# Envision WCSD 2015
## Investing In Our Future

**Washoe County School District**

Every Child, By Name And Face, To Graduation

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**Washoe County School District**
Every Child, By Name And Face, To Graduation

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*Envision* a school district, aligned and accountable for making decisions that promote the best educational opportunities for all children.

*Envision* an educational community that values building the capacity of all of its employees to ensure a positive, safe, and engaging learning environment.

*Envision* a school district that goes beyond speaking about the importance of parent and community involvement, proactively engaging them, with intentional focus on those who have previously felt excluded.

*Envision* every school led by an excellent principal and every class taught by a great teacher, assisted by quality support staff.

*Envision* all students being challenged by a rigorous curriculum, encouraged and engaged by differentiated instruction, and graduating from high school fully prepared for future careers and further educational opportunities.

Now, envision a school district that not only wants to make these ideas part of its vision, but also part of its promise and commitment to each and every child. That is what WCSD is committing to with *Envision WCSD 2015: Investing in Our Future.*

*Envision WCSD 2015* has been the product of a reform-minded school board, a new leadership team, and numerous internal and external partners who worked to craft a plan that builds from past district successes, acknowledges needed areas of improvement, and is unwavering in producing improved results for all 63,000 students. A number of committees with specific attention paid to the areas of alignment, accountability, accessibility, and achievement were formed to work on this plan. We extend our gratitude to the teachers, administrators, classified employees, parents, students, business and community leaders, higher education liaisons, and citizens who assisted in creating a document that will direct our efforts and encourage innovation within a collaborative, productive culture.

This document goes beyond the traditional scope of a strategic plan. It states our intent to embark on a revolution of educational reform where the status quo is challenged and a bold call to action is issued to all our employees and our community. We can no longer be satisfied with incremental change and minor improvements. We must raise expectations for all schools and all students to prepare them for an uncertain and constantly evolving future.

*Envision WCSD 2015* is our promise – a promise to ensure a better tomorrow – by focusing on "every child, by name and face, to graduation."

In Partnership for Children,

Heath Morrison
Superintendent

Estela Gutierrez
President, Board of Trustees

## Educational Reform

We are at a crossroad in education today. New federal and state legislation, high community expectations, and, of course, the worsening economic conditions of our country and state are all impacting our school district. Although Washoe County School District (WCSD) regularly outperforms the state in terms of education, we are not where we need to be to prepare our students for meaningful lives after graduation. Indeed, we must be honest and acknowledge that we are not getting enough of our students, especially our children of color, even to graduate from high school. Our current graduation rate (56%) and long-standing achievement gaps among diverse student populations are critical examples of why immediate reform is urgently needed.

The critical issues we are currently facing have not appeared suddenly or without forewarning. Over the past two decades, rapid growth in our community has increased the numbers of students impacted by poverty, mobility, English as a second language, and special needs. These changing demographics are not an excuse to expect worse results, but a call to action to prepare all our students for the challenges of college, careers, and life in a globally competitive world. In examining long-term trend data, it is clear that if we continue on our current trajectory, we will not only decline in results, but will fail our students and our community.

*Our students deserve and need the very best education system in the country. Educational opportunity is now a moral imperative and a quality of life issue for all of us.*

The necessity for immediate education reform has increased with the current economic conditions. The relationship between education reform and economic recovery cannot be overstated. We are confronting the need to strengthen and overhaul our education system as the first step in transforming the economy in our area to one that is a magnet for technology-based and other innovative industries to enhance our existing tourist-centered businesses. Reforming our schools today will ensure the workforce needed for tomorrow. It is a virtuous cycle and one that we are committed to improving.

And of course, investing in our kids is the right thing to do.

# The Call For Change

A call for change came in 2009 when the WCSD Board of Trustees took the first steps on the pathway toward reform. A new superintendent and management team were brought into the district to implement reform initiatives and create a sense of urgency where the status quo was no longer acceptable. Building on a solid framework from the previous *Blueprint for Student Success,* the new team revisited the plan with a focus on accountability and results.

The new superintendent, armed with a comprehensive entry plan, began his work by engaging a multitude of stakeholders in broad, deep listening and learning forums and on developing trusting, productive, collaborative relationships with the WCSD Board, staff, and community. He deliberately and proactively reached out to all family and community members and also sought out typically underrepresented, diverse stakeholders. Within these forums, he asked key questions to understand priorities of the community and to establish an open process of continuous improvement. The thoughts, comments, and suggestions gathered from these meetings helped form the basis of the District's new direction for the strategic plan.

Contributors to the discussions suggested that we need to better align our school curriculum, standards, and systems, including Central Services, to provide greater customer service and support to our schools. They also suggested data should be gathered and used to inform instruction for optimal student achievement and professional development to reach clear, targeted outcomes. In addition, they recommended that we need to be more accessible and accountable to all stakeholders using audits, measurable goals, and active monitoring in all departments. Finally, they said academic achievement and responsible citizenship for all of our 63,000 students must become the ultimate measure of success.

Four key directives emerged from these information-gathering forums, the Four A's: Alignment, Accountability, Accessibility, and Achievement.

## Alignment

*To focus policies and systems in a coherent and strategic direction for high quality instruction and student achievement*

All District systems will align their work and their continuous improvement strategies with the core purpose of student achievement. Since our strategic plan involves a number of departments and offices that will be improving simultaneously, it will be crucial for effective communication and coordination of improvement among these groups to occur. It will also be essential to coordinate our efforts with early childhood and post-secondary institutions to ensure smooth educational transitions and continuous learning opportunities.

## Accountability

*To provide continuous improvement strategies that will systematically measure progress and guide adjustments accordingly*

Our progress will be measured against the strategic plan objectives for targeted results and excellence based on student performance and effective site operations. Schools' levels of performance will be evaluated through a comprehensive local accountability system. As schools achieve greater results, they will be provided with greater autonomy and flexibility in making decisions about the operation of their schools and in enhancing the district's core curriculum. Our schools that are failing to achieve improved student performance goals will be provided with managed instructional support dealing with the components necessary for success.

## Accessibility

*To ensure all students are educated at the highest possible levels of excellence*

Academic achievement gaps in our student populations based on race, ethnicity, gender, economic status, and special language/educational needs will be eliminated and all students will maintain a positive growth trajectory. The strategic plan will track the progress of closing the student achievement gaps. The District will proactively reach out to our parents and community including aggressive efforts to reach those who have been historically underserved. In addition, all employees who provide professional and support services will have access to the training and materials they need to complete their jobs.

## Achievement

*To track student and employee achievement for continuous improvement*

Data tracking systems will provide information on what our students and employees are accomplishing. In addition, we will increase research and development efforts. With leadership from our school communities, we will analyze and determine the best next steps in our continuous improvement process. We will move beyond compliance to innovation, beyond proficiency to excellence.

# Strategic Planning

In January and February of 2010, tasked with a clear directive, eleven committees were organized around key themes and areas of operations. These committees were made up of parents, teachers, principals, business leaders, and community members. Together, they brainstormed the action steps necessary to carry out the reform agenda called for by the Board of Trustees. From these dedicated groups of volunteers came the start of a new strategy and a new vision. It will place WCSD on the reform pathway that our students, parents, and economy demand.

## Strategic planning committees

- College and Career Ready Graduates
- Core Curriculum and Assessments
- Recruiting, Selecting, Training, and Retaining Highly-Skilled Teachers
- Recruiting, Selecting, Training, and Retaining Highly-Skilled Leaders
- Recruiting, Selecting, Training, and Retaining Highly-Skilled Education Support Staff and Professional Technical Personnel
- Parent/Community Outreach
- Public Outreach and Public Relations
- Efficient and Effective Operations
- Performance Management
- Alignment of Resources
- Effective Use of Schedules and Calendars

The committees reviewed areas of district strengths and needed improvements and then suggested systems, processes, targets, goals, and measures to be used in the improvement process. This transparent work has allowed us to collect important information on issues and critical needs in order to set priorities and make decisions about the new strategic plan.

Along our reform pathway, we have established a set of common, ambitious, concrete goals for everyone involved in WCSD. Built on the foundation of our existing strengths, we have outlined the direction for our curriculum and instruction efforts, human and capital resources, and partnerships for the next five years. By implementing new systems and methods of accountability and measurement, we

are dedicated to ensuring that the students in our community achieve academic success and have the knowledge and skills to succeed in the workplace or in college. We intend to keep working to improve our graduation rate, end the achievement gaps, better align our curriculum, and create a performance management system second to none. We are prepared to address the new challenges we face with passion and desire to continue to innovate, improve, and succeed.

The following reform priorities for the strategic plan became evident through analysis of common themes that emerged from community discussions and committee work:

- building academic success through an exceptional education
- developing human capital by recruiting and supporting the best teachers, administrators, and support staff to serve our district
- creating community capital within a conducive culture and climate that is solidified within the community and extends to external communities
- engaging family and community members to increase expertise, trust, and shared responsibility for student success
- establishing a system of continuous improvement of performance management systems

The common themes became the foundation of the strategic plan's five major goals. Each goal includes three to five objectives that focus our efforts over the next five years. Under each objective there are specific strategies that define the work and the office/department responsible for implementation. Since it is goal-based, the sequence of the five years' ambitious work is not necessarily presented in chronological order, and we do not expect to accomplish it all in the first year of the plan. Indeed, some important strategies will require additional funding resources and capacity-building over time.

Together with the district strategic plan, every department and school will be developing individual plans based on goals, strategies, budgets, and specific, measureable targets to guide success and continuous improvement. These will be aligned to the district strategic plan and will supply the energy necessary to accomplish all our goals.

*The Pathway to College and Highly-Skilled Career Readiness (The Pathway)* is at the center of WCSD's improvement strategies. It is designed to ensure that all of our 63,000 students in all of our 94 schools will graduate from high school with essential academic knowledge and work-related skills to achieve their future education and career objectives.

*The Pathway* provides the District with a common definition of success and will align with all academic, human capital, community, and operational initiatives described in the strategic plan. It identifies important milestones for student success and creates a value chain that links the work of teachers and administrators across grade levels and schools. At each of the milestones along the roadmap, structures will be in place to monitor and assist students to ensure they are on the road to success.

The principals and faculties from elementary, middle, and high schools serving a specific community will constitute a vertical team responsible for jointly setting goals across the schools and for tracking continued individual student progress for appropriate interventions and/or supports to ensure success. Representatives of all the schools in a vertical team will come together regularly to establish the goals for each milestone, review progress toward the goals, and make adjustments to action steps. *The Pathway* also ensures that all students and their families receive the necessary information and support structure to stay on the path of excellence to graduation.

## Envision WCSD 2015

*Envision WCSD 2015* provides a pathway that is a shared definition of success. The culture in the District and in schools is shaped by the importance of clear expectations about student achievement, use of data, and reflective action plans based on best teaching and learning methods to drive continuous improvement. It is also based on putting quality education for all children at the center of decision-making. While this work is concentrated on schools, the challenge of reaching all students requires a district-wide vision as well as a clearly defined strategic plan.

We cannot accomplish this challenging work alone. Our call to action must reach every member of our community with the expectation that all individuals, both corporate and private, will share in the responsibility for successful implementation and results. Only by working together, can we fulfill our urgent commitment to guiding every child, by name and face, to graduation.

