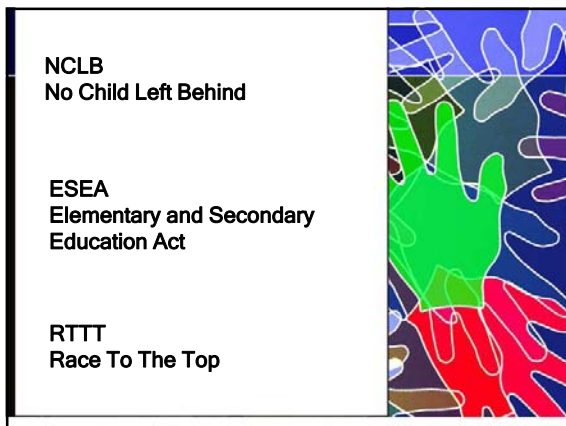
We will provide a flexible number of meetings and activities throughout the year. The purpose of these gatherings will be to provide information and assistance to parents to improve their children's academic achievement, using technology as appropriate.

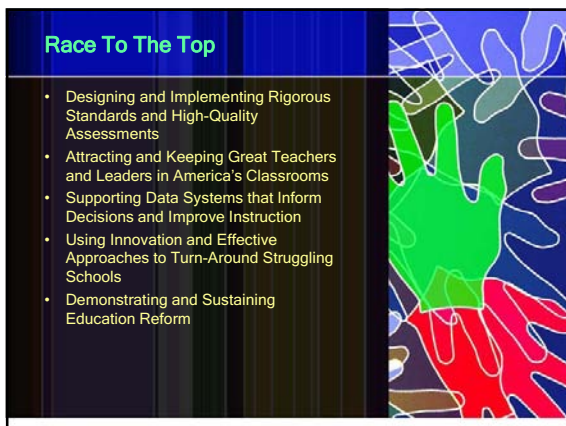
We will endorse family participation in school decisions, accountability and advocacy and participation in our Title I program. We will also involve parents in the development and implementation of the parent involvement policy and school improvement plan. We will survey parents once a year to collect opinions, concerns, and suggestions for improvement and topics for meetings that meet the needs of parents. We will accommodate these suggestions for additional parental involvement activities in the development of our parent involvement plan as feasible.

We will continue to encourage and welcome parent and community volunteers to become part of our school family. We will educate staff on outreach, communication and collaboration in regards to working with parents as equal partners in the education of their children.

October 2009







Race To The Top

- Designing and Implementing Rigorous Standards and High-Quality Assessments
- Attracting and Keeping Great Teachers and Leaders in America's Classrooms
- Supporting Data Systems that Inform Decisions and Improve Instruction
- Using Innovation and Effective Approaches to Turn-Around Struggling Schools
- Demonstrating and Sustaining Education Reform

Race To The Top

- Designing and Implementing Rigorous Standards and High-Quality Assessments
 - A system of common academic standards that builds towards college and career readiness, and that includes improved assessments designed to measure critical knowledge and higher-order thinking skills.



Austin Abounding

- Academic Opportunity
- Career Readiness and Assessment
- P4
 - Planners, Portfolios, Projects and Presentations



Austin Abounding

- Academic Opportunity
 - Odysseyware
 - A+ Backbone
 - Dual Credit



**LANDER COUNTY SCHOOL DISTRICT
LICENSED EMPLOYEE APPRAISAL REPORT**

Employee's Name: _____ School/Location: _____

Social Security No.: _____ Assignment: _____ Years in Lander Schools: _____

Observation Dates: From _____ to _____ Conference Date: _____ Page 1 of _____

Report and analysis of observations, performance, and other factors which may be pertinent to performance; probationary/postprobationary status, date of last evaluation and directions.

LEVELS OF PERFORMANCE				
Level 4	Performance exceeds standards consistently at a distinguished level.			
Level 3	Performance consistently meets standards and may occasionally exceed standards in some areas.			
		Level 2	Performance approaches standards and/or does not consistently meet standards.	
		Level 1	Performance is below standards and is not satisfactory.	

PROFESSIONAL DOMAINS				
PLANNING AND PREPARATION	4	3	2	1
PROFESSIONAL STANDARDS				
1. Instructional planning was documented in written lesson plans and based on adopted curriculum documents and standards.				
2. Content knowledge was demonstrated in planning.				
3. Planning reflected knowledge of student achievement, access/equity, students' interests and backgrounds, and other site-specific demographic data.				
ASSESSMENT OF STUDENT ACHIEVEMENT	4	3	2	1
PROFESSIONAL STANDARDS				
1. Student achievement, access/equity, and other site specific demographic data were analyzed.				
2. Desired results for student learning/achievement were identified, measurable, and used for instructional planning to determine and monitor student progress.				
3. Assessment regulations and guidelines were followed.				
LEARNING ENVIRONMENT	4	3	2	1
PROFESSIONAL STANDARDS				
1. An academic focus and on-task behavior were maintained.				
2. A classroom management/discipline plan was in place, communicated and maintained.				
3. Respect and courtesy were modeled by the teacher in student and parent interactions.				
4. The physical environment supported the teaching/learning process.				
INSTRUCTION	4	3	2	1
PROFESSIONAL STANDARDS				
1. The components of an effective lesson and the basic principles of learning were used when providing instruction.				
2. Varied instructional strategies, approaches, and resources, aligned with instructional objectives, engaged students in learning.				
INSTRUCTION (continued)				
3. Lessons had a clearly defined structure and pacing was appropriate.				
4. Flexible instructional groupings were utilized.				
5. Accommodations and/or modifications were used in alignment with instructional objectives to meet the needs of students.				
6. Feedback to students was provided and promoted student success and achievement.				
PROFESSIONAL RESPONSIBILITIES				
PROFESSIONAL STANDARDS				
1. The employee participated in the school improvement process and implemented school improvement goals.				
2. The employee addressed identified individual improvement goals/directions.				
3. The employee participated in on-going professional development to improve content knowledge and pedagogical skills.				
4. The employee participated in required job-related meetings and activities and performed assigned duties.				
5. The employee maintained student records.				
6. The employee provided communication to parents/guardians and students related to behavior and achievement.				
7. The employee worked professionally with administration, staff, parents, and community.				
8. The employee used multicultural resources, materials and activities to support multicultural literacy, awareness, and appreciation.				
9. The employee complied with all school and district policies and regulations, as well as state and federal laws applicable to teachers.				
A narrative, which includes a PERFORMANCE SUMMARY and IMPROVEMENT GOALS/DIRECTIONS, must be included on the following page(s).				

Overall performance rating of unsatisfactory will require additional documentation.

I certify that I have supervised and evaluated the professional performance of the above named probationary postprobationary employee, and I certify that to date this school year his/her overall performance is satisfactory is not satisfactory.

Signature of Employee† _____

Date _____

Signature of Supervising Administrator _____

Date _____

†Your signature indicates you have received the evaluation form and not that you necessarily agree with the evaluation.



**PROFESSIONAL STANDARDS
FOR
ENHANCING STUDENT LEARNING
Lander County School District**



GUIDING PRINCIPLES

Professional standards for enhancing student learning will:

- focus on student learning,
- acknowledge shared school leadership,
- support the collaborative nature of school leadership,
- upgrade the quality of the profession,
- reflect performance based systems of assessment and evaluation, and
- be predicated in the concepts of access, opportunity and empowerment of members of the school community.

PROFESSIONAL DOMAINS	
TEACHERS	ADMINISTRATORS
Planning and Preparation: Instructional planning and preparation support the teaching/learning process.	Vision of Learning: A vision of learning defines purpose, shapes all programs and practices, and sets clear direction for continuous school improvement.
Assessment of Student Achievement: Student Achievement corresponds to established expectancies.	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.
Learning Environment: The instructional environment is optimal for learning.	Instructional Program: An instructional program advocates, structures and sustains student learning and staff professional growth.
Instruction: Effective instruction is provided for all students.	Management: Management of the organization as well as human and fiscal resources promotes an optimal learning environment and an efficient school operation.
Professional Responsibilities: All school personnel perform professional responsibilities.	Leadership Capacity: Leadership is demonstrated through the vision, culture, instructional program, and management of the organization.

PROFESSIONAL DOMAIN: LEARNING ENVIRONMENT

PROFESSIONAL STANDARDS	LEVELS OF PERFORMANCE INDICATORS			
	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
1. An academic focus and on-task behavior were maintained.	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met all of the criteria for Level 3</u>. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Maintained, at a high level, a classroom environment that had an academic focus and actively engaged students in meaningful learning activities. Maintained groups that were productively engaged, with students assuming much of the responsibility for productivity. Maintained on-task behavior without the need for continuous monitoring. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards in some areas</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Maintained a classroom environment that had an academic focus and actively engaged students in meaningful learning activities. Organized and managed learning activities for individuals and groups so that most students were consistently engaged. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Maintained an inconsistent classroom environment that had an academic focus and engaged students in meaningful learning activities. Maintained learning activities for individuals and groups, but sometimes lacked organization and management, resulting in off-task behavior. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Rarely or never maintained a classroom environment that consistently had an academic focus and engaged students in meaningful learning activities. Rarely or never organized and/or well managed learning activities resulting in frequent off-task behaviors.
2. A classroom management/discipline plan was in place, communicated and maintained.	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met all of the criteria for Level 3</u>. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Established a classroom management/discipline plan that fostered students monitoring their own and their peers' behavior, correcting one another respectively. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards in some areas</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Maintained a classroom management/discipline plan that was successfully in place. Maintained and communicated established procedures, routines and expectations to ensure the efficient management of the classroom. This included such things as transitions, student behavior, handling of materials and supplies, and the performance of non-instructional duties. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Established a classroom management/discipline plan, but did not consistently maintain it. Lacked consistency in maintaining and/or communicating the established procedures, routines and expectations to ensure the efficient management of the classroom. This included such things as transitions, student behavior, handling of materials and supplies, and performance of non-instructional duties. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Did not or rarely established and/or maintained a classroom management/discipline plan. Did not or rarely established, maintained and/or communicated classroom procedures, routines and expectations that ensured the efficient management of the classroom. This included such things as transitions, student behavior, handling of materials and supplies, and the performance of non-instructional duties.

**LANDER COUNTY SCHOOL DISTRICT
CLASSIFIED EMPLOYEE APPRAISAL REPORT - CUSTODIAL-MAINTENANCE POSITION**

Employee's Name: _____ Location: _____ Years in Lander Schools: _____

Social Security No.: _____ Category: _____ Assignment: _____

Observation Dates: From _____ to _____ Conference Date: _____ Page 1 of _____

Summary report and analysis of observations, performance, and other factors which may be pertinent to performance.

LEVELS OF PERFORMANCE

Level 4	Significantly Above Target: Employee's performance during the rating period demonstrates possession of substantial knowledge and ability. Performance clearly and consistently exceeds the performance expectations for this position and the employee's performance serves as a role model for other employees.	Level 2	Below Target: Some aspects of the employee's performance are acceptable; however, significant weakness in performance occurs. Deficiencies are to be corrected through a combination of increased efforts on the part of the employee, remedial training, and/or increased supervision.
Level 3	At Target: Employee demonstrates sufficient breadth of knowledge and/or ability in this work goal or competency to meet job performance expectations. Performance consistently meets expectations. The employee does not need assistance in performing work, rarely makes mistakes and works with minimum supervision.	Level 1	Significantly Below Target: Performance is poor. The employee frequently fails to meet job expectations. Failures are so consistent and serious that they frequently interfere with the ability of the work unit to complete its work or provide its service. Employee does not apply a level of knowledge and/or ability sufficient to allow continued employment.

PERFORMANCE DOMAINS

CATEGORY A	20% Weight	800 Point Max.			
A-1. SAFETY		4	3	2	1
A. Knowledge of safety regulations applicable to the job					
B. Use of equipment in a safe manner					
C. Reporting of defective equipment and unsafe conditions					
D. Reporting of any and all personal injuries immediately					
E. Advocacy of a safe work environment					
A-2. QUANTITY AND QUALITY OF WORK		4	3	2	1
A. Quantity of work and timely completion of tasks					
B. Quality of work and services					
C. Demonstration of efforts to improve work systems, products, and services					
D. Display of positive interaction with customers, service-oriented					
E. Follow through on addressing concerns, answering questions and solving problems					
Position Code	Point Total	Weight	Weighted Total		

CATEGORY B (Continued)	15% Weight	720 Point Max.			
B-2. PERSONAL BEHAVIOR		4	3	2	1
A. Reaction to change/ flexibility					
B. Use of judgment/ work ethics					
C. Work habits: attendance, cooperation, courtesy, punctuality					
D. Appearance: grooming and attire appropriate to position (neat and clean)					
E. Reliability					
F. Teamwork and support of others					
Position Code	Point Total	Weight	Weighted Total		

CATEGORY B	15% Weight	720 Point Max.			
B-1. PLANNING AND ORGANIZATION		4	3	2	1
A. Timing and effective completion of assigned work					
B. Problem anticipation, problem solving, decision making					
C. Acceptance and performance of new and additional duties					
D. Use of established procedures and instructions					
E. Effective use of resources (e.g., tools equipment, materials, staff, and budget)					
F. Anticipation of equipment and material needs					
Position Code	Point Total	Weight	Weighted Total		

CATEGORY C	10% Weight	320 Point Max.			
C-1. TECHNICAL KNOWLEDGE		4	3	2	1
A. Knowledge and application of policies, methods, and procedures					
B. Manual, equipment operation, and equipment maintenance skills					
C. Knowledge of acceptable/ completed work projects					
D. Currency of knowledge (e.g., training and licenses, when applicable)					
C-2. DECISION MAKING		4	3	2	1
A. Use of good judgment; common-sense approach					
B. Ability to determine actions appropriate to situation					
C. Ability to anticipate situations, consider consequences					
D. Ability to adapt mind-set to better serve department and community needs					
Position Code	Point Total	Weight	Weighted Total		

**LANDER COUNTY SCHOOL DISTRICT
CLASSIFIED EMPLOYEE APPRAISAL REPORT - CUSTODIAL-MAINTENANCE POSITION**

Employee Name: _____

Page 2 of _____

PERFORMANCE DOMAINS

CATEGORY D	5% Weight	220 Point Max.			
D-1. INTERACTIONS/COMMUNICATIONS		4	3	2	1
A. Relationships with the public, community, and special interest groups, supervisors, coworkers, and other organizations					
B. Clarity of written and oral presentations					
C. Effectiveness/ persuasiveness of communication					
D. Listening/ responsiveness					
E. Understanding and following instructions					
D-2. LEADERSHIP		4	3	2	1
A. Broad orientation to work environment					
B. Establishment of a positive example					
C. Responsibility and accountability for own actions					
D. Recognition of value and contribution of others					
E. Ability to assess problems quickly and take appropriate action					
F. Motivation and support of others					
Position Code	Point Total	Weight	Weighted Total		

SUMMATION (2060)	WEIGHTED TOTAL
A-1. Safety	(800)
A-2. Quantity and Quality of Work	
B-1. Planning and Organization	(720)
B-2. Personal Behavior	
C-1. Technical Knowledge	(320)
C-2. Decision Making	
D-1. Interactions/ Communications	(220)
D-2. Leadership	

TOTAL EVALUATION SCORE	
-------------------------------	--

I certify that I have supervised and evaluated the professional performance of the above named employee, and I certify that to date his/her overall performance is satisfactory is not satisfactory.

Signature of Supervising Administrator

Date

Signature of Employee†

Date

†Your signature indicates you have received the evaluation form and not that you necessarily agree with the evaluation.

Lander County School District		Collaboration/Professional Learning Communities Report		
School: Facilitator:		Team Reporter:		
Members:		Date:		
The data we examined:				
The data told us:				
After discussing the data we decided:				
Identified Gaps	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness (Measurable Results)
Resources and Support Needed:				

Lander County School District		Collaboration/Professional Learning Communities Report		
Identified Gaps	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness (Measurable Results)
Resources and Support Needed:				
Identified Gaps	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness (Measurable Results)
Resources and Support Needed:				

Guiding Questions:

What is it we expect students to learn? How will we know they have learned it? How will we respond when they don't learn? How will we respond when they know it?

Characteristics of Learning Community:

Shared mission, vision, values, goals – Collaborative teams focused on learning – Collective inquiry into best practice and current reality

Action orientation and experimentation – Commitment to continuous improvement – Results orientation

Is your goal SMART?

Strategic and Specific, Measurable, Attainable, Result-oriented, Time-bound

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2003 - 2004

CAREER PATHWAYS

To assist in productive student planning and a positive secondary experience, White Pine County School District in conjunction with the State of Nevada have developed the following guide to assist in choosing beneficial options and courses.

These pathways have been embraced by these entities: Arts/Communication, Business, Health, Human Services, Natural Resources, and Technology. Listed below are the career options currently available in these paths and suggested course sequences to pursue.

ARTS AND COMMUNICATIONS PATHWAY	
Career Opportunities	
<p>High School Diploma / On-The Job Training Actor/Extra, Advertising Intern, Apprentice, Author, Background Artist, Broadcast Intern, Cable Company Installation, Children’s Theater Production, Director, Composer or Arranger for Local Groups, Conductor of Community Ensemble, Costume Designer for Local Theater Production, Desk Top Publisher, Draftsman, Editor’s Assistant, Electrical Assistant, Graphic Artist, Graphic Designer, Image Converter, Layout Artist, Local Actor/Actress, Motion Picture Projectionist, Music Store Employee, Newspaper Intern, Opera Chorus, Photographer, Pianist, Press Operator, Printing Supply Sales, Production Assistant, Public Relations Intern, Radio Intern, Receptionist, Recording Technician, Sculptor, Sign Maker, Singer, Special Effects Worker, Stage Hand, Theater Ticket Salesperson, Wardrobe Assistant</p>	<p>Associate Degree / Technical Training Advertising Agent, Airline Attendant, Animator, Art Historian, Audio Technician, Audiovisual Coordinator, Author, Book Designer, Broadcast Advertiser, Commercial Writer, Community or Repertory Theater Director, Community Theater Dancer, Composer, Conductor of Local Chorus, Copy Writer, Costume Designer, Dark Room Assistant, Director of Studio or Television Group, Director of Professional Chorus, Editorial Writer, Fashion Designer, Fashion Illustrator, Film Editor, Furniture Designer, Graphic Designer, Illustrator, Instrument Repair Technician, Interior Designer, Landscape Artist, Layout Artist, Movie Theater Publicity Manager, Music Store Owner, Newscaster, Packaging Designer, Performing Artist Manager, Photographer, Printer, Producer, Program Coordinator, Public Relations Specialist, Recording Apprentice, Recording Artist, Recording Vocalist, Reporter, Rigger, Screen Writer, Set Designer, Sound Technician, Studio Owner, Technical Writer, Tours Manager</p>
<p>Baccalaureate Degree / Master’s / Doctorate Advertising Designer, Advertising Manager, Advertising Sales, Animator, Architect, Art Therapist, Author, Automobile Designer, Book Publisher, Broadcast Engineer, Casting Agent, Columnist, Commercial Production, Communications, Conductor, Conservator/ Restorer, Consumer Relations Specialist, Copy Writer, Fashion Designer, Film Maker, Fine Arts Teacher, Form Converter, Fund-Raiser, Graphic Designer, Human Resource Manager, Interior Designer, Jewelry Designer, Layout Editor, Magazine Editor, Media/ Marking Agent, Minister of Music, Music Therapist, Museum Curator/ Educator, Music Video Director, News Editor, Newspaper Reporter, Opera Performance Hall Manager, Painter, Photographer, Potter, Press Agent, Print Shop Owner, Producer, Professional Actor/ Actress, Program Manager, Publicist, Public Relations Specialist, Radio/ TV Engineer, Recording Artist, Resource Developer, Sculptor, Set Designer, Special Effects, Speech Writer, Stage Performer, Teacher, Technical Publisher, Technical Writer, TV Reporter, Writer</p>	<p>Typical Majors Advertising, Architecture, Art, Broadcast Journalism, Business Administration, Classical Literature, Commercial Art & Illustration, Communications, Computer Animation, Computer Graphics, Computer Science, Creative Writing, Dance, Dance Therapy, Drama, English, Fashion Design or Merchandising, Film Making/ Cinematography, Fine/ Studio Arts, General Business, Graphic Design, Humanities, Industrial Design, Interior Design, International Business, Journalism, Marketing, Mass Communications, Music, Photography, Speech, Technical & Business Writing, Textile Sciences & Engineering, Visual Arts</p>

