

Bicycle Safety in the Carson City School District





Our Bike History

- Our bike safety program began in about 1999 when the Nevada Office of Traffic Safety introduced us to a bike safety program new to Nevada.
- In 2002 with a \$21,000 grant from the Department of Public Safety, Office of Traffic Safety, we purchased our own trailer and bicycles for the Carson City School District.
- The grant included helmets, incentives and support in the form of substitutes so that we could help each other get the program off the ground. All 6 elementary schools, grades 3-5 have been included – about 1600 students each year.

- We schedule all six of our schools for one to two weeks each year, usually in the spring.
- We teach one week of safety information without the trailer, then one or two weeks with the trailer at our school, students on bikes.

- Through the years we have applied for and received various small grants to support the trailer or buy helmets.
- In 2005 a group from University of North Carolina came to observe and survey our students. As a result, our program was written up as an exemplary bike safety program in the AAPAR* Journal that year.

*

American Alliance for Physical Activity and Recreation

Our Instructors

- Elementary physical education specialists
- We have taken instructor training courses through the Nevada Office of Traffic Safety, and Traffic Skills 101 through the League of American Bicyclists.
- We use the National AAPAR Bicycle Safety Curriculum as well as Nevada Office of Traffic Safety materials.

- The Trailer – 23' enclosed utility trailer which holds 20 BMX bikes, 3 bins of helmets, 3 trikes and various other equipment, cones, stop signs, etc.
- The trailer lives at the bus yard when it's not at our schools



Denis Coyne, at the Bike Habitat is a former teacher, bicycle enthusiast and business owner who has been very generous in keeping our bikes in working order.



What do we teach?

- Helmet Safety
 - Egg drop
- Rules of the road
- Bike handling skills
 - Hand signals
 - Scanning
 - Stopping and braking
 - Maneuvers in various situations
- Pedestrian Safety K-2nd









Figure 8's on the playground
working on bike handling skills

A neighborhood ride







Support

- Nevada Department of Transportation
Bicycle and Pedestrian Safety

Bill Story

Courtney Bloomer

- Our Administrators
- Nevada
Bicycle
Advisory
Board



Challenges we face -

Funding

New bikes, tires, seats, brakes

Scheduling

All 6 schools in good weather

Physical Facilities –

Goat heads – aging blacktop – parking lots

The Future

- Neighborhood Rides
- Family support – transfer skills from school to home.
- Middle School connection





Neighborhood Rides



Questions

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International Walk to School Day
October 9, 2013

Nevada School Performance Framework Results (2012-13)

Carson City School District


Susan Keema

Ricky Medina, Ph.D.