Graduation — 7

Grade 11: AP/IB/ACT/SAT Participation and Performance; Career Technical Education Credit Attainment — 6

Grade 9: On Track with Credit Attainment for Graduation — 5

Grade 8: Algebra 1 & 2, Writing and Literacy Mastery — 4

Grade 5: Reading, Writing and Advanced Math — 3

Grade 3: Reading, Writing and Numeracy — 2

Kindergarten: Reading, Writing and Numeracy — 1

| BUILDING HUMAN CAPITAL | BUILDING COMMUNITY CAPITAL | SCHOOL CLIMATE / CULTURE | PERFORMANCE MANAGEMENT SYSTEMS |
|---|---|---|---|
| • Principal Effectiveness<br>• Teacher Effectiveness<br>• High Quality PD and Training | • Parent Engagement<br>• Community and Business Partnerships<br>• Higher Education Partnerships | • Collaborative, Caring, Safe & Healthy Environment<br>• Valuing Diversity | • 21st Century Infrastructure<br>• Effective Operations<br>• Fiscal Responsibilities |

# Our Vision, Mission And Core Beliefs

A high-performing organization should be guided by its Vision, Mission, and Core Beliefs. In May 2010, the Board of Trustees adopted a new set of these guiding principles:

## Vision

As a courageous, innovative leader in education, Washoe County School District will be one of the nation's top performing school districts, graduating all students college and/or highly-skilled career ready.

## Mission

To create an education system where all students achieve academic success, develop personal and civic responsibility, and achieve career and college readiness for the 21st century.

## Core Beliefs

We believe

- All students will learn and be successful.

- The achievement gap will be eliminated by ensuring every student is challenged to learn at, or above, grade level.

- Effective teachers and principals, dedicated support staff, rigorous curriculum, measurable outcomes, ongoing monitoring and assessment, collaboration, professional development, and a culture of continuous improvement will ensure classroom success for all students.

- Superior performance will be achieved through clear goals that set high expectations and standards for all students and employees.

- Family, school, and community engagement will be required for student academic success.

- Leadership and passion, together with accountability and transparency, will be keys to reform and success.
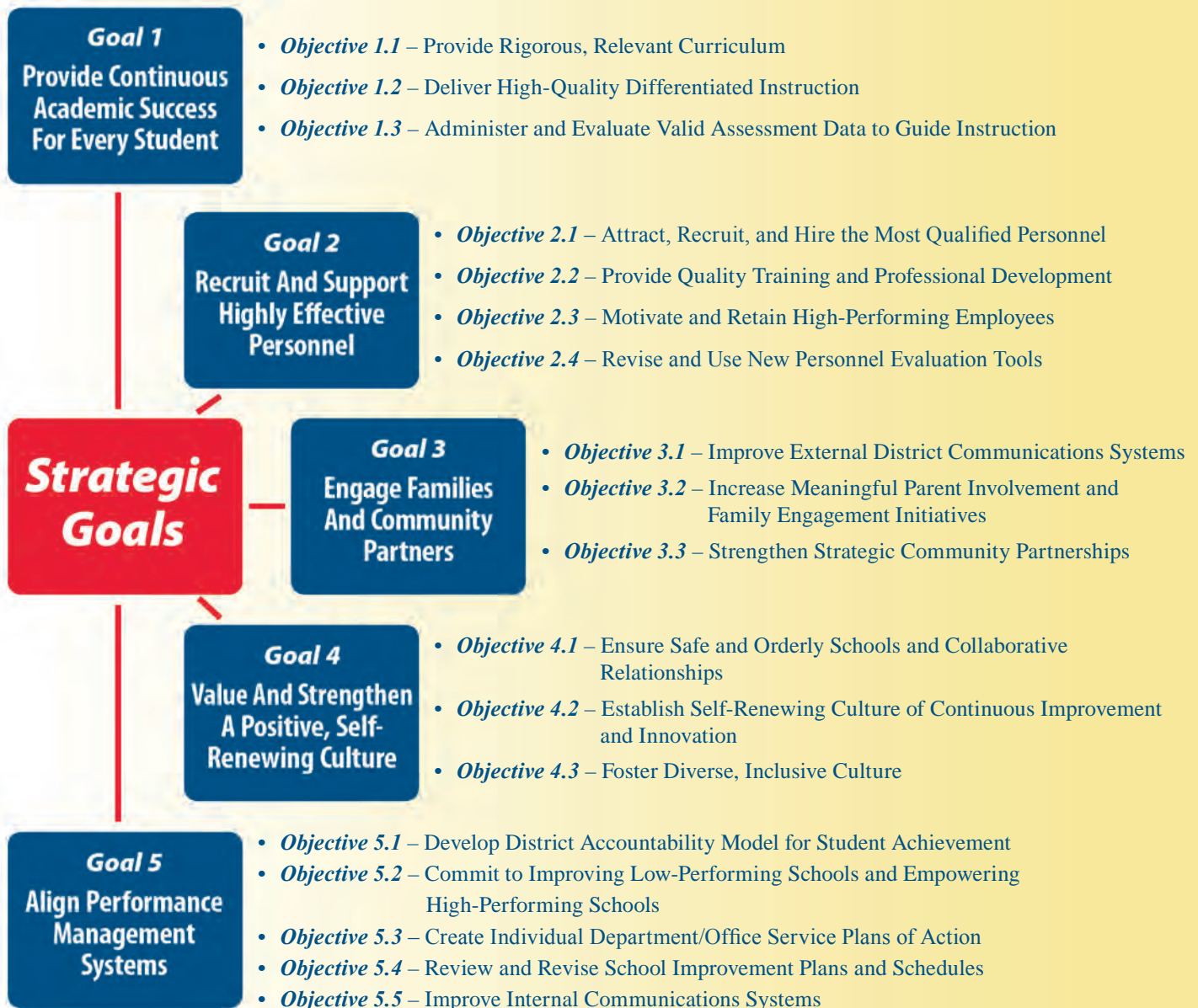
## Theory of Action

Along with these important overarching beliefs, the trustees adopted a theory of action, their view about how the district will carry out the important daily work of improving student achievement at site levels. Called *Managed Performance Empowerment (MPE)*, the theory of action grants flexibility and decision-making authority to schools based on successful performance. From a school support perspective, at one end of the MPE continuum is tightly managed control over instructional practice to best support low-performing schools. At the other end of the continuum are empowerment and high degrees of autonomy to high-performing schools. The system expectation is to move all schools toward the autonomous end of the continuum. This will encourage schools to assume full ownership for student performance, exhibit better decision-making at all levels, establish more innovative and flexible approaches for resolving problems and challenges, and ultimately to continuously improve within a strong, performance-oriented culture.

# Strategic Goals

1. Provide all students with extensive opportunities, challenges, and support in achieving continuous academic success

2. Recruit, select, develop, and retain highly-effective personnel to provide the best educational opportunities and services for all students

3. Engage family and community members in strong relationships and meaningful opportunities to increase expertise, trust, and shared responsibility for student success

4. Value and strengthen a positive, productive, self-renewing culture throughout the district with attention to safe, orderly, and respectful learning and work environments focused on student achievement

5. Align and maintain efficient and effective performance management systems to sustain a cycle of continuous improvement in support of student learning

**Goal 1**
**Provide Continuous Academic Success For Every Student**

- *Objective 1.1* – Provide Rigorous, Relevant Curriculum
- *Objective 1.2* – Deliver High-Quality Differentiated Instruction
- *Objective 1.3* – Administer and Evaluate Valid Assessment Data to Guide Instruction

**Goal 2**
**Recruit And Support Highly Effective Personnel**

- *Objective 2.1* – Attract, Recruit, and Hire the Most Qualified Personnel
- *Objective 2.2* – Provide Quality Training and Professional Development
- *Objective 2.3* – Motivate and Retain High-Performing Employees
- *Objective 2.4* – Revise and Use New Personnel Evaluation Tools

**Strategic Goals**

**Goal 3**
**Engage Families And Community Partners**

- *Objective 3.1* – Improve External District Communications Systems
- *Objective 3.2* – Increase Meaningful Parent Involvement and Family Engagement Initiatives
- *Objective 3.3* – Strengthen Strategic Community Partnerships

**Goal 4**
**Value And Strengthen A Positive, Self-Renewing Culture**

- *Objective 4.1* – Ensure Safe and Orderly Schools and Collaborative Relationships
- *Objective 4.2* – Establish Self-Renewing Culture of Continuous Improvement and Innovation
- *Objective 4.3* – Foster Diverse, Inclusive Culture

**Goal 5**
**Align Performance Management Systems**

- *Objective 5.1* – Develop District Accountability Model for Student Achievement
- *Objective 5.2* – Commit to Improving Low-Performing Schools and Empowering High-Performing Schools
- *Objective 5.3* – Create Individual Department/Office Service Plans of Action
- *Objective 5.4* – Review and Revise School Improvement Plans and Schedules
- *Objective 5.5* – Improve Internal Communications Systems

# Instructional Core

At the center of all our work is student performance guided by the strategic plan as the Pathway's roadmap to college and highly-skilled career readiness.

The five strategic plan goals have a clear focus on the three essential components that support the Instructional Core, the interactions and relationships among students, teachers, and curriculum that ensure student performance. This Instructional Core and the means to support it are at the center of all our goals and strategic efforts.

## Curriculum: Standards-Based Content and Skills

Curriculum consists of purposes, plans, and activities for teaching and learning, including programs of study. Educators, students, and families need a consistent, clear understanding of what students are expected to learn so they can provide the materials, tools, and instruction to help students be successful in their learning.

Strategies in the plan include the adoption of common core standards that are designed to reflect 21st century knowledge and skills needed for students to be successful in college and careers. Rigorous, relevant curriculum, guided by state and national standards, will be designed and updated to provide educators and families with grade-level expectations for content literacy in all core subjects.

## Teachers: Knowledge of Content and Instruction

Research clearly shows that a high quality teacher is the most important factor in closing the achievement gap. To be a highly-skilled teacher, one must have an extensive understanding of the content being taught, thorough knowledge of students' cognitive, social, and psychological developmental processes, and also be proficient in providing productive, engaging learning experiences and environments.

The strategic plan includes provisions for professional development in content knowledge, teaching methods, and relationship building. A new professional growth system tied to performance will ensure support for teachers in providing the best possible education experience for every student. Professional learning teams will support collaborative professional growth through shared responsibility for student performance and quality teaching.

## Students: Background Knowledge, Processing, and Motivation

Students bring individual background knowledge as well as particular learning styles and personal motivation to every learning situation. In order to make meaning of new content, they must connect new information with existing understandings to expand their base of knowledge and develop increasingly more mature thinking processes and skills.

Strategic systems will identify and track student progress and be used in making instructional decisions to ensure every student has essential background knowledge and understanding to succeed in progressively more rigorous academic content. Systems will be in place to ensure a positive, district-wide culture with high expectations for all students.

# Pathway Academic Performance Targets

Among the most obvious outcomes of improved strategic planning are significant gains in student achievement with built-in cycles of evaluation and refinement. Key *Pathway* performance targets raise expectations and standards for both student and school performance and reinforce a commitment to eliminating the gap in student achievement by race, ethnicity, and socio-economic status. Targets reflect the requirements of national, state, and local accountability mandates and provide projected milestones about where the District wants to be in five years.

District-wide performance targets are specified below from 2005-2006 through the 2014-15 school year. Although many other performance indicators will be monitored throughout a student's school experience, these catalytic leverage points will be used to gauge the extent to which the district is meeting the expectations of the Board's core beliefs and commitments and is fulfilling the requirements of the strategic plan.