ARTS AND COMMUNICATIONS PATHWAY	
Suggested Studies and Activities	
<p>7th And 8th Electives Art 7 • Art 8 • Instrumental Music • Vocal Music • Handbell Choir</p>	<p>9th Thru 12th Electives Design • Ceramics • Sculpture • Oil/Water Media • Jewelry • Crafts • Studio Art • Instrumental Music • Keyboard • Guitar • Vocal Music • Handbell Choir • Art History • Music Theory • Music Literature • Drama</p>
<p>7th Grade English 7 • Pre-Algebra • Reading • Nevada History • Math 7 • Social Studies • Science 7 • Interpersonal Skills • Foreign Language and Culture • Intro to Art</p>	<p>8th Grade English 8 • History • Reading • Social Studies • Math 8 • Pre-Algebra • Algebra 1 • Foreign Language and Culture • Science 8 • Intro to Art</p>
<p>9th Grade English 9 • Grammar • Journalism • English Composition • Creative Writing • Literature • Algebra 1 • Geometry • World History • Earth Science • Pre-Algebra • Business Math 1 • Botany/Life Science • Foreign Language [Spanish] • Computer Keyboarding • Computer Literacy • Word Processing</p>	<p>10th Grade English 10 • Journalism • Yearbook • English Composition • Literature • World History • Psychology • Geometry • Algebra 2 • Trigonometry/ Topics • Business Math 1 • Business Math 2 • Earth Science • Botany/Life Science • Biology 1 • Biology 2 • Chemistry • Physics • Foreign Language [Spanish] • Computer Keyboarding • Computer Literacy • Word Processing</p>
<p>11th Grade English 11 • Research Paper • Journalism • Yearbook • English Composition • Creative Writing • Literature • American History • Psychology • Sociology • Geometry • Algebra 2 • Trigonometry/ Topics • Business Math 1 • Business Math 2 • Business Practices • Accounting • Botany/Life Science • Biology 1 • Biology 2 • Chemistry • Physics • Foreign Language • Computer Keyboarding • Computer Literacy • Word Processing</p>	<p>12th Grade English 12 • Research Paper • Journalism • Yearbook • English Composition • Creative Writing • Literature • US Government • Psychology • Sociology • Algebra 2 • Trigonometry/ Topics • Statistics • Topology • Pre-Calculus • Calculus • Business Math 1 • Business Math 2 • Accounting • Business Practices • Financial Investments • Botany/Life Science • Biology 1 • Biology 2 • Chemistry • Physics • Foreign Language • Computer Keyboarding • Computer Literacy • Word Processing</p>
<p>Alternative Course Choices French, Music Appreciation, Music Theory, Creative Writing, Biographical Research, Dramatic Writing and Literature</p>	<p>Co-Curricular Activities Choir, Band, Handbell Choir, Yearbook, Newspaper</p>
<p>Community Activities Thespian Society, Suzuki Music Program, Community Choir, Church Choir, 4H Talent Show, FFA Talent Show, FFA Choir/Band, Service Organization Speech Activities, Museum Guide, Arts in the Park, Bristlecone Art Council, Poster Contests, Ham Radio, Scouting, Author, Campaigner, Government Office Intern, Newspaper Intern, Law Office Intern, Library Volunteer, Radio/ TV Station Intern, Big Brothers/Big Sisters</p>	<p>Extra-Curricular Activities Dramatics, All-State Choir, All-State Band, Shakespeare Competition, Student Government, Work-based Internship, Student Volunteer to District Committee, Imagination Destination, Odyssey of the Mind, Sound Technician, Speech Contest</p>

2003 - 2004

Course ID	Title	Department	Credit/ Unit	College Credit	Designation	Primary Delivery Method	Alternative Delivery Available
8154	English 9	English	1.00		Non-Seq	DI	No
2138	English - Interactive	English	1.00		Non-Seq	MO	Yes
3138	European Literature	English	0.50		Non-Seq	MI	Yes
6137	Fantasy Literature	English	0.25		Non-Seq	MI	Yes
5133	Forensics / Debate	English	0.25		Non-Seq	DI	Yes
3139	Grammar	English	0.50		Non-Seq	MI	Yes
3129	Guided Reading	English	0.50-1.00		Lab	MI	No
5134	Historical Fiction	English	0.25		Non-Seq	MI	Yes
5135	Horror Fiction	English	0.25		Non-Seq	MI	Yes
2182	Instructional Resource - Independent	English	0.50-1.00		Lab	MO	No
2180	Instructional Resource 1 - English	English	0.50-1.00		Lab	MO	No
2208	Journalism	English	1.00		Lab	DI	Yes
3239	Latin American Literature	English	0.50		Non-Seq	MI	Yes
6130	Literature of Great Britain	English	0.50		Non-Seq	MI	Yes
9250	Literature Survey	English	.25-1.00		Lab	MI	Yes
6131	Medieval Literature	English	0.50		Non-Seq	MI	Yes
5136	Mystery Novel	English	0.25		Non-Seq	MI	Yes
6132	Native American Literature	English	0.50		Non-Seq	MI	Yes
2355	Novel	English	0.25-1.00		Non-Seq	MI	Yes
6133	Poetry	English	0.50		Non-Seq	MI	Yes
2285	Public Speaking	English	0.25-1.00		Lab	DI	Yes
6135	Renaissance Literature	English	0.50		Non-Seq	MI	Yes
6138	Research Skills	English	0.25-0.50		Non-Seq	MI	Yes
6134	Research Paper	English	0.50		Non-Seq	MI	Yes
5130	Rhetorical Writing	English	0.25-1.00		Non-Seq	MI	Yes
5137	Romantic Novel	English	0.25		Non-Seq	MI	Yes
6136	Romanticist Literature	English	0.50		Non-Seq	MI	Yes
8134	SAT Preparation	English	1.00		Non-Seq	MI	Yes
5138	Science Fiction Novel	English	0.25		Non-Seq	MI	Yes
5139	Short Story	English	0.25		Non-Seq	MI	Yes
8130	Testing Skills	English	0.25		Non-Seq	MI	Yes
8032	Vocabulary Building	English	0.25		Non-Seq	MI	Yes
8133	Vocabulary - ACT/ SAT	English	0.25		Non-Seq	MI	Yes
2137	Writing	English	1.00		Lab	DI	No

2003 - 2004

Course ID	Title	Department	Credit/Unit	College Credit	Designation	Primary Delivery Method	Alternative Delivery Available
2134	Yearbook	English/Tech	1.00		Lab	MO	No

COURSE DESCRIPTIONS

ENGLISH 7 While most areas of English are studied, the greatest stress is on grammar, spelling, vocabulary, and writing. Composition work, outside reading for reports, and social and business letters are covered in the course. Literature consists of essay, poetry, short story and introduction of the novel.

ENGLISH 8 The course of study consists of various English skills such as composition, grammar, sentence structure, and a literature study including short stories, novels and plays. Complementary units such as poetry, vocabulary growth, and spelling are incorporated into the program to provide students with a solid base for study in senior high school.

READING 7 The student will work in developing functional skills with additional experience in informational and recreational reading using the Accelerated Reader Program. Emphasis is put on literature appreciation and understanding. The purpose is to continue to develop skills as well as to broaden reading experiences.

READING 8 The student will work in developing functional skills with additional experience in informational and recreational reading using the Accelerated Reader Program. The Program moves into instruction in how to read and to understand different literary forms. Two novels, a planned short story, daily quizzes, at least two tests weekly, and nightly readings and assignments are only part of the work load.

ENGLISH 9 This course includes in-depth analysis of various genre of literature, composition activities, some related to selected readings. It is also concerned with continued advancement of skills for effective communication of written and oral language. Study of rules of spelling, activities for building a more mature vocabulary and activities in applied grammar, usage, mechanics and creative writing.

ENGLISH 10 The thrust of the course will be toward a more intense study and analysis of several literary genres including drama, and toward developing effective expression in written composition. Grammar units covering phrases and clauses will also be taught. Each student will demonstrate competency in grammar and vocabulary usage. By studying these skills, the student then applies them to composition.

ENGLISH 11 This course is designed explore American Literature. Students will explore the ambiguities of different forms of reading materials. By analysis, students will search for the writer's message and express this literary interpretation through oral and written criticism. Students will write in journals and be assigned formal writing assignments which expose them to poetry, narration, persuasive essays, screen play dialogue, and the introduction of a research paper.

JOURNALISM. This course is for the student with an interest in writing for publication. The class takes an in-depth look at journalism and mass communications. Students work at producing a school newspaper utilizing basic reporting skills, a school yearbook and electronic publishing such as a web page. Students will also contribute to the school's district-wide residential newsletter. Throughout the year, the class will analyze the use of mass media including newspapers, radio, television and the world wide web. Students will leave the class with an original writing style, perfected writing skills and a portfolio of work.

ENGLISH 12 Reading the works of world authors, probing for ideas and meanings, writing analyses and taking part in lively discussions will offer new experiences in English. Short stories, poetry, essays, novels and drama will be examined. Grammar, mechanics, and usage are stressed in order to gain competence in expository writing. Paragraphs, developed in a variety of ways, compositions of different types, and critical papers comprise the major writing activities. Analyzing models and elements of style improve individual writing techniques. Completion of one research paper (including note cards, outline, rough draft and final copy) is required.

COMPOSITION / CREATIVE WRITING

This course is designed to go beyond regular English course materials, content, and concepts, and provides an opportunity for a student to better prepare himself for college. A major focus is assignments for student writing are both functional and enjoyable. In addition assignments are sufficiently varied to provide a considerable range of topics for college writing. Models are used extensively. Drawn from both professional and student writing, these models provide examples of the types of writing studied. Three kinds of writing are primarily emphasized; personal (private) writing includes such writing as journals and diaries, which are useful in developing language fluency and in providing a resource of things to say in public prose; non-academic (public) writing includes letters, technical descriptions, and other public communication; academic (public) writing involves writing for school classes and preparing for college writing.

Emergent-Developing (100-199)										Approaches Standard (200-299)										Meets Standard (300-372)										Exceeds Standard (373-500)									
RIT-F	Lex-F	RIT-W	Lex-W	RIT-S	Lex-S	Last	First	Read-SS		RIT-F	Lex-F	RIT-W	Lex-W	RIT-S	Lex-S	Last	First	Read-SS		RIT-F	Lex-F	RIT-W	Lex-W	RIT-S	Lex-S	Last	First	Read-SS		RIT-F	Lex-F	RIT-W	Lex-W	RIT-S	Lex-S	Last	First	Read-SS	
179	230	172	101	190	427			100		185	337	190	418	190	424			203		201	627	NP	NP	205	698			301		224	1036	228	1100	229	1125			381	
214	851	216	882	215	871			168		NP	NP	NP	NP	NP	NP			203		215	879	218	920	217	915			305		226	1070	236	1241	231	1151			381	
156	BR	152	BR	179	229			182		185	327	185	326	192	462			211		204	673	214	856	218	929			305		237	1271	230	1141	235	1231			405	
NP	NP	NP	NP	196	537			182		188	389	191	441	195	518			219		211	798	221	976	213	837			310		232	1177	232	1183	235	1231			405	
										210	789	198	561	203	662			226		208	742	208	745	215	867			314		234	1219	229	1129	242	1360			421	
										202	641	195	515	206	706			232		210	785	223	1023	214	849			314		219	938	220	959	218	919			421	
										197	552	187	369	208	740			232		207	726	213	829	217	903			314		228	1113	NP	NP	224	1027			421	
										213	840	209	768	205	689			243		207	732	218	925	214	847			314											
										222	990	193	473	202	632			243		216	891	224	1026	218	929			318											
										200	599	198	565	214	854			248		213	829	213	841	204	674			318											
										188	390	NP	NP	208	750			248		221	973	210	778	214	859			318											
										209	762	204	681	206	705			248		215	874	217	900	217	902			318											
										198	570	211	798	205	682			253		207	729	206	712	213	839			323											
										214	853	205	688	213	830			258		226	1063	221	973	216	880			323											
										181	263	179	216	200	610			262		220	958	222	993	231	1162			328											
										189	410	201	623	205	694			266		209	763	220	958	217	910			328											
										203	653	204	672	199	583			266		221	987	210	781	218	920			328											
										178	213	207	730	191	448			266		213	829	227	1082	219	948			328											
										211	793	211	795	222	989			266		222	1004	211	793	232	1181			332											
										209	761	197	539	214	852			270		208	751	223	1017	218	921			332											
										210	776	216	891	223	1008			274		223	1015	227	1082	225	1053			338											
										198	557	NP	NP	213	843			278		226	1074	225	1052	223	1011			338											
										200	598	179	230	187	361			278		218	920	216	897	210	774			338											
										219	949	211	807	211	790			278		213	833	233	1201	220	961			343											
										NP	NP	191	433	198	570			278		230	1146	232	1173	233	1197			343											
										208	744	215	876	213	837			282		228	1100	217	912	218	918			343											
										NP	NP	NP	NP	213	826			286		229	1117	228	1111	220	953			343											
										NP	NP	NP	NP	218	918			290		224	1027	217	912	221	984			349											
										218	920	220	961	220	952			294		229	1126	233	1197	237	1263			356											
										207	728	211	800	208	742			294		218	917	226	1066	226	1064			356											
										206	711	196	526	211	798			294		220	954	222	998	219	947			356											
										210	778	206	701	223	1011			294		233	1188	225	1056	234	1209			356											
										219	934	219	949	191	436			294		197	540	224	1037	226	1066			356											
										213	826	214	858	216	884			294		238	1283	226	1073	235	1231			356											
										209	767	204	676	214	846			297		233	1196	224	1033	234	1216			363											
										NP	NP	NP	NP	211	798			297		220	964	235	1225	223	1008			363											
										207	731	211	795	211	797			297		NP	NP	219	939	221	975			363											
																				232	1170	230	1144	219	942			371											
																				227	1096	232	1171	226	1075			371											

Legend			
Fall	Winter	Spring	Resour/AchLvl/Level
<189		<194	NV-Align 1 ED
189-215		194-218	NV-Align 2 AS
216-229		219-232	NV-Align 3 MS
>229		>232	NV-Align 4 ES
221	223	225	PDP-Targets Pass

Did Not Participate In CRT									
RIT-F	Lex-F	RIT-W	Lex-W	RIT-S	Lex-S	Last	First	Read-SS	
227	1086	NP	NP	NP	NP				
NP	NP	NP	NP	213	827				
NP	NP	NP	NP	207	723				
NP	NP	NP	NP	207	727				
238	1291	NP	NP	NP	NP				
212	812	208	743	NP	NP				

Lander County School District

625 Weaver Ave.
Battle Mountain, NV 89820
775.635.2886
Curtis Jordan, Superintendent

DISTRICT SCHOOL IMPROVEMENT PLAN

2009-2012 Three Year Plan
For Implementation in
2009-2010

Members of District Planning Team	
Susan Baldwin	BMHS Principal
William Cox	BMHS Teacher
Michelle Hall	Parent
Steve Galloway	Director Special Education
Curtis Jordan	Superintendent
Mark Lake	Parent, Chairperson
Margaret Marcucci	BMES Teacher
John Moddrell	BMJH Principal
Nancy Pickett	BMHS Teacher
James F. Rickley	Facilitator
Anita Smith	ELES Teacher
Lorrie Sparks	BMES Principal



RESULTS FROM DATA ANALYSIS

Areas of Strength .

The Lander County School District and its member schools have had the continued success of making for several years the target Adequate Yearly Progress Goals.

The District has continued to be openly communicable to the community, students and parents regarding its mission and expectations.

The District has consistently had a high number of successful students both in school and after their schooling experience.

The District continues to model to students and has seen results in behaviors and observations of a commitment to community and its success.

Areas of Concern

A focus on all levels of the school district on student achievement and success. There is a need for a lens to judge decisions that make that student accomplishment the framework for all decisions at all levels.

Gaps in student achievement exist within the schools and within sub-populations – As a district these gaps need to be closed.

A focus on excellence in achievement needs to be developed.

A unified consistent approach to instruction needs to be developed and executed.

A curriculum that is non-repetitive and effective needs to be developed and embraced by all in the district.

Inquiry Process

PRIORITY NEEDS	Causes (Factors) List as many causes as necessary for each priority need	Solutions (Strategies)
PRIORITY NEED 1		
Student Achievement		
Sub Population Concerns		
1. LCSD has not met all of the State Performance Indicators for the special education population.	Special Ed students not passing the proficiency test [Specific identified weaknesses] Math hit them hard [items for students in this subgroup] [correlation with SES] Numbers of students below the required in the regular classrooms	Possibly try the alternative test in science and writing Target 79% of students in the regular classroom – difficult in the secondary instructional level Earlier Targeting of students to succeed – spiraling and accelerating dysfunction in the regular class
2. Improve student achievement scores in sub populations [IEP, ESL, SES]	Financial uneven distribution through all of sub groups GT Excellence – balance Lack of certified ESL staff serving ESL students Lacking help in regular classroom for ESL identified students Students coming into the district in ESL at a higher need level than those beginning in the earlier grades SES identification is unreliable at the HS and JrH NOT SHARING DATA FRL and T1 Stigma of identified Unaccompanied youth data needs How do we get that info	Ruby Payne Home Visits School uniform Promote it
3. ESL		ESL Adjusted Diploma
Sub Population Concerns		

ACTION PLAN DESIGN

Action Plan PRIORITY NEED 1:

PRIORITY NEED 1: Student Achievement			
Measurable Objective 1: All populations in the Lander School District will be proficient.			
Action Steps	Timeline	Resources Needed for Implementation	Person Responsible
1.1a Data Driven Observation – Begin development of observation instrument and tools	Dec 2009 – May 2010	Time Allocation Status Report Bulletins Research materials	Staff steering committee Board Appointed Staff Development Committee
1.1b Developing targeted instruction – Initial training for full integration of formative assessments in classrooms (NWEA-MAP)	Dec 2009 – May 2010		
1.1c Teacher skills assessment – formation of an individualized teacher development plan	Dec 2009 – May 2010		
1.2a Monitor status of observation instrument – pilot execution	June 2010 – Nov 2010		
1.2b Training in MAP and formative assessments introduced	June 2010 – Nov 2010		
1.2c Parameters of teacher development plan articulated for pilot at the conclusion 2010-2011 School Year	June 2010 – Nov 2010		
1.3a Training and implementation of formative assessment components with ties to NWEA-MAP	Dec 2010 – May 2011		
1.3b TDP (Teacher Development Plan) piloted	Dec 2010 – May 2011		
1.4 TDP in place and utilized	June 2011 – Nov 2011		
1.5 Recommendations of prescriptive staff development targeted for staff groupings	Dec 2011 – May 2012		

MONITOR PLAN DESIGN**Monitor Plan Implementation Priority Need 1 & Measurable Objective 1**

Priority Need 1: Student Achievement			
Measurable Objective 1: All populations in the Lander School District will be proficient.			
Action Step	Information (Data)	Timeline	Person Responsible
1.1a Data Driven Observation – Begin development of observation instrument and tools	Instrument produced Disseminated	June 2010	Staff steering committee Board Appointed Staff Development Committee Superintendent Building Principals
1.1b Developing targeted instruction – Initial training for full integration of formative assessments in classrooms (NWEA-MAP)	Observations T4S Classroom observed differentiation	June 2010	
1.1c Teacher skills assessment – formation of an individualized teacher development plan	Preliminary Document	June 2010	
1.2a Monitor status of observation instrument – pilot execution	Document Preliminary results	Dec 2010	
1.2b Training in MAP and formative assessments introduced	Attendance monitored	Dec 2010	
1.2c Parameters of teacher development plan articulated for pilot at the conclusion 2010-2011 School Year	Report to DIP	Dec 2010	
1.3a Training and implementation of formative assessment components with ties to NWEA-MAP	Percent of utilization Increased bank of items and assessments	June 2011	
1.3b TDP (Teacher Development Plan) piloted	Results compiled and shared	June 2011	
1.4 TDP in place and utilized	Results recorded	Dec 2011	
1.5 Recommendations of prescriptive staff development targeted for staff groupings	Document presented to board of staff development activities	June 2012	

EVALUATE PLAN IMPLEMENTATION

For each priority need, identify the data to collect (outcome indicator), when to collect it, and the entity responsible for collecting it.