September 24, 2013



From AYP to NSPF

- ▶ In July 2012, Nevada's ESEA Flexibility Request was approved
 - ▶ The Nevada School Performance Framework (NSPF) replaces the old Adequate Yearly Progress (AYP) system.
 - ▶ Schools now earn a classification of 1, 2, 3, 4, or 5 stars.
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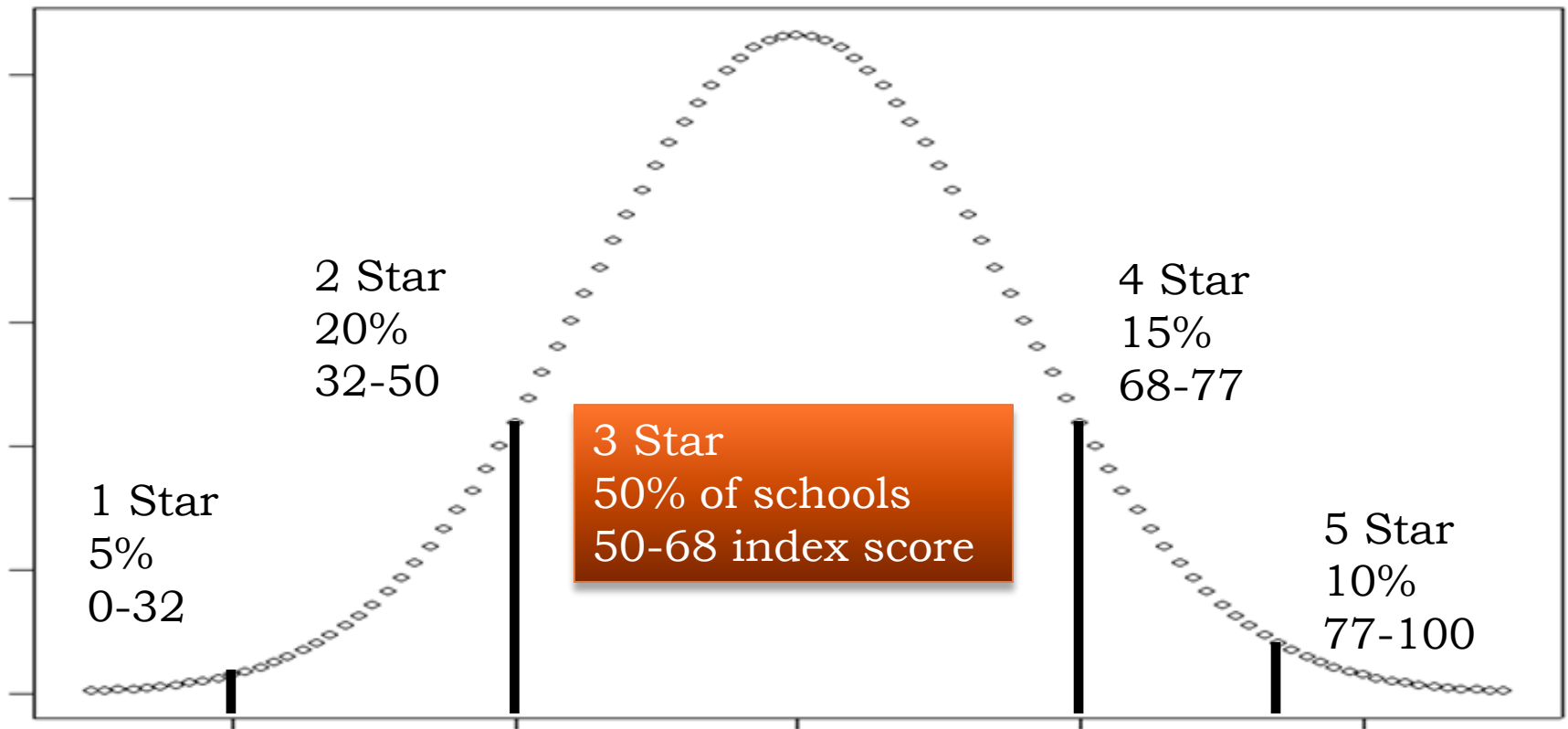
Elementary/Middle School Index

- ▶ The index score is comprised of:
 - Student growth measures over time on State assessments.
 - Student achievement (status) on State assessments.
 - Reductions in subgroup achievement gaps (IEP, ELL, and FRL).
 - Other indicator.
- 

High School Index

- ▶ The index score is comprised of:
 - Student performance on State assessments (status) and growth measures over time on State Assessments.
 - Reductions in subgroup achievement gaps (IEP, ELL, and FRL).
 - Graduation measures.
 - College and Career Readiness.
 - Other indicators.

Where are Nevada Schools?



