

## Appendix

### **5% Salary Bonus for Nationally Certified and Licensed Speech Pathologists**

The purpose of this funding is to provide a five percent salary increase for licensed speech pathologists that are employed on or before September 15 during the 2015-2016 school year. Additionally, they must provide evidence satisfactory to the District of; licensure as a speech pathologist by the Board of Examiners for Audiology and Speech Pathology, and certification as being clinically competent in speech-language pathology by the American Speech-Language-Hearing Association or a successor organization.

### **5% Salary Bonus for Nationally Certified School Counselors and School Psychologist**

The purpose of this funding is to provide a five percent salary increase to staff assigned to serve as school counselors and school psychologists and who are employed on or before September 15 of the 2015-2016 school year. Additionally, they must hold national certification as identified by the Commission on Professional Standards.

### **5% Salary Increase for Nationally Certified School Library Media Specialists**

The purpose of this funding is to provide a five percent salary increase to staff assigned to serve as professional school library media specialists and who are employed on or before September 15 of the 2015-2016 school year. Additionally, they must hold certification as a professional school library media specialist as issued by the National Board for Professional Teaching Standards.

### **Advanced Placement Program - Test Fee Payment Program**

This program funds a portion of the International Baccalaureate exam fees for eligible students, based on their household socioeconomic status.

### **AT&T Foundation**

Funds support student transportation for the Investing in Innovation Fund (i3) Pathways to Science, Technology, Engineering, and Mathematics (STEM) Initiative (PSI) program. Funding has been allocated to provide bus passes for high school students to travel to STEM summer internships and job shadowing programs and to provide transportation to STEM field trips for students throughout the calendar year. The Pathways to STEM Initiative PSI serve approximately 5,600 students and will target four middle schools and two high schools that are feeder-aligned and have high percentages of students underrepresented in STEM. Middle schools selected for services are: Frank F. Garside, Robert O. Gibson, Clifford O. Findlay, Carroll M. Johnston. High schools selected for services are: Mojave High and Western. Students will have access to project-based STEM coursework that uses technology and equipment embedded into the classroom curriculum; create extra-curricular opportunities for students to explore STEM concepts; and prepare educators to deliver the coursework, with emphasis on the needs of students with learning disabilities

and English language learners in a project-based environment.

### **Breakfast After the Bell**

The Breakfast After the Bell project will increase access to breakfast after the start of the school day for students in schools with a free and reduced lunch eligibility of 70 percent or greater. The Clark County School District Food Service Department will implement the Breakfast After the Bell project to provide operational support services for all students at eligible schools.

### **Building Leadership Capacity – University of Nevada, Las Vegas (UNLV)**

The Building Leadership Capacity project provides professional development for both aspiring and practicing principals. Four major components of the project include: the identification of high-quality principals to serve as mentors; professional development for mentor principals and site-based principals focusing on coaching aspiring leaders and best instructional leadership practices; development of a process for continuous development of mentor principals that will build CCSD's capacity to support aspiring and current school leaders; and support for aspiring educational leaders through mentoring and coaching, specifically directed toward students in the Urban Leadership Development Program field experience.

### **Career and Technical Education - Allocation**

State funds made available to school districts to support Career and Technical Education (CTE) programs are directly allocated to school districts based on each high school's duplicated enrollment in six approved CTE program areas. The six program areas include: Agriculture and Natural Resources; Business and Marketing Education; Education, Hospitality and Human Services; Health Science and Public Safety; Information and Media Technologies; and Skilled and Technical Sciences. Funds are used for program expansion, improvement, and support of CTE programs. The primary goal of this program is to increase the numbers of students enrolled in and who complete CTE programs of study through the development of high quality, high impact programs.