	Data to Analyze	Timeline: Date	Person(s) Responsible
Measurable Objective 1 Student Achievement	AYP Targets Met Instrument for monitoring in place	Three year plan with benchmark measures	Staff steering committee Board Appointed Staff Development Committee Superintendent Building Principals
Measurable Objective 2 Curriculum and Instruction	AYP Targets Met Instrument for monitoring in place	Three year plan with benchmark measures	Curriculum oversight committee Board Appointed Curriculum Committee Superintendent Building Principals

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Stage	Task	Time Frame	Person Responsible
4	ELPA Administered and Student Qualifies to Exit	Within Thirty School Days from Return of Testing Results	ESL Director LAS Specialist ESL Specialist
	Parent Notification of Termination of Services [Appendix - Form K]	Within Ten School Days of Determination	ESL Director
5	Student Coded and Monitored Former LEP for two years after Exit	Within Ten School Days of Determination	ESL Director Building Principal Building Secretary
6	Student Coded Former LEP greater than two years with note for period of monitoring	First Day of the School Year that would be the Third Year of the PEP Anniversary	ESL Director Building Secretary Building Principal
7	Data Reports of Student Achievement of ELL students in the ESL Program [Appendix - Form L]	Minimum of Once a Year to the Board of Trustees; As called on for School Improvement Plans; Yearly Accountability Reports	ESL Director Testing Director
8	Review and re-designation of student [Appendix - Form M] [Appendix - Form N]	At any time after the student is exited from LEP designation	Staff Member Classroom Teacher(s) Building Principal

Stages of Language Acquisition	Student Characteristics	Teacher Strategies
<p><u>STAGE 3</u></p> <p>Speech Emergent</p> <p>Good comprehension and makes simple sentences (with errors)</p>	<ul style="list-style-type: none"> • Describes events and people • Recalls facts • Improves pronunciation and intonation • Expands vocabulary using words that are heard often and understood • Shifts the emphasis from language reception to language production • Explains some academic concepts • Retells information from texts • Compares and contrasts • Summarizes • Participates in games • Initiates conversation • Defines new vocabulary 	<ul style="list-style-type: none"> • Ask open-ended questions (how and why) • Introduce rudimentary reading and writing • Encourage any attempt to speak • Encourage the importance of not making fun or discouraging attempts at language • Model, expand, restate and enrich student language • Use patterned and predictable books • Support the use of content-area texts and retelling, role-playing • Have students describe personal experiences through language arts experiences/activities
<p><u>STAGE 4</u></p> <p>Intermediate Fluency</p> <p>Excellent comprehension with few grammatical errors</p>	<ul style="list-style-type: none"> • Gives opinions • Uses longer sentences and elaborate speech patterns more often • Makes errors as attempts are made to use new vocabulary and more complex grammatical structures • Begins to think in the new language rather than translating from the native language (L1) into the new language (L2) • Justifies views of behaviors • Negotiates with others • Debates with others • Defends actions and opinions • Persuades • Expresses results of synthesis, analysis, and evaluation 	<ul style="list-style-type: none"> • Provide opportunities to use language in comfortable situations • Engage students in activities which focus on speech production and not grammatical form or absolute correctness • Provide the students opportunities to talk about themselves • Structure group instruction • Guide use of reference materials • Provide more advanced literature • Ask students to create narratives • Introduce colloquialisms and idiomatic expressions • Provide for a variety of realistic writing • Publish student writings
<p><u>STAGE 5</u></p> <p>Advanced Fluency</p> <p>Near English native speech</p>	<ul style="list-style-type: none"> • Begins interacting extensively with native English speakers • Makes fewer grammatical errors • Has a high comprehension level but may not be advanced enough to understand all academic classroom language • Continues to learn new vocabulary • Produces written and oral language comparable to a native English speaker of the same chronological age 	<ul style="list-style-type: none"> • Employ thematic units and content-based learning activities • Implement research papers/activities • Incorporate oral presentations/debate activities • Continue the student's development of language via the integration of language arts and content-area activities • Begin grammar instruction • Focus instruction on reading and writing skills • Continue emphasis on vocabulary - extensive vocabulary development is still needed • Use sheltered English, scaffolding and cooperative learning techniques • Relate abstract concepts to the concrete • Utilize the Internet

Progress indicators			
	K-2	3-6	7-12
Listening/Speaking	Asks meanings of words		
	Practices pronunciation		
	Recites poems, songs, and dialogues aloud		
	Uses the native language to ask for clarification or to check understanding		
	Practices vocabulary, phrases, and/or structures		
	Uses nonverbal cues to understand verbal directions (i.e., gestures, changes in intonation of voices, etc.)		
Reading	Uses written sources to discover or check information		
	Uses diagrams and regalia to learn vocabulary or construct meaning		
Writing	Keep individual notes for language learning		

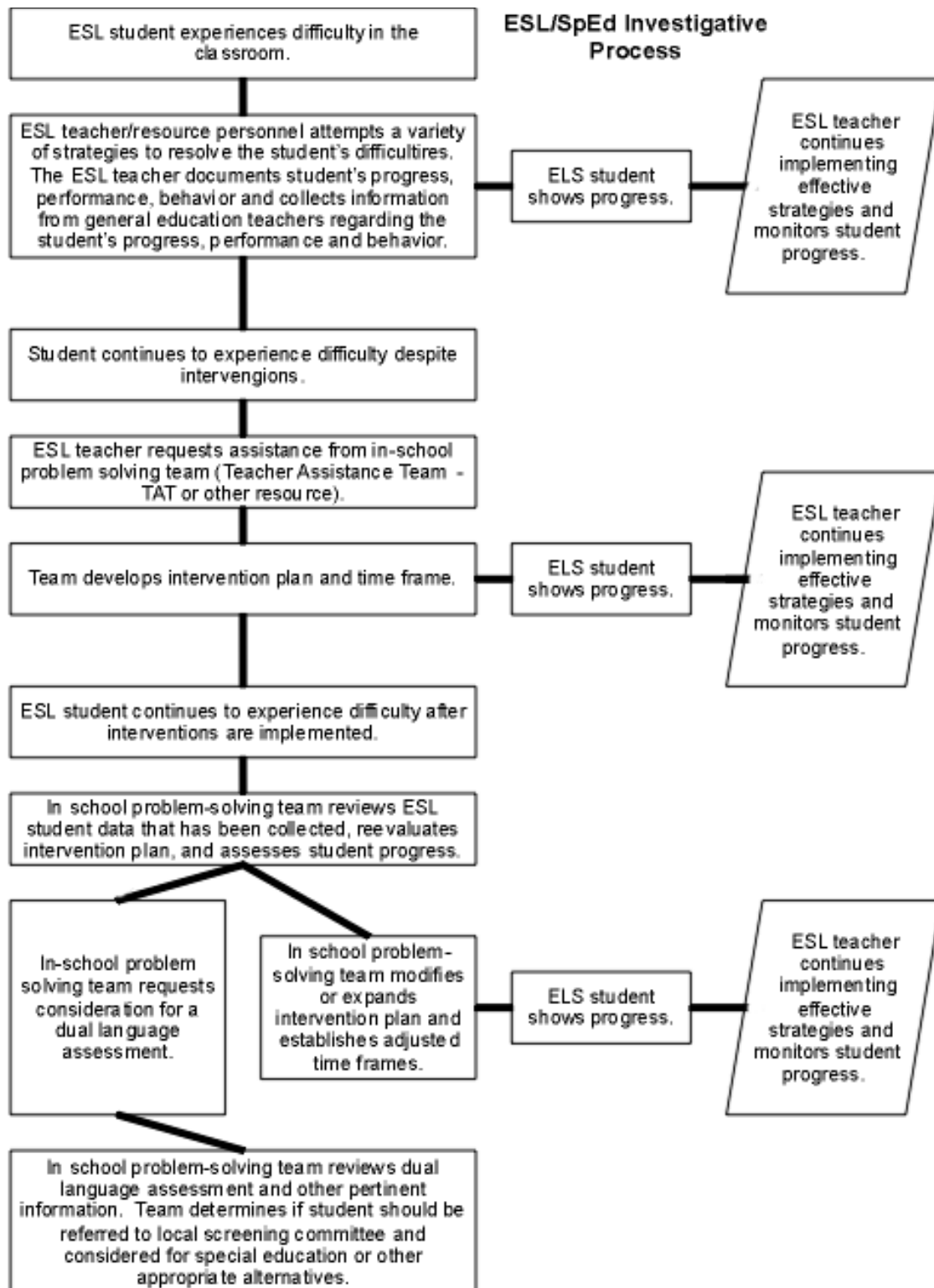
GOAL 2 Cognitive Academic Language Development - Students will demonstrate English proficiency through cognitive academic language development in all school subjects to include language arts, mathematics, the sciences, and social studies.

Standard 2.1 Use English to interact in the classroom

The student:

- 2.1.1 Participates in full class, group, and paired discussions
- 2.1.2 Follows oral and written directions
- 2.1.3 Requests information, assistance, and clarifications
- 2.1.4 Answers questions and explains or provides information
- 2.1.5 Elaborates and extends own ideas and that of others

Progress indicators				
	K-2	3-6	7-12	
Listening/Speaking	Works with a partner or group			
	Distributes and collects classroom materials			
	Asks for assistance with a task			
	Listens to and incorporate a peer’s feedback into a discussion			
		Paraphrases or modifies others’ statements		
		Negotiates with peers and teachers		



- (b) The primary language spoken in the home of the pupil is not English; or
- (c) The language most often spoken by the pupil is not English.

(Added to NAC by Bd. of Education by R063-97, eff. 12-10-97)

NAC 388.625 Assessment of pupil's proficiency in English. (NRS 385.080, 388.405)

1. Each school district shall administer to a pupil whose primary language is not English and who is enrolled in:
 - (a) Kindergarten or any grade from grade 1 to 12, inclusive, an oral examination approved by the Department to assess the proficiency of the pupil to speak and comprehend English. A pupil must be classified as an English language learner if his score on the examination is below the score for a person who communicates fluently in English, as established by the publisher of the examination.
 - (b) Any grade from grade 2 to 12, inclusive, an examination approved by the Department to assess the proficiency of the pupil to read and write English. A pupil must be classified as an English language learner if his score on the examination is below the score for a person who is competent in reading and writing English, as established by the publisher of the examination.
2. An assessment administered pursuant to this section must be completed within 60 days after the date on which the pupil enrolls in a school in the district for the first time.
3. An assessment of a pupil's proficiency to comprehend, speak, read and write English must be administered by a person who is proficient in English and who has successfully completed training in the administration and scoring of the examination required for the assessment.

(Added to NAC by Bd. of Education by R063-97, eff. 12-10-97)

NAC 388.630 Assessment of pupil's proficiency in his primary language. (NRS 385.080, 388.405)

1. Except as otherwise provided in this subsection, each school district shall administer to a pupil who is classified as an English language learner pursuant to NAC 388.625 and who is enrolled in a bilingual program of instruction an examination approved by the Department to assess the proficiency of the pupil to comprehend, speak, read and write his primary language. A school district is not required to assess the proficiency of a pupil to read and write his primary language if he is enrolled in kindergarten or the first grade or his primary language is not commonly written.
2. An assessment administered pursuant to this section must be completed within 60 days after the date on which the pupil enrolls in a school in the district for the first time.
3. An assessment of a pupil's proficiency to comprehend, speak, read and write his primary language must be conducted by a person who is proficient in the primary language of the pupil and who has successfully completed training in the administration and scoring of the examination required for the assessment.

(Added to NAC by Bd. of Education by R063-97, eff. 12-10-97)

NAC 388.635 Assessment of proficiency in English and primary language of pupils with disabilities.

Appendices – Forms

Form A	Home Language Survey
Form B	Pre-LAS Report
Form C	Parent Request for Permission to Test (ELPA)
Form D	ELPA Report
Form E	Testing Profile Report
Form F	Parent Letter of Consent of Determination
Form G	Parent Invitation to Personal Education Plan (PEP) Meeting
Form H	Personal Education Plan (PEP)
Form I	State Testing Accommodation Form
Form J	Parent Letter of Continuation of Services
Form K	Parent Notification of Termination of Services
Form L	Folio Checklist of Contents
Form M	Student Referral Form
Form N	Parent Notification of Intent to Re-designate Student

Personal Education Plan

School Year _____

Student Name _____ Date of Birth _____

Student Number _____

Summary of ESL Services:

Current ESL Program Proficiency Level:

Classroom Accommodations:

No accommodations needed

- Student will be graded ONLY on the actual number of problems/questions completed.
- Student will receive a PASS/FAIL grade only.
- Report card grades will be determined by BOTH the ESL teacher/specialist and Regular Education teachers
- Student will be graded on a contract/rubric basis (attached)
- Student will be graded on a different scale (attached)
- Special seating (attached)
- Student will be allowed to go to the ESL teacher/specialist for assistance on tests.
- Student will be allowed to use notes during classroom testing

- Student will be allowed to use textbook(s) during classroom testing.
- Student will take tests orally.
- Student will be allowed to go to the ESL teacher/specialist for assistance on assignments.
- Student will be allowed to have extra time to complete assignments/tests (specify).
- A peer tutor will be used to help with assignments (specify).
- Student will be allowed to tape lectures.
- Student will be allowed to use a calculator.
- Student will be allowed to use a spell check device (specify).

- Student will be allowed to use a dictionary or electronic translator (specify).
- Student will be allowed to copy classmates' notes.
- Student will receive a photocopy of notes or overheads.
- Teacher will repeat directions to the student (specify).
- Student will repeat directions back to the teacher or aide.
- Assignments will be shortened.
- Tests will be shortened.
- Reading assignments will be recorded on tape.
- Alternative assignments will be assigned to show mastery.
- Student will use reduced reading level text(s) (specify).

Nevada Proficiency Examination Form Completed

Signatures:

Principal/Administrative Designee

Date

ESL Program Teacher/Specialist

Date

Classroom Teacher

Date

Parent/Guardian


Date

Other

Date


Lander County School District

Educational Planning
Buildings
Grounds
Facilities




1640-1900	1900-1940	1950-1960
Reading Writing Arithmetic Core American Values Horace Mann & Common School Movement	Assimilate European immigrants Social engineering Nutrition Immunization Health Vocational education Practical arts Physical education School lunch program Maria Montessori Waldorf Dewey/Progressive Movement Carnegie Units	Driver's education Safety education Foreign language Sex education Consumer Education Career Education

Austin Elem - Built 1928
EP - Built 1950
MSB - Built 1960
RMJH - Built 1961




1970	1980	1990
Special education Drug & alcohol abuse Parent education Community education Guidance counseling Individually-based learning Middle school philosophy Open Schools Community Learning Centers Magnet Schools Alternative Learning Centers	Keyboarding & Computers Multicultural, gender-fair Ed Cognitively disabled Emotionally disabled English as second language Bilingual education Early childhood education Full-day kindergarten Pre-school programs After-school programs Gifted & talented program Back-to-basics movement House Plans	HIV/AIDS education Gang education ADA Distance learning Internet technologies Standards-based Education Movement

RMHS - Built 1981
Austin HS - Built 1989




2000	2020
Interdisciplinary Instruction Integrated curriculum Community of learners Authentic learning & assessment Self-directed, project-based & problem-based learning Choice/vouchers movement Home-schooling Studio learning model Self-directed learning environments	Virtual schools Learning communities Life-long learning facilities Networks of learning settings Distance learning centers



History:
CHANGING EDUCATIONAL PRACTICES


20 TH CENTURY	EMERGING
<ul style="list-style-type: none"> Teaching efficiency Math/linguistic skills Teach to the class 	<ul style="list-style-type: none"> Effective learning Multiple intelligences Students engaged in multiple activities Cooperative learning Breakout groups Community-based learning

- Student sharing is cheating
- Teaching takes place in classroom
- Talk teaching
- Tracking by "ability" levels
- Departmental organization




History:
CHANGING EDUCATIONAL PRACTICES

20 TH CENTURY	EMERGING
<ul style="list-style-type: none"> Uniform school paradigms Hierarchical authority structure School in relative isolation Prep for "unknown" future Grade levels taught separately Rote learning Breadth not depth Wide choices in courses, electives, and activities Parent contact sporadic & crisis driven Circumstantial school size 	<ul style="list-style-type: none"> Multiple school paradigms Collective decision-making High community participation Prep for "unknown" future Multi-grade learning Critical thinking skills Deep learning Focused schools, fewer choices Parent contact regular and positive Intentional school size



History:
CHANGING EDUCATIONAL PLANNING

20 TH CENTURY	EMERGING
OVERALL PLANNING <ul style="list-style-type: none"> Spaces optimized Functions work in relative isolation Few strategic relationships Single function elements CLASSROOMS <ul style="list-style-type: none"> Isolated classrooms Anonymous on corridor Repeated sizes/shapes Hard walls Low SqFt/student Tablet arm chairs 	OVERALL PLANNING <ul style="list-style-type: none"> Spaces flexible Functions relate to each other Many strategic relationships Multi-functioning elements CLASSROOMS <ul style="list-style-type: none"> Combinable classrooms Classrooms clustered Variety room sizes/shapes Permeable edges Higher SqFt/student Student workstations



History:
CHANGING EDUCATIONAL PLANNING

20 TH CENTURY	EMERGING
SPECIAL LEARNING AREAS <ul style="list-style-type: none"> Few specialized areas No SpEd or separate SpEd Isolated "Vocational" spaces TEACHERS <ul style="list-style-type: none"> Classroom is home base Little access to outside world LEARNING SUPPORT SPACES <ul style="list-style-type: none"> Central administration No/central guidance CIRCULATION <ul style="list-style-type: none"> Corridors Movement only 	SPECIAL LEARNING AREAS <ul style="list-style-type: none"> Many varied support spaces Special Education in classrooms Integrated "Career-Tech" TEACHERS <ul style="list-style-type: none"> Planning centers are home base Phones, internet everywhere LEARNING SUPPORT SPACES <ul style="list-style-type: none"> Distributed leadership Distributed, proactive guidance CIRCULATION <ul style="list-style-type: none"> Commons, break-out spaces Social/learning experiences

Societal Forces Impacting Education

Demographics → Diverse learners and increased community use

Economy → New standards, changes in curriculum, longer school year, partnerships

Technology → More computers, self-directed learning

Social/Cultural → Extended-day, daycare latchkey, safety issues, alternative & magnet schools, choice & vouchers

**Lund Schools
Faculty-Staff Handbook**

LUND SCHOOL PHILOSOPHY

We believe students . . .

- at the Lund Schools come to our school as special human beings, unique in their own physical, social, intellectual, and emotional development
- have a need to care and be cared for and are equal in their human worth and dignity
- should strive to acquire a love for learning and an understanding that learning is life long
- should be encouraged to apply their acquired skills through constructive, independent exploration
- should be encouraged to develop a sense of responsibility for personal behavior and academic progress
- should be recognized for their efforts, accomplishments and achievement
- should be encouraged to pursue a variety of interests
- should be helped to achieve a sense of personal worth and exhibit a concern for others
- should be encouraged to maximize their potential to the fullest

We believe teachers . . .

- can make a positive difference in our students' lives
- are committed to showing students their caring concern
- should advise, guide, counsel, and most importantly, listen to students
- have a responsibility to develop in the child an ability to appraise values and attitudes
- should provide a flexible yet structured program that contributes to academic excellence
- should provide exploratory experiences for our students
- should modify instruction to accommodate a variety of student needs and learning styles
- should cooperate with peers to share teaching strategies and resources in a team approach
- are role models demonstrating positive attitudes and behaviors
- should be sensitive to the students' growing need for socialization and independence and provide avenues for expression
- should feel that responsible behavior results in happiness and success

We believe our school . . .

- is at the heart of the community and provides learning experiences which reflect the needs of our students and our society
- provides programs that will help accomplish goals such as:
 - the development of positive and enriching relationships between adults and students
 - the development of improved human relationships in a climate where personal skills can be learned and practiced
 - the opportunity for all students to improve their self-esteem
 - the development of provisions for the help and encouragement of individual students
 - the nurturing of the natural inquisitiveness and curiosity that each student brings with him/her to school
 - the implementation of a curriculum that stresses academic excellence

OUR RESPONSIBILITIES

The school community is made up of the student body, the teachers, the administrators, the school board, the parents and all community members of Lund and its environs. To establish and maintain a school atmosphere in which everyone's personal worth and dignity are respected, the entire community must work together. As members of the school community we assume the following responsibilities.

Students

It is the responsibility of each student: to be honest and ethical; to put forth my best effort in the classroom; to develop and improve my learning skills; to contribute to make the school a better place to learn; to assist in protecting the health, safety, and welfare of the school community and in protecting school property; to dress and groom myself to meet health and safety standards and not cause a disruption in school; to be aware of the rules and policies of the school and follow them; to be aware of state and local laws and obey them; to exercise proper care when using school equipment; to attend school daily, report to all classes, and be on time; to make necessary arrangements to make up work when absent from school; and, to avoid indecent, obscene and abusive language.

Parents

It is the responsibility of parents: to be honest and ethical; to teach my child respect for self and others and take pride in appearance; to respect my child's interests, abilities and limitations; to instill in my child a positive attitude toward school; to be aware that my attitudes and opinions often become those of my child; to provide a suitable place for my child to do homework and be available for help when it's needed; to encourage my child to bring home all notices, forms or letters from school, read them, and if necessary,

**Lund Schools
Faculty-Staff Handbook**

PSYCHOMOTOR DOMAIN

<i>Levels</i>	<i>Taxonomy Continuum</i>	<i>Definitions</i>	<i>Behavioral Activity</i>
1.00 Reflex Movements	1.10 Segmental 1.20 Inter-segmental 1.30 Supra-segmental	Actions elicited without conscious volition in response to some stimuli	Flexion, extension, stretch, postural adjustments
2.00 Basic-Fundamental Movements	2.10 Locomotor 2.20 Non-Loomotor 2.30 Manipulative	Required: 1.00 Inherent movement patterns which are formed from a combining of reflex movements, and are the basis for complex skilled movement	2.10 Walking, running, jumping, sliding, hopping, rolling, climbing 2.20 Pushing, pulling, swaying, swinging, stooping, stretching, bending, twisting 2.30 Handling, manipulating, gripping, grasping finger movements
3.00 Perceptual Abilities	3.10 Kinesthetic Discrimination 3.20 Visual Discrimination 3.30 Auditory Discrimination 3.40 Tactile Discrimination 3.50 Coordinated Abilities	Required: 1.00-2.00 Interpretation of stimuli from various modalities providing data for the learner to make adjustments to his/her environment	The <i>outcomes</i> of perceptual abilities are observable in <i>all purposeful</i> movement. <i>Examples:</i> Auditory-following verbal instructions Visual-dodging a moving ball Kinesthetic-making bodily adjustments in a hand-stand to maintain balance. Tactile-determining texture through touch Coordinated-jump rope, punting, catching
4.00 Physical Abilities	4.10 Endurance 4.20 Strength 4.30 Flexibility 4.40 Agility	Functional characteristics of organic vigor which are essential to the development of highly skilled movement	All activities which require strenuous effort for long periods of time-Examples: distance running, distance swimming. All activities which require muscular exertion-Examples: weight lifting, wrestling. All activities which require wide range of motion at hip joints-Examples: touching toes, back bend, ballet exercises. All activities which require quick precise movements-Examples: shuttle run, typing, dodge ball.
5.00 Skilled Movements	5.10 Simple Adaptive Skill 5.20 Compound Adaptive Skill 5.30 Complex Adaptive Skill	A degree of efficiency when performing complex movement tasks which are based upon inherent movement patterns	All skilled activities which build upon the inherent locomotor and manipulative movement patterns of classification level two. These activities are obvious in sports, recreation, dance, and fine arts areas.
6.00 Non-discursive Communication	6.10 Expressive Movement 6.20 Interpretive Movement	Communication through bodily movements ranging from facial expressions through sophisticated choreographies	Body postures, gestures, facial expressions, all efficiently executed skilled dance movements and choreographies.