## Pathway Academic Performance Targets

| * Projected | 2006 | 2007 | 2008 | 2009 | 2010 | 2011* | 2012* | 2013* | 2014* | 2015* |
|---|---|---|---|---|---|---|---|---|---|---|
| Graduation Rate | 57% | 55% | 56% | 56% | - | 60% | 62% | 65% | 70% | 75% |
| AP Participation | 30% | 33% | 26% | 27% | - | 31% | 34% | 38% | 44% | 50% |
| AP Performance*** | - | - | 49% | 47% | - | 48% | 50% | 52% | 54% | 56% |
| SAT Participation | 41% | 46% | 44% | 41% | - | 44% | 47% | 50% | 55% | 60% |
| SAT Performance | - | - | - | 1542 | - | 1550 | 1560 | 1570 | 1585 | 1600 |
| ACT Participation | 34% | 37% | 35% | 36% | - | 37% | 39% | 42% | 46% | 50% |
| ACT Performance | 22.1 | 22.2 | 22.2 | 22.1 | - | 22.2 | 22.3 | 22.8 | 23.3 | 24 |
| CTE Credit Attainment | - | 45% | 43% | 43% | - | 47% | 51% | 55% | 60% | 65% |
| 9th Grade Credit Accrual | 70% | 72% | 75% | 80% | - | 82% | 85% | 88% | 91% | 95% |
| 8th Grade Algebra Participation | 26% | 22% | 22% | 26% | 26% | 30% | 34% | 38% | 44% | 50% |
| 8th Grade Algebra Performance | 67% | 72% | 68% | 70% | 64% | 73% | 75% | 77% | 81% | 85% |
| **At or Above Proficiency / At or Above Exceeds Standard** | | | | | | | | | | |
| 8th Grade Math Performance | 62%/ 15% | 61%/ 12% | 56%/ 12% | 60%/ 14% | 57%/ 4% | 62%/ 10% | 65%/ 13% | 68%/ 16% | 72%/ 20% | 76%/ 25% |
| 8th Grade Reading Performance | 64%/ 21% | 63%/ 15% | 58%/ 14% | 62%/ 17% | 67%/ 22% | 69%/ 24% | 71%/ 26% | 73%/ 28% | 75%/ 29% | 78%/ 30% |
| 8th Grade Writing Performance | 71%/ 22% | 68% / 19% | 60% / 12% | 61% / 12% | 58% / 8% | 62% / 15% | 65% / 18% | 69% / 21% | 74% / 25% | 80% / 30% |
| 5th Grade Math Performance | 62%/ 17% | 62% / 12% | 61% / 13% | 63% / 16% | 72% / 8% | 74% / 18% | 76% / 20% | 78% / 23% | 80% / 26% | 82% / 30% |
| 5th Grade Reading Performance | 48%/ 7% | 56% / 8% | 49% / 9% | 53% / 9% | 57% / 11% | 61% / 14% | 64% / 16% | 67% / 18% | 71% / 21% | 76% / 25% |
| 5th Grade Writing Performance | 49%/ 8% | 48% / 8% | 44% / 6% | 47% / 7% | 45% / 5% | 49% / 13% | 53% / 15% | 57% / 18% | 63% / 21% | 70% / 25% |
| 3rd Grade Reading Performance | 54%/ 25% | 61% / 19% | 58% / 25% | 59% / 23% | 64% / 30% | 67% / 32% | 70% / 34% | 73% / 36% | 76% / 38% | 81% / 40% |
| 3rd Grade Math Performance | 53%/ 20% | 56% / 23% | 59% / 25% | 61% / 28% | 72% / 36% | 74% / 38% | 76% / 40% | 78% / 41% | 80% / 43% | 82% / 45% |
| Kindergarten** Reading Performance | - | - | - | - | - | 59% | 62% | 65% | 70% | 75% |
| **\*\* Kindergarten portfolios are measured at or above standard only** | | | | | | | | | | |
| **\*\*\* Based on scores of 3 or higher on the AP exam** | | | | | | | | | | |

# Foundational Support Targets

The important work of meeting student achievement targets, as defined in Goal 1, cannot be accomplished without the committed support of all district offices and departments as they embark on achieving the other four goals. They too will be establishing performance targets for continuous improvement and increased quality of service to schools, families, and the community. Foundational support targets will provide measures to define and evaluate district progress in meeting the expectations for human capital, family and community engagement, culture, and performance management.

Since 2010 is the first year for tracking the support targets, most of the data for that year will be baseline; that is, it will establish a starting point from which to measure future years. Milestones for strategies within the plan reflect increases that will occur beyond baseline years. With assistance from our community and business partners, we will be a forerunner in aligning district operations to a business operations model of excellence. Performance targets are specified from 2010-2011 through the 2015-2016 school year.

| Goal 2 – Human Capital Targets | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|---|
| Percent of principals who are rated effective/highly effective according to new evaluation tools | baseline | TBD | TBD | TBD | TBD | TBD |
| Percent of teachers who are rated effective/highly effective according to new evaluation tools | n/a | TBD | TBD | TBD | TBD | TBD |
| Post-professional development (PD) surveys on teacher efficacy rates within 3 months of PD completion | baseline | TBD | TBD | TBD | TBD | TBD |
| Post-PD surveys on percentage of training programs content put to practical use within 30 days of training completion | baseline | TBD | TBD | TBD | TBD | TBD |

| Goal 3 – Families & Community Targets | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|---|
| Percent of parents satisfied with school service | baseline | TBD | TBD | TBD | TBD | TBD |
| Percent of parents satisfied with district service | baseline | TBD | TBD | TBD | TBD | TBD |
| Percent of parents using Parent Portal (Infinite Campus) | baseline | TBD | TBD | TBD | TBD | TBD |
| Community donations in dollars (annual fiscal) | baseline | TBD | TBD | TBD | TBD | TBD |
| Community donations in kind (annual fiscal) | baseline | TBD | TBD | TBD | TBD | TBD |
| Numbers of parent/community volunteer hours | baseline | TBD | TBD | TBD | TBD | TBD |

| Goal 4 – Culture Targets | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|---|
| Percent of students who feel engaged with school | baseline | TBD | TBD | TBD | TBD | TBD |
| Percent of students who feel safe at school | baseline | TBD | TBD | TBD | TBD | TBD |
| District student attendance rates | baseline | TBD | TBD | TBD | TBD | TBD |
| Percent of employees satisfied with work environment | baseline | TBD | TBD | TBD | TBD | TBD |
| Number and percent of student suspensions | baseline | TBD | TBD | TBD | TBD | TBD |
| Number and percent of student expulsions | baseline | TBD | TBD | TBD | TBD | TBD |

| Goal 5 – Performance Management Targets | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|---|
| Financial approval ratings from outside sources | baseline | TBD | TBD | TBD | TBD | TBD |
| Number of departments that meet key performance indicator targets (annual) | baseline | TBD | TBD | TBD | TBD | TBD |
| Number of schools that meet pathway targets (annual) | baseline | TBD | TBD | TBD | TBD | TBD |
| Number of schools that meet SIP Targets | baseline | TBD | TBD | TBD | TBD | TBD |
| Percent of employees satisfied with internal communications | baseline | TBD | TBD | TBD | TBD | TBD |

# Provide Continuous Academic Success For Every Student

## Goal 1 – Academic Success

Through a rigorous and relevant curriculum, valid assessments, high quality instruction, and appropriate support, every student will be provided with extensive opportunities, challenges, and assistance to achieve continuous academic success.

Recent district findings have highlighted substantial differences in academic achievement between the general student population and special education students, English language learners, students living in poverty, and students from ethnic minorities. Reform initiatives such as the Gateway Curriculum, Response to Intervention Instruction, and transition programs for high school freshmen have begun the important work needed to ensure student achievement will improve at all levels and that achievement gaps will be narrowed or eliminated.

*Envision WCSD 2015* promises a district that is aligned and accountable for making decisions that promote the best educational opportunities for every student to achieve high academic success and receive the support they need to graduate ready for college and highly-skilled careers. From early childhood programs, with expanded pre-K and full-day Kindergarten opportunities, to Science, Technology, Engineering, and Mathematics (STEM) Schools and World Language Academies, to AP and IB programs, to credit recovery and academy/signature high school programs, a full spectrum of reform initiatives will be directed at improving academic achievement. The District will develop a rigorous, relevant curriculum and a system of valid formative assessments to allow for successful transitions along *The Pathway to College and Highly-Skilled Career Readiness.* High-quality instruction will be differentiated and engaging, and those students who need additional support will receive targeted interventions to ensure academic success. In addition, those students who are succeeding and excelling will receive opportunities to achieve even more.

# Objective 1.1 – Provide Rigorous, Relevant Curriculum

| | Timeline | Responsibility *Primary Office/Department | Milestone |
|---|---|---|---|
| **1.1.1.** Newly revised rigorous, standards-based K-12 curricula will focus on literacy and numeracy content and skills, integrated cross-disciplinary expectations, and performance-based studies with increasingly more complex texts and tasks to meet the needs of 21st century learners. | **Timeline:** (SYs 2010-2012) | **Responsibility** *Primary Office/ Department Academic Office* | **Milestone:** Increased number of schools implementing new curriculum documents |
| **1.1.2.** Grades 9-12 curricula will include discipline-specific courses tied to credit attainment tracked to graduation and will prepare students with courses and credits to ensure highly-skilled career and college readiness including CTE/AP/IB/ACT/SAT participation and performance. | **Timeline:** (SY 2010-2011) | **Responsibility** *Primary Office/ Department Academic Office* | **Milestone:** Increased percentage of students attaining credits or participating in CTE / AP / IB / ACT / SAT programs. Increased percentages in performance on CTE / AP / IB / ACT / SAT assessments. |
| **1.1.3.** National Core Curriculum Standards will be adopted with support to ensure that curriculum materials (content, skills, and formative tests) are aligned to state standards and assessments. | **Timeline:** (SYs 2011-2015) | **Responsibility** *Primary Office/ Department Academic Office* | **Milestone:** Increased number of schools adopting curriculum materials based on National Core Standards |
| **1.1.4.** A comprehensive K-12 Writing Plan will be implemented that includes instruction on writing as a process for different audiences and with a variety of purposes (i.e., narrate, explain/inform, and argue.) | **Timeline:** (SYs 2010-2012) | **Responsibility** *Primary Office/ Department Academic Office* | **Milestone:** Increased number of schools using the comprehensive K-12 Writing Plan |
| **1.1.5.** The Gateway Course of Study, including all students enrolled in a fourth year of math, third year of science, and six courses as seniors, will be in place in all high schools. | **Timeline:** (SY 2010-2011) | **Responsibility** *Primary Office/ Department School Performance Office* | **Milestone:** All schools implementing the Gateway Course of Study |
| **1.1.6.** More opportunities will be provided for students to participate in rigorous, relevant curriculum and enrichment programs, e.g., SIG schools, high school academy / signature programs, Science, Technology, Engineering, and Mathematics (STEM) Schools, and World Languages Academies, dual credit, and Advanced Placement (AP) / International Baccalaureate (IB) Schools. | **Timeline:** (SYs 2010-2015) | **Responsibility** *Primary Office/ Department Academic Office* Resources: Additional resources/funding needed | **Milestone:** Increased number of STEM, IB and AP programs |

> *Signature High Schools' programs will offer academic and career / technology choices for students among various high schools with specific programs, topics, or distinguishing themes that focus on specialized, engaged student learning.*

| | Timeline: | Responsibility | Milestone: |
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| **1.1.7.** Signature High Schools' programs will offer academic and career / technology choices for students among various high schools with specific programs, topics, or distinguishing themes that focus on specialized, engaged student learning. | (SYs 2013-2015) | *Primary Office/ Department Academic Office* <br><br> Resources: Additional resources/funding needed | Increased number of high schools with an academy / signature program |
| **1.1.8.** Opportunities for distance/e-learning, as a stand-alone or in combination with regular instruction, will be expanded to accommodate accelerated as well as remedial learning. | (SY 2011-2012) | *Primary Office/ Department Academic Office* <br> Resources: Additional resources/funding needed | Increased number of distinct learning opportunities |
| **1.1.9.** Respect, diversity, behavior, social and emotional learning skills will be taught directly and embedded throughout the academic curriculum. This will include an appreciation and celebration of diversity within our community. | (SY 2011-2012) | *Primary Office/ Department Academic Office* | Increased number of schools with cultural competency embedded within curriculum plans |
| **1.1.10.** Additional opportunities for two-way dual language programs in elementary schools will be increased. | (SY 2011-2012) | *Primary Office/ Department Student Support Services Office* ELL Department | Increased number of two-way dual language programs and number of students participating |