Carson City School District Classifications

| School | 2012 Index Score | 2013 Index Score | Index Needed for Next Star | Number of Stars |
|---------------------|------------------|------------------|----------------------------|-----------------|
| Bordewich | 67.33 | 57.00 | 68 | 3 |
| Empire | 64.67 | 43.00 | 50 | 2 |
| Fremont | 64.00 | 46.33 | 50 | 2 |
| Fritsch | 78.67 | 59.33 | 68 | 3 |
| Mark Twain | 64.67 | 61.67 | 68 | 3 |
| Seeliger | 66.33 | 63.00 | 68 | 3 |
| Carson Middle | 75.67 | 71.00 | 77 | 4 |
| Eagle Valley Middle | 70.34 | 64.00 | 68 | 3 |
| Carson High | 66.00 | 64.24 | 68 | 3 |
| Pioneer High | Not Rated | N/A | N/A | Not Rated |
| Carson Montessori | 73.75 | 78.00 | N/A | 5 |



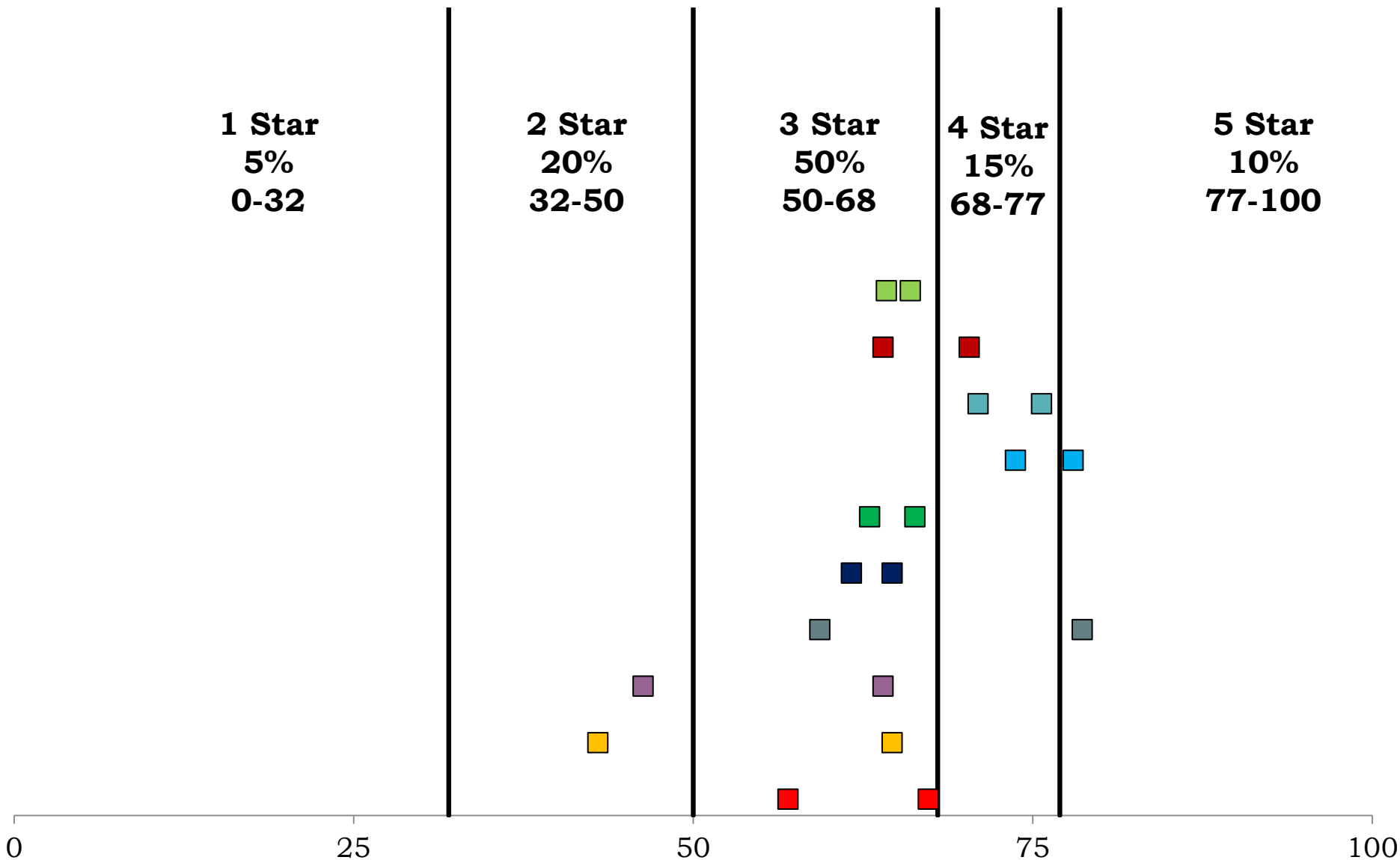
1 Star
5%
0-32

2 Star
20%
32-50

3 Star
50%
50-68


4 Star
15%
68-77

5 Star
10%
77-100



Action Plan

Elementary

- Principal Professional Learning Community- Monthly- Data Driven
 - Student Data System- Pilot Mark Twain
 - Solutions Network Teams- Interventions
 - Refine English Language Arts (ELA) Common Assessments
 - Integrate Writing into ELA
 - Create District Math Common Assessments
- 

Action Plan

► **Specifically**

- Empire
 - Measure of Academic Progress- Descartes time daily
 - Tutoring with Alphie's Ally
 - Parent Reading Training
 - 21st Century After School Grant


Action Plan

► Specifically

- Fremont
 - Hispanic Literacy Parent Nights K-2
 - Quarterly Data Meetings- All Staff
 - Two Full Item Interventionists
 - Math Emphasis
 - Model, mentor, training staff
 - Focus
 - 8 Mathematical practices
 - Written response
 - Number talk
 - After School Community of CCSS Learners
 - CHS Partner 1:1 Tutoring
 - Dawn Patrol- homework help