[Bloom, B., ed., *Taxonomy of Educational Objectives* (New York, Longman), 1956]

[Mager, R., *Preparing Instructional Objectives* (Palo Alto, CA, Fearon), 1962]

Lund Schools
Faculty-Staff Handbook

QUADRANT ONE RIGHT MODE - *CONNECT*
Creating an Experience

QUADRANT ONE LEFT MODE - *EXAMINE*
Reflecting/Analyzing Experience

QUADRANT TWO RIGHT MODE - *IMAGE*
Integrating reflective analysis into concepts

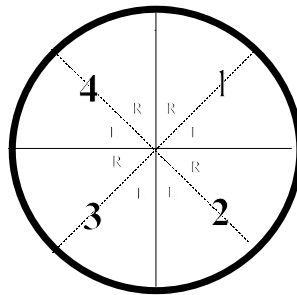
QUADRANT TWO LEFT MODE - *DEFINE*
Developing concepts/skills

QUADRANT THREE LEFT MODE - *TRY*
Practicing defined "givens"

QUADRANT THREE RIGHT MODE - *EXTEND*
Practicing and adding something of oneself

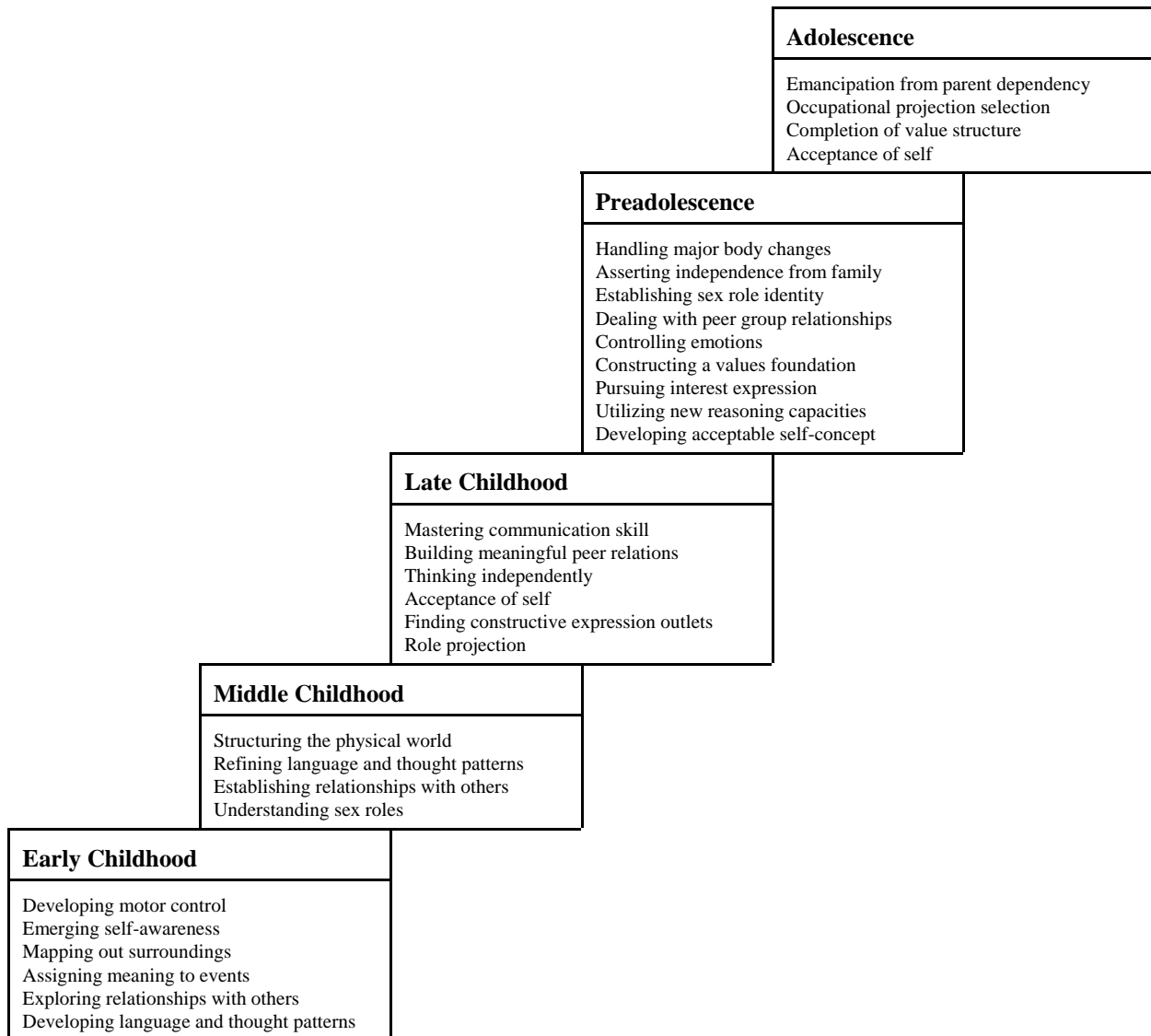
QUADRANT FOUR LEFT MODE - *REFINE*
Analyzing application for relevance, usefulness

QUADRANT FOUR RIGHT MODE - *INTEGRATE*
Doing it and applying to new more
complex experience



**Lund Schools
Faculty-Staff Handbook**

DEVELOPMENTAL PROFILE CHARACTERISTICS



→ → Continuums of Growth in School → →		
Early childhood	Intermediate	Secondary
Social Adjustment	Social Development	Social Maturation
Initial Physical Development	Promotion of Physical Development	Refinement of physical Health
Self-awareness	Self-acceptance	Self-actualization
Academic Readiness	Academic Adequacy	Academic Specialization
Sensory Development	Aesthetic Stimulation	Aesthetic Refinement

**Lund Schools
Faculty-Staff Handbook**

Technique 7 Clarifying the Instructional Context in which Data will be Recorded

Classroom Observation

Selective Verbatim

- Technique 8 Teacher Questions
Cognitive Level of Questions
Amount of Information
Redirection
Probing Questions
Multiple Questions
- Technique 9 Teacher Feedback
Amount
Variety
Specificity
- Technique 10 Teacher Structuring Statements and Classroom Management
Structuring Statements
Directions
Disciplinary Statements

Observation Records Based on Seating Charts

- Technique 11 At Task
Technique 12 Verbal Flow
Technique 13 Movement Patterns

Wide-Lens

- Technique 14 Anecdotal Records and Scripting
Technique 15 Video and Audio Recordings (At Teacher Request Only)
Technique 16 Journal Writing

Checklists and Timeline Coding

- Technique 17 Pupil Observation Survey
Technique 18 Pre-set Forms (Teacher/Student Course/Class Reaction)
Technique 19 Question-and-Answer Teaching
Technique 20 Lecture-Explanation Teaching
Technique 21 Interaction Analysis System (Flanders)[Flanders, Ned and Edmund J. Amidon, *A Case Study of an Educational Innovation: The History of Flanders Interaction Analysis System* (Oakland, CA: Ned A. Flanders, One Spyglass Hill, 94618), 1981]
Technique 22 Timeline Coding
Technique 23 Stallings Observation System (Snap Shot and Five-Minute Interaction)[Stallings, Jane A., "Using Time Effectively: A Self-Analytic Approach," in *Improving Teaching* (1986 ASCD Yearbook), ed. Zumwalt, Karen K. (Alexandria, VA: Association for Supervision and Curriculum Development, 1986)]
Technique 24 Teacher Evaluation Rating Scales

Feedback Conference

- Technique 25 Through Objective Observational Data
Technique 26 Through Eliciting Inferences, Opinions and Feelings
Technique 27 Through Alternative Lesson Objectives, Methods, Reasons
Technique 28 Through Opportunities for Practice and Comparison

Class Comparison -- Math Placement BMHS (4039041) Version 9

Required Overall Test Passing Score: 60.0%
Overall % of students who have passed the test: 18.3%

Class	Id	Class Average	Classes' Overall Average	Difference	% Passed
Algebra_1_5A_30C02_02053	11	45.4%	42.4%	3.0%	36.8%
Algebra_1_6A_30C04_02053	17	45.6%	42.4%	3.3%	30.8%
Pre-Algebra_2A_30C01_02051	677	43.8%	42.4%	1.4%	11.8%
Pre-Algebra_5A_30C03_02051	680	36.5%	42.4%	-5.8%	0.0%
Pre-Algebra_6A_30C04_02051	683	40.5%	42.4%	-1.9%	0.0%

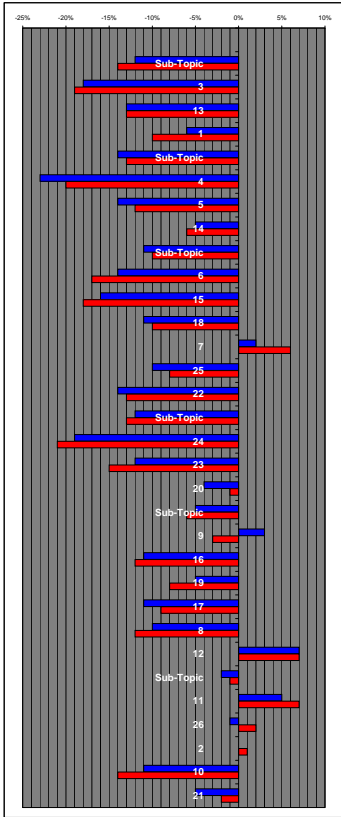
Question Number	Total	1	2	3	4	5	6	7	8	9	10
Total Points	50	1	1	1	1	1	1	1	1	1	1
Algebra_1_5A_30C02_02053-11	45.4%	47.4%	68.4%	15.8%	31.6%	31.6%	47.4%	63.2%	63.2%	68.4%	73.7%
Algebra_1_6A_30C04_02053-17	45.6%	46.2%	76.9%	15.4%	34.6%	46.2%	50.0%	76.9%	69.2%	61.5%	65.4%
Pre-Algebra_2A_30C01_02051-677	43.8%	35.3%	100.0%	52.9%	23.5%	52.9%	11.8%	47.1%	82.4%	70.6%	52.9%
Pre-Algebra_5A_30C03_02051-680	36.5%	26.7%	73.3%	0.0%	26.7%	26.7%	33.3%	26.7%	53.3%	46.7%	73.3%
Pre-Algebra_6A_30C04_02051-683	40.5%	62.5%	100.0%	18.8%	43.8%	62.5%	50.0%	25.0%	68.8%	75.0%	68.8%
Average	42.4%	43.6%	83.7%	20.6%	32.0%	44.0%	38.5%	47.8%	67.4%	64.4%	66.8%
Standard(s)											

Question Number	11	12	13	14	15	16	17	18	19	20	21	22
Total Points	1	1	1	1	1	1	1	1	1	1	1	1
Algebra_1_5A_30C02_02053-11	31.6%	21.1%	63.2%	68.4%	57.9%	42.1%	52.6%	36.8%	52.6%	63.2%	47.4%	47.4%
Algebra_1_6A_30C04_02053-17	46.2%	34.6%	73.1%	69.2%	65.4%	30.8%	34.6%	46.2%	50.0%	57.7%	50.0%	57.7%
Pre-Algebra_2A_30C01_02051-677	11.8%	17.6%	70.6%	70.6%	35.3%	29.4%	41.2%	41.2%	23.5%	64.7%	82.4%	64.7%
Pre-Algebra_5A_30C03_02051-680	33.3%	20.0%	46.7%	80.0%	40.0%	40.0%	26.7%	13.3%	46.7%	46.7%	33.3%	33.3%
Pre-Algebra_6A_30C04_02051-683	31.3%	18.8%	62.5%	68.8%	75.0%	43.8%	12.5%	31.3%	31.3%	43.8%	25.0%	37.5%
Average	30.8%	22.4%	63.2%	71.4%	54.7%	37.2%	33.5%	33.8%	40.8%	55.2%	47.6%	48.1%
Standard(s)												

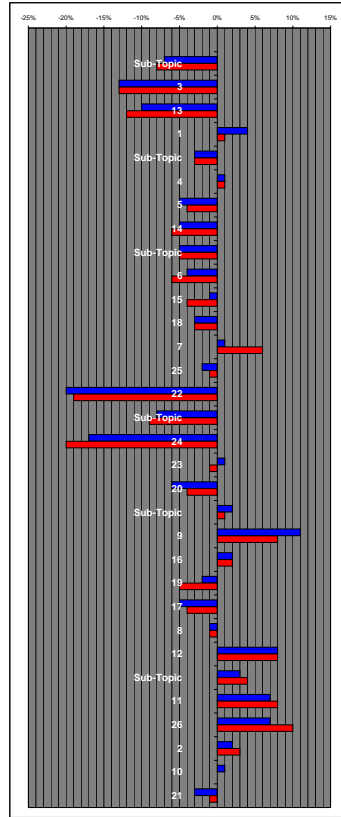
Question Number	23	24	25	26	27	28	29	30	31	32	33	34
Total Points	1	1	1	1	1	1	1	1	1	1	1	1
Algebra_1_5A_30C02_02053-11	52.6%	47.4%	47.4%	52.6%	47.4%	47.4%	15.8%	31.6%	31.6%	68.4%	63.2%	57.9%
Algebra_1_6A_30C04_02053-17	61.5%	50.0%	50.0%	50.0%	46.2%	57.7%	26.9%	38.5%	30.8%	73.1%	26.9%	69.2%

IOWA Test of Basic Skills
Grade 4
Capitalization

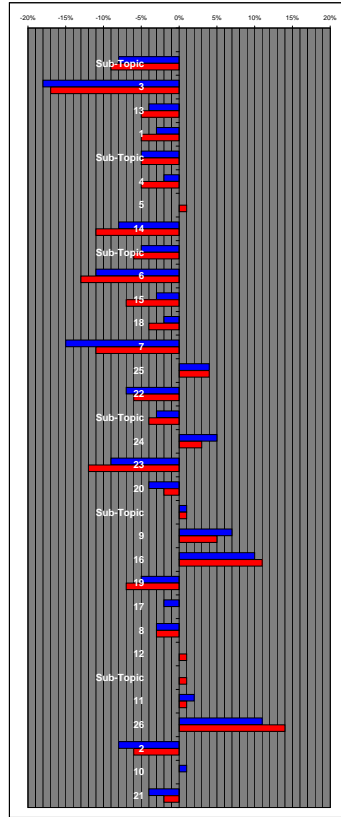
2003-2004 School Year
Class of 2012



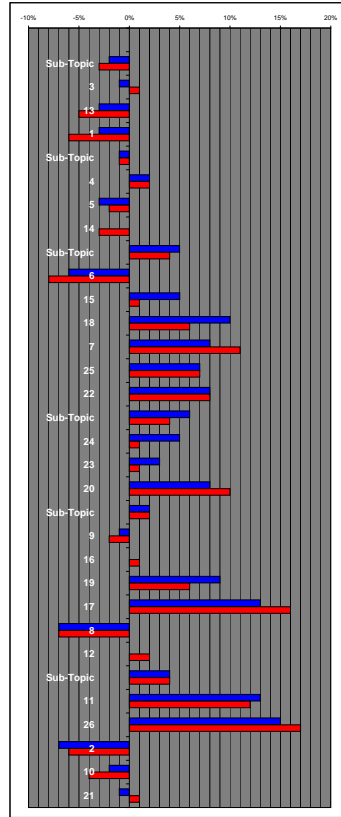
2004-2005 School Year
Class of 2013



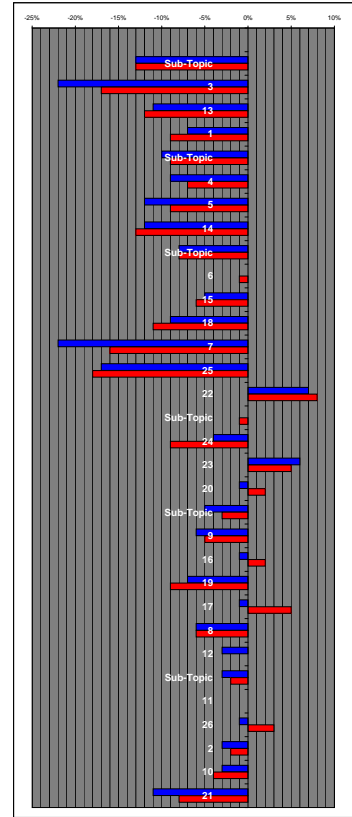
2005-2006 School Year
Class of 2014



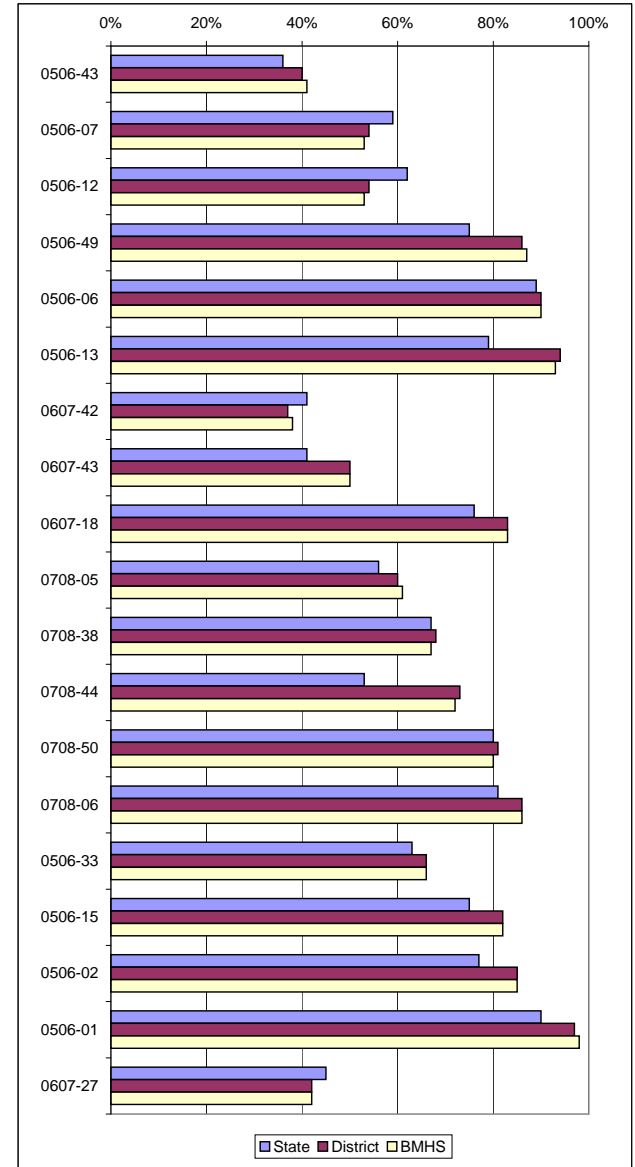
2006-2007 School Year
Class of 2015



2007-2008 School Year
Class of 2016



Admin Year	Item	Type	Content	Ability	Standard	Description	Text	State	District	BMHS
05-06	0506-43	MC	C1	A2	1.12.4.0		Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	36%	40%	41%
05-06	0506-07	MC	C1	A2	1.12.4.0		Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	59%	54%	53%
05-06	0506-12	MC	C1	A2	1.12.4.0		Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	62%	54%	53%
05-06	0506-49	MC	C1	A2	1.12.4.0		Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	75%	86%	87%
05-06	0506-06	MC	C1	A2	1.12.4.0		Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	89%	90%	90%
05-06	0506-13	MC	C1	A2	1.12.4.0		Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	79%	94%	93%
06-07	0607-42	MC	C1	A2	1.12.4.0		Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	41%	37%	38%
06-07	0607-43	MC	C1	A2	1.12.4.0		Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	41%	50%	50%
06-07	0607-18	MC	C1	A2	1.12.4.0		Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	76%	83%	83%
07-08	0708-05	MC	C1	A2	1.12.4.0	Informational	Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	56%	60%	61%
07-08	0708-38	MC	C1	A2	1.12.4.0	Functional	Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	67%	68%	67%
07-08	0708-44	MC	C1	A2	1.12.4.0	Literary	Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	53%	73%	72%
07-08	0708-50	MC	C1	A2	1.12.4.0	Functional	Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	80%	81%	80%
07-08	0708-06	MC	C1	A2	1.12.4.0	Informational	Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	81%	86%	86%
05-06	0506-33	MC	C2	A1	2.08.3.3		Apply and analyze a variety of skills and strategies such as locating essential information, verifying predictions, drawing conclusions, and making inferences to aid comprehension.	63%	66%	66%
05-06	0506-15	MC	C2	A1	2.08.3.3		Apply and analyze a variety of skills and strategies such as locating essential information, verifying predictions, drawing conclusions, and making inferences to aid comprehension.	75%	82%	82%
05-06	0506-02	MC	C2	A1	2.08.3.3		Apply and analyze a variety of skills and strategies such as locating essential information, verifying predictions, drawing conclusions, and making inferences to aid comprehension.	77%	85%	85%
05-06	0506-01	MC	C2	A1	2.08.3.3		Apply and analyze a variety of skills and strategies such as locating essential information, verifying predictions, drawing conclusions, and making inferences to aid comprehension.	90%	97%	98%
06-07	0607-27	MC	C2	A1	2.08.3.3		Apply and analyze a variety of skills and strategies such as locating essential information, verifying predictions, drawing conclusions, and making inferences to aid comprehension.	45%	42%	42%



EDUCATIONAL PLANNING

CAREER EXPLORATIONS

It is expected that students will:

- Explore their individual skills and talents
- Examine different life and career options through each of the Nevada Career Clusters
 - Art/Communications Pathway
 - Business Pathway
 - Health Pathway
 - Human Services Pathway
 - Natural Resources Pathway
 - Technology Pathway
- Demonstrate their abilities as:
 - A planner
 - A learner
 - A citizen
 - An employee
- Present publicly the results of their explorations and investigations
- Formulate a record of their explorations and investigations

Statement of Non-Discrimination

The Lander County School District does not knowingly discriminate against any person on the basis of race, color, creed, religion, national or ethnic origin, sex, age, or disability in admission or access to, or treatment or participation in its programs and activities.