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| **1.2.1.** Instructional methods will be varied to engage all students' learning styles and needs based on student achievement data. Strategies to differentiate instruction will be supported through professional development and monitored through professional growth systems. | **Timeline:** (SYs 2010-2015) | **Responsibility** *Primary Office/ Department Staff Development Department* Resources: Additional resources/ funding needed | **Milestone:** Increased number of teachers differentiating instruction in classrooms |
| **1.2.2.** A Response-to-Intervention Instructional (RtII) model will help teams to identify and influence variables (e.g., curriculum, differentiated instruction, classroom management, student motivation) and guide the process of special education identification through a multi-tiered approach. | **Timeline:** (SY 2010 -2011) | **Responsibility** *Primary Office/ Department Student Support Services Office* | **Milestone:** Increased percentage of schools using RtII model |
| **1.2.3.** Early identification and targeted support for learners, who should be performing at higher achievement levels, will be improved by developing Academic Personalized Plans (APPs) and by expanding interventions and instructional resources designed to assist these students. The expectation is that all students who are not reaching proficiency will have an APP. | **Timeline:** (SYs 2010-2012) | **Responsibility** *Primary Office/ Department School Performance Office* | **Milestone:** Increased number of students with APPs |
| **1.2.4.** Additional opportunities will be sought to increase the number of early childhood programs (Pre-K and full-day K) each year and ensure these programs are rigorous. | **Timeline:** (SYs 2010-2015) | **Responsibility** *Primary Office/ Department Academic Office* Resources: Additional resources/ funding needed | **Milestone:** Increased number of early childhood programs |
| **1.2.5.** Increased academic offerings will be provided to students for remediation and/or acceleration through after-school programs, Saturday schools, intersession offerings, and summer school programs. | **Timeline:** (SY 2010-2011) | **Responsibility** *Primary Office/ Department Academic Office* Resources: Additional resources/ funding needed | **Milestone:** Increased number of after-school programs, Saturday schools, intersession, and summer school programs |

# Programming Support To Every Student

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| **1.2.6.** Opportunities for credit recovery and for students in alternative school programs will increase through the use of sophisticated student identification, tracking, and intake systems, clear referral programs, aggressive interventions with performance measures, and credit recovery labs geared to students' individual APPs with clear expectations. | **Timeline:** (SY 2010-2011) | **Responsibility** *Primary Office/ Department Student Support Services Office* <br><br> Resources: Additional resources/ funding needed | **Milestone:** Increased number of credit recovery opportunities |
| **1.2.7.** Accountability efforts will be expanded for school level instructional outcomes for students with disabilities and will ensure compliance with state and federal mandates related to special education and Section 504 services. | **Timeline:** (SYs 2010-2012) | **Responsibility** *Primary Office/ Department Student Support Services Office* | **Milestone:** Decreased number of district non-compliance cases |
| **1.2.8.** Instruction for English Language Learners (ELLs) will be responsive to the needs of students and based on the national *Framework for High-Quality English Language Proficiency Standards and Assessments.* Its impact will be measured by student achievement data. ELL and classroom teachers will team-teach wherever appropriate. | **Timeline:** (SY 2011-2012) | **Responsibility** *Primary Office/ Department Student Support Services Office* ELL Department | **Milestone:** Increased number of schools achieving AMAO targets |
| **1.2.9.** A comprehensive audit will determine strengths and areas for improvement in special education and ELL services. The numbers of responsible inclusion programs for special education and ELL students will continue to increase where appropriate. | **Timeline:** (SY 2010-2011) | **Responsibility** *Primary Office/ Department- Student Support Services Office* ELL Department <br><br> Resources: Additional resources/ funding needed | **Milestone:** Increased number of improvements in ELL and special education services Increased number of inclusion programs |
| **1.2.10.** Support and services for gifted students will be improved at their zoned schools with inclusion services for elementary students. Options will be added for all gifted and talented (GT) students to attend specialized programs at designated sites for those who need a full-time, gifted placement. | **Timeline:** (SYs 2010-2012) | **Responsibility** *Primary Office/ Department Academic Office* <br><br> Resources: Additional resources/ funding | **Milestone:** Increased number of support services for gifted students |
| **1.2.11.** Training in best practices in gifted student identification, including universal screeners to increase under-represented population identification (e.g., low-income, minority, English language learners, and twice exceptional students), will be followed to ensure equity. | **Timeline:** (SYs 2010-2012) | **Responsibility** *Primary Office/ Department Academic Office* <br><br> Resources: Additional resources/ funding needed | **Milestone:** Increased number of students from under-represented populations certified for GT |

# Objective 1.3 – Administer And Evaluate Valid Assessment Data To Guide Instruction

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| **1.3.1.** A state-adopted growth model will be developed and implemented to track annual student achievement to determine individual academic progress, school effectiveness, and support needed for improved curriculum and instruction. | **Timeline:** (SYs 2010-2012) | **Responsibility** *Primary Office/ Department Accountability Office* | **Milestone:** Increased percentage of students and schools tracked for achievement growth |
| **1.3.2.** An effective student monitoring information-management system will provide data on student achievement to allow for tracking interventions and/or accelerations in learning, based on catalytic leverage points, as noted in the *Pathways* model. | **Timeline:** (SY 2011-2012) | **Responsibility** *Primary Office/ Department Accountability Office* | **Milestone:** Increased number of schools using student monitoring information-management system |
| **1.3.3.** *Developmental Reading Assessment* (DRA) and *Measures of Academic Progress* (MAP) will measure student growth and provide data to target instructional supports and student intervention and/or enrichment opportunities. | **Timeline:** (SYs 2010-2012) | **Responsibility** *Primary Office/ Department Accountability Office* **Resources:** Additional resources/ funding needed | **Milestone:** Increased number of schools using DRA and MAP |
| **1.3.4.** Every school will develop and implement multiple performance-task assessments, including classroom-based formative and summative evaluation tools, which will ensure students can apply higher-order thinking skills and strategies in meaningful ways. | **Timeline:** (SYs 2011-2015) | **Responsibility** *Primary Office/ Department Accountability Office* **Resources:** Additional resources/ funding needed | **Milestone:** Increased percentage of teachers implementing multiple performance-task assessments |

# Recruit And Support Highly Effective Personnel

## Goal 2 – Human Capital

Through the recruitment, selection, development, and retention of dedicated, highly effective personnel, all students will be provided with the best educational opportunities and services to achieve their individual academic potential.

Washoe County School District has always been proud of its exceptional employees and has offered a number of professional development opportunities to improve instruction and performance. Professional learning communities have been established in every school and instructional coaches have been deployed to guide and support collaborative professional growth.

*Envision WCSD 2015* is committed to an educational community that values building the capacity of all of its employees to ensure a positive, safe, and engaging learning environment. It comes with an assurance that every school will be led by an excellent principal; every class will be taught by a great teacher and will be assisted by quality

support staff. Updated recruitment and hiring processes will facilitate a streamlined, efficient system for obtaining and retaining the most highly-qualified personnel with attention to developing a more diverse workforce. A new professional growth system, incentive initiatives, specialized support, and evaluation tools tied to performance will be closely aligned to district, department, and/or school goals and objectives to ensure highly effective performance by all staff. Restructured professional development opportunities will be supported through district, area, site, and individual initiatives that are uniquely designed and delivered to improve student learning and employee performance.





> *Washoe County School District has always been proud of its exceptional employees and has offered a number of professional development opportunities to improve instruction and performance.*

# Objective 2.1 – Attract, Recruit, And Hire The Most Qualified, Effective Personnel

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| **2.1.1.** Potential internal and external candidates for teaching, administrative, and support positions will be recruited and hired based on attitude, experience, and competence. Internal employment opportunities will be effectively marketed and qualified outside candidates will be actively recruited through the use of various sourcing techniques to increase the diversity and quality of the applicant pools. | **Timeline:** (SY 2010-2011) | **Responsibility** *Primary Office/ Department Human Resources Office* School Performance Office **Resources:** Additional resources/ funding needed | **Milestone:** Increased number of effectively marketed employment opportunities Increased percent of diversity candidates recruited and hired |
| **2.1.2.** Proactive measures will be taken to ensure that highly-impacted schools will have access to the most qualified candidates to promote student achievement and meet the schools' needs. | **Timeline:** (SY 2010-2011) | **Responsibility** *Primary Office/ Department Human Resources Office* School Performance Office **Resources:** Additional resources/ funding needed | **Milestone:** Increased number of proactive measures instituted to ensure highly-impacted schools have access to the most qualified candidates |
| **2.1.3.** Recruitment will focus on increasing diversity and the number of bilingual and biliterate personnel in the workforce. | **Timeline:** (SYs 2010-2015) | **Responsibility** *Primary Office/ Department Human Resources Office* Diversity and Equity Department | **Milestone:** Increased percentage of diverse, bilingual and biliterate personnel in the workforce |
| **2.1.4.** All hiring processes will use rigorous criteria and a transparent, streamlined system with clear, concise postings that are accessible to all interested individuals and will include: electronic forms, simplified searches, and saved search updates for candidates. | **Timeline:** (SY 2010-2011) | **Responsibility** *Primary Office/ Department Human Resources Office* | **Milestone:** Increased number of streamlined hiring processes and procedures |

# Objective 2.2 – Provide Appropriate, Quality Training And Professional Development

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| **2.2.1.** Training programs, guided by National Staff Development Council Standards and administered through the Staff Development Department, will offer additional training opportunities for meaningful, job-embedded instruction for all employee groups. | **Timeline:** (SYs 2010 -2015) | **Responsibility** *Primary Office/ Department Human Resources Office* Staff Development Department  Resources: Additional resources/ funding needed | **Milestone:** Increased number of training opportunities and their usage for all employee groups |
| **2.2.2.** Inclusionary instructional practices will be expanded through effective professional development in the areas of differentiated instruction, co-teaching, scheduling, and site-based leadership. | **Timeline:** (SYs 2010-2012) | **Responsibility** *Primary Office/ Department Human Resources Office* Student Support Services Office | **Milestone:** Increased number of schools using inclusionary practices |
| **2.2.3.** All teachers and administrators will receive training in teaching English language learners (e.g., TESOL endorsement, and/or SIOP or GLAD) and students with special needs. | **Timeline:** (SYs 2011-2013) | **Responsibility** *Primary Office/ Department Human Resources Office* Staff Development Department Student Support Services Office  Resources: Additional resources/ funding needed | **Milestone:** Increased number of teachers and administrators trained in ESL and special education instruction |
| **2.2.4.** Performance directors, implementation specialists, and school support teams in every regional performance zone will offer training and support for data monitoring, instructional and resources support, compliance documentation (e.g., state reports, restructuring reports/plans), and systems for continuous improvement (e.g., CSI). | **Timeline:** (SY 2010-2011) | **Responsibility** *Primary Office/ Department Human Resources Office* School Performance Office | **Milestone:** Increased number of teachers receiving training in data monitoring, instructional and resources support, and/or compliance documentation |
| **2.2.5.** Every school will develop and implement a coherent professional development plan that targets the school's identified needs and is evaluated for its effectiveness based on student achievement results. School schedules will include a 45 minute early release every Wednesday for professional development. | **Timeline:** (SY 2010-2011) | **Responsibility** *Primary Office/ Department School Performance Office* Staff Development Department | **Milestone:** Increased percentage of schools implementing a coherent professional development plan |