Action Plan

► Secondary

- Math Implementation Specialist Assigned
 - Developmental/Learning Targets- M.S./Dec.
 - Create/Refine Common Assessments- M.S./Dec.
 - Moved Measure of Academic Progress to mid year
 - Integrate Student Data System- Mastery Connect
 - Focus on Instruction- M.S./Jan.
 - Build Career Clusters
 - 9th Grade Transition Course
 - Early Warning Drop Out Prevention System
- 

For more information

- ▶ Nevada School Performance Website
 - <http://nspf.doe.nv.gov/>

Count Day Enrollment



Count Day 9/21/12

| Grade | Total |
|--------------|-------------|
| PreK | 62 |
| K | 602 |
| 1 | 611 |
| 2 | 573 |
| 3 | 549 |
| 4 | 579 |
| 5 | 548 |
| Total | 3524 |

| Grade | Total |
|--------------|-------------|
| 6 | 598 |
| 7 | 586 |
| 8 | 627 |
| Total | 1811 |

| Grade | Total |
|--------------|-------------|
| 9 | 585 |
| 10 | 584 |
| 11 | 587 |
| 12 | 544 |
| Total | 2300 |

Count Day Total

7635

Count Day 9/13/13

| Grade | Total |
|--------------|-------------|
| PreK | 59 |
| K | 558 |
| 1 | 629 |
| 2 | 568 |
| 3 | 556 |
| 4 | 546 |
| 5 | 556 |
| Total | 3469 |

| Grade | Total |
|--------------|-------------|
| 6 | 541 |
| 7 | 590 |
| 8 | 560 |
| Total | 1691 |

| Grade | Total |
|--------------|-------------|
| 9 | 634 |
| 10 | 581 |
| 11 | 566 |
| 12 | 590 |
| Total | 2371 |

Count Day Total

7531

Difference

| Grade | Total |
|--------------|------------|
| PreK | -3 |
| K | -44 |
| 1 | 18 |
| 2 | -5 |
| 3 | 7 |
| 4 | -33 |
| 5 | 8 |
| Total | -55 |

| Grade | Total |
|--------------|-------------|
| 6 | -57 |
| 7 | 4 |
| 8 | -67 |
| Total | -120 |

| Grade | Total |
|--------------|-----------|
| 9 | 49 |
| 10 | -3 |
| 11 | -21 |
| 12 | 46 |
| Total | 71 |