LANDER COUNTY SCHOOL DISTRICT

Box 1300
625 Weaver Avenue
Phone: 775-635-2886
Fax: 775-635-5347
E-mail: irickley@lander.k12.nv.us



Public Education
Our Investment
In America



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CORE CURRICULUM LANDER COUNTY SCHOOL DISTRICT

CURRICULUM

OVERVIEW

JUNIOR HIGH SCHOOL

GRADES 7-8

AUSTIN ELEMENTARY SCHOOL
200 HIGHWAY 305 SOUTH
AUSTIN, NEVADA 89310

BATTLE MOUNTAIN JUNIOR HIGH SCHOOL
650 ALTENBURG AVENUE
BATTLE MOUNTAIN, NEVADA 89820

CONTACT PERSONNEL

BOARD OF SCHOOL TRUSTEES

Shawn Mariluch, President

Frank Sullivan, Clerk

Walt Holland, Member

Joel Lenz, Member

Bev Huntington, Member

Joan Westover, Member

Melissa Bakker, Member

CENTRAL ADMINISTRATION

Curtis Jordan, Superintendent

James F. Rickley, Assistant Superintendent

BUILDING ADMINISTRATION

Tom Brannan, Principal

Mary S. Black Elementary School

Eliza Pierce Elementary School

Toby Melver, Principal

Eleanor Lemaire Elementary School

Austin Elementary School

Austin High School

Lorrie Sparks, Principal

Battle Mountain Junior High School

Amy Kester, Principal

Battle Mountain Senior High School



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GUIDANCE AND COUNSELING PROGRAM

Lander County schools offer a comprehensive guidance and counseling program which is integrated with the junior high school curriculum for seventh and eighth grades. Counselors are professionally trained in the social, emotional, educational, and career development of these students.

This counselors assist students with:

- Educational planning
- Interpretation of test scores
- Career information
- Social/emotional growth
- High school and postsecondary options

Counselors implement the curriculum in three settings:

- Group Activities which provide information in areas such as:
 - Problem-solving
 - Decision-making
 - Goal setting
 - Conflict resolution
- Small group settings which address issues such as:
 - Divorce adjustment
 - Test anxiety
 - Anger management
 - Peer relationships
- Individual counseling which focuses on a student's school success.

Guidance counselors act as a resource for parents and teachers by:

- Providing information on community referrals and parenting programs
- Facilitating communication between home and school

The school counselors support a team approach when dealing with the junior high school student's academic needs, and the rules and responsibilities of home and school. Parents are encouraged to access their child's school counselor to assist with needs to ensure school success.



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**LANDER COUNTY SCHOOL DISTRICT
HIGH SCHOOL EDUCATIONAL/CAREER PLANNER**

Identification of Potential Financial Assistance and Scholarships:		
Source:	Potential:	Requirements and Deadlines:
Source:	Potential:	Requirements and Deadlines:
Source:	Potential:	Requirements and Deadlines:
Source:	Potential:	Requirements and Deadlines:
Source:	Potential:	Requirements and Deadlines:
Post-Secondary Educational Applications and Contacts		
Contact:	Potential:	Requirements and Deadlines:
Contact:	Potential:	Requirements and Deadlines:
Contact:	Potential:	Requirements and Deadlines:
Contact:	Potential:	Requirements and Deadlines:
Contact:	Potential:	Requirements and Deadlines:

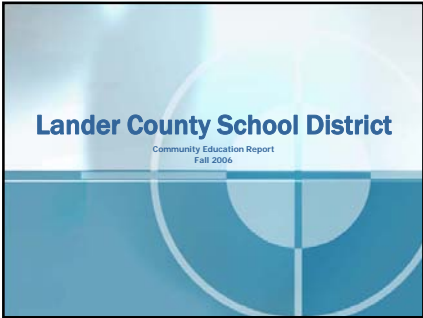
**LANDER COUNTY SCHOOL DISTRICT
HIGH SCHOOL EDUCATIONAL/CAREER PLANNER**

References	
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Contact: <input type="checkbox"/> Asked / Date ___/___/___ <input type="checkbox"/> Received / Date ___/___/___ <input type="checkbox"/> On-File Sent To: _____ Date ___/___/___ Sent To: _____ Date ___/___/___ Sent To: _____ Date ___/___/___ Sent To: _____ Date ___/___/___	Relationship:
Contact: <input type="checkbox"/> Asked / Date ___/___/___ <input type="checkbox"/> Received / Date ___/___/___ <input type="checkbox"/> On-File Sent To: _____ Date ___/___/___ Sent To: _____ Date ___/___/___ Sent To: _____ Date ___/___/___ Sent To: _____ Date ___/___/___	Relationship:
Contact: <input type="checkbox"/> Asked / Date ___/___/___ <input type="checkbox"/> Received / Date ___/___/___ <input type="checkbox"/> On-File Sent To: _____ Date ___/___/___ Sent To: _____ Date ___/___/___ Sent To: _____ Date ___/___/___ Sent To: _____ Date ___/___/___	Relationship:
Community Service Record	
Service/Project: Description of Activity: Dates: Special Recognition(s)/Skills Learned:	Contact Person/Telephone Number:
Service/Project: Description of Activity: Dates: Special Recognition(s)/Skills Learned:	Contact Person/Telephone Number:
Service/Project: Description of Activity: Dates: Special Recognition(s)/Skills Learned:	Contact Person/Telephone Number:

**LANDER COUNTY SCHOOL DISTRICT
HIGH SCHOOL EDUCATIONAL/CAREER PLANNER**

Grade 11 Student Work			
Type of Work: _____ Catalogue Number: _____ Description: _____ Generated: <input type="checkbox"/> Class <input type="checkbox"/> Home <input type="checkbox"/> Community Project Archive: <input type="checkbox"/> Hard Copy <input type="checkbox"/> Electronic	Type of Work: _____ Catalogue Number: _____ Description: _____ Generated: <input type="checkbox"/> Class <input type="checkbox"/> Home <input type="checkbox"/> Community Project Archive: <input type="checkbox"/> Hard Copy <input type="checkbox"/> Electronic		
Type of Work: _____ Catalogue Number: _____ Description: _____ Generated: <input type="checkbox"/> Class <input type="checkbox"/> Home <input type="checkbox"/> Community Project Archive: <input type="checkbox"/> Hard Copy <input type="checkbox"/> Electronic	Type of Work: _____ Catalogue Number: _____ Description: _____ Generated: <input type="checkbox"/> Class <input type="checkbox"/> Home <input type="checkbox"/> Community Project Archive: <input type="checkbox"/> Hard Copy <input type="checkbox"/> Electronic		
Grade 11 Student Presentation			
Type of Presentation: _____ Description: _____ Archive: <input type="checkbox"/> Hard Copy <input type="checkbox"/> Electronic			
Evaluators' Comments			

Grade 12 Student Work			
Type of Work: _____ Catalogue Number: _____ Description: _____ Generated: <input type="checkbox"/> Class <input type="checkbox"/> Home <input type="checkbox"/> Community Project Archive: <input type="checkbox"/> Hard Copy <input type="checkbox"/> Electronic	Type of Work: _____ Catalogue Number: _____ Description: _____ Generated: <input type="checkbox"/> Class <input type="checkbox"/> Home <input type="checkbox"/> Community Project Archive: <input type="checkbox"/> Hard Copy <input type="checkbox"/> Electronic		
Type of Work: _____ Catalogue Number: _____ Description: _____ Generated: <input type="checkbox"/> Class <input type="checkbox"/> Home <input type="checkbox"/> Community Project Archive: <input type="checkbox"/> Hard Copy <input type="checkbox"/> Electronic	Type of Work: _____ Catalogue Number: _____ Description: _____ Generated: <input type="checkbox"/> Class <input type="checkbox"/> Home <input type="checkbox"/> Community Project Archive: <input type="checkbox"/> Hard Copy <input type="checkbox"/> Electronic		
Grade 12 Student Presentation			
Type of Presentation: _____ Description: _____ Archive: <input type="checkbox"/> Hard Copy <input type="checkbox"/> Electronic			
Evaluators' Comments			



Lander County School District

Historical Perspective

United States Constitution

Tenth Amendment

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the states respectively, or to the people.

Lander County School District

Historical Perspective

In the United States *freedom of education* is not explicitly granted by the constitution;

but has been found to be part of the "liberty of citizens of the United States", which the Constitution protects, in several Supreme Court decisions,

e.g. Meyer v. Nebraska (1923),
Pierce v. Society of Sisters (1925) and
Wisconsin v. Yoder (1972)

Lander County School District

Historical Perspective

Two Major Events Changed Educational Groundwork

December 7, 1941 – Pearl Harbor – Led the nation to a realization of a global connection and then a push after the war for educational opportunities strengthening the American college and university system.

October 5, 1957 – Successful launching of the Soviet space craft, Sputnik.

Lander County School District

Historical Perspective

1958

NDEA – National Defense Education Act

Primarily instituted to stimulate the advancement of education in science, mathematics and modern foreign languages.

Lander County School District

Historical Perspective

1965

ESEA – Elementary and Secondary Education Act

Extensive allocation of funds for primary and secondary education for professional development, instructional materials, resources to support educational programs, and parental involvement promotion. A five year act that has continually been re-authorized.

Lander County School District

Historical Perspective

1982

Blue Ribbon Schools Program

A school recognition program that assesses strengths and weaknesses in schools that then put forth a plan for improvement towards achieving National Education Goals.

Lander County School District

Historical Perspective

1983

A Nation At Risk – National Commission on Excellence in Education

Our nation is at risk ... the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people ... If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war.

Lander County School District

Historical Perspective

1983 A Nation At Risk

- 23 million adults were functionally illiterate
- 13 percent of 17-year olds were functionally illiterate
- 40 percent of minority children were functionally illiterate
- Only 30 percent of high school students could solve multi-step mathematics problems
- Only 20 percent of high school students could write a persuasive essay

Dates

Media Plus Oral Presentation with the Emphasis on Communication with the Audience

- **Need For Students To Sufficiently Practice Before Presenting**

All presentations will be reported on the student report card

Evaluations will be sent home

Scoring on a scale of 0 to 5

12th Grade - Seniors

20-30 Minutes Presentation of Portfolio

Strict Guidelines as laid forth by the district

Lander County Graduation Requirement

Five (5) Evaluators - One From Each Category - Minimum

Family, Business, Community, Teacher, Administration/Support Staff

No Peers - Must be over 18 and out of High School

Must have a minimum of 3 in each evaluation category in the rubric to pass

11th Grade - Juniors

10-15 minutes

Single Topic Exploration of Career or Profession

Five (5) of Six (6) Evaluators - One From Each Category Including Peers

Family, Business, Community, Teacher, Administration/Support Staff, Peers

If more than one in a particular category, the higher scores will be tabulated

10th Grade - Sophomores

10-15 minutes

Me, My World and My Place in It

Five (5) of Six (6) Evaluators - One From Each Category Including Peers

Family, Business, Community, Teacher, Administration/Support Staff, Peers

If more than one in a particular category, the higher scores will be tabulated

9th Grade - Freshmen

10-15 minutes

My Community - Identifying Community Resources

Five (5) of Six (6) Evaluators - One From Each Category Including Peers

Family, Business, Community, Teacher, Administration/Support Staff, Peers

If more than one in a particular category, the higher scores will be tabulated

7th - 8th

8-10 minutes

Career Activity Exploration/Inventory

Four (4) of Five (5) Evaluators - No Peers

Family, Business, Community, Teacher, Administration/Support Staff

5th - 6th

8-10 minutes

Research Project [Can Be of a Career Exploration]

Four (4) of Five (5) Evaluators - No Peers

Family, Business, Community, Teacher, Administration/Support Staff

3rd - 4th

5-8 Minutes

Personal Biography

Three (3) Evaluators - No Peers

Family/Parent, Community, Teacher, Administration/Support Staff

1st - 2nd

5-8 Minutes

Me, My World, My Family

Two to Three (2-3) Evaluators - No Peers

Family/Parent, Community, Teacher, Administration/Support Staff

Identifier	Lander - Grade 4 - Language Arts/Reading	Introduced	Completed
4ELA1	WORD KNOWLEDGE—PHONICS/STRUCTURAL ANALYSIS, VOCABULARY, SPELLING		
4ELA1.1	Use knowledge of phonics, structural elements, and syntax to read and to determine the meaning of unfamiliar words in context		
4ELA1.2	Identify and use knowledge of common Greek- and Latin- derived roots and affixes to determine the meaning of words in context		
4ELA1.3	Use dictionaries and glossaries to determine the meanings and other features of unknown words and derivations of words		
4ELA1.4	Use knowledge of vocabulary and context clues to determine meanings of unknown words		
4ELA1.5	Use patterns to spell correctly		
4ELA1.6	Use structure rules to spell correctly		
4ELA1.7	Use spelling strategies to spell correctly		
4ELA2	READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES		
4ELA2.1	Use graphic organizers to access prior knowledge, predict, preview, and set a purpose to aid comprehension		
4ELA2.2	Select and use self-correcting strategies to gain meaning from text		
4ELA2.3	Apply skills and strategies to aid comprehension		
4ELA2.4	Use note taking, outlining, summarizing, and other graphic organizers to organize and understand information from text		
4ELA2.5	Adjust reading rate to suit difficulty and type of text		
4ELA2.6	Read narrative and expository texts aloud with fluency		
4ELA3	READING COMPREHENSION—LITERATURE		
4ELA3.1	Use knowledge of character, setting, plot, conflict, and resolution to comprehend a variety of works		
4ELA3.2	Make inferences about and compare characters' traits using text for verification		
4ELA3.3	Identify an historical event or cultural influence as portrayed in literature		
4ELA3.4	Identify explicit and implied themes in a variety of reading selections		
4ELA3.5	Locate figurative language, including simile, metaphor, and personification in text		
4ELA3.6	Read and identify the structures of a variety of selections		
4ELA3.7	Demonstrate an active interest in reading		
4ELA3.8	Make predictions about conflicts and resolutions		
4ELA4	READING COMPREHENSION—INFORMATIONAL TEXTS		
4ELA4.1	Use information to comprehend text		
4ELA4.2	Identify and compare main ideas and important concepts of various texts		
4ELA4.3	Develop hypotheses based upon prior knowledge and information from a text		
4ELA4.4	Interpret information in new contexts		
4ELA4.5	Make inferences/draw conclusions about texts and support them with evidence from a variety of sources		
4ELA4.6	Identify authors' purposes for writing		
4ELA4.7	Read and follow multi-step directions to complete a task		
4ELA5	WRITING—COMPOSITION		
4ELA5.1	Write informative papers with a clear focus using a variety of sources		
4ELA5.2	Write organized friendly letters, formal letters, thank you letters, and invitations in an appropriate format for a specific audience and purpose		
4ELA5.3	Write a narrative or story that moves through a logical sequence of events, provides insight into why the incident is notable, and includes details to develop the plot, characters, and setting		
4ELA5.4	Write responses with supporting details to literary selections		
4ELA5.5	Write compositions with a main idea and supporting details		
4ELA5.6	Write short expository texts with supporting details		
4ELA5.7	Use expanded vocabulary in writing		
4ELA6	WRITING—PROCESS		
4ELA6.1	Generate ideas for writing through individual activities such as brainstorming and clustering		
4ELA6.2	Organize ideas through activities that draw upon sequencing and classifying skills such as listing, webbing, and mapping		
4ELA6.3	Write compositions of at least one paragraph with a main idea and supporting details		
4ELA6.4	Revise drafts to improve meaning and focus of writing by adding and deleting words and sentences		

Identifier	Lander - Grade 4 - Language Arts/Reading	Introduced	Completed
4ELA6.5	Edit for use of standard English		
4ELA6.6	Produce writing with voice and purpose for an intended audience		
4ELA6.7	Share drafts with others and make revisions based upon written responses		
4ELA7	WRITING—MECHANICS		
4ELA7.1	Identify and correctly use grammar in writing simple, compound, and complex sentences		
4ELA7.2	Write compound and complex sentences		
4ELA7.3	Use correct punctuation in a variety of works		
4ELA7.4	Use irregular and plural possessives		
4ELA7.5	Use rules of capitalization		
4ELA7.6	Identify correct word order in sentences		
4ELA7.7	Correct run-on sentences		
4ELA7.8	Use correct spelling of frequently used words		
4ELA7.9	Create readable and legible compositions		
4ELA8	LISTENING		
4ELA8.1	Interpret speakers' verbal and non-verbal messages and distinguish fact from opinion		
4ELA8.2	Listen to identify how speaking techniques are used to convey a message		
4ELA8.3	Identify language and dialect usage that vary in different contexts, regions, and cultures		
4ELA8.4	Follow oral directions to complete a complex task		
4ELA9	SPEAKING		
4ELA9.1	Select and use varied vocabulary and apply standard English to communicate ideas		
4ELA9.2	Select and use appropriate public speaking techniques		
4ELA9.3	Give organized presentations that demonstrate a clear viewpoint		
4ELA9.4	Read aloud and recite literary, dramatic, and original works		
4ELA9.5	Give clear and concise directions to complete a task		
4ELA10	DISCUSSION		
4ELA10.1	Contribute to and listen attentively in conversations and group discussions		
4ELA10.2	Ask and answer questions with relevant details to clarify ideas		
4ELA10.3	Share ideas, opinions, and information clearly and effectively		
4ELA10.4	Identify and express opinions and state facts		
4ELA11	RESEARCH AND STUDY SKILLS		
4ELA11.1	Formulate research questions and establish a focus and purpose for inquiry		
4ELA11.2	Use a variety of library resources, media, and technology to find information on a topic		
4ELA11.3	List sources used in research		
4ELA11.4	Organize and record information using note-taking from print and non-print resources		
4ELA11.5	Present research findings for different purposes and audiences using various media		
4ELA11.6	Use test-taking strategies		

Lander County School District

625 Weaver Ave.
Battle Mountain, NV 89820
(775) 635-2886
FAX (775) 635-5347

Austin School K-12
200 Highway 305 North Box 160
Austin, NV 89310
Tel: 775-964-2467 Fax: 775-964-1206

Student Name: [REDACTED]
Birth Date: [REDACTED]
Student Number: [REDACTED]

TESTING RECORD

WRITING ASSESSMENT

GRADE	DATE	IDEAS	ORGANIZATION	VOICE	CONVENTIONS	TOTAL	PROFICIENCY LEVEL
4th Grade	00/00/00	0	0	0	0	0	
5th Grade	00/00/00	0	0	0	0	0	
8th Grade	2/5/2007	3	3	3	3	12	MS

CRITERION REFERENCED TESTS

GRADE	DATE	READING SCORE	PROF LEVEL	MATH SCORE	PROF LEVEL	SCIENCE SCORE	PROF LEVEL
3rd Grade	5/6/2002	276	AS	259	AS		
4th Grade	00/00/00	0		0			
5th Grade	3/15/2004	315	MS	296	AS	342	MS
6th Grade	00/00/00	0		0			
7th Grade	2/21/2006	334	MS	352	MS		
8th Grade	2/20/2007	331	MS	379	MS	394	MS

NEVADA HIGH SCHOOL PROFICIENCY EXAMINATION

TEST	DATE	SCALED SCORE	ACHIEVEMENT LEVEL
Proficiency Reading	3/16/2009	339	P
Proficiency Writing	11/18/2009	8	P
Proficiency Mathematics	3/16/2009	318	P
Proficiency Science	3/16/2009	472	P

NORTHWEST EVALUATION ASSOCIATION - MEASURES OF ACADEMIC PROGRESS

TESTING EVENT	LANGUAGE			READING			LEXILE			MATHEMATICS			SCIENCE			CONCEPTS		
	RIT	Pct	Lvl	RIT	Pct	Lvl	RIT	Pct	Lvl	RIT	Pct	Lvl	RIT	Pct	Lvl	RIT	Pct	Lvl
Fall 2005	0	0		0	0		0			0	0		0	0		0	0	
Winter 2006	0	0		0	0		0			0	0		0	0		0	0	
Spring 2006	0	0		0	0		0			0	0		0	0		0	0	
Fall 2006	0	0		0	0		0			0	0		0	0		0	0	
Winter 2007	0	0		0	0		0			0	0		0	0		0	0	
Spring 2007	224	58	HI	236	87	HI	1250			234	50	AV	223	80	LO	217	52	HI
Fall 2007	0	0		0	0		0			0	0		0	0		0	0	
Winter 2008	0	0		0	0		0			0	0		0	0		0	0	
Spring 2008	229	69	HI	224	45	HI	1026			222	19	LO	228	82	HI	211	0	*
Fall 2008	235	88	HI	227	54	AV	1092			241	60	HI	229	89		204	20	LO
Winter 2009	222	45	HI	219	30	AV	937			238	51	HI	210	29	LO	219	65	HI
Spring 2009	216	25	LO	199	5	LO	583			220	17	LO	192	29	LO	208	25	LO
Fall 2009	225	50	HI	234	71	HI	1205	BR		249	72	HI	218	0	*	224	0	*
Winter 2010	234	77	HI	229	54	AV	1123			242	54	AV	227	0	*	226	0	*
Spring 2010	233	75	HI	234	68	AV	1219	0		242	52	AV	228	0	*	223	0	*

School Law Briefings November 2007

School employees must use caution when complaining about unjust conditions

Teachers and administrators are often in the best position to notice cracks in the public school system, such as financial mismanagement or noncompliance with federal mandates like the No Child Left Behind or Individuals with Disabilities Education acts. What incentive is there to speak up when doing so could jeopardize an employee's job?

