

Empower Carson City 2027 Strategic Plan

**Our Community Inspires
and Empowers Innovators,
Leaders, and Scholars.**



Carson City
School District

Board Approved September 2023

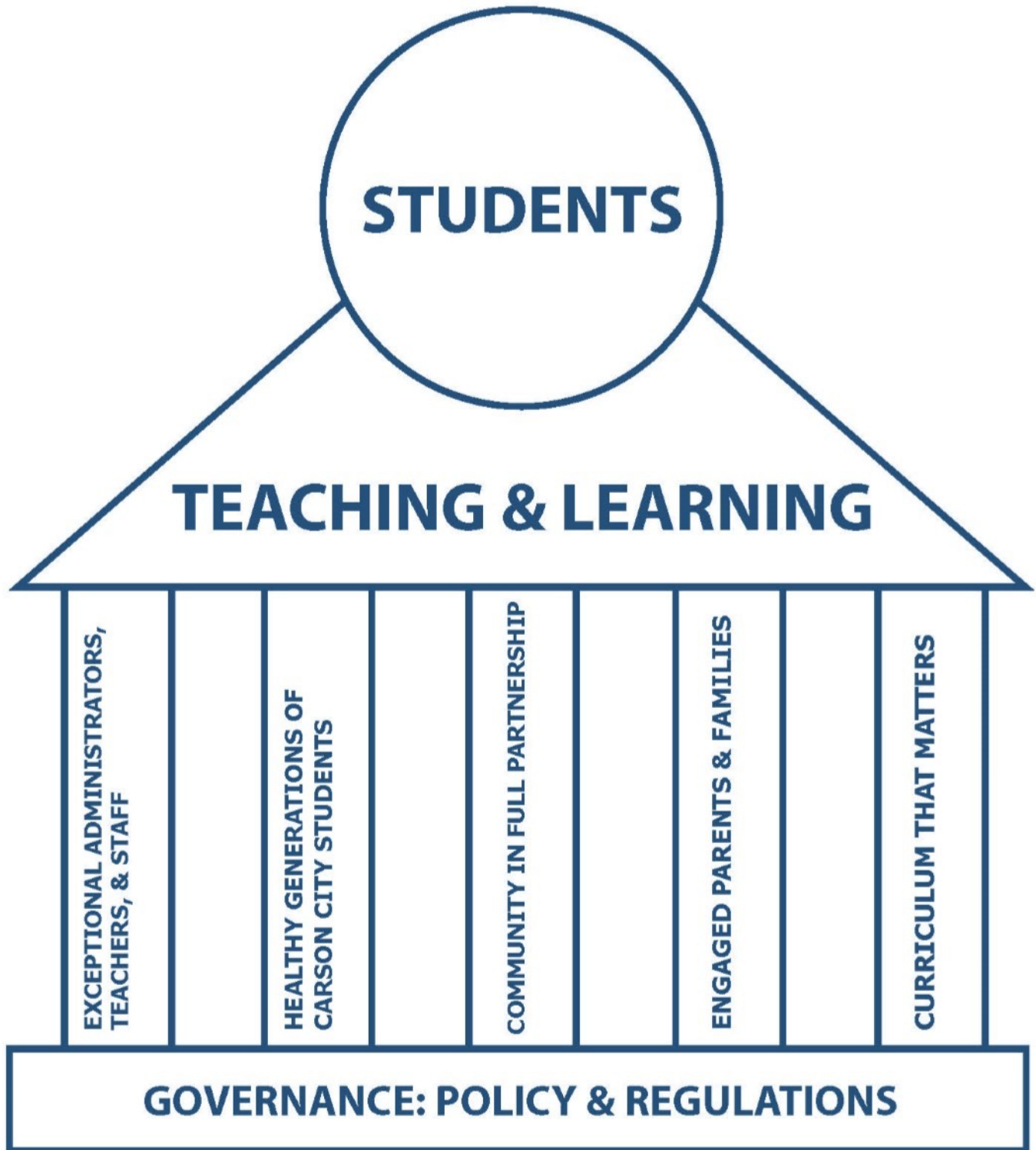
Contents:

