

LINCOLN COUNTY SCHOOL DISTRICT

C O BASTIAN HIGH SCHOOL
P O Box 1088, Caliente, NV 89008

SAGE **SCHOOL IMPROVEMENT PLAN** **TITLE I - NRS 385**

For Implementation in
(2012-2013)

School Improvement Planning Team

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

Name of Member	Position
Dr. Kenneth V. Higbee	Principal
Jamie Killian	Superintendent of CYC
Christine Foisy	Teacher
Cody Christensen	Teacher
John Ahlstrom	Teacher

Submission Date: DATE

Area Reviewer: NAME, TITLE

School: C O Bastian High School	District: Lincoln
Principal: Dr. Kenneth V. Higbee	School Year: 2012-2013
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Part I: VISION FOR LEARNING

District Vision or Mission Statement

We are committed to helping every student succeed in learning. All students will learn essential academic outcomes, plus the skills and habits of mind to become life long learners. Our students will gain a passion for learning and develop the art of caring for others by the example we set. Our ultimate goal is to nurture and reveal individual greatness.

District Goal 1

We believe our first priority is to raise MATH scores by 2% for regular classroom students, by 3% for Free and Reduced Lunch students, and by 4% for I.E.P students. This applies specifically to students in 3rd through 6th grades. While scores in various sub groups are close, they can all be improved. In grades 7th through 12th we expect to raise MATH scores by 3% for regular classroom students, by 4% for Free and Reduced Lunch students, and by 5% for I.E.P students. We have a 20% discrepancy between regular students and FRL students when measured as Meeting Standard on HSPE Math.

District Goal 2

English/Language Arts. This is the second priority for our district but a top priority for some of the schools who rank well in Math but struggle in ELA. WE intend to raise all ELA scores by 3% for regular students, by 4% for Free and Reduced lunch students and by 5% for those students with I.E.P.s.

VISION FOR LEARNING (continued)

School Vision or Mission Statement

The Mission of C.O. Bastian High School is to empower each student for success in life through educational opportunities.

School Highlights

The academic program at COB stresses Academics, Athletics, Arts, and Career training. The overriding success at COB has to be the academic gains made by our students. The average student gains around 2.0 grade levels in a 6-month stay. Our school also has an outstanding CTE program, with such offerings as Lodging Management, Welding, Small Engine Repair, Textiles, Graphic Arts, Landscaping, and Culinary Arts to name a few. These better prepare our students for success in life.

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Based on a complete analysis of the data, list the key strength and priority concerns in student performance, instructional and remediation practices, and program implementation for ALL students in ALL grade levels.

Key Strengths

C O Bastian's key strengths are:

- 1- Academic gains by students---approximately 2.0 grade level gains in Reading, Math, and Language Arts for students who are enrolled at C.O. Bastian High School for longer than six months.
- 2- Individualized instruction for students who need it---because of our low student to teacher ratio (9 to 1) we can differentiate instruction more effectively
- 3- Strong CTE offerings to help students find areas to be successful in even if they are struggling academically.

Priority Concerns

With reduced funding, we have had to reduce staffing which has resulted in increased class sizes for students who need a high level of attention.

INQUIRY PROCESS (continued)

Verification of Causes – Root Cause Analysis

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

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
Reduced Funding	With the state in its current economic trend, our budget has been reduced resulting in loss if staff needed to meet the needs of our student population.	Increase our budget enabling us to hire two more teachers to our staff.

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Convert the top priority concerns into the goal(s) for improvement and incorporate the identified solutions into the action plan.

Goal 1: In the core subject areas, students will increase their academic grade level gains to 2.0 (grade level gain in a 6-month stay) in Math, Reading, and Language Arts. (use MAP scores as a measurement)

Measurable Objective 1:

Using the MAPS assessment tool as the tool, students will progress two grade levels during their minimal six month stay at C.O. Bastian High School.

Goal 2: We will enhance our CTE offerings (culinary arts and advanced embroidery) to provide our students job-related skills as an alternative to core academic progress.

Measurable Objective 2:

100 % of our students will be provided an opportunity to gain job-related skills by being enrolled in at least one vocational course during their time at C.O. Bastian High School.

Goal 3: The teaching staff will help home-life staff meet the needs of students at Caliente Youth Center.

Measurable Objective 3:

A reduction of 10% of removals from class will occur because of the increased communication between teaching staff and home-life staff.



Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

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

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

Goal 1: In the core subject areas, students will increase their academic grade level gains to 2.0 (grade level gain in a 6-month stay) in Math, Reading, and Language Arts. (use TABE and FLRT scores as a measurement)

Measurable Objective(s): Using the TABE assessment tool as the tool, students will progress two grade levels during their minimal six month stay at C.O. Bastian High School.