Restricting teachers' criticisms is OK; retaliation against critic is not

A school employee who expresses her views on a matter of public concern in her capacity as a private citizen is protected by the First Amendment from retaliatory measures. However, the First Amendment does not necessarily shield an employee from adverse disciplinary consequences if she criticizes the school system or her superiors. Districts have an interest, as employers, in promoting effective and efficient public service and may restrict the manner in which teachers express critical views.

A district that requires employees to address their job-related concerns to a supervisor before approaching the board could argue that it restricted employee speech for a legitimate reason. An Illinois district that failed to show how refusing to rehire a teacher was an appropriate means of controlling her criticisms of school operations exposed itself to a First Amendment retaliation suit.

Alma Blazquez, who taught students with learning disabilities at Chicago's **John Coonley Elementary School**, believed her students were not treated the same as other students. She complained to the principal and vice principal about a lack of funds, their failure to discipline disruptive students, and her perception of unequal treatment. Unsatisfied with their failure to resolve her complaints, Blazquez called the school board, attributing the failings of her supervisors to the distraction created by their operation of a private magazine distribution business on school property. Her call prompted an internal affairs department investigation.

Blazquez, a full-time substitute teacher, received generally positive performance evaluations during her two years at the school. After her contract was not renewed, however, Blazquez claimed she was retaliated against for exercising her First Amendment right to free speech.

Pointers

An employee seeking to establish district liability for First Amendment retaliation must show:

1. She engaged in constitutionally protected speech.
2. The protected speech was a motivating factor in an adverse employment action, such as demotion, denial of promotion or dismissal.
3. The district cannot show that it would have made the same employment decision absent the protected speech.

This communication is designed to provide accurate and authoritative information regarding the subject matter covered. It is provided with the understanding that the original publisher, editor or distributor are not engaged in rendering legal counsel. If legal advice is required, the service of a competent professional should be sought.

principals to superintendents. Because much “speech” engaged in by teachers can be classified as part of their official job duties, the decision sounds a death knell for many school employees’ First Amendment retaliation claims.

David L. Hudson is a First Amendment Scholar at the First Amendment Center in Nashville, Tenn. Visit the center at www.firstamendmentcenter.org.

Legal Watch

A survey of court, federal agency and state administrative rulings on education issues

Limitations on school employees’ free speech rights

Background... The First Amendment affords public school employees some free speech rights, but it doesn’t shield them from disciplinary action in every situation. The First Amendment does not protect expressions made pursuant to a school employee’s official duties, even if the employee’s job does not require him to communicate his concerns. Nor does it protect speech related to personnel matters that affect no one but the employee. However, a district that retaliates against an employee for speaking out as a citizen on a matter of public concern exposes itself to a First Amendment retaliation claim.

COURT	CITATION	SUMMARY
11 th U.S. Circuit Court of Appeals	<i>D’Angelo v. Polk County Sch. Bd.</i> , No. 06-13582, 107 LRP 43425 (11 th Cir. 08/01/07).	A principal’s attempts to transform his Florida institution into a charter school, although not enumerated in his job description, were part of his general obligation to improve his school’s academic quality. The principal’s speech was not protected by the First Amendment because it was made in furtherance of his official job duties.
10 th U.S. Circuit Court of Appeals	<i>Brammer-Hoelter v. Twin Peaks Charter Academy</i> , No. 06-1186, 107 LRP 39244 (10 th Cir. 07/12/07).	A group of teachers could pursue a First Amendment retaliation claim against a Colorado district. The district failed to offer any permissible justification for negatively evaluating teachers after it learned they were meeting off campus to discuss matters that fell outside the scope of their official job duties, such as board elections and free speech issues.
6 th U.S. Circuit Court of Appeals	<i>Harris v. Detroit Public Schs.</i> , No. 06-1476, 107 LRP 41013 (6 th Cir. 07/13/07, unpublished).	A principal who complained about financial improprieties at his school could not pursue his claim that a Michigan district retaliated against him for engaging in free speech. He failed to show that the district took any adverse action against him by refusing to allow him to rescind his decision to retire.
5 th U.S. Circuit Court of Appeals	<i>Williams v. Dallas Independent Sch. Dist.</i> , 480 F.3d 689, 107 LRP 10888 (5 th Cir. 2007).	A high school athletics director who was discharged shortly after expressing concern over the handling of athletic funds could not pursue a First Amendment retaliation claim against a Texas district. The director’s speech was not protected because he spoke out on an employment-related matter rather than a matter of public concern.
3 rd U.S. Circuit Court of Appeals	<i>Robers v. Newark Public Schs.</i> , No. 05-5405, 107 LRP 23125 (3d Cir. 04/25/07, unpublished).	A substitute teacher claimed that a New Jersey district took adverse action against him after he complained that he wasn’t paid for a snow day. The speech was not constitutional protected because it did not relate to anything more than the teacher’s personal disagreement with the district over its snow day policy.

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Curriculum Area:

Grade Levels:

Building:

Teacher:

REFLECTION OF INSTRUCTIONAL EFFECT	
Evidence	Data Collection
Skills Alignment with Target	Data Abstraction
Growth in Student Achievement	Data Conclusion
7	

FOR FUTURE RECONSIDERATION
Goals Accomplished
To Be Re-enforced
To Be Re-taught
In Need of Practice
To Change in Next Presentation
8

Curriculum Area:

Grade Levels:

Building:

Teacher:

SKILLS
Input
Process
Output
Pre-Abilities
Cross Disciplinary Literacy
1

CONTENT
Concepts
Materials
Terms
Requisite Language
2

Curriculum Area:

Grade Levels:

Building:

Teacher:

REFLECTION OF INSTRUCTIONAL EFFECT	
Evidence	Data Collection
Skills Alignment with Target	Data Abstraction
Growth in Student Achievement	Data Conclusion
7	

FOR FUTURE RECONSIDERATION
Goals Accomplished
To Be Re-enforced
To Be Re-taught
In Need of Practice
To Change in Next Presentation
8

Curriculum Area:

Grade Levels:

Building:

Teacher:

SKILLS
Input
Process
Output
Pre-Abilities
Cross Disciplinary Literacy
1

CONTENT
Concepts
Materials
Terms
Requisite Language
2


Curriculum Area:

Grade Levels:

Building:

Teacher:

LESSON	Time
Prompt	
DESIGN	
Introducing	
Developing	
Reinforcing	
Challenging	
3	

LEARNING MATRIX		
Style 	1-R	4-R
	1-L	4-L
	2-R	3-R
	2-L	3-L
Methodology Anticipatory Set Statement of Objectives Instructional Input Modeling Checking for Understanding Guided Practice Independent Practice Closure	Activities	
4		

Curriculum Area:

Grade Levels:

Building:

Teacher:

THINKING
Habits of Mind
Skills
Strategies
5

ESSENTIAL QUESTIONS	
Declaration of Intent	
Overarching	
Topical	
Authentic Application	
ASSESSMENT	
Target	
Type	
Design	
6	


Curriculum Area:

Grade Levels:

Building:

Teacher:

LESSON	Time
Prompt	
DESIGN	
Introducing	
Developing	
Reinforcing	
Challenging	
3	

LEARNING MATRIX		
Style 	1-R	4-R
	1-L	4-L
	2-R	3-R
	2-L	3-L
Methodology Anticipatory Set Statement of Objectives Instructional Input Modeling Checking for Understanding Guided Practice Independent Practice Closure	Activities	
4		

Curriculum Area:

Grade Levels:

Building:

Teacher:

THINKING
Habits of Mind
Skills
Strategies
5

ESSENTIAL QUESTIONS	
Declaration of Intent	
Overarching	
Topical	
Authentic Application	
ASSESSMENT	
Target	
Type	
Design	
6	

2001, 2003, 2005, 2007 and 2009 Nevada Youth Risk Behavior Survey
 Lander County School District Middle School Results

Frequency Tables

Q20 How often do you feel safe and secure in your neighborhood?

		Frequency					Percent					Valid Percent					Cumulative Percent				
		2001	2003	2005	2007	2009	2001	2003	2005	2007	2009	2001	2003	2005	2007	2009	2001	2003	2005	2007	2009
Valid	Never	9	9	11	15	12	3.7	5.1	3.8	5.6	4.6	3.7	5.1	3.8	5.7	4.6	3.7	5.1	3.8	5.7	4.6
	Rarely	5	3	5	9	10	2.1	1.7	1.7	3.4	3.8	2.1	1.7	1.7	3.4	3.9	5.8	6.8	5.6	9.1	8.5
	Sometimes	22	13	29	31	32	9.1	7.3	10.1	11.7	12.2	9.1	7.35	10.1	11.7	12.4	14.8	14.1	15.7	20.8	20.8
	Most of the time	102	59	108	94	94	42.0	33.3	37.5	35.3	35.9	42.0	33.3	37.8	35.5	36.3	56.8	47.5	53.5	56.2	57.1
	Always	105	93	133	116	111	43.2	52.5	46.2	43.6	42.4	43.2	52.5	46.5	43.8	42.9	100.0	100.0	100.0	100.0	100.0
	Total	243	177	286	265	259	100.0	100.0	99.3	99.6	98.9	100.0	100.0	100.0	100.0	100.0					
Missing	System			2	1	3			.7	.4	1.1										
Total		243	177	288	266	262	100.0	100.0	100.0	100.0	100.0										

Q21 How often do you feel safe and secure at school?

		Frequency					Percent					Valid Percent					Cumulative Percent				
		2001	2003	2005	2007	2009	2001	2003	2005	2007	2009	2001	2003	2005	2007	2009	2001	2003	2005	2007	2009
Valid	Never	4	14	18	14	10	1.6	7.9	6.3	5.3	3.8	1.7	8.0	6.4	5.3	3.9	1.7	8.0	6.4	5.3	3.9
	Rarely	4	1	12	9	11	1.6	.6	4.2	3.4	4.2	1.7	.6	4.2	3.4	4.3	3.3	8.6	10.6	8.7	8.2
	Sometimes	44	15	32	23	27	18.1	8.5	11.1	8.6	10.3	18.3	8.6	11.3	8.7	10.5	21.7	17.1	21.9	17.5	18.8
	Most of the time	86	71	98	100	81	35.4	40.1	34.0	37.6	30.9	35.8	40.6	34.6	38.0	31.6	57.5	57.7	56.5	55.5	50.4
	Always	102	74	123	117	127	42.0	41.8	42.7	44.0	48.5	42.5	42.3	43.5	44.5	49.6	100.0	100.0	100.0	100.0	100.0
	Total	240	175	283	263	256	98.8	98.9	98.3	98.9	97.7	100.0	100.0	100.0	100.0	100.0					
Missing	System	3	2	5	3	6	1.2	1.1	1.7	1.1	2.3										
Total		243	177	288	266	262	100.0	100.0	100.0	100.0	100.0										

2001, 2003, 2005, 2007 and 2009 Nevada Youth Risk Behavior Survey
 Lander County School District High School Results

Frequency Tables

Q11 How likely is it that you will complete a post high school program such as vocational, military, community college, or 4 year college?

		Frequency					Percent					Valid Percent					Cumulative Percent				
		2001	2003	2005	2007	2009	2001	2003	2005	2007	2009	2001	2003	2005	2007	2009	2001	2003	2005	2007	2009
Valid	Definitely will not	1	3	10	15	18	2.0	2.7	3.0	4.8	5.6	2.0	2.7	3.1	4.8	5.7	2.0	2.7	3.1	4.8	5.7
	Probably will not	4	5	21	20	22	7.8	4.4	6.3	6.4	6.8	7.8	4.4	6.4	6.4	7.0	9.8	7.1	9.5	11.2	12.7
	Probably will	14	32	101	92	93	27.5	28.3	30.5	29.5	28.7	27.5	28.3	30.9	29.5	29.5	37.3	35.4	40.4	40.7	42.2
	Definitely will	27	63	166	147	133	52.9	55.8	50.2	47.1	41.0	52.9	55.8	50.8	47.1	42.2	90.2	91.2	91.1	87.8	84.4
	Not sure	5	10	29	38	49	9.8	8.8	8.8	12.2	15.1	9.8	8.8	8.9	12.2	15.6	100.0	100.0	100.0	100.0	100.0
	Total	51	113	327	312	315	100.0	100.0	98.8	100.0	97.2	100.0	100.0	100.0	100.0	100.0					
Missing	System			4		9			1.2	2.8											
Total		51	113	331	312	324	100.0	100.0	100.0	100.0	100.0										

2001, 2003, 2005, 2007 and 2009 Nevada Youth Risk Behavior Survey
 Lander County School District High School Results

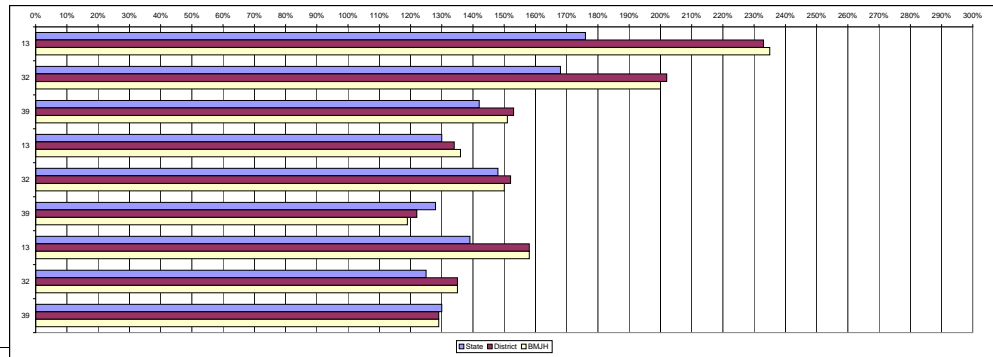
Frequency Tables

Q17 How often do you feel safe and secure in your neighborhood?

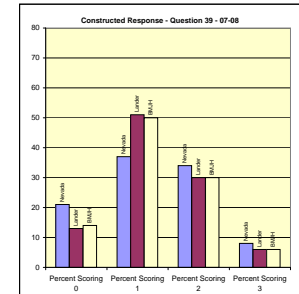
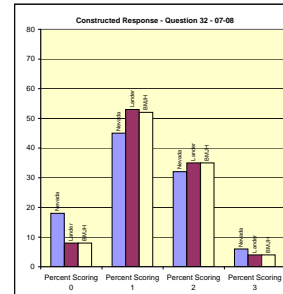
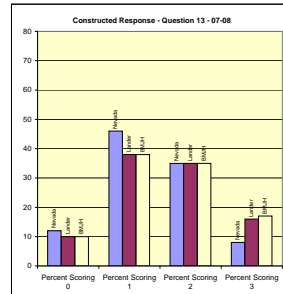
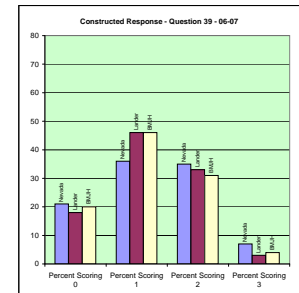
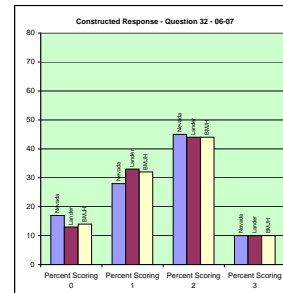
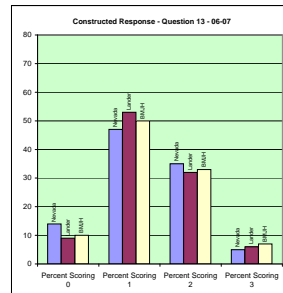
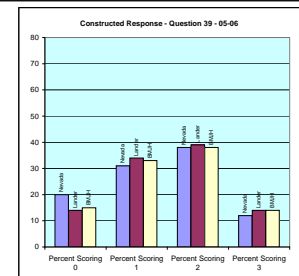
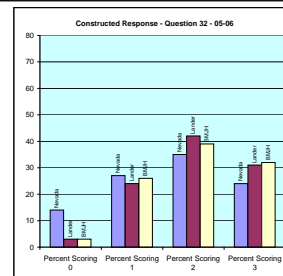
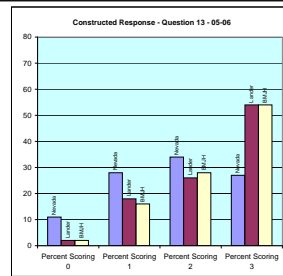
		Frequency					Percent					Valid Percent					Cumulative Percent				
		2001	2003	2005	2007	2009	2001	2003	2005	2007	2009	2001	2003	2005	2007	2009	2001	2003	2005	2007	2009
Valid	Never	2	1	9	13	13	3.9	.9	2.7	5.1	4.0	4.0	.9	2.7	5.1	4.1	4.0	.9	2.7	5.1	4.1
	Rarely		3	9	8	11		2.7	2.7	2.6	3.4		2.7	2.7	2.6	3.5		3.5	5.4	7.7	7.6
	Sometimes	2	6	25	37	23	3.9	5.3	7.6	11.9	7.1	4.0	5.3	7.6	11.9	7.3	8.0	8.8	13.0	19.6	15.0
	Most of the time	20	42	133	118	105	39.2	37.2	40.2	37.8	32.4	40.0	37.2	40.2	37.8	33.4	48.0	46.0	53.2	57.4	48.4
	Always	26	61	155	133	162	51.0	54.0	46.8	42.6	50.0	52.0	54.0	46.8	42.6	51.6	100.0	100.0	100.0	100.0	100.0
	Total	50	113	331	312	314	98.0	100.00	100.0	100.0	96.9	100.0	100.0	100.0	100.0	100.0					
Missing	System	1				10	2.0			3.1											
Total		51	113	331	312	324	100.0	100.0	100.0	100.0	100.0										

Demographics			Reading					Language			Mathematics			Science - General			Science - Concepts			
ID	Name	Grade	Fall-08	Lex-F-08	Win-09	Lex-W-09	Sp-09	Lex-S-09	Fall-08	Win-09	Sp-09	Fall-08	Win-09	Sp-09	Fall-08	Win-09	Sp-09	Fall-08	Win-09	Sp-09
		9	229	1131	242	1359	246	1429	235	232	234	239	241	230	224	235	233	216	230	223
		9	183	297					201	193		211	204		197	178		194	188	
		9	202	641	209	755	210	773	194	218	217	237	246	244	210	214	206	200	214	211
		9	199	586	206	715	198	559	191	208	205	227	213	230	227	207	222	202	188	207
		9	239	1300	237	1265	224	1041	237	227	231	246	245	242	230	227	231	226	224	219
		9	225	1046	235	1231	237	1267	229	235	232	243	245	250	219	219	229	218	219	222
		9	231	1157	232	1168	229	1115	227	236	234	247	247	242	228	226	222	215	220	220
		9	219	937	218	925	214	851	224	217	230	228	228	232	212	222	214	209	210	209
		9	225	1054	236	1256	237	1261	234	234	236	253	249	253	230	233	234	228	227	222
		9	236	1243	235	1223	239	1295	235	237	239	244	250	257	232	237	223	219	222	228
		9	206	715	198	561	192	463	176	211	212	233	225	228	206	195	207	208	183	203
		9	244	1395	245	1410	248	1460	238	241	245	260	268	271	242	247	249	236	233	237
		9	206	701	211	796			219	214	212	226	214	221	208	205	212	201	208	196
		9	211	798	203	658	196	526	218	215	216	231	234	225	210	215	205	209	205	206
		9	201	627	206	705	204	680	186	204		224	219		212	205	216	202	207	196
		9	226	1077	232	1179	238	1287	224	221	236	234	239	249	205	210	221	222	217	227
		9					217	903			215			238			210			213
		9	211	793	209	771			215	223	213	222	211	211	202	206	206	203	201	202
		9						1106			222			254						216
		9	216	886	208	749	209	767	215	228	221	233	231	231	205	215	209	206	214	209
		9	211	795	198	564	220	967	208	216	211	209	211	218	199	205	198	201	205	200
		9	202	644	196	522	207	724	213	220	214	236	237	234	208	212	211	211	210	194
		9					179	227			207			232			172			169
		9	207	727	232	1171	224	1040	230	227	231	236	230	217	227	219	217	207	212	213
		9	174	136	170	66			163	171		215	197		170	204		176	180	
		9									206			204						
		9	214	860	214	844	209	762	215	220	222	240	230	240	223	222	221	211	210	220
		9	213	842	217	900	218	933	222	225	226	239	236	237	213	201	210	223	209	219
		9	235	1223	212	824			213	207		212	220		208			211		
		9	238	1280	217	913	222	1005	223	220	223	231	231	241	221	223	225	218	209	211
		9	214	851	222	1004	213	837	210	219	211	244	240	228	198	200	214	207	209	197
		9	217	902	231	1159	197	552	220	222	233	233	240	240	209	213	224	212	211	209
		9			203	653				207	197		232	237		212	206		210	207
		9			217	904				218			244			214			207	
		9	219	939	215	879	208	747	211	224	215	221	212	217	215	198	217	217	185	204
		9	211	806					217			229			214			208		
		9	208	741	211	808	222	994	218	225	227	224	226	236	209	204	218	210	210	204
		9	213	830	225	1052	235	1227	233	215	228	244	246	238	217	223	216	215	219	224
		9	222	992	215	870	228	1101	234	224	233	241	241	251	220	224	216	216	229	213
		9	216	893	220	957	221	988	222	231	227	237	238	247	219	216	211	216	223	214
		9	224	1039	232	1178	239	1296	230	223	236	242	243	250	226	214	227	223	225	223
		9	200	600	206	708	218	929	201	220	218	242	238	242	203	207	222	207	205	213
		9	231	1160	217	898	214	857	193	217	183	235	235	218	213	220	217	207	210	207
		9	238	1288	207	735	224	1028	232	232	219	235	249	244	232	238	240	220	222	227