| | Timeline: | Responsibility *Primary Office/ Department | Milestone: |
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| **2.2.6.** Teachers will develop individual professional growth plans with professional development goals based on continuous improvement of quality teaching and learning. | (SYs 2010-2012) | Staff Development Department* | Increased number of teachers using individual professional growth plans and evaluations |
| **2.2.7.** Administrators will develop individual personal growth plans that will include professional development in academic instruction and leadership and will reflect a continuous process in their development as instructional leaders and leaders of complex organizations. | (SYs 2010-2015) | School Performance Office* | Increased number of administrators adopting a personal growth plan |
| **2.2.8.** The current Principals' Academy will be modified and will cultivate and build a strong leadership pool by providing professional development leadership opportunities for aspiring administrators as well as for current administrative staff. Areas for focus will include: data-driven decision-making, cultural competency, and effective leadership, as well as mentoring opportunities with community and district partnerships. Ongoing training will positively influence recruitment, retention, and performance rates. | (SYs 2010-2015) | Human Resources Office* | Increased number of potential administrators in leadership hiring pool |
| **2.2.9.** Departments and offices, with assistance from the Human Resources Office, will cross-train support personnel to allow for coverage due to absences or extended workloads. | (SY 2011-2012) | Human Resources Office*<br><br>Resources: Additional resources/ funding needed | Increased number of cross-trained support personnel |
| **2.2.10.** Pre-service and job-specific trainings for support personnel will be expanded and, where feasible, will be supported with on-line technology. | (SYs 2010-2012) | Human Resources Office*<br><br>Resources: Additional resources/ funding needed | Increased number of pre-service and job-specific trainings for support personnel Increased percent of trainings supported with on-line technology |

# Objective 2.3 – Motivate And Retain High-Performing Employees

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| **2.3.1.** Differential pay/incentives will be used to recruit and retain effective teachers and principals in hard-to-fill positions or high-need schools and for targeted professional development for non-contract work days. | **Timeline:** (SYs 2012 – 2015) | **Responsibility** *Primary Office/ Department Human Resources Office* Resources: Additional resources/ funding needed | **Milestone:** Increased number of effective teachers and principals hired in hard-to-fill positions or high-need schools based on differential pay/incentive programs |
| **2.3.2.** Viable differentiated initiatives, based on multi-dimensional measures of teacher and principal effectiveness, will be explored through collaborative efforts of the District and the state and local employee associations. | **Timeline:** (SYs 2012 – 2015) | **Responsibility** *Primary Office/ Department Human Resources Office* Resources: Additional resources/ funding needed | **Milestone:** Increased number of collaborative, exploratory efforts in developing possible initiatives |
| **2.3.3.** Teacher leadership opportunities will be expanded to include non-administrative roles and responsibilities. A career lattice system will be developed so master teachers can seek professional opportunities without leaving the classroom. | **Timeline:** (SYs 2012-2015) | **Responsibility** *Primary Office/ Department Human Resources Office* | **Milestone:** Increased number of teachers using the career lattice system |

# Objective 2.4 – Revise And Use New Evaluation Tools And Systems And Develop A Professional Growth System For All Employees

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| **2.4.1.** A professional growth system will be developed and implemented for all personnel to build capacity and provide opportunities to improve performance. Performance-based evaluation tools (e.g., rubrics, peer-assisted review [PAR] panels, walk-throughs, self-reflections) will be designed to promote professional growth, life-long learning, and continuous improvement for all employees to bring clarity to the separation process for employees not meeting standard after receiving professional growth support. | **Timeline:** (SYs 2010-2012) | **Responsibility** *Primary Office/ Department Human Resources Office* Resources: Additional resources /funding needed | **Milestone:** Increased number of staff adopting a personal growth plan |
| **2.4.2.** Updated principal and teacher evaluation systems will be revised in collaboration with the Washoe Education Association (WEA) and Washoe School Principals Association (WSPA.) They will include student achievement growth, school improvement planning and implementation, and peer reviews as part of the professional growth system. | **Timeline:** (Principals SY 2010-2011, all others 2011-2012) | **Responsibility** *Primary Office/ Department Human Resources Office* Resources: Additional resources/ funding needed | **Milestone:** Increased number of teachers and principals adopting a personal growth plan based on new criteria |
| **2.4.3.** Peer-assisted review (PAR) processes will be created and structured to support professional growth systems though peer collaboration and assistance. | **Timeline:** (SY 2011-2012) | **Responsibility** *Primary Office/ Department Human Resources Office* Resources: Additional resources/ funding needed | **Milestone:** Increased number of staff, teachers, and principals participating in peer-assisted reviews |

## Goal 3 – Families and Community

Through increased communications networks, parent involvement and family engagement initiatives, and strategic community partnerships, WCSD will build strong family and community relationships to increase expertise, trust, and shared responsibility for student success.

As one of the fastest growing areas in the nation, many new families and businesses have joined the district community over the past 10 years. This has proved to be challenging in establishing solid, long-term relationships to support education initiatives. A Parent Information and Resource Center (PIRC) grant and Title I funding have provided schools with resources to involve parents, including a parent involvement facilitator in each of the Title I schools. Every school has submitted an annual parent involvement calendar of activities designed to include parents in school-sponsored events.

*Envision WCSD 2015* goes beyond speaking about the importance of parent and community involvement and will proactively engage them, with an intentional focus on those who have previously been underserved or excluded. By increasing family and community initiatives and evaluating them for improvement, the District will strengthen relationships and understanding of the necessary collaborative efforts needed to ensure success for every student. Frequent, clear, two-way communications will improve trust and public confidence as well as facilitate the transparency needed for accountability. Every school will have at least one business partnership and the number of community volunteer hours will increase significantly. All family and community members will feel welcome in contributing to the important work and responsibility of preparing our students for the future.

| | Timeline: | Responsibility | Milestone: |
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| **3.1.1.** External communications will improve through the development and implementation of a comprehensive district communication plan to better involve families and community partners. A customer service philosophy will be established for external community audiences in order to exceed the expectations of our business associates. | (SYs 2010-2012) | *Primary Office/ Department Community Engagement and Communications Office* <br><br> Resources: Additional resources/ funding needed | Increased use of comprehensive district communication plan |
| **3.1.2.** A positive public image and brand for WCSD will be developed and disseminated that clearly expresses the Vision, Mission, Core Beliefs, and strategic plan to the general public. | (SY 2010-2011) | *Primary Office/ Department Community Engagement and Communications Office* | Increased number of positive public image events |
| **3.1.3.** Informational materials will be translated in multiple languages as necessary. | (SY 2010-2011) | *Primary Office/ Department Community Engagement and Communications Office* | Increased percentage of district documents available in multiple languages |

# Objective 3.2 – Increase Meaningful Parent Involvement And Family Engagement Initiatives

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| **3.2.1.** The new Family-School Partnerships Department will focus on building the capacity of schools to engage parents, specifically on how to outreach and partner with diverse families, and build the capacity of parents to navigate educational systems and support their child's achievement. | **Timeline:** (SYs 2010-2013) | **Responsibility** *Primary Office/ Department Community Engagement and Communications Office* Staff Development Department  Resources: Additional resources/ funding needed | **Milestone:** Increased number of partnership opportunities and events with parents and diverse families |
| **3.2.2.** Two-way communications with parents will increase through outreach programs such as home visit connections, study circles, multilingual print media, and social media and technology usage, including more user-friendly district and school websites. | **Timeline:** (SYs 2010-2012) | **Responsibility** *Primary Office/ Department Community Engagement and Communications Office* State and Federal Programs Office  Resources: Additional resources/ funding needed | **Milestone:** Increased number of two-way communications events with parents |
| **3.2.3.** Home and school relationships, parent satisfaction, support for academics, and response to informational needs of families will be assessed using an annual survey of parents and a family engagement index. | **Timeline:** (SY 2010 -2011) | **Responsibility** *Primary Office/ Department Community Engagement and Communications Office* Accountability Office | **Milestone:** Increased number of satisfied parents with support for academics and responses to informational needs |
| **3.2.4.** Each school will provide a parent involvement activities calendar in the annual school improvement plan and include one or more targeted parent involvement initiatives guided by the WCSD Parent Involvement Rubric. | **Timeline:** (SYs 2010-2012) | **Responsibility** *Primary Office/ Department Community Engagement and Communications Office* School Performance Office | **Milestone:** Increased percentage of schools that meet targeted parent involvement initiatives |

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| **3.2.5.** A Parent University will be created and will leverage community partnerships through the Education Alliance and increase the visibility and accessibility of classes through outreach to families of students most at risk of not graduating. | **Timeline:** (SYs 2011-2015) | **Responsibility** *Primary Office/ Department Community Engagement and Communications Office* State and Federal Programs Office<br><br>Resources: Additional resources/ funding needed | **Milestone:** Increased number of community partners Increased number of visible and accessible classes for families Increased number of families who attend workshops, specifically families whose children score 4 or more on the *WCSD Risk Index* |
| **3.2.6.** A parent involvement facilitator (PIF) will be employed at each school with specified job description focusing on parent outreach. | **Timeline:** (SYs 2012-2015) | **Responsibility** *Primary Office/ Department Community Engagement and Communications Office*<br><br>Resources: Additional resources/funding needed | **Milestone:** Increased number of schools with PIFs |

# Objective 3.3 – Strengthen Strategic Community Partnerships

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| **3.3.1.** Education Alliance and WCSD will ensure that at least one productive business partnership is established at each school with a focus on student achievement. | **Timeline:** (SYs 2010-2015) | **Responsibility** *Primary Office/ Department Community Engagement and Communications Office* School Performance Office | **Milestone:** Increased number of productive business partnerships |
| **3.3.2.** Students will be exposed to careers and career information in the workforce through partnerships with the business community. | **Timeline:** (SYs 2010-2015) | **Responsibility** *Primary Office/ Department Community Engagement and Communications Office* School Performance Office | **Milestone:** Increased number of businesses providing career exploration activities for students and the increased numbers of students participating in the programs |
| **3.3.3.** Education Alliance and Volunteer Services will actively recruit, train, and place additional community and student volunteers and mentors at schools. | **Timeline:** (SYs 2010-2015) | **Responsibility** *Primary Office/ Department Community Engagement and Communications Office* School Performance Office  Resources: Additional resources/ funding needed | **Milestone:** Increased number of volunteers recruited, trained, and supporting schools |
| **3.3.4.** Alternative sources of funding and grants will support the strategic plan with assistance from community and educational partners. | **Timeline:** (SYs 2010-2015) | **Responsibility** *Primary Office/ Department State and Federal Programs Office* Community Engagement and Communications Office | **Milestone:** Increased number of alternative funding sources |

| | Timeline | Responsibility | Milestone |
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| **3.3.5.** A District non-profit educational foundation will be established to accept gifts and donations and administer resources to schools to support student achievement. | **Timeline:** (SY 2010-2011) | **Responsibility** *Primary Office/ Department Community Engagement and Communications Office* Resources: Additional resources/ funding needed | **Milestone:** Increased foundation assets and partnership grants will support schools |
| **3.3.6.** Partnerships between higher education (e.g., UNR, TMCC, career training, etc.) and Pre-K-12 communities will provide collaboration on strategies such as sharing data and plans to ensure seamless transitions between educational institutions, a successful Pre-K-16 pathway for academic success, and professional development partnerships for aligned pre-service and in-service teaching and administrative trainings. | **Timeline:** (SYs 2010-2015) | **Responsibility** *Primary Office/ Department Community Engagement and Communications Office* School Performance Office Accountability Office | **Milestone:** Increased number of students who enroll in higher education institutions Decreased number of students requiring college remediation courses Increased higher education retention and persistence rates |
| **3.3.7.** Human Resources will work actively with partner universities to ensure education students and student teachers have hands-on practical experience at high-risk and low- risk schools and that teacher-education students are placed with trained master teachers. | **Timeline:** (SY 2011-2012) | **Responsibility** *Primary Office/ Department Human Resources Office* School Performance Office | **Milestone:** Increased number of education students who are placed with highly- trained master teachers in both high- and low-risk schools |
| **3.3.8.** Board of Trustees and senior administration will be visible and actively engaged in school community events. | **Timeline:** (SYs 2012-2015) | **Responsibility** *Primary Office/ Department Community Engagement and Communications Office* | **Milestone:** Increased trustee and senior administrator engagement and event attendance |
| **3.3.9.** Schools will be a center of community access to services for families and children such as social, emotional, medical, and basic needs (e.g., food, shelter, clothing, and counseling.) | **Timeline:** (SYs 2012-2015) | **Responsibility** *Primary Office/ Department Community Engagement and Communications Office* State & Federal Programs Office Resources: Additional resources/ funding needed | **Milestone:** Increased number of schools with available family center services |

## Goal 4 – Culture

The District will create and implement structures, systems, policies, and procedures that reflect the Vision, Mission, and Core Beliefs. They will be based on a positive, productive culture of meaningful, collaborative relationships and attention to a safe, orderly, and respectful learning and working environment focused on student achievement.