### **Career and Technical Education (CTE) - Competitive**

A percentage of Career and Technical Education (CTE) state funds is made available for competitive grant applications to drive change at the school or district level through the development and expansion of high school CTE programs. Competitive funds will be awarded to school districts that focus efforts on two funding purposes: to develop new programs where such programs did not exist and to expand existing programs. The primary goal of this program is to increase the numbers of students who complete CTE programs of study and earn the State Certificate of Skill Attainment, through the development and expansion of high quality, high impact programs.

### **Carl D. Perkins Career and Technical Education Base Grant**

The Carl D. Perkins Career and Technical Education (CTE) Act of 2006 provides formula funding for CTE programs that are of

sufficient size, scope and quality to be effective. CTE programs include a sequence of courses that provide individuals with the academic and technical knowledge and skills to prepare for further education and for careers in current or emerging employment sectors that may or may not require a baccalaureate, master's, or doctoral degree. Such programs must include competency-based and applied learning that contributes to the student's development of academic knowledge and technical and occupational-specific skills. Funds are provided to serve secondary students enrolled in a CTE program of study. The approved program areas include: Agriculture and Natural Resources; Business and Marketing Education; Education, Hospitality and Human Services; Health Science and Public Safety; Information and Media Technologies; and Skilled and Technical Sciences. Funding is also provided for professional development, support for curriculum enhancement, work based learning, and program improvement.

#### **Carl D. Perkins Career and Technical Education (CTE) - Corrections**

Carl D. Perkins Career and Technical Education (CTE) Improvement Act of 2006 provides funding to state or county youth correctional facilities charged with the responsibility for court-adjudicated youth, ages 14 through 17, and only those facilities which serve youth in long-term placements (i.e., four months or longer) and offer occupational education programs. Funds are used to develop more fully the academic and career and technical skills of students enrolled in CTE programs in the Spring Mountain Youth Camp.

#### **Carl D. Perkins Career and Technical Education (CTE) Act - Nontraditional Training and Employment**

The purpose of this program is to increase the number of female students enrolled in programs leading to training and employment in careers designated as nontraditional. The priority is to focus on Pathways to Science, Technology, Engineering, and Math (STEM) careers. Through promotional and marketing materials, middle school female students will be targeted to enroll in information technology high school career and technical education programs of study. To increase awareness of information technology career paths, female middle school students will participate in high school field trips and tour college campuses, as well as participate in hands-on computer instruction and demonstrations. The goal of this project is to increase the number of female enrollments in information technology programs of study. To achieve this goal, the following objective will be completed during project implementation: Increase the number of female students enrolled in targeted courses by 25 percent.

#### **College and Career Readiness Advanced Placement (AP)**

The College and Career Readiness Advanced Placement (AP) program will increase the number of students participating in AP programs and increase the AP success rates for high school students. Expansion of AP courses in CCSD will increase the opportunities for high school students to earn credits or advanced standing at colleges and universities, and prepare them for post-secondary education. CCSD's proposal focuses on: increasing AP participation among underserved students attending both

urban and small schools, providing training and professional development (PD) for new and experienced teachers; and providing a supportive framework for the implementation of AP courses. As new courses and student supports are added, including innovative and accessible virtual platforms, schools will become increasingly more effective at meeting the college and career needs of all students, regardless of geography and socioeconomic status.

#### **College and Career Readiness Dual Enrollment (DE)**

The College and Career Readiness Dual Enrollment (DE) program will increase college course enrollment for students who are simultaneously enrolled in college courses, as well as regular courses at a CCSD high schools. This program will provide academic and financial support for students, promoting college and career readiness while reducing achievement gaps at the following high schools: Agassi Academy, Bonanza, Foothill, Las Vegas Academy, Moapa Valley, Palo Verde, Sandy Valley, Veterans Tribute, and Virgin Valley. In addition, dual enrollment teachers will receive professional development and support to increase the effectiveness of curriculum delivery and knowledge.