ACTION PLAN				MONITORING PLAN	
Action Steps to implement the solutions/strategies	Timeline for implementing action steps	Resources e.g., money, people, facilities to be used for implementation	Person(s) Responsible Who is the person or group who will ensure that each action step is implemented?	Monitoring Measures Identify data sources & timeline for monitoring the progress of each action step.	Person(s) Responsible Who is the person or group who will ensure that the progress is monitored?

1.1 Students read silently for 15 minutes per day	Continuous	Library	Kenneth V. Higbee, Principal		
1.2 Academic activities will be stressed with “National Library Week” and “Read Across America”	April 2013 March 2013	Library, budgeted funds, community	Mike Burcham, Librarian		
1.3 Use students’ individual data from the TABE pretest to emphasize areas of concern.	Continuous	TABE Pretest	Kenneth V. Higbee, Principal Chad Young, Counselor		
1.4 Provide teachers with at least two professional development PLC’s per year.	School year	General Funds	Kenneth V. Higbee, Principal		
1.5 Fine tune the new math program.	Continuous	Work experience	Robert Foisy, Teacher		
1.6 Introduce “Fluent Reader” program to our students.	1 st Semester	FLRT	Paraprofessional TBD Mike Burcham, Teacher Kim LeBaron, Teacher		
1.7 Teachers will use writing expectations.	Continuous	Writing expectations list	Cody Christensen, Administrative Assistant		
1.8 Language arts teachers will increase writing opportunities.	Continuous	Language Arts teachers	Kim LeBaron, Teacher Mike Burcham, Teacher		

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: We will enhance our CTE offerings (culinary arts and advanced embroidery) to provide our students job-related skills as an alternative to core academic progress.

Measurable Objective(s): 100 % of our students will be provided an opportunity to gain job-related skills by being enrolled in at least one vocational course during their time at C.O. Bastian High School.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
to implement the solutions/strategies	for implementing action steps	e.g., money, people, facilities to be used for implementation	Who is the person or group who will ensure that each action step is implemented?	Identify data sources & timeline for monitoring the progress of each action step.	Who is the person or group who will ensure that the progress is monitored?

2.1 Provide at least one additional professional development day for our CTE teachers.	Sometime during the school year	Budget \$5,000	Kenneth V. Higbee, Principal		
2.2 Deploy monies necessary to improve the program (minimum \$2,500).	Continuous	Carl Perkins, Budget, \$2,500	Kenneth V. Higbee, Principal		
2.3 Provide more opportunity for the students to take CTE classes with the addition of culinary arts and advanced embroidery.	Continuous	Scheduling	Kenneth V. Higbee, Principal Chris Foisy, Teacher		
2.4 Do a career assessment with each student and then place them in the appropriate classes when possible.	Continuous	NCIS	Louis Menditto, Teacher		

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 3: The staff will help home-life staff to meet the needs of students at Caliente Youth Center.					
Measurable Objective(s): A reduction of 10% of removals from class will occur because of the increased communication between teaching staff and home-life staff.					
ACTION PLAN				MONITORING PLAN	
Action Steps to implement the	Timeline for	Resources e.g., money,	Person(s) Responsible Who is the person or group	Monitoring Measures Identify data sources &	Person(s) Responsible Who is the person or group

solutions/strategies	implementing action steps	people, facilities to be used for implementation	who will ensure that each action step is implemented?	timeline for monitoring the progress of each action step.	who will ensure that the progress is monitored?
3.1 Institute weekly training on the new program at our morning staff meeting.	Continuous	Teaching Staff	Ken Higbee, Principal		
3.2 New Teaching staff training regarding CYC expectations	Continuous	CYC training personnel,	Brain Rhoades, Head Trainer, CYC		
3.3 Teachers to attend CYC team meetings where youth and their progress are discussed.	Continuous	Teachers	Kenneth V. Higbee, Principal		
3.4 Write clearer and more concise logs.	Continuous	Teachers	Cody Christensen, Administrative Assistant		
3.5 Use Assessment meeting as a means to communicate information regarding the school and CYC.	Continuous	Teachers	Ken Higbee, Administrative Assistant		

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN

List the funds necessary to carry out the school improvement plan and accomplish the goals.