Total

-104

Weighted Enrollment

FY 2012-2013

| | Full Count | Weighted |
|--------------|---------------|---------------|
| Pre-K | 62.0 | 37.2 |
| Kindergarten | 602.0 | 361.2 |
| Elem. (1-6) | 3456.0 | 3456.0 |
| Secondary | <u>3508.0</u> | <u>3508.0</u> |
| Total | 7628.0 | 7362.4 |

FY 2013-2014

| | Full Count | Weighted |
|--------------|---------------|---------------|
| Pre-K | 59.0 | 35.4 |
| Kindergarten | 558.0 | 334.8 |
| Elem. (1-6) | 3393.0 | 3393.0 |
| Secondary | <u>3521.0</u> | <u>3521.0</u> |
| Total | 7531.0 | 7284.2 |

Variance = 78.2 Students

DSA impact = \$6,643*78.2 = \$519,500

Forecasted Decrease was 64.2 or \$426,500

Net impact to FY 2015 Budget \$93,000

21st Century After School Programs

Expanding School &
Community Partnerships

Authorized By
No Child Left Behind

Providing Quality
After-School Programs



- Aligned with the Common Core
- Reading
- Language Arts
- Mathematics
- Science

Improve Student Achievement



- STEM
- Arts
- Culture
- History

Provide Enrichment Activities



- Partnerships
- Family Activities
- School Connections
- Literacy Services

Engage Community and Families



- Character Education
- Anti-Bullying
- Drug Prevention Education
- Sports

Encourage Health & Fitness

- Services outside school day
- Minimum of 12 hours per week
- At least 120 days of program each year
- At least 100 students participating for 30 days or more
- At least 3 community partners

Program Requirements

MASH

(Mandatory After School Study Hall)

- 5th Year Program (\$142,900)
- Morning and afternoon programs
- Aligned with Race To The Top
- 5-1/2 hours per day
- 27-1/2 hours per week
- Partners: Boys & Girls Club, Carson City Parks and Recreation, Sheriff's Department, Nevada Credit Union, Wells Fargo

Carson High School

Solon Pride

- 5th Year Program (\$142,900)
- Morning and afternoon programs
- Aligned with Race to the Top
- 4 hours per day
- 20 hours per week
- 5 Partners: Boys & Girls Club, BAC, Capital City Arts Initiative, UNR Cooperative Extension, Sierra Nevada Journeys

Carson Middle School

Dolphin Club

- Nationally Recognized
- 11th year of operation
 - 1st year of new 3-year funding cycle (\$115,000)
- Morning and afternoon programs
- 5-1/2 hours per day
- 27-1/2 hours per week
- 5 Partners: Boys & Girls Club, Salvation Army, Nevada State Museum, BAC, UNR Cooperative Extension

Bordewich Bray ES

X Factor

- Year 1 of a 3-year funding cycle (\$115,000/yr)
- Mirrors the Bordewich Bray Program
- Afternoon programs
- 4-1/2 hours per day
- 22-1/2 hours per week
- 4 Partners: Boys & Girls Club, UNR
Cooperative Extension, BAC, Nevada State
Museum

Empire Elementary School



Students
worked with
musicians and
tried their
hand at song
writing

Brewery Arts Center



Back In Time
Kids:
Working with
actors,
students act
out historical
skits



After school, students walk to the museum and participate in a butterfly program.

Nevada State Museum



“I've worked with different programs in different counties,” he said, “and this is the best run program I've ever been involved with. The kids are very eager. The teachers are very interested. The principal is interested. The leadership is outstanding.”

*Jim Barcellos,
UNR Cooperative
Extension*

Highlights



Fourth-grader Alejandro Cabrera credited the staff with the success of Dolphin Club.

“It's not just us, it's the teachers,” he said. “The teachers stay here to help us rather than going home. We have to thank the teachers.”

Highlights