- 2 Title Page
- 3 Pillars of Education
- 4 Community Vision, Mission, and Values
- 5 Overview of Goals
- 6 Goal 1: Exceptional Staff
- 8 Goal 2: Curriculum that Matters
- 11 Goal 3: Engaged Parents and Families
- 13 Goal 4: Healthy Generations of Carson Students
- 15 Goal 5: A Community in Full Partnership
- 17 Action Steps
- 18 Evaluation and Accountability

The Carson City School District does not discriminate against any person on the basis of race, color, national origin, sex, disability and age, and it provides equal access to the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the District's non discrimination policies: Title IX and 504 Coordinator, 1402 W. King Street, Carson City, NV 89703, (775) 283-2130.



Pillars of Education:



Community Vision, Mission, and Values:



Vision:

Our Community Inspires and Empowers Innovators, Leaders, and Scholars.

Mission:

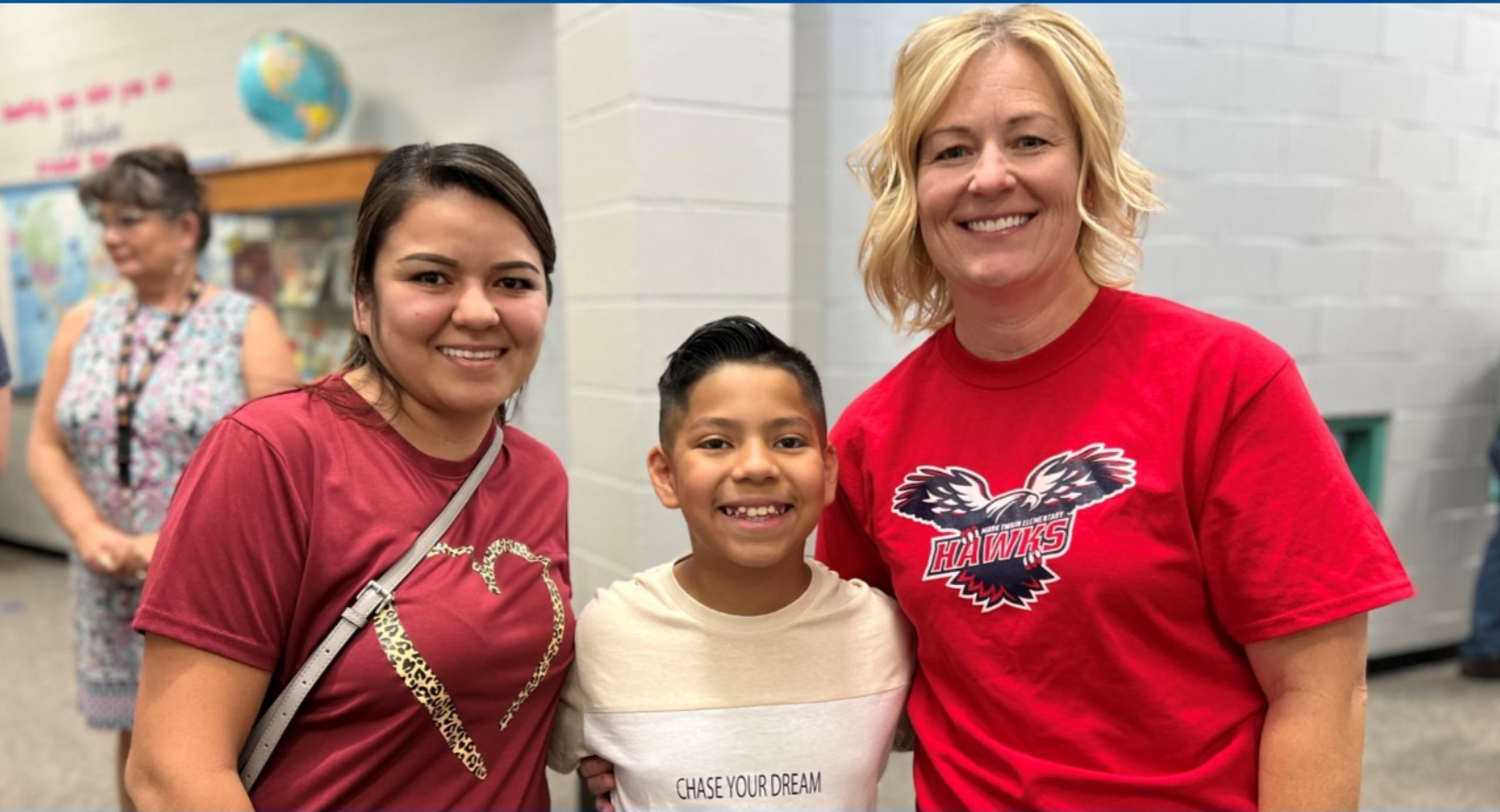
In partnership with families and the community, we will make the most of every day for each student by empowering them with the skills, knowledge, values, and opportunities to thrive.