Goals	Total amount needed to accomplish Goal. (Amounts for each action step should be listed under "Resources.")	Funds available in current school funding that have been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
Goal 1	\$240,000.00	\$0.00	\$240,000.00
Goal 2	\$2,500.00	\$0.00	\$2,500.00
Goal 3	\$0.00	0	\$0.00

Part VI: EVALUATION OF THE SIP

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

Measurable Objectives	Evaluation Measures (Monitoring Data & Outcome Indicators to evaluate progress in achieving the Measurable Objectives.)	Timeline For collecting data	Person(s) Responsible, Who is the person or group who will ensure that the evaluation is completed?
For action steps 1.1 through 1.8	TABE	Entry and Exit	Chad Young, School Counselor
For action step 2.1 For action step 2.2 For action steps 2.3 and 2.4	Log Budget expenditures Class schedule, student enrollments	Continuous Continuous Continuous	Principal Principal School Counselor
For action steps 3.1 through 3.5	Log of meetings, student progress sheet, treatment plans	Continuous	Cody Christensen, Administrative Assistant

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		143	Eligible	X	
Transiency Rate		0	Served	X	
% enrolled continuously since Count Day		76	Targeted Assisted		X
Incidents of School Violence: Student-to-Student	n/a		Schoolwide	X	
Incidents of School Violence: Student-to-Staff	n/a		Did your school make Adequate Yearly Progress (AYP)?	X	
% of Highly Qualified Teachers		100	What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	HA	
Dropout Rate (HS)		0	Did you appeal your latest AYP designation?	X	
Graduation Rate (HS)		n/a	Was your latest appeal granted?	X	
			Designated as Persistently Dangerous School?		X
			Receiving State Remediation funding?		X
			Has a State SST been assigned to your school?		X

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

Each student at C O Bastian is treated equally. All are pre-tested when they enter school; then the best possible plan for the student's academic progress is developed and implemented.

2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and/or during any extension of the school year.

C O Bastian High School has special tutoring classes for all students who need it. We also run a full-blown summer school.

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

Our resources are solid with a 10:1 student/teacher ratio, a great CTE offering, and financial stability.

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

All appropriations are sought after and used to the benefit of our students.

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

N/A

6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

N/A

Appendix B

School Profile

Caliente Youth Center (CYC) is nestled in the mouth of Clover Creek canyon in the heart of rural Lincoln County, Nevada. Since its establishment in 1962, the Caliente Youth Center has provided institutional correctional services for court-ordered female juvenile offenders between the ages of 12 and 18. During the 1988-89 fiscal year, CYC's doors were opened to males of the same age who are also adjudicated from the court system. Today, CYC remains co-educational with three cottages of female offenders and four of male. At inception the institution was designed for 140 students; during the year the average daily population is 127.

CYC contracts with Lincoln County School District for educational services. **C O Bastian High School (COB)**, under the supervision of the Lincoln County School District, provides comprehensive educational and vocational services to both junior and senior high school students. The services are provided by the high school principal, fourteen academic teachers, and three support personnel for a total of sixteen persons.

The student body of this 6-12 school consists of at-risk students from throughout Nevada but predominately from Clark (56%) and Washoe (20%) counties. Demographically, CYC/COB is 43% female and 57% male with a racial makeup of 40% White, 28% Black, 27% Hispanic, 5% Other (mainly Asian/Islanders and American Indian). The average grade of our students is 9.5. All students are academically tested at entrance and exit of this institution/school (TABE complete battery) as well as the Fluent Reading Trainer program. The average grade level (tested) of all students upon entrance is approximately 6.5 (3.0 grades below normal); upon exit it would increase to approximately 8.5, an average increase of 2.0 grades for a 6-month stay.

Approximately 20 students at any given time qualify as certified Special Education. The majority of them have behavioral-emotional difficulties rather than true learning disabilities. Also approximately 20 students, at any given time, test at a 12.9 grade level. Most of the students are credit deficient. They have bounced from one school to another multiple times before arriving here. Much of this bouncing is a consequence of their own behavioral problems; but much of it is also attributed to the instability of their home life. Diligent effort is expended to compensate for these situations by helping the students get caught up on credits or administering the GED before they return to society. Around 65 students take the GED each year with a 96% pass ratio. Also about 6 students graduate per school year.

C.O. Bastian High School Vision and Philosophy

We will use every appropriate educational activity or method we can find or develop to assist us in our mission.

Key tools in this process are:

- *Academics
- *Arts
- *Athletics
- *Career training

Key benchmarks of progress are:

- *Academic progress
- *Service to others
- *Increased self esteem & responsibility
- *Positive value change

We empower students when we help them:

- *Gain knowledge and understanding of their world
- *Learn and practice useful life skills, job skills and interpersonal skills
- *Develop positive values or attitudes that will lead to success

Successful students will:

- *Develop a level of self-esteem that allows them to be responsible citizens who are accountable for their own actions.
- *Become familiar with a variety of career opportunities and an awareness of how their personal attributes and interests might lead them to specific career clusters or areas.
- *Learn & practice work skills and competencies which will enable them to obtain and keep honorable employment
- *Develop social skills, interpersonal skills, and personal habits of mind which will enable them to develop and practice positive family values.