Admin Year	Item	Type	Content	Ability	Standard	Description	Text	State	District	BMJH
05-06	13	CR	C2	A3	3.8.1.0	Literary	Evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story.	176%	233%	235%
05-06	32	CR	C3	A2	4.8.3.0	Informational	Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.	168%	202%	200%
05-06	39	CR	C3	A3	4.8.3.0	Functional	Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.	142%	153%	151%
06-07	13	CR	C2	A3	3.8.1.0	Literary	Evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story.	130%	134%	136%
06-07	32	CR	C3	A3	4.8.3.0	Functional	Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.	148%	152%	150%
06-07	39	CR	C3	A3	4.8.5.0	Informational	Summarize authors' ideas and information in texts, including advertisements and public documents.	128%	122%	119%
07-08	13	CR	C2	A3	3.8.1.0	Literary	Evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story.	139%	158%	158%
07-08	32	CR	C3	A3	4.8.5.0	Functional	Summarize authors' ideas and information in texts, including advertisements and public documents.	125%	135%	135%
07-08	39	CR	C3	A3	4.8.5.0	Informational	Summarize authors' ideas and information in texts, including advertisements and public documents.	130%	129%	129%



Admin Year	Name	Item	Content	Ability	Standard	Description	Text	Percent Scoring 0	Percent Scoring 1	Percent Scoring 2	Percent Scoring 3
05-06	Nevada	13	C2	A3	3.8.1.0	Literary	Evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story.	11	28	34	27
05-06	Lander	13	C2	A3	3.8.1.0	Literary	Evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story.	2	18	26	54
05-06	BMJH	13	C2	A3	3.8.1.0	Literary	Evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story.	2	16	28	54
05-06	Nevada	32	C3	A2	4.8.3.0	Informational	Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.	14	27	35	24
05-06	Lander	32	C3	A2	4.8.3.0	Informational	Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.	3	24	42	31
05-06	BMJH	32	C3	A2	4.8.3.0	Informational	Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.	3	26	39	32
05-06	Nevada	39	C3	A3	4.8.3.0	Functional	Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.	20	31	38	12
05-06	Lander	39	C3	A3	4.8.3.0	Functional	Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.	14	34	39	14
05-06	BMJH	39	C3	A3	4.8.3.0	Functional	Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.	15	33	38	14
06-07	Nevada	13	C2	A3	3.8.1.0	Literary	Evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story.	14	47	35	5
06-07	Lander	13	C2	A3	3.8.1.0	Literary	Evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story.	9	53	32	6
06-07	BMJH	13	C2	A3	3.8.1.0	Literary	Evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story.	10	50	33	7
06-07	Nevada	32	C3	A3	4.8.3.0	Functional	Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.	17	28	45	10
06-07	Lander	32	C3	A3	4.8.3.0	Functional	Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.	13	33	44	10
06-07	BMJH	32	C3	A3	4.8.3.0	Functional	Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.	14	32	44	10
06-07	Nevada	39	C3	A3	4.8.5.0	Informational	Summarize authors' ideas and information in texts, including advertisements and public documents.	21	36	35	7
06-07	Lander	39	C3	A3	4.8.5.0	Informational	Summarize authors' ideas and information in texts, including advertisements and public documents.	18	46	33	3
06-07	BMJH	39	C3	A3	4.8.5.0	Informational	Summarize authors' ideas and information in texts, including advertisements and public documents.	20	46	31	4
07-08	Nevada	13	C2	A3	3.8.1.0	Literary	Evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story.	12	46	35	8
07-08	Lander	13	C2	A3	3.8.1.0	Literary	Evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story.	10	38	35	16
07-08	BMJH	13	C2	A3	3.8.1.0	Literary	Evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story.	10	38	35	17
07-08	Nevada	32	C3	A3	4.8.5.0	Functional	Summarize authors' ideas and information in texts, including advertisements and public documents.	18	45	32	6
07-08	Lander	32	C3	A3	4.8.5.0	Functional	Summarize authors' ideas and information in texts, including advertisements and public documents.	8	53	35	4
07-08	BMJH	32	C3	A3	4.8.5.0	Functional	Summarize authors' ideas and information in texts, including advertisements and public documents.	8	52	35	4
07-08	Nevada	39	C3	A3	4.8.5.0	Informational	Summarize authors' ideas and information in texts, including advertisements and public documents.	21	37	34	8
07-08	Lander	39	C3	A3	4.8.5.0	Informational	Summarize authors' ideas and information in texts, including advertisements and public documents.	13	51	30	6
07-08	BMJH	39	C3	A3	4.8.5.0	Informational	Summarize authors' ideas and information in texts, including advertisements and public documents.	14	50	30	6



- 1 006 Instruction
- 2 006.1 Curriculum
- 3 006.1.1 Definitions and Overview
- 4 A. Curriculum refers to a specific blueprint for
- 5 learning that is derived from content and
- 6 performance standards.
- 7 B. Instruction is derived from a scope and sequence of
- 8 knowledge expectations
- 9 C. Student assessments are built on the level of
- 10 proficiency and mastery of these expectations across
- 11 the grades
- 12 D. Student accomplishments are identified and
- 13 recorded throughout their educational experience in
- 14 the Lander County School District.
- 15 E. Courses of Study are programs and sequences built
- 16 on performance standards defined by time periods

Original section 006.1.2 Curriculum Development dealt with the inspection, evaluation and adoption of instructional materials and resources. This section has been moved to the conclusion of this policy.

NAC 388.029

NAC 389.720
NAC 392.315

Agenda

Battle Mountain High School Improvement Team

Breakfast Food, Snacks and Lunch will be provided. Please bring your own beverage.

We will be doing two sessions of the School Improvement Process as outlined in the Nevada Department of Education SAGE [Student Achievement Gap Elimination] Manual. Sessions will be held in the Board Room of the Central Administration Office.

Session Three – Morning – 8:30 to 11:30

Recap and Review

Data Presentation and Reflection

Review Targets and Brainstorming Session

Team Building

Whack

Decision Making

Master Plan Design

De-Briefing

Closing

Session Four – Afternoon – 12 to 3

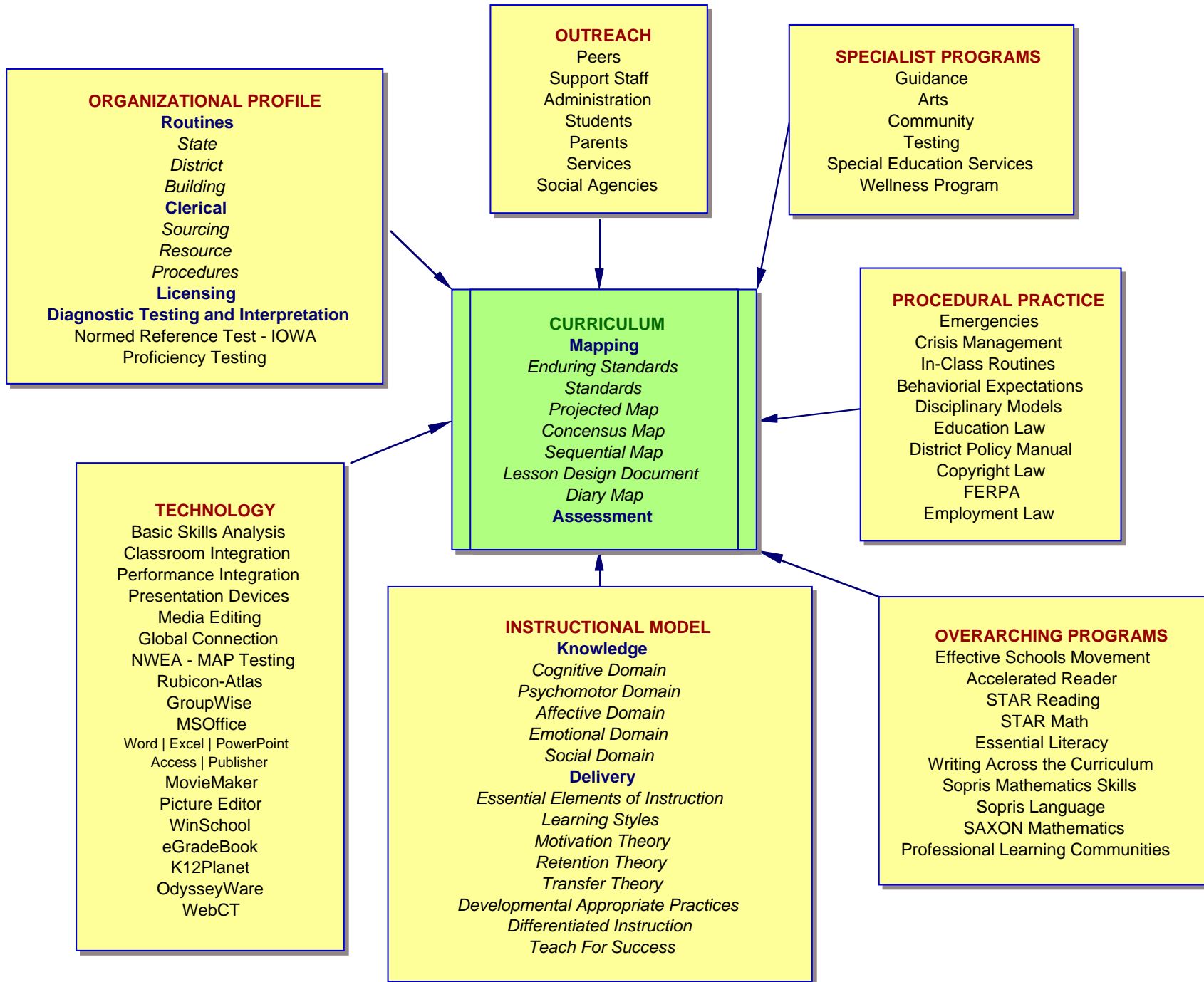
Recap

Goals for Implementation

Standards

Dealing with Timelines and Criticism

Closing



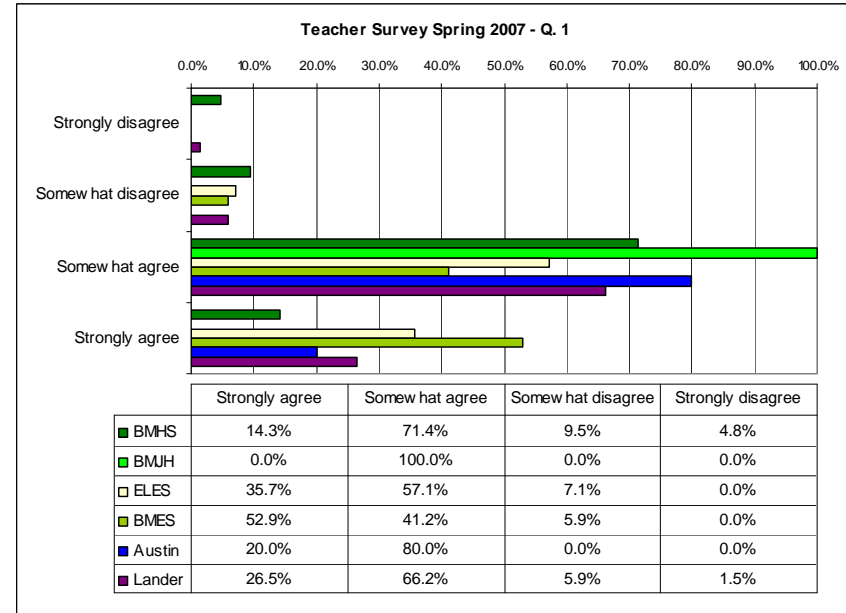
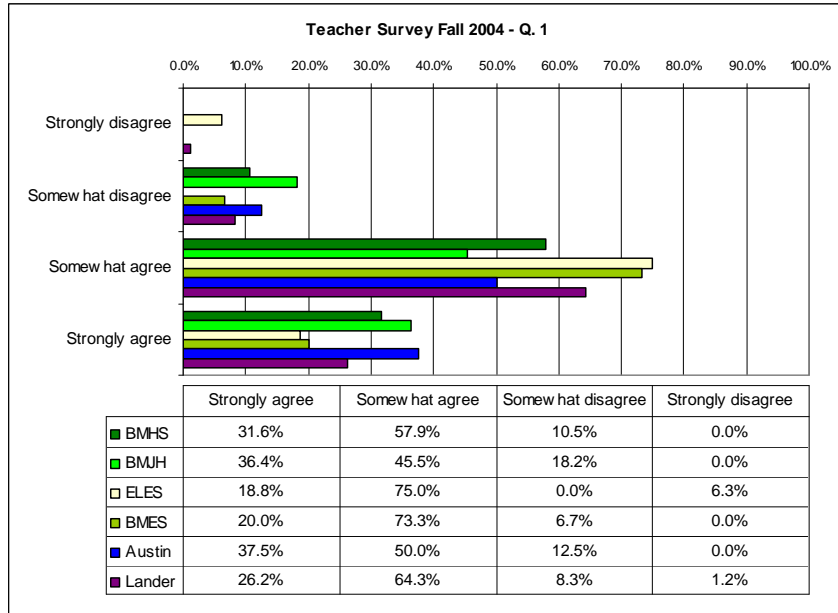
Name	Identifier	ListParent	CalculationParent	Level	SortOrder	AllowAssign	Type	Courses	ConversionSc	IncludeComm	Alignment	Description	SubjectArea
Lander Power Standards	LPS			1	1	FALSE						Lander County Power Standards	
Grade 4	LPS.4	LPS	LPS	2	1	FALSE						Grade 4	
Language Arts/Reading	LPS.4.ELA	LPS.4	LPS.4	3	1	FALSE						Language Arts/Re ELA	
Word Knowledge-Phonics, Vocabulary	LPS.4.ELA1	LPS.4.ELA	LPS.4.ELA	4	1	FALSE						Word Knowledge- ELA	
Use phonics, structural elements, syntax to read, identify, common Greek, Latin roots, affixes	LPS.4.ELA1.1	LPS.4.ELA1	LPS.4.ELA1	5	1	TRUE	4	20001204,10001900		FALSE		Use phonics, structural	ELA
Use dictionaries, glossaries	LPS.4.ELA1.2	LPS.4.ELA1	LPS.4.ELA1	5	2	TRUE	4	20001204,10001900		FALSE		Identify, common Greek, Latin roots, affixes	ELA
Use vocabulary, context clues to determine	LPS.4.ELA1.3	LPS.4.ELA1	LPS.4.ELA1	5	3	TRUE	4	20001204,10001900		FALSE		Use dictionaries, glossaries	ELA
Use patterns to spell correctly	LPS.4.ELA1.4	LPS.4.ELA1	LPS.4.ELA1	5	4	TRUE	4	20001204,10001900		FALSE		Use vocabulary, context clues to determine	ELA
Use structure rules to spell correctly	LPS.4.ELA1.5	LPS.4.ELA1	LPS.4.ELA1	5	5	TRUE	4	20001204,10001900		FALSE		Use patterns to spell correctly	ELA
Use spelling strategies to spell correctly	LPS.4.ELA1.6	LPS.4.ELA1	LPS.4.ELA1	5	6	TRUE	4	20001204,10001900		FALSE		Use structure rules to spell correctly	ELA
Use spelling strategies to spell correctly	LPS.4.ELA1.7	LPS.4.ELA1	LPS.4.ELA1	5	7	TRUE	4	20001204,10001900		FALSE		Use spelling strategies to spell correctly	ELA
Reading Comprehension-Process Skills and Strategies	LPS.4.ELA2	LPS.4.ELA	LPS.4.ELA	4	1	FALSE						Reading Comprehension- ELA	
Use graphic organizers to access, predict, select, use self-correcting strategies	LPS.4.ELA2.1	LPS.4.ELA.2	LPS.4.ELA.2	5	1	TRUE	4	20001204,10001900		FALSE		Use graphic organizers to access, predict, select, use self-correcting strategies	ELA
Apply skills, strategies to aid comprehension	LPS.4.ELA2.2	LPS.4.ELA.2	LPS.4.ELA.2	5	2	TRUE	4	20001204,10001900		FALSE		Apply skills, strategies to aid comprehension	ELA
Use note taking, outlining, summarizing, graphic organizers	LPS.4.ELA2.3	LPS.4.ELA.2	LPS.4.ELA.2	5	3	TRUE	4	20001204,10001900		FALSE		Apply skills, strategies to aid comprehension	ELA
Adjust reading rate to suit difficulty, type of text	LPS.4.ELA2.4	LPS.4.ELA.2	LPS.4.ELA.2	5	4	TRUE	4	20001204,10001900		FALSE		Use note taking, outlining, summarizing, graphic organizers	ELA
Read narrative, expository texts aloud with fluency	LPS.4.ELA2.5	LPS.4.ELA.2	LPS.4.ELA.2	5	5	TRUE	4	20001204,10001900		FALSE		Adjust reading rate to suit difficulty, type of text	ELA
Use character, setting, plot, conflict, resolution to comprehend	LPS.4.ELA2.6	LPS.4.ELA.2	LPS.4.ELA.2	5	6	TRUE	4	20001204,10001900		FALSE		Read narrative, expository texts aloud with fluency	ELA
Make inferences, compare characters' traits	LPS.4.ELA3	LPS.4.ELA	LPS.4.ELA	4	1	FALSE						Reading Comprehension-Literature ELA	
Identify historical event, cultural influence	LPS.4.ELA3.1	LPS.4.ELA3	LPS.4.ELA3	5	1	TRUE	4	20001204,10001900		FALSE		Use character, setting, plot, conflict, resolution to comprehend	ELA
Identify explicit, implied themes	LPS.4.ELA3.2	LPS.4.ELA3	LPS.4.ELA3	5	2	TRUE	4	20001204,10001900		FALSE		Make inferences, compare characters' traits	ELA
Locate figurative language, simile, metaphor, personification	LPS.4.ELA3.3	LPS.4.ELA3	LPS.4.ELA3	5	3	TRUE	4	20001204,10001900		FALSE		Identify historical event, cultural influence	ELA
Read, identify structures of variety of selections	LPS.4.ELA3.4	LPS.4.ELA3	LPS.4.ELA3	5	4	TRUE	4	20001204,10001900		FALSE		Identify explicit, implied themes	ELA
Demonstrate active interest in reading	LPS.4.ELA3.5	LPS.4.ELA3	LPS.4.ELA3	5	5	TRUE	4	20001204,10001900		FALSE		Locate figurative language, simile, metaphor, personification	ELA
Make predictions about conflicts, resolutions	LPS.4.ELA3.6	LPS.4.ELA3	LPS.4.ELA3	5	6	TRUE	4	20001204,10001900		FALSE		Read, identify structures of variety of selections	ELA
Use information to comprehend text	LPS.4.ELA3.7	LPS.4.ELA3	LPS.4.ELA3	5	7	TRUE	4	20001204,10001900		FALSE		Demonstrate active interest in reading	ELA
Identify, compare main ideas, concepts of texts	LPS.4.ELA3.8	LPS.4.ELA3	LPS.4.ELA3	5	8	TRUE	4	20001204,10001900		FALSE		Make predictions about conflicts, resolutions	ELA
Develop hypotheses from text	LPS.4.ELA4	LPS.4.ELA	LPS.4.ELA	4	1	FALSE						Reading Comprehension-Informational Texts ELA	
Interpret information in new contexts	LPS.4.ELA4.1	LPS.4.ELA4	LPS.4.ELA4	5	1	TRUE	4	20001204,10001900		FALSE		Use information to comprehend text	ELA
Make inferences/draw conclusions about texts	LPS.4.ELA4.2	LPS.4.ELA4	LPS.4.ELA4	5	2	TRUE	4	20001204,10001900		FALSE		Identify, compare main ideas, concepts of texts	ELA
Identify authors' purposes for writing	LPS.4.ELA4.3	LPS.4.ELA4	LPS.4.ELA4	5	3	TRUE	4	20001204,10001900		FALSE		Develop hypotheses from text	ELA
Read, follow multi-step directions to complete text	LPS.4.ELA4.4	LPS.4.ELA4	LPS.4.ELA4	5	4	TRUE	4	20001204,10001900		FALSE		Interpret information in new contexts	ELA
Write informative papers with clear focus	LPS.4.ELA4.5	LPS.4.ELA4	LPS.4.ELA4	5	5	TRUE	4	20001204,10001900		FALSE		Make inferences/draw conclusions about texts	ELA
Write organized friendly, formal, thank you letters, responses	LPS.4.ELA4.6	LPS.4.ELA4	LPS.4.ELA4	5	6	TRUE	4	20001204,10001900		FALSE		Identify authors' purposes for writing	ELA
Write narrative, story	LPS.4.ELA4.7	LPS.4.ELA4	LPS.4.ELA4	5	7	TRUE	4	20001204,10001900		FALSE		Read, follow multi-step directions to complete text	ELA
Write responses with supporting details to literary texts	LPS.4.ELA5	LPS.4.ELA	LPS.4.ELA	4	1	FALSE						Writing-Composition ELA	
Write compositions with main idea, supporting details	LPS.4.ELA5.1	LPS.4.ELA5	LPS.4.ELA5	5	1	TRUE	4	20001204,10001900		FALSE		Write informative papers with clear focus	ELA
Write short expository texts with supporting details	LPS.4.ELA5.2	LPS.4.ELA5	LPS.4.ELA5	5	2	TRUE	4	20001204,10001900		FALSE		Write organized friendly, formal, thank you letters, responses	ELA
Use expanded vocabulary in writing	LPS.4.ELA5.3	LPS.4.ELA5	LPS.4.ELA5	5	3	TRUE	4	20001204,10001900		FALSE		Write narrative, story	ELA
Generate ideas for writing	LPS.4.ELA5.4	LPS.4.ELA5	LPS.4.ELA5	5	4	TRUE	4	20001204,10001900		FALSE		Write responses with supporting details to literary texts	ELA
Organize ideas through activities	LPS.4.ELA5.5	LPS.4.ELA5	LPS.4.ELA5	5	5	TRUE	4	20001204,10001900		FALSE		Write compositions with main idea, supporting details	ELA
Write compositions with main idea, supporting details	LPS.4.ELA5.6	LPS.4.ELA5	LPS.4.ELA5	5	6	TRUE	4	20001204,10001900		FALSE		Write short expository texts with supporting details	ELA
Revise drafts to improve meaning, focus	LPS.4.ELA5.7	LPS.4.ELA5	LPS.4.ELA5	5	7	TRUE	4	20001204,10001900		FALSE		Use expanded vocabulary in writing	ELA
Edit for use of standard English	LPS.4.ELA6	LPS.4.ELA	LPS.4.ELA	4	1	FALSE						Writing-Process ELA	
Produce writing with voice, purpose	LPS.4.ELA6.1	LPS.4.ELA6	LPS.4.ELA6	5	1	TRUE	4	20001204,10001900		FALSE		Generate ideas for writing	ELA
Share drafts with others, make revisions	LPS.4.ELA6.2	LPS.4.ELA6	LPS.4.ELA6	5	2	TRUE	4	20001204,10001900		FALSE		Organize ideas through activities	ELA
	LPS.4.ELA6.3	LPS.4.ELA6	LPS.4.ELA6	5	3	TRUE	4	20001204,10001900		FALSE		Write compositions with main idea, supporting details	ELA
	LPS.4.ELA6.4	LPS.4.ELA6	LPS.4.ELA6	5	4	TRUE	4	20001204,10001900		FALSE		Revise drafts to improve meaning, focus	ELA
	LPS.4.ELA6.5	LPS.4.ELA6	LPS.4.ELA6	5	5	TRUE	4	20001204,10001900		FALSE		Edit for use of standard English	ELA
	LPS.4.ELA6.6	LPS.4.ELA6	LPS.4.ELA6	5	6	TRUE	4	20001204,10001900		FALSE		Produce writing with voice, purpose	ELA
	LPS.4.ELA6.7	LPS.4.ELA6	LPS.4.ELA6	5	7	TRUE	4	20001204,10001900		FALSE		Share drafts with others, make revisions	ELA