Our beliefs and values:

Every student must have the opportunity to excel and be prepared for success in post-secondary education or a chosen career.

1. Every student must have access to learning that extends beyond the classroom.
2. The measure of success must extend beyond standardized tests to students who are life-long learners.
3. Students are empowered to achieve a lifestyle that is physically and emotionally healthy and socially responsible.
4. Students, families, schools, businesses and the community must work in partnership to pursue academic excellence and civic involvement.
5. We recruit, empower, and retain the most effective educators and staff.
6. To move our community and our nation forward, students must receive a world class education.

Overview of Goals:



To live our vision, accomplish our mission, and support our beliefs, we must have:

Goal 1 – Exceptional Staff:

RECRUIT, PROVIDE professional growth opportunities, and RETAIN exceptional personnel for all positions within the school district.

Goal 2 – Curriculum that Matters:

Provide all students Pre-K through grade 12 with rigorous curriculum, opportunity knowledge, self-efficacy strategies, and differentiated supports to ensure students will be college, career, and life ready when they graduate.

Goal 3 – Engaged Parents and Families:

Create a collaborative school culture by actively building and sustaining strong family-school partnerships.

Goal 4 – Healthy Generations of Carson Students:

Promote the wellness for all students—physical, mental, and social-emotional — and provide all opportunities to thrive.

Goal 5 – A Community in Full Partnership:

Actively connect students with learning beyond the classroom.

Goal 1—Exceptional Staff:

RECRUIT, PROVIDE professional growth opportunities, and RETAIN exceptional personnel for all positions within the school district.

Objective 1.1: Plan to attract and recruit effective staff.

Strategy 1.1.1: Actively implement and maintain a marketing and recruitment plan for all positions showcasing:

- a. Potential for career growth and advancement
- b. Area attractions for an active lifestyle
- c. Professional growth opportunities
- d. Opportunities for Alternative Routes to Licensure
- e. Sustainable practices

Strategy 1.1.2: Provide opportunities for “home grown” staff by:

- a. Growing our high school CTE program centered on teacher education and exploring the options for classified careers.
- b. Creating partnerships with local and national colleges to target those interested in district career opportunities.
- c. Using outreach opportunities to advertise and recruit classified staff and substitute teachers.
- d. Provide and market support paths, pre-hire and post-hire, for our classified staff to become certified teachers.
- e. Intentionally identify and develop instructional and departmental leaders for the district’s future.



"I love teachers like Mrs. Flinchum because she cares about more than just my school work. I play soccer, and it is cool when teachers show up there also."

- Monserrat, 17-year-old, at Carson High School



Objective 1.2: Retain new staff by providing support and professional growth opportunities.

Strategy 1.2.1: Continue to provide new teacher induction trainings and mentoring throughout the school year.

Strategy 1.2.2: Expand the mentoring program to include specialized positions and new-to-district classified and administration.

Strategy 1.2.3: Offer all staff members opportunities for professional growth and capacity building.

Objective 1.3: Highlight innovation and develop a culture of shared leadership, collaboration, and decision-making.

Strategy 1.3.1: Update the district communications plan to highlight the positive activities and accomplishments of the Carson City School District.

Strategy 1.3.2: Establish structures within each site and department that encourage data-based decision making and staff agency within Professional Learning Communities (PLCs).