In recognizing the importance of a positive culture that is conducive to learning, the District has identified and developed referral systems and programs to address social issues, established positive behavior support systems, and collected community and climate indicator data. Emergency management systems have been created and coordinated with local law enforcement agencies.

*Envision WCSD 2015* guarantees a District commitment to providing safe, orderly, and respectful environments to ensure equitable opportunities for all students and employees to learn and work to optimal capacity. Toward that end, initiatives will build leadership competence for all personnel to inform and inspire one another within a diverse and cohesive education community, a community where a culture of mutual respect begins in every classroom and is expanded throughout the entire district community.

| | Timeline: | Responsibility *Primary Office/ Department | Milestone: |
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| **4.1.1.** A foundational district policy will establish a framework for developing, refining, and implementing a culture of positive behavior support at each school to ensure a consistent range of appropriate consequences for student discipline issues at all district sites. | (SY 2010-2011) | Student Support Services Office* | Increased number of schools using consistent range of district consequences for student discipline issues |
| **4.1.2.** Schools will provide a safe, orderly, positive, and engaging educational climate and culture through the use of a three-tiered, school-wide prevention and intervention system such as positive behavioral support (PBS). | (SYs 2010-2015) | Student Support Services Office*  Resources: Additional resources/ funding needed | Increased number of schools and students participating in PBS data systems and school evaluation data |
| **4.1.3.** Schools will implement the American School Counselor Association (ASCA) model framework to develop action plans and to support initiatives in closing the achievement gap. | (SYs 2010-2015) | Student Support Services Office* | Increased number of schools using the ASCA evaluation model |
| **4.1.4.** Fully articulated delivery service models will be provided for specialized programs (e.g., SIP, CLS Strategies, Social Resource programs) and resource room programming. | (SYs 2011 – 2015) | Student Support Services Office* | Increased number of postings of delivery of service models |
| **4.1.5.** School Police and Emergency Management Departments will partner, consult, and collaborate with other law enforcement, fire officials, first responders, and related local and regional agencies and businesses in maintaining emergency and safety systems and in reporting and investigating crimes and implementing comprehensive school safety, crisis response, and emergency management. | (SY 2011-2012) | Emergency Management Department* School Police Office | Increased number of staff, students, and parents trained in school safety and emergency management |
| **4.1.6.** School safety and strategies for building a positive culture and climate of respect will be embedded into the instructional day through the implementation, development and practice of social and emotional learning and social skills. | (SY 2011-2012) | School Performance Office* | Increased number of schools that embed strategies for building a positive culture and climate of respect |

| | Timeline: (SY 2011-2012) | Responsibility *Primary Office/ Department Student Support Services Office* | Milestone: |
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| **4.1.7.** Students and their parents will be provided with strategies for dealing with bullying, cyber-bullying, and harassment within and outside the school environment. | Timeline: (SY 2011-2012) | Responsibility *Primary Office/ Department Student Support Services Office* | Increased number of students who are trained in strategies for dealing with bullying, cyber-bullying, and harassment within and outside the school environment. |
| **4.1.8.** The utilization of System of Care principles (family-driven, youth-guided, strengths-based, data-driven, and outcome-oriented services) will be expanded. | Timeline: (SY 2011-2012) | Responsibility *Primary Office/ Department Student Support Services Office* | Increased number of schools using System of Care principles |

# Objective 4.2 – Establish A Self-Renewing Culture Of Continuous Improvement And Innovation

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| **4.2.1.** Cross-functional teams will collaboratively support one another in exploring and formulating new, innovative ideas for continuous improvement. | **Timeline:** (SYs 2010-2015) | **Responsibility** *Primary Office/ Department School Performance Office* Operations Office* | **Milestone:** Increased number of offices and departments that participate in cross-functional teams |
| **4.2.2.** Shared leadership and decision-making will create opportunities for teachers, parents, and community members to work together to identify problems and formulate solutions to maximize student achievement. | **Timeline:** (SYs 2010-2015) | **Responsibility** *Primary Office/ Department School Performance Office* | **Milestone:** Increased number of shared leadership and decision-making opportunities for teachers, parents, and community members |
| **4.2.3.** Site-based professional learning communities (PLCs) will be expanded and supported with their focus on collaborative inquiry, action research, and development of teaching and learning strategies. | **Timeline:** (SY 2010-2011) | **Responsibility** *Primary Office/ Department School Performance Office* Human Resources Office | **Milestone:** Increased number of PLCs focused on student data, inquiry, action research, and development of teaching and learning strategies |

# Objective 4.3 – Foster A Diverse And Inclusive Culture

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| **4.3.1.** A collaboration of representatives from the five employee associations will create a compact of organizational culture of respect to guide district business and relationships. | **Timeline:** (SY 2010 – 2011) | **Responsibility** *Primary Office/ Department Operations Office* | **Milestone:** Increased number of offices, departments, and schools will adopt the compact of organizational culture of respect |
| **4.3.2.** A district partnership with Equity Alliance will provide best practices around increasing workforce diversity, student achievement, and cultural awareness training including classroom observation and walk-through tools for all administrators. | **Timeline:** (SY 2010-2011) | **Responsibility** *Primary Office/ Department Diversity and Equity Department* | **Milestone:** Increased number of schools using classroom and observation tools for best practices around increasing workforce diversity, student achievement, and cultural awareness training |
| **4.3.3.** A cultural competency workshop, led by a national consultant, will be provided for board trustees and district management including all principals. | **Timeline:** (SY 2010-2011) | **Responsibility** *Primary Office/ Department Diversity and Equity Department* Staff Development Department  Resources: Additional resources/ funding needed | **Milestone:** Increased number of personnel trained in cultural competency |
| **4.3.4.** All schools and departments/offices will receive training and information about cultural competency and be provided tools and supports to positively impact and measure school/workplace climate and culture. | **Timeline:** (SYs 2011-2013) | **Responsibility** *Primary Office/ Department Diversity and Equity Department* Staff Development Department | **Milestone:** Increased number of personnel trained in cultural competency |
| **4.3.5.** Mentor programs will provide employees throughout the district with opportunities to learn and improve performance in essential job skills and strategies through expert guidance and coaching. | **Timeline:** (SYs 2010 – 2015) | **Responsibility** *Primary Office/ Department Community Engagement and Communications Office*  Resources: Additional resources/ funding needed | **Milestone:** Increased number of employees participating in mentor programs |
| **4.3.6.** Collaboration with business partnerships, community groups, and involvement with diverse community groups, business owners/managers in the community will increase community capital. | **Timeline:** (SY 2010-2011) | **Responsibility** *Primary Office/ Department Community Engagement and Communications Office* Diversity and Equity Department | **Milestone:** Increased number of partnerships, with businesses and community groups, (e.g., Asian/ Black/ Hispanic Chamber of Commerce, Nevada Hispanic Services, Nat'l Council of La Raza) |

## Goal 5 – Performance Management

The District will develop and maintain efficient and effective organizational structures and operational systems to improve communication and sustain a cycle of continuous improvement to support student achievement.

The District has implemented the ISO 9000 program that is an internationally recognized, highly credible standard with guidelines for establishing, improving, and maintaining an effective management system. District administration has adopted a plan for continuous systems improvement to upgrade every service that the district offers to schools.

Accountability systems with scorecards, dashboards, a student information data warehouse, and new internal communication tools will ensure departments and schools are aligned in their work to direct student achievement. Through a systematic cycle of continuous improvement, organizational structures and operational systems will regularly monitor service and improve delivery to assist schools and to align resources effectively. There will be an increased focus on improving chronically low-performing schools as well as recognizing schools whose academic performance warrants increased autonomy and empowerment.

> *Envision WCSD 2015 pledges high-quality performance management systems that will ensure District goals and strategies are consistently met in an efficient and effective manner.*

# Objective 5.1 – Develop A District Accountability Model For Student Achievement Built On A Foundation Of Performance Management

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| **5.1.1.** Annual scorecards will succinctly summarize school and district academic performance from the previous school year. | **Timeline:** (SYs 2010-2012) | **Responsibility** *Primary Office/ Department Accountability Office* Operations Office* **Resources:** Additional resources/ funding needed | **Milestone:** All schools will implement scorecards |
| **5.1.2.** School profiles will provide a comprehensive summary of school and district academic performance during the previous year. | **Timeline:** (SYs 2010-2012) | **Responsibility** *Primary Office/ Department Accountability Office* Operations Office* | **Milestone:** All schools will implement school profiles |
| **5.1.3.** Interim dashboards will link to year-end scorecards that display leading indicators designed to predict whether a school or the district is on-track to meet its year-end performance expectations. | **Timeline:** (SYs 2010-2012) | **Responsibility** *Primary Office/ Department Accountability Office* Operations Office* **Resources:** Additional resources/ funding needed | **Milestone:** All schools will implement interim dashboards |

# Objective 5.2 – Commit To Improving Low-Performing Schools And Empowering High-Performing Schools

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| **5.2.1.** Procedures and strategies will be developed and implemented to identify and turn around chronically low-performing schools through one of the following intervention models: turnaround, restart, school closure, or transformation. | **Timeline:** (SYs 2010-2015) | **Responsibility** *Primary Office/ Department* School Performance Office* **Resources:** Additional resources/ funding needed | **Milestone:** Decrease number of chronically, low-performing schools |
| **5.2.2.** Criteria will be established for schools to become autonomous. Autonomous schools will be directly responsible for decision-making to meet the needs of the school community and improve the quality of service and academic offerings. | **Timeline:** Criteria established (SY 2010-2011) Autonomous schools implementation (SYs 2011-2015) | **Responsibility** *Primary Office/ Department* Accountability Office* School Performance Office | **Milestone:** Completed criteria for autonomous schools' designations Increased number of autonomous schools |
| **5.2.3.** District administration and support teams will be assigned to geographically-grouped performance zones to provide operational authority and equitable, differentiated support and services to schools. Support will be assigned to academically under-performing schools and greater autonomy and empowerment will be offered to high-performing schools. | **Timeline:** (SY 2010-2011) | **Responsibility** *Primary Office/ Department* School Performance Office* | **Milestone:** Processes and procedures for operational support and services will be based on need and implemented for all under-performing schools |
| **5.2.4** Data systems will be in place to help schools manage operational records across departments and offices including business, facilities, information technology, human resources, nutrition services, and transportation focusing on areas including student attendance, special needs, and achievement. | **Timeline:** (SY 2010-2011) | **Responsibility** *Primary Office/ Department* Information Technology Department* **Resources:** Additional resources/ funding needed | **Milestone:** Increased data systems to manage operational records |