Writing-Mechanics	LPS.4.ELA7	LPS.4.ELA	LPS.4.ELA	4	1	FALSE				Writing-Mechanics	ELA
Identify, correctly use grammar	LPS.4.ELA7.1	LPS.4.ELA7	LPS.4.ELA7	5	1	TRUE	4	20001204,10001900	FALSE	Identify, correctly use	ELA
Write compound, complex sentences	LPS.4.ELA7.2	LPS.4.ELA7	LPS.4.ELA7	5	2	TRUE	4	20001204,10001900	FALSE	Write compound,	ELA
Use correct punctuation	LPS.4.ELA7.3	LPS.4.ELA7	LPS.4.ELA7	5	3	TRUE	4	20001204,10001900	FALSE	Use correct punctuation	ELA
Use irregular, plural possessives	LPS.4.ELA7.4	LPS.4.ELA7	LPS.4.ELA7	5	4	TRUE	4	20001204,10001900	FALSE	Use irregular, plural	ELA
Use rules of capitalization	LPS.4.ELA7.5	LPS.4.ELA7	LPS.4.ELA7	5	5	TRUE	4	20001204,10001900	FALSE	Use rules of	ELA
Identify correct word order in sentences	LPS.4.ELA7.6	LPS.4.ELA7	LPS.4.ELA7	5	6	TRUE	4	20001204,10001900	FALSE	Identify correct word	ELA
Correct run-on sentences	LPS.4.ELA7.7	LPS.4.ELA7	LPS.4.ELA7	5	7	TRUE	4	20001204,10001900	FALSE	Correct run-on	ELA
Use correct spelling of frequently used words	LPS.4.ELA7.8	LPS.4.ELA7	LPS.4.ELA7	5	8	TRUE	4	20001204,10001900	FALSE	Use correct spelling of	ELA
Create readable, legible compositions	LPS.4.ELA7.9	LPS.4.ELA7	LPS.4.ELA7	5	9	TRUE	4	20001204,10001900	FALSE	Create readable, legible	ELA
Listening	LPS.4.ELA8	LPS.4.ELA	LPS.4.ELA	4	1	FALSE				Listening	ELA
Interpret verbal, non-verbal messages, distinguish	LPS.4.ELA8.1	LPS.4.ELA8	LPS.4.ELA8	5	1	TRUE	4	20001204,10001900	FALSE	Interpret verbal, non-	ELA
Listen to identify speaking techniques	LPS.4.ELA8.2	LPS.4.ELA8	LPS.4.ELA8	5	2	TRUE	4	20001204,10001900	FALSE	Listen to identify	ELA
Identify language, dialect usage	LPS.4.ELA8.3	LPS.4.ELA8	LPS.4.ELA8	5	3	TRUE	4	20001204,10001900	FALSE	Identify language,	ELA
Follow oral directions to complete complex task	LPS.4.ELA8.4	LPS.4.ELA8	LPS.4.ELA8	5	4	TRUE	4	20001204,10001900	FALSE	Follow oral directions to	ELA
Speaking	LPS.4.ELA9	LPS.4.ELA	LPS.4.ELA	4	1	FALSE				Speaking	ELA
Select, use varied vocabulary	LPS.4.ELA9.1	LPS.4.ELA9	LPS.4.ELA9	5	1	TRUE	4	20001204,10001900	FALSE	Select, use varied	ELA
Select, use public speaking techniques	LPS.4.ELA9.2	LPS.4.ELA9	LPS.4.ELA9	5	2	TRUE	4	20001204,10001900	FALSE	Select, use public	ELA
Give organized presentations	LPS.4.ELA9.3	LPS.4.ELA9	LPS.4.ELA9	5	3	TRUE	4	20001204,10001900	FALSE	Give organized	ELA
Read aloud, recite literary, dramatic, original	LPS.4.ELA9.4	LPS.4.ELA9	LPS.4.ELA9	5	4	TRUE	4	20001204,10001900	FALSE	Read aloud, recite	ELA
Give clear, concise directions to complete a task	LPS.4.ELA9.5	LPS.4.ELA9	LPS.4.ELA9	5	5	TRUE	4	20001204,10001900	FALSE	Give clear, concise	ELA
Discussion	LPS.4.ELA10	LPS.4.ELA	LPS.4.ELA	4	1	FALSE				Discussion	ELA
Contribute to conversations, group discussions	LPS.4.ELA10.1	LPS.4.ELA10	LPS.4.ELA10	5	1	TRUE	4	20001204,10001900	FALSE	Contribute to	ELA
Ask, answer questions with relevant details	LPS.4.ELA10.2	LPS.4.ELA10	LPS.4.ELA10	5	2	TRUE	4	20001204,10001900	FALSE	Ask, answer questions	ELA
Share ideas, opinions, information clearly,	LPS.4.ELA10.3	LPS.4.ELA10	LPS.4.ELA10	5	3	TRUE	4	20001204,10001900	FALSE	Share ideas, opinions,	ELA
Identify, express opinions, state facts	LPS.4.ELA10.4	LPS.4.ELA10	LPS.4.ELA10	5	4	TRUE	4	20001204,10001900	FALSE	Identify, express	ELA
Research and Study Skills	LPS.4.ELA11	LPS.4.ELA	LPS.4.ELA	4	1	FALSE				Research and Study	ELA
Formulate research questions, inquiry	LPS.4.ELA11.1	LPS.4.ELA11	LPS.4.ELA11	5	1	TRUE	4	20001204,10001900	FALSE	Formulate research	ELA
Use variety resources, media, technology	LPS.4.ELA11.2	LPS.4.ELA11	LPS.4.ELA11	5	2	TRUE	4	20001204,10001900	FALSE	Use variety resources,	ELA
List sources used in research	LPS.4.ELA11.3	LPS.4.ELA11	LPS.4.ELA11	5	3	TRUE	4	20001204,10001900	FALSE	List sources used in	ELA
Organize, record information	LPS.4.ELA11.4	LPS.4.ELA11	LPS.4.ELA11	5	4	TRUE	4	20001204,10001900	FALSE	Organize, record	ELA
Present research findings	LPS.4.ELA11.5	LPS.4.ELA11	LPS.4.ELA11	5	5	TRUE	4	20001204,10001900	FALSE	Present research	ELA
Use test-taking strategies	LPS.4.ELA11.6	LPS.4.ELA11	LPS.4.ELA11	5	6	TRUE	4	20001204,10001900	FALSE	Use test-taking	ELA
Comments-LPS-ELA	LPS.4.ELA12	LPS.4.ELA	LPS.4.ELA	4	1	FALSE				Comments-LPS-EL	ELA
Comments-LPS-ELA-Trimester 1	LPS.4.ELA12.1	LPS.4.ELA12	LPS.4.ELA12	5	1	FALSE	4	20001204,10001900	TRUE	Comments-LPS-E	ELA
Comments-LPS-ELA-Trimester 2	LPS.4.ELA12.2	LPS.4.ELA12	LPS.4.ELA12	5	2	FALSE	4	20001204,10001900	TRUE	Comments-LPS-E	ELA
Comments-LSP-ELA-Trimester 3	LPS.4.ELA12.3	LPS.4.ELA12	LPS.4.ELA12	5	3	FALSE	4	20001204,10001900	TRUE	Comments-LSP-E	ELA

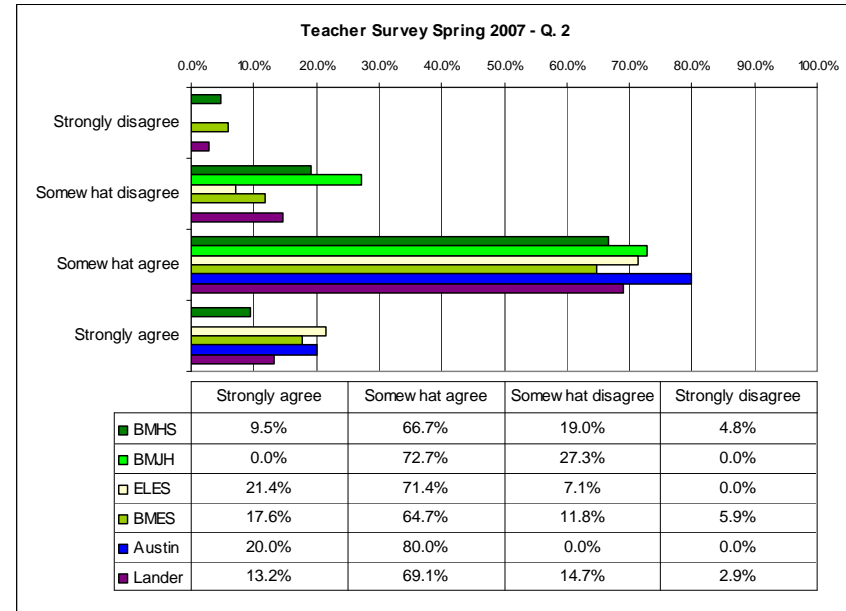
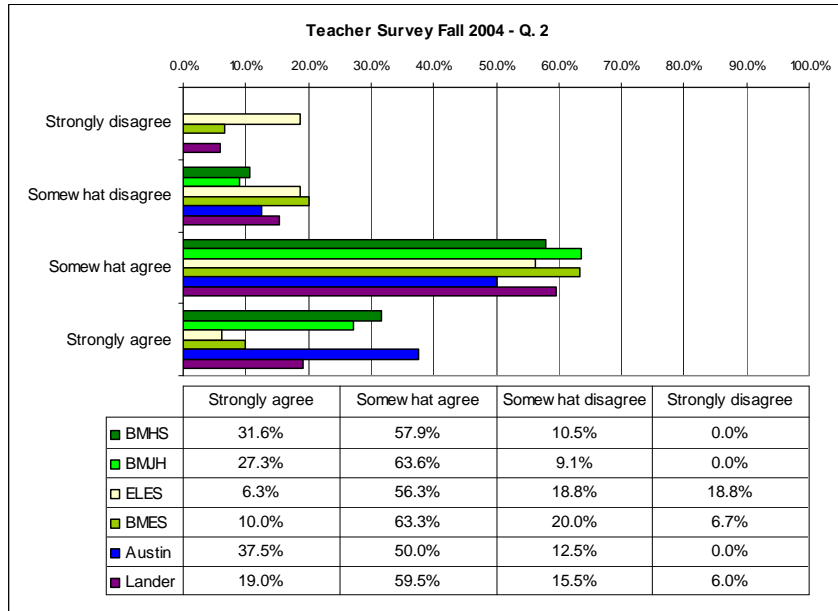
WestEd T4S Observation Form
Battle Mountain High School
2006-2009 Comparison

12/1/2006	4/17/2007	10/21/2008	2/18/2009	10/21/2009	Instructional Practices to Engage and Support All Students in Learning														
2/17	1/21	3/20	1/19	4/22	Facilitation of student conversation														
7/17	11/21	12/20	7/19	15/22	Teacher-led instruction														
13/17	17/21	15/20	13/19	15/22	Student seatwork and/or centers with teacher engaged														
0/17	2/21	5/20	3/19	1/22	Student seatwork and/or centers with teacher disengaged														
1/17	0/21	0/20	0/19	1/22	Total disengagement														
12/1/2006	4/17/2007	10/21/2008	2/18/2009	10/21/2009	Student Engagement Throughout the Learning														
35%	52%	60%	74%	45%	The teacher must do the following four actions simultaneously in order to have 85% or more of the students engaged throughout the academic learning:														
76%	57%	100%	84%	54%	Elicits students to be engaged in the academic learning														
65%	57%	95%	79%	55%	Elicits 85% or more of the students to be engaged in the academic learning at the same time														
47%	57%	65%	74%	47%	Makes student engagement mandatory for 85% or more of the students throughout the academic learning														
47%	52%	60%	74%	45%	Maintains the engagement of 85% or more of the students throughout the academic learning														
12/1/2006	4/17/2007	10/21/2008	2/18/2009	10/21/2009	Selected Concepts that Maximize Student Engagement					12/1/2006	4/17/2007	10/21/2008	2/18/2009	10/21/2009					
12%	14%	10%	5%	5%	Identifying similarities and/or differences		Summarizing			0%	0%	0%	5%	0%					
12%	10%	15%	0%	14%	Note taking		Nonlinguistic			82%	38%	15%	26%	9%					
33%	0%	15%	0%	5%	Advance organizer														
Level of Cognition																			
Remember					Understand					Apply					Analyze-Evaluate-Create				
17/17	20/21	20/20	19/19	22/22	8/17	13/21	17/20	13/19	15/22	7/17	7/21	12/20	9/19	7/22	2/17	5/20	2/19	3/22	
12/1/2006	4/17/2007	10/21/2008	2/19/2009	10/21/2009	Instruction Practices Related to Standards, Curriculum, and Students														
41%	67%	70%	47%	59%	Standard(s)/objective(s) communicated to all students														
53%	86%	60%	53%	68%	Learning is made relevant for learners														
18%	38%	35%	16%	32%	Key vocabulary emphasized														
53%	19%	75%	47%	59%	Instructional/procedural scaffolding to assist and support student understanding														
0%	14%	30%	16%	9%	Verbal scaffolding to assist and support student use of academic language														
29%	38%	45%	37%	41%	Student interactions and/or discussions related to the learning														
41%	38%	70%	26%	41%	Frequently provides specific and immediate feedback to students on their output														
41%	57%	90%	74%	77%	All teachers actions related to standard(s)/objective(s)														
12/1/2006	4/17/2007	10/21/2008	2/19/2009	10/21/2009	Assessing Student Learning														
12%	0%	95%	11%	5%	Summative assessment to determine mastery of learning														
12%	14%	70%	21%	27%	Formative assessment to determine instructional needs of all students														
82%	52%	20%	63%	95%	Monitors and/or adjusts individually or collectively														
12/1/2006	4/17/2007	10/21/2008	2/19/2009	10/21/2009	Creating and Maintaining Effective Learning Environments for Student Learning														
94%	95%	95%	95%	86%	Climate of fairness, caring, and respect is maintained by teacher														
82%	86%	95%	89%	86%	Standards for behavior, routines, and transitions are maintained by teacher														
71%	48%	85%	58%	45%	Reinforces effort of students and/or provides recognition														
47%	33%	60%	42%	23%	Literacy rich environment established														
12%	24%	20%	16%	27%	Instructional time maximized														

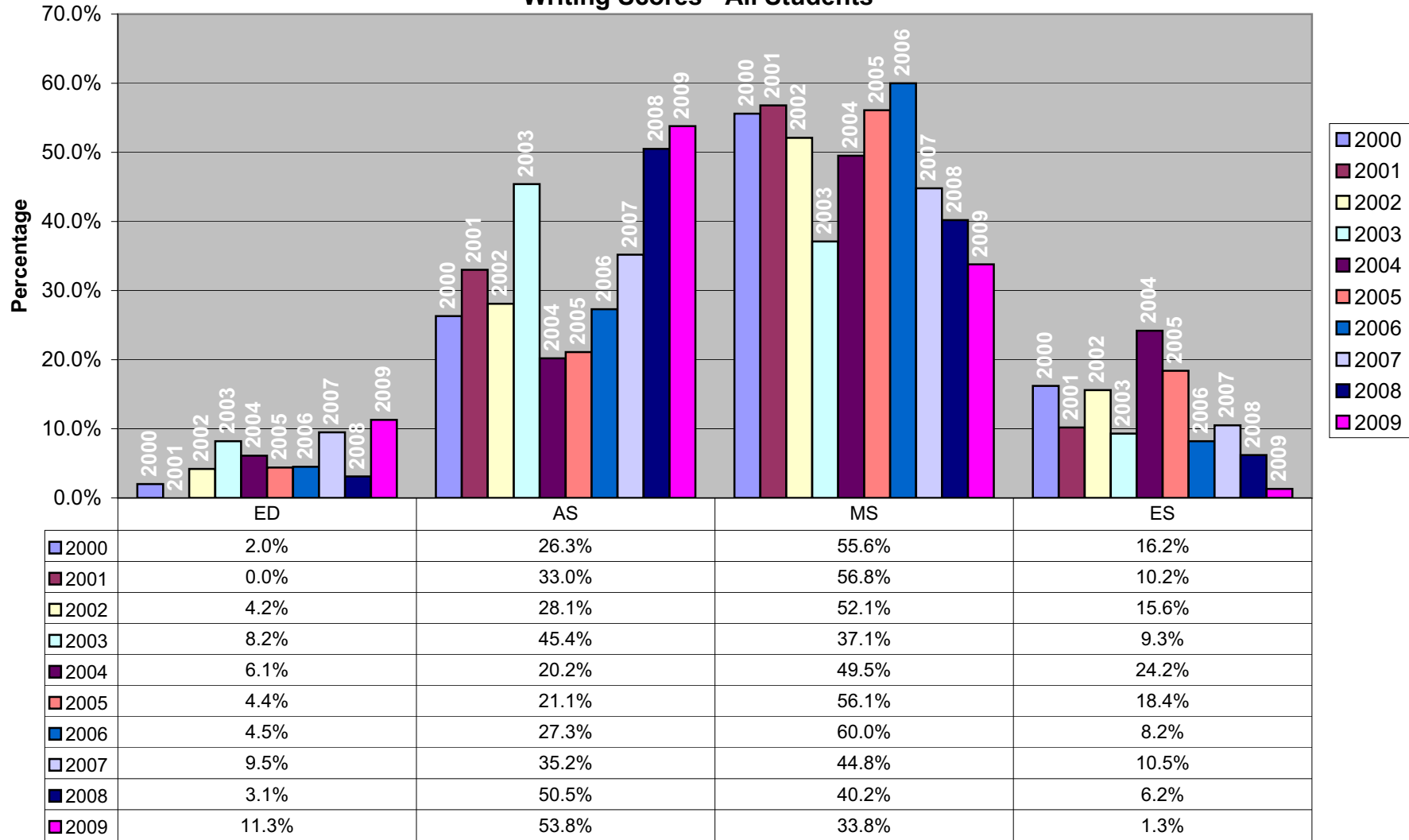
1. Most students are meeting state standards in core subject areas.



2. Most students are learning effectively in other subject areas.



**Lander County School District - Battle Mountain Junior High School
Writing Scores - All Students**



Achievement Level

Grade 8 Writing Assessment – Longitudinal Trait Analysis – All Students

Ideas