Objective 1.4: Retain exceptional personnel by promoting positive staff morale.

Strategy 1.4.1: Respond to staff needs by fostering clear two-way communication.

Strategy 1.4.2: Build and implement ways to help staff create work-life harmony by exploring strategies to increase efficiency and efficacy in staff and district activities.

Strategy 1.4.3: Build and develop community partnerships to further recognize and celebrate staff accomplishments.



Goal 2 – Curriculum that Matters:

Provide all students Pre-K through grade 12 with rigorous curriculum, opportunity knowledge, self-efficacy strategies, and differentiated supports to ensure students will be college, career, and life ready when they graduate.

Definitions:

Rigor: Use of inquiry based, collaborative strategies to challenge and engage students in complex content resulting in increasing levels of understanding.

Opportunity Knowledge: Knowledge of opportunities, goal setting, and decision-making processes that supports one’s long-term aspirations.

Self-Efficacy: Belief in one’s own abilities, specifically the ability to meet challenges head on, and complete tasks successfully.

Cultural Competency: The ability of an individual to understand and respect values, attitudes, and beliefs that differ across cultures; and to consider and respond appropriately to these differences in planning, implementing, and evaluating instruction.

Student-Centered Instruction: A teaching style that places the focus of teaching on students rather than on the instructor. In student-centered instruction, teachers and students serve as partners in the learning process. In other words, students take an active role in their education.

Objective 2.1: Prioritize proficiency when planning and implementing curriculum based on the Nevada Academic Content Standards (NVACS) to ensure that all students will participate in meaningful and relevant curriculum that includes English Language Arts, Mathematics, Science, and Social Studies.

Strategy 2.1.1: Provide instructional materials aligned to the Nevada Academic Content Standards (NVACS) and reflective of diverse perspectives to prepare all students with an academic foundation for post-secondary options.

Strategy 2.1.2: Personalize student learning opportunities through student-centered instruction, project-based learning, and real-world applications.

Strategy 2.1.3: Empower students by creating learning opportunities with the requisite instructional, social, emotional, and psychological supports needed for them to reach high standards.

Strategy 2.1.4: Utilize information from various forms of assessment—including, but not limited to, MAP (Measured Academic Progress), SLGs (Student Learning Goals), MIUs (Measurable Instructional Units), formative, summative, learning portfolios, self-assessments, and oral and written assessments—to gain a clear picture of students’ strengths and areas of need.

Strategy 2.1.5: Implement assessments and instructional activities that reflect the principles of Universal Design; the process of creating instructional materials and assessments that are accessible to people with a wide range of abilities, disabilities, and other characteristics.



"My favorite subject is Math because it's easy and fun, and I have practiced it a lot."

- Gurleen, 10-year-old, at Mark Twain Elementary School

Objective 2.2: Empower students by providing a variety of high-quality instructional and co-curricular programs that will excite their interests, foster their talents, and better prepare them for career and college choices.