# Objective 5.3 – Create Individual Office/Department Service Plans Of Action

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| **5.3.1.** Each WCSD office/department will identify the various customers it supports and develop a service plan of action with measurable standards, key performance indicators (KPI), benchmarks, and evaluation relating to fiscal responsibility, quality of service, and support to schools. | **Timeline:** (SYs 2010-2012) | **Responsibility** *Primary Office/ Department Operations Office* School Performance Office* | **Milestone:** Increased percentage of service plans for every district office/ department |
| **5.3.2.** Scorecards (with key indicators, baselines, targets, and progress) and dashboards (collections of scorecards, reports, and other performance indicators) will be in place for every district office/ department to ensure continuous improvement. | **Timeline:** (SYs 2010-2012) | **Responsibility** *Primary Office/ Department Operations Office* School Performance Office* **Resources:** Additional resources/ funding needed | **Milestone:** Increased number of district offices/ departments using scorecards and dashboards |
| **5.3.3.** Six Sigma training will be provided to assist all departments in mapping out key performance indicators to increase efficiency and service quality. | **Timeline:** (SYs 2010-2012) | **Responsibility** *Primary Office/ Department Operations Office* | **Milestone:** Increased key performance indicator targets met by each department |
| **5.3.4.** Ongoing training and communications on customer service initiatives and techniques will be available for all staff to improve both the process and quality of service. | **Timeline:** (SY 2011-2012) | **Responsibility** *Primary Office/ Department Operations Office* School Performance Office* **Resources:** Additional resources/ funding needed | **Milestone:** Increased number of employees completing training on customer service Increased customer satisfaction as surveyed |

# Objective 5.4 – Review And Revise School Improvement Plans And School Schedules

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| **5.4.1.** Every school will create/revise and implement an annual school improvement plan. A leadership team will review data, school strengths, areas of concern, and possible solutions. From this, the school will write goals, objectives, and action steps as well as monitoring and evaluation procedures. Plans will include a parent involvement and a professional development calendar. | **Timeline:** (SY 2010-2011) | **Responsibility** *Primary Office/ Department School Performance Office* | **Milestone:** Increased percentage of schools with fully completed and approved school improvement plans |
| **5.4.2.** Elementary school calendar options will be reduced to a traditional and a multi-track schedule as needed with a single start date of the school year for all schools. | **Timeline:** (SYs 2012-2015) | **Responsibility** *Primary Office/ Department School Performance Office* | **Milestone:** Increased percentage of schools using a single start date for the school year |
| **5.4.3.** The traditional school schedule will be revised to accommodate credit recovery systems (e.g., an earlier August start date and/or a longer winter break) to provide time for additional credit recovery and intervention programs. | **Timeline:** (SYs 2012-2015) | **Responsibility** *Primary Office/ Department School Performance Office* | **Milestone:** Increased number of students using additional credit recovery and intervention options within new schedules Increased percentage of credit recovery completion attempts |
| **5.4.4.** Transportation routes will be aligned to school schedules to maximize educational programs and services for students and will address cost implications. | **Timeline:** (SY 2011-2012) | **Responsibility** *Primary Office/ Department School Performance Office* Transportation Department  Resources: Additional resources/ funding needed | **Milestone:** Increased number of transportation routes that maximize educational services within reasonable fiscal restraints |

# Objective 5.5 – Improve The Effectiveness Of Existing Internal Communications Systems

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| **5.5.1.** A comprehensive internal district communications plan will improve effective internal communications within and among departments and schools, with special attention to charter schools. | **Timeline:** (SY 2011-2012) | **Responsibility** *Primary Office/ Department Community Engagement and Communications Office* | **Milestone:** Increased number of internal communication systems developed and implemented |
| **5.5.2.** District departments and offices, with assistance from the Communications Office, will establish internal communication plans that are aligned with the district's comprehensive plan and will include an evaluation of timeliness and quality of service using end-user feedback. | **Timeline:** (SYs 2011-2015) | **Responsibility** *Primary Office/ Department Community Engagement and Communications Office* | **Milestone:** Increased number of office/department internal communication plans |

## Action Plan For Reform: "Theory Of Action"

### Introduction

The Washoe County School District Board of Trustees has chosen to follow a path of effective and innovative reform that will provide the very best education to every student. The Board believes that the District, in concert with its parents and support from the public, is obligated to empower students to be leaders in Nevada and throughout our nation and that ALL students must graduate from high school with the knowledge, skills, and aptitude to successfully enter the world of work, have the opportunity to attend and successfully complete college, all the while being productive contributors to our community.

A sustainable, broad-based Action Plan for Reform (APR) will make these ambitious goals a reality. It is driven by our Core Beliefs and Commitments to students and their education and by our Pathway to College and Career Readiness, which outlines our system-wide performance expectations. Our reform plan requires everyone's deep commitment to change—employees, parents, students, higher education, business, and committed citizens from every part of the community. The intensity of this commitment, the willingness of the public to invest in this plan, the availability of resources, the ability to engage in fruitful long-term partnerships, and the persistence of all stakeholders, will enable us to reform our schools now and will ultimately determine the successes of this effort.

The daunting challenges associated with this effort pale in comparison to the consequences of failing to address student performance issues. Our current graduation rate (56%) and long standing achievement gaps cannot be tolerated. The District is being impacted by the community's changing demographics, increasingly mobile families, growing levels of poverty, and many non-English speaking students and families. The APR is a framework for creating a sustainable and flexible, yet rigorous instructional management structure combined with an aligned operations support system to ensure that all staff are working toward a defined, common goal – a world class graduate. The foundation of the APR is a comprehensive, systemic model for reform called Managed Performance/Empowerment (MPE).

### Defining Managed Performance/Empowerment (MPE)

Managed Performance/Empowerment (MPE) is composed of Managed Instruction and Performance Empowerment. It is a model that includes a tightly aligned instructional system with school autonomy balanced through a comprehensive local accountability system. It requires a flexible, differentiated approach to school support and management based on an individual school's level of performance.

### Managed Instruction

Managed Instruction is the foundational component of MPE. It is a system of tightly aligned standards, curriculum, instruction, intervention, assessment, and professional development. It further requires the hiring and training of high quality staff, the equitable distribution of resources based on student need, supportive school climates, parent and community engagement, and a transparent and open system of communication. All of these factors contribute toward guaranteeing the academic performance of all students relative to the Pathway to College and Career Readiness.

Note: Managed instruction is not to be confused with managed teaching methods. To meet the needs of a diverse student population, teachers must differentiate instructional practice. To accomplish this, teachers must be afforded the opportunity to work individually and with learning teams to analyze data and to develop quality lesson plans and instructional strategies that align with our core curriculum in order to maximize their professional judgment.

### Performance Empowerment

Performance empowerment is an exciting piece of the MPE framework. It is based on two concepts, accountability and empowerment. Accountability is simply holding all employees responsible for meeting clear, concrete performance expectations as defined by The Pathway to College and Career Readiness. It assumes that what is measured matters, and that rewards and corrective actions are directly tied to performance. Effective accountability employs data and other commonly understood monitoring systems that identify performance-based strengths and weaknesses which then require thoughtfully planned system improvements.

Empowerment is earned. Greater autonomy is granted based on increased performance. Principals and teachers will embrace accountability when they are granted increased autonomy resulting from their collective improved performance. Effective accountability presumes that employees have a large measure of control over outcomes, and it drives decision-making authority to the classroom level. This decision-making framework is a fundamental requirement for the District to become a continuously improving, high-performing organization.

Successfully implementing empowerment requires understanding where specific decisions are optimally made. For example, certain decisions may belong in the central office, while others might reside best with principals and teachers, while still others may reside with parents and students. Striking the right balance in determining where these decisions are made is an on-going responsibility of the Board and Superintendent. Flexibility in terms of operational decision- making as well as instructional decision-making may be granted.

For example, based on performance, schools might be given as much latitude as possible in managing budgets, hiring and evaluating staff, configuring their workforce, schedules, student affairs, extracurricular activities, and parent and community relations. Similarly, strong performance may result in greater latitude in terms of the selection of curricular materials and the use of standards-based assessment strategies. Conversely, a school that is underperforming will follow District directives and have little latitude in site-based decision-making.

### Blending Managed Instruction with Performance/Empowerment – MPE

Managed Performance/Empowerment grants autonomy and the resulting management and instructional flexibility to schools based on successful performance. MPE is a management oversight continuum. The theoretical framework provides a backdrop for governance decisions driving policy that will benefit students, teachers, and administrators alike. From a school support perspective, at one end of the MPE continuum, under the direction of the Superintendent, is tightly managed control over instructional practice to maximally support low performing schools. At the other

end of the continuum are empowerment or high degrees of autonomy and flexibility afforded to high-performing schools. The system expectation is to move all schools towards the autonomy end of the continuum.

While a balance in decision-making must always be present, the benefits of a system that gravitates toward school-based autonomy includes schools assuming full ownership for student performance, exhibiting better decision-making at all levels, establishing more innovative and flexible approaches for resolving problems and challenges, and ultimately establishing a strong, performance-oriented culture.

### Conclusion

The Board of Trustees is committed to charting a path for rapid and innovative reform which must be supported by a system of continuous improvement. This cycle began with the Board's desire to produce a World Class School District where all students are successful at high levels and was followed up by establishing clear performance expectations and the development of a strategic plan for how those expectations would be met. As the continuous improvement cycle evolves, it will focus on building the capacity of those responsible for carrying out, monitoring, measuring, and adapting the work of the District to meet Board determined goals. Through these efforts, the Trustees have set the Vision, Mission, Core Beliefs, and commitments along with expectations for the District and given the Superintendent the responsibility of carrying out the District plan.

Striking the right balance between system control and empowerment through a balanced accountability system is an on-going responsibility of the Board/Superintendent team. It is clear that the District's ninety-four traditional and eight charter schools will operate more effectively in an environment of equitable resource support and MPE. The District office through its support efforts, while ensuring accountability for the performance of all schools, must be fully responsive to individual school needs and will do this efficiently and successfully through an MPE system that strives towards having ALL students performing at high levels and graduating from high school with the knowledge, skills, and aptitude to be successful.