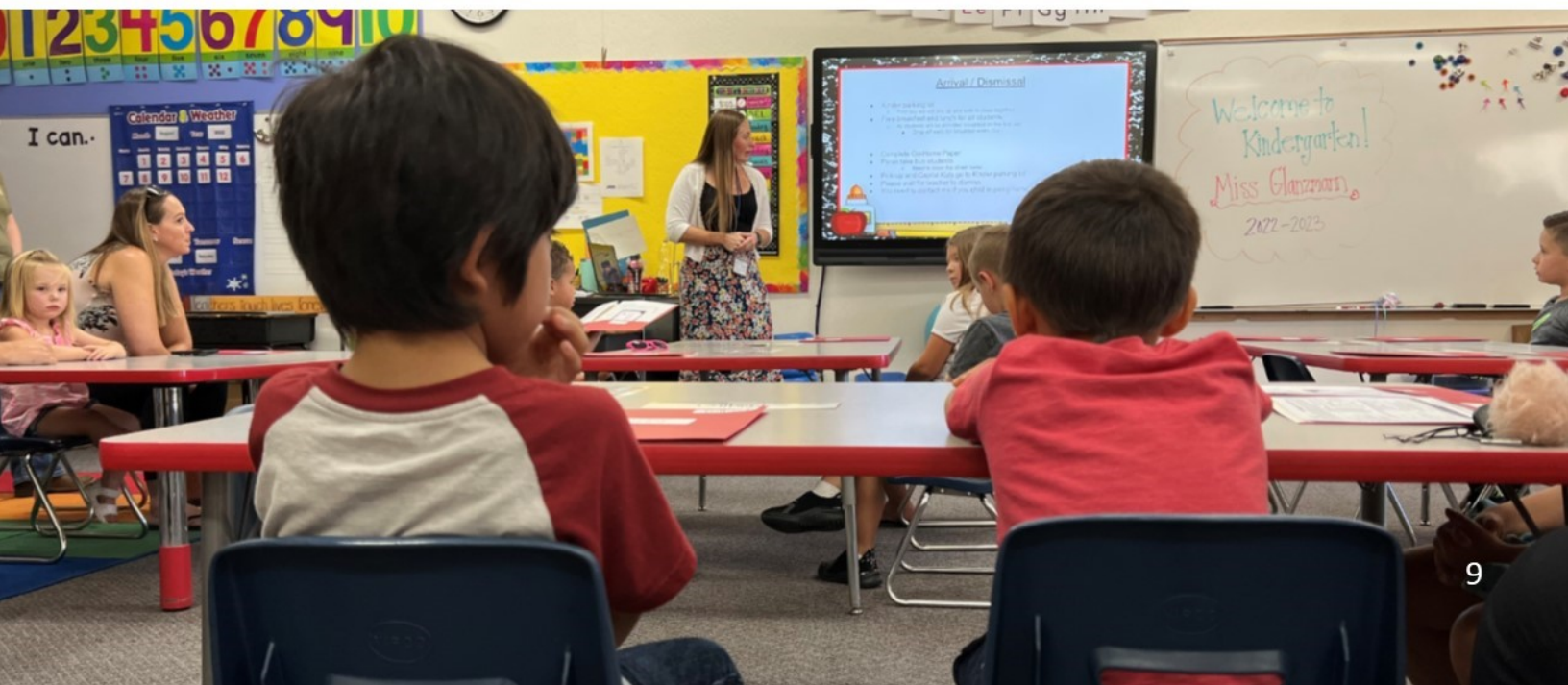
Strategy 2.2.1: Provide a variety of opportunities for every child to participate in early childhood programs with measures taken to ensure the programs meet Nevada Pre-Kindergarten Standards.

Strategy 2.2.2: Utilize research-based instructional techniques and programs such as Gifted and Talented Education (GATE), Advancement Via Individual Determination (AVID), and Academic Language Acquisition through Content (ALAC) to engage 100% of our learners.

Strategy 2.2.3: Increase course offerings for students in the areas of STEAM (Science, Technology, Engineering, Arts and Mathematics), CTE (Career and Technical Education), Advanced Placement (AP), and Dual Credit across all grade levels.

Strategy 2.2.4: Ensure opportunity and access for all students in career pathways that are aligned to high demand, high wage occupations and industry sectors.

Strategy 2.2.5: Provide students the opportunity to learn about sustainable development goals and EFS (Education for Sustainability) through community partnerships and district resources.





“My parents know my teacher and everyone at my school, and they help me keep up on my Math assignments.”

- Jarren, 10-year-old, at Bordewich Bray Elementary School

Objective 2.3: Provide necessary resources, technology, instructional materials, and other academic supports so all learners achieve high standards and graduate college and career ready.

Strategy 2.3.1: Continue to provide students with access to 1:1 mobile technology and internet access in order to enhance learning opportunities and deliver rigorous and relevant curriculum.

Strategy 2.3.2: Provide all staff ongoing support and professional development on topics that support the needs of all students academically, emotionally, and socially. This includes but is not limited to evidenced-based practices such as Trauma Informed Practices, Restorative Practices, and Cultural Competency.

Strategy 2.3.3: Build relationships through research-based instructional practices such as advisory classes, mentoring, and peer to peer programs to create an environment of trust between students and staff as well as between students and their peers.



Goal 3 – Engaged Parents and Families:

Create a collaborative school culture by actively building and sustaining strong family-school partnerships.

Objective 3.1: Honor and welcome families by building an inclusive school community where families feel they belong, are respected, understood, and connected.

Strategy 3.1.1: Learn about families and foster respectful attitudes by providing time, training, and resources for relationship building.

Strategy 3.1.2: Use culturally and linguistically responsive engagement practices.

Strategy 3.1.3: Invite families into the classroom to contribute to the school community by creating opportunities for them to volunteer to support school-identified needs based on their time, skills, and passions.

Strategy 3.1.4: Learn about and remove barriers for families to participate fully in the school community. Consider family perspectives, language access, access to transportation and child-care, past experiences with schools, family capabilities and skills, etc.



I like when my mom comes to my school and sees my progress. We like to attend things like the Fall Festival and Parent Teacher Conferences.

- Kimberly, 10-year-old, at Empire Elementary School

Objective 3.2: Strengthen the family's voice in decision-making that affects their children at school and in the community.

Strategy 3.2.1: Transparently communicate about the decision-making processes and cultivate an environment that positions families as equal collaborators with school for improved outcomes.

Strategy 3.2.2: Collaborate with Parent/Teacher organizations to identify and/or create opportunities for families to build capabilities and confidence for engagement.

Strategy 3.2.3: Create structures and processes for gathering input from students and families.



Goal 4 – Healthy Generations of Students:

Promote the wellness for all students—physical, mental, and social-emotional — and provide all opportunities to thrive.

Objective 4.1: Advance social-emotional and physical wellness for all students.

Strategy 4.1.1: Support a sense of community, wellness, and belonging by maintaining a social-emotional learning program.

Strategy 4.1.2: Continue to provide access to health care for students via the School Based Health Center.

Strategy 4.1.3: Maintain access to curriculum providing foundational knowledge on general wellness.

Strategy 4.1.4: Schools should include a student health/movement component in daily activities.

Strategy 4.1.5: Support student access to opportunities in curricular, co-curricular, and extra-curricular activities.



"I really have learned that having a healthy body equals having a healthy mind — for me, when I cheer at Carson High, I am able to clear my head and restart my day."

- Adrian, 17-year-old, at Carson High School



Objective 4.2: Empower all students to make healthy lifestyle choices for nutrition, wellness, and physical activity.

Strategy 4.2.1: Implement curriculum based on best practices in all areas of wellness and empower students to explore healthy choices for nutrition, physical activities, and physical wellness.

Strategy 4.2.2: Maintain a Menu Advisory Committee to help oversee/create menus and food options for meal opportunities for students in need.

Strategy 4.2.3: Create a Wellness Council to review and monitor overall wellness goals.

Strategy 4.2.4: Conduct a five-year review of school schedules, including start and end times that lead to increased student engagement and achievement.

Strategy 4.2.5: In collaboration with the district external communication plan, invite the community to learn about healthy eating tips, fitness and recreation opportunities, available resources, and sustainable practices offered by the district and community partners.

Strategy 4.2.6: Maintain and engage in a healthy and sustainable educational environment inside and outside.



Goal 5 – A Community in Full Partnership:

Actively connect students with learning beyond the classroom.

Objective 5.1: Provide every student with timely opportunities for in-school and extended school programs that enhance critical thinking and problem-solving skills, improve academic performance, emphasize the importance of life skills attainment, and allow for hands-on application of skills.

Strategy 5.1.1: Establish and implement an organized community partnership program that aligns extended school programs with the District's curriculum and strategic goals.

Strategy 5.1.2: Develop and implement a process to engage and maintain partnerships that provide meaningful interactions with business professionals at school, in workplaces, in the community and virtually.



"I enjoy the Carson Aquatic Facility because of the comradery. Not only in competing against, but also working with others as a Carson Tiger Shark."

- Derick, 14-year-old, at Eagle Valley Middle School

Objective 5.2: Create a dynamic community environment where students develop marketable abilities and employability skills with the knowledge and attitudes necessary to be an engaged citizen.