# Acronyms

**ACT**

College entrance/placement test that assesses high school students' general educational development and their ability to complete college-level work

**AMAO**

Annual Measurable Achievement Objectives indicate how much English language proficiency (reading, writing, speaking, listening, and comprehension) English language learners served with Title III funds are expected to gain each year. The AMAO requirements include reporting on these three indicators:

- Annual increases in the number or % of children making progress learning English,

- Annual increases in number or % of children attaining English proficiency, and

- ELL children making AYP

**AP**

Advanced Placement – the term can be applied to College Board AP examinations or AP courses used to prepare students for the exams

**ASCA**

American School Counselor Association - supports school counselors' efforts to help students focus on academic, personal/social, and career development so they achieve success in school

**AYP**

Adequate Yearly Progress - state measurement used to determine district/school progress based on state assessment results for all students and subpopulations of students

**CLS**

Comprehensive Life Skills – special education program with curriculum for self-management/home living, vocational, recreation/leisure, and community functioning skills

**DRA**

Developmental Reading Assessment – an independent reading inventory used to identify students' ability levels in decoding, fluency, vocabulary, and comprehension skills

**ELL**

English Language Learners – term used to describe students who are acquiring English; previously used term was ESL for English as a Second Language

**GLAD**

Guided Language Acquisition Design - best practice instructional strategies for improving student understanding and learning experiences in the areas of language acquisition and literacy

**IB**

International Baccalaureate – the term can be applied to the IB organization, any of the three academically- challenging educational programs for children ages 3-19, or the diploma/certificates awarded at the end of the program of study

**KPI**

Key Performance Indicators – critical measures of performance used to help define and evaluate progress toward goals

**MAP**

Measures of Academic Progress – adaptive math and reading assessments used to measure students' ability levels

**MPE**

Managed Performance Empowerment – a theory of action that defines central administrative authority as managing the main business of teaching and learning in the district in terms of accountability, while empowering schools with flexibility and recognition for achieving positive results

**PIRC**

Parent Involvement Resource Center – term used to describe federal grant that develops home-school partnerships and helps implement successful and effective parent involvement policies, programs, and activities

**PLC**

Professional Learning Community – collegial group of educators and/or interested partners who are united in their commitment to educational efforts

**SAT**

College admission examination that tests knowledge of reading, writing, and math

**SIOP**

Sheltered Instruction Observational Protocol – system that provides a concrete structure to plan and implement sheltered English instruction within content areas

**SIP**

School Improvement Plan – individual site plans that guide school efforts based on an ongoing cycle of inquiry with goals, objectives, action steps, monitoring and evaluation

**STEM**

Science, Technology, Engineering and Math – academic and professional disciplines

**TESOL**

Teachers of English to Speakers of Other Languages – a professional organization with training opportunities in English language teaching and learning

**WCSD**

Washoe County School District – Northern Nevada school district that includes the Reno/Sparks/Lake Tahoe community areas

# Glossary

*Alternative school programs* – alternate pathway to graduation for at-risk students who learn better in non-traditional classroom settings with specialized curricula, counseling, and resources

*Benchmark assessments* – short tests administered throughout the year to provide immediate feedback on student progress

*Bilingual and biliterate* – bilingual refers to speaking and listening skills for two languages; biliterate refers to reading and writing skills for two languages

*Catalytic leverage points* – influential factors that can substantially impact school reform efforts/initiatives at critical points in time; examples might include alignment of pre-service and inservice professional development, design of standards and curriculum frameworks, lengthening of the school day/year, changes in course requirements for graduation, exit exam requirements for graduation, or grade level promotion

*Credit recovery* – programs designed to assist students in meeting academic credit requirements for graduation

*Cross-disciplinary* – refers to knowledge that explains aspects of one academic discipline in terms of another; common examples of cross-disciplinary approaches are studies of the mathematics of music or the politics of literature

*Curriculum* - (plural: curricula) – teaching and learning purposes, plans, and activities, including programs of study

*Dashboards* – Like the dashboard on an automobile that provides information on current speed, fuel levels, and engine temperatures, school dashboards will, at a glance, provide real time data and concise comparison figures to provide information on performance. These data may be from a collection of scorecards with performance and progress indicators or targets such as attendance, formative academic assessment data, and discipline reports.

*Discipline-specific courses* – courses that deal with specific subject matter/content and that typically have a distinctive teaching style to suit the content

*Differential pay/incentives* – system that varies worker compensation for productivity above an established standard or to recruit workers for hard-to-fill employment positions

*Differentiated instruction* – student-centered teaching and learning practices and materials that vary to accommodate different learners' styles, needs, and interests

*Enrichment* – increased scope or depth of curriculum to include activities that fall outside of or are an extension of the regular curriculum

*External communications* – communications between WCSD departments/employees and other groups or individuals outside the organization including families, community members, vendors, or other outside agencies

*Full-service community schools* – coordination of academic, social, and health services through partnerships within a school community

*Gateway Course of Study* – district policy that all high school students enroll in four years of math, three years of science, and six courses as seniors

*High-needs schools* – definitions vary by institution and purpose (such as grant writing), but include a minimum of at least 40 percent or more of the enrolled students being eligible for free and reduced lunch subsidies, more than 34 percent of the academic teachers teaching out of their subject area, and an attrition rate among classroom teachers of 15 percent or more in the last three years

*Inclusionary practices* – some inclusionary practices are: collaborative planning and teaching between general and special education teachers, a range of teaching strategies and modified assignments, adaptations and accommodations for individual and groups of students, peer tutoring, and cooperative learning

*Inclusion programs* – programs that integrate special education students into mainstream classrooms as the least restrictive environment for optimal learning

*Intake system* – centralized system to identify and manage the placement needs for diverse and/or disenfranchised student population

*Internal communication systems* – two types of internal communications in the district: one is within individual departments and schools, and the other is between departments and schools within the district

*Interventions* – attempt by a child's classroom teacher, with input from others, to resolve a problem the child is having before a referral is made for a full and individual evaluation; interventions require direct instruction and data is collected to determine if the intervention is effective

*Job-embedded instruction* – instruction to improve performance that occurs while employees are engaged in daily work

*Literacy* – there are many definitions for literacy: it is used to denote reading, writing, speaking, listening, and viewing skills; it is also used to define an ability/content that has been acquired by training such economic literacy or cultural literacy

*Multi-dimensional measures* – identification of two or more connected criteria for a measurement and then the established relationship between/among them for evaluation purposes

*National Core Curriculum Standards* – standards documents, initiated and supported by Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), that address 1) English language arts (ELA) and literacy in history/social studies, science, and technical subjects, and 2) mathematics

*Numeracy* – the ability to reason with numbers and other mathematical concepts

*Off track* – veering away from the designated path, not on target for success; can also refer to school schedules when the school is not in session or "off track"

*Pathway targets* – checkpoints along the academic trajectory path to monitor for student success to ensure high school graduation

*Performance indicators* – evaluation measure of performance used to measure progress toward goal(s); also referred to as key performance indicators (KPIs)

*Performance-task assessments* – assessment that requires students to create answers or products that demonstrate their knowledge or skills rather than simply selecting a single correct answer/response

*Professional learning community* – extended collaborative learning opportunities among colleagues with a focus on learning rather than teaching and that include accountability based on results

*Referral program* – program that refers students for additional screening, testing, or counseling to provide additional assistance

*Scorecards* – Like the scorecards in an athletic game, where tallies change as players score points, district scorecards will contain dynamic information on key indicators such as baseline data, targets, and indicator results. For schools, these will look like data profiles that include progress toward benchmarked performance objectives. This might illustrate the effects on student achievement after a series of instructional interventions have been implemented or the increase in student attendance after a new attendance policy has been instituted.

*Section 504* – civil rights law designed to eliminate discrimination, on the basis of disability, in any program or activity receiving federal financial assistance; guarantees certain rights to individuals with disabilities, including the right to full participation and access to a free and appropriate public education

*Self-contained program* – a school program that provides a separate learning environment for students whose social, emotional, or behavioral needs require highly supportive and supervised special education services throughout the school day

*SIG schools* – School Improvement Grant-funded schools – lowest-achieving schools, identified by federal guidelines, which received funds to make substantive educational reforms

*Strategic performance management tools* – tools that will help explore and analyze information needed to understand, measure, and monitor processes and progress toward District and school goals and objectives

*Student tracking system* – accountability system that monitors student data and progress to determine individual students' year-to-year gains

*Two-way dual language program* – form of dual language education in which native English speakers and native speakers of another language are integrated for academic content instruction through both English and the partner language

*Twice exceptional* – term used to describe high-ability students who have learning difficulties

*Valid assessments* – evaluation tools that measure what they are intended to measure in terms of targeted content and skills and students' conceptual understanding

*Vertical team* – a group of educators from various grade levels who work cooperatively to develop and implement an aligned program to prepare a common group of students for academic success

*Walk-through tools* – checklists, rubrics, and surveys used to evaluate classroom learning, behaviors, and instruction by outside observers

# Thank You!

Community outreach and feedback for *Envision 2015* reached unprecedented levels of public and District interest and support. It was developed with broad input from the local community and by staff from the various departments and schools within the District.

We extend our special thanks to the following dedicated individuals who served on listening and learning forums, strategic planning committees, discussion groups, and task force committees. We also thank all the individuals who submitted additional ideas and suggestions through e-mails, surveys, and other communication formats.

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| Tom Brown | Michael Doering | Fran Harris | Bob Lissner | Melissa Olsen | Mark Savage | Prim Walters |
| Krissy Brown | Virginia Doran | Denise Hauser | Traci Loftin | John Packham | Dave Sayer | John Warden |
| George Brown | Daryl Drake | Denise Hedrick | Elizabeth Lopez | Olivia Page | Katy Scherr | Kathleen Watty |
| Tom Brown | Randy Drake | Sue Henderson | Lea Lui | Chris Parillo | Sally Scott | Beth Wells |
| Melynda Brown | Mike Draper | Michael Henry | Liz Lyner | Troy Parks | Ron Seckler | Karen White |
| Neal Bullis | Diane Dullanty | Leslie Hermann | Ann Mackey | Julie Parks | Stacey Senini | Doug Whitener |
| Matt Burak | Debbie Duty-Deery | Leonel Herrera | Elizabeth Mang | Sue Parks | Tracy Sherwood | Jane Woodburn |
| Bill Burt | Denise DuFrene | Serge Herzog | Amy Marable | Doug Parry | Mary Slagle | Carole Worthen |
| Amanda Caldwell | Roberta Duvall | Chad Hicks | Sylvia Marin | Mike Paul | Kimberly Smerkers | Tom Wortman |
| Pam Calhoun | Kari Earle | Rae Ann Hill | Marietta Marquis | Irene Payne | Marjorie Smith | Ruth Williams |
| Rene Campbell | Michelle Eastman | Mike Horner | Melody Martin | Ann Peer | Cristina Solario | Elizabeth Wright |
| John Carlson | Joe Ernst | Vickie Howard | Angela Martinez | Sabrina Pellet | Tracy Soliday | Juanita Ydiando |
| Madeline Carpenter | Crispin Esquivel | David Howard | Pedro Martinez | Ruth Pena | Tina Springmeyer | Andrew Yoxsimer |
| Kevin Carroll | Joanne Everts | Dawn Huckaby | Debbie Martino | Laura Petersen | Mark Stanton | Wendy Zastawniak |
| Trish Carroll | Pati Falk | Samantha Hudson | Val Martino | Stacie Petersen | Tom Stauss | |
| Janet Carthen | Lonnie Feemster | Steve Hull | Darcy Marud | Jim Pfommer | Nichole Steventon | |
| Mike Cate | Margaret Ferrara | Jill Hutchings | Brett Mason | KayAnn Pilling | Reginald Steward | |
| Bill Cathey | Shaun Finnigan | Rich Hutson | Susan Mayes | Michon Pincolini | Tammi Stockton | |

In our proactive outreach efforts to capture all the voices in our community, we may have inadvertently overlooked a name in the list above. To anyone whose name may have been omitted, please be assured the slight was unintentional and accept our sincere thanks as well.

This document calls for continued partnership and collaboration, so please feel free to contact us by visiting our website at www.washoecountyschools.org and joining us in our efforts in improving student achievement for every student in Washoe County.

We appreciate our community partners and thank them all for their continued support. In this case, we extend special thanks to *United Federal Credit Union, St. Mary's,* and *Wells Fargo* for their financial assistance in printing this document.

**Washoe County School District**

Every Child, By Name And Face, To Graduation