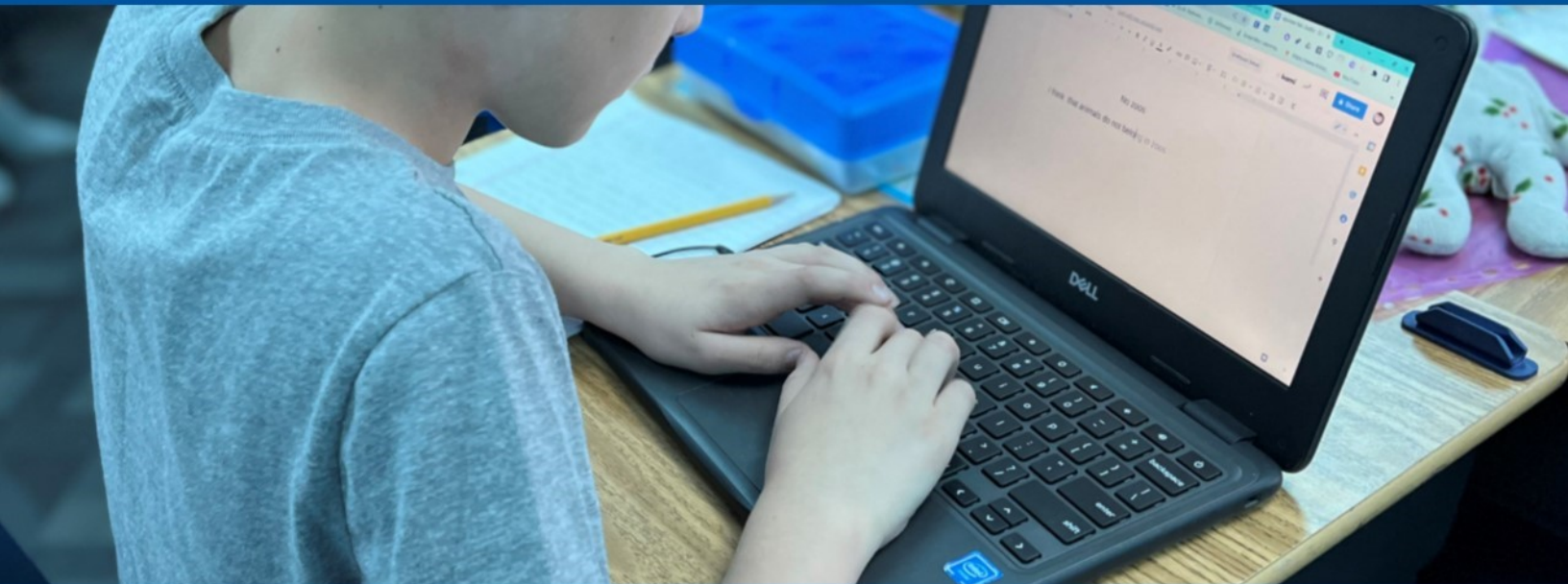
Strategy 5.2.1: Provide students varying opportunities to visit, observe, and participate in activities at diverse worksites and civic organizations.

Objective 5.3: Create and introduce opportunities and pathways for students to experience high demand, high skill, and high wage careers that will strengthen economic and workforce development.

Strategy 5.3.1: Work-Based Learning Committee/ Leadership will maintain a formalized process to introduce opportunities and pathways considering the current list of willing community partners.



Action Steps:

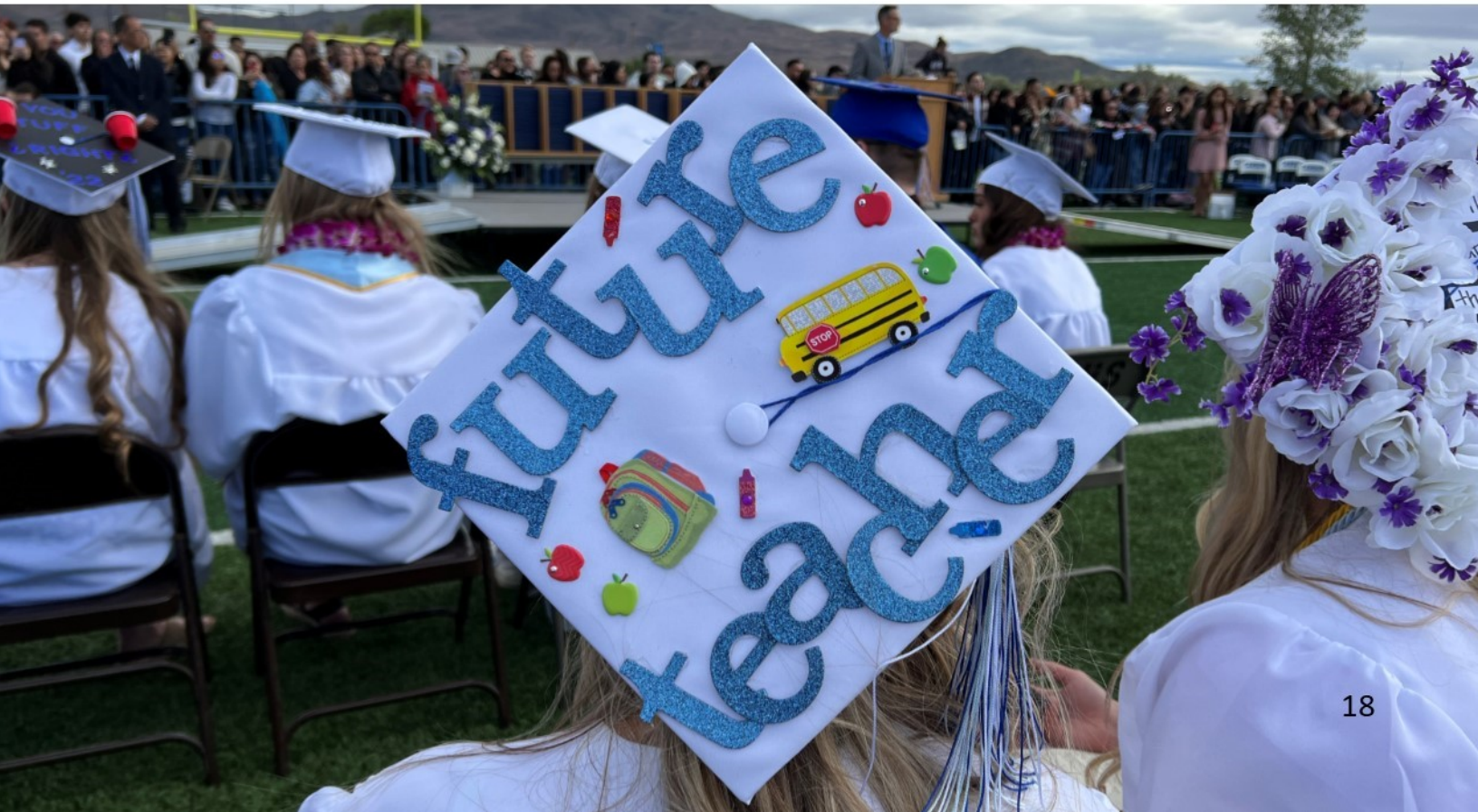


- For each objective and strategy, working groups create and implement performance measures with timelines to document progress.
- Establish baseline data, growth targets, and timeline.
- Designate individual(s) responsible.
- Determine costs, logistics, and other barriers to success, evaluate feasibility, and adjust accordingly.
- Develop programming infrastructure (i.e. technology, scheduling, general logistics) and establish facilitators.
- Market programs to students, families and the community.
- Evaluate programming based on measurable data and make adjustments.
- Explore grant opportunities to support the objective.

Evaluation and Accountability:

In order to ensure that the Strategic Plan is successful, we implement the following evaluation tools and accountability measures:

- A. The Community PLC will convene quarterly throughout the school year and review progress and make recommendations.
- B. The Superintendent will report progress on goals, objectives and strategies to the Carson City School Board no less than biannually.
- C. Produce an annual report card on progress.



Notes:



Carson City School District

1402 W. King Street
Carson City, NV 89702
775-283-2100
carsoncityschools.com