#### **College and Career Readiness, Science, Technology, Engineering, and Mathematics (STEM)**

The College and Career Readiness-STEM project will increase enrollment in high school computer science programs and attainment of industry-recognized certifications in high-demand software applications and computer technology skills by integrating coding into math and science curriculum at all middle schools and Internet and Computing Core Certification (IC3) at 16 middle schools. One middle school math or science teacher from each middle school will attend Code.org professional development during the 2015-2016 school year. These teachers will embed coding into Nevada Academic Content Standards-aligned curriculum throughout the school year. Sixteen middle schools aligned with high school CTE computer science program expansion will implement the IC3 digital literacy curriculum in the 2016-2017 school year. Students participating in the 2014-15 school year pilot of Microsoft's information technology (IT) Academy at five CCSD high schools will obtain certification vouchers for the Microsoft Office Specialist (MOS) or Microsoft Technology Associate (MTA) level.

#### **College Board Confucius Institutes and Classrooms**

The Confucius Institute and Confucius Classroom Program supports the sustainable development of the K-12 Chinese language teaching programs. The program is guided by the belief that exposure to multilingual and multicultural education is vital to student academic and career success in the 21st century world.

#### **Community Oriented Policing Services (COPS)**

Funding has been provided for the Datacasting 2.0 Project by the Department of Justice to assist with the development of school safety resources as part of the Community Oriented Policing Services (COPS) - Secure Our Schools (SOS) program. The School District Police Department will partner with Vegas Public Broadcasting and the CCSD Crisis Response Team to advance

the safety of schools and coordination of response to incidents throughout the District by enhancing the existing datacasting technology, expanding the service to all responders, and providing training. The goal for this project is to leverage the already successful datacast program to the next logical step by incorporating greater bandwidth, interactivity, and an expanded feature set to provide more flexible and thorough response on the part of school police and crisis responders. These enhancements will impact the community by providing greater student safety through greater situational awareness, more incident prevention, and the ability to share information and react to changing circumstances more rapidly.

**Community Oriented Policing Services (COPS) - Secure Our Schools (SOS)**

The goal of the School District Police Department Datacasting 2.0 Expansion Project is to further the work being done to increase school safety by the original Datacast 2.0 Project by equipping nine more schools with the Milestone video management software that will allow school-based security cameras to be accessed by the laptop computers that have been installed in District police vehicles.

**Confucius Program - Asia Society**

The Hanban-Asia Society Confucius Classrooms Network provides support for Chinese language programs in four key areas: curriculum and instruction, partnerships, integration and culture, and leadership. The following components will be implemented at the schools to be served: 1) each school will establish a partnership with a school in China to enhance language and cultural learning; 2) students will have ongoing communication, classroom observations, and activities with students and teachers in China; 3) new local partnerships will improve diversification of activities in the classroom to promote language immersion and cultural knowledge; 4) schools will also develop partnerships with other regional and national Confucius Classrooms Network schools to share best practices and resources; 5) integration and culture will be promoted through improved teacher collaborations among the schools served to share best practices and resources, to improve teaching strategies, and to plan cultural events; 6) one teacher from each of the served schools will attend the National Chinese Language Conference organized by the Hanban-Asia Society and the College Board.

**Department of the Interior, National Park Service, Lake Mead National Recreation Area (LAKE)**

Through a cooperative agreement between the Department of the Interior, National Park Service, Lake Mead National Recreation Area (LAKE), and the District, funding will provide student transportation from the schools to the LAKE and back. Examples of this transportation agreement that may be facilitated are resource education and stewardship activities including interpretive and educational outreach, transportation of students to the park for field experiences and educational experiences, cultural, natural and scientific resource restoration and protection strategies, projects and services. Activities will include wildlife habitat restoration, service learning, and science and social science education programs.

**Full-Day Kindergarten**

Senate Bill 522 provides funding for the continuation and expansion of the Full-Day Kindergarten Program. School eligibility is determined by the Nevada Department of Education and is driven by a school's free and reduced lunch data for the opportunity to provide full-day kindergarten for their students. Grant funds authorized through this bill have been awarded to fund positions for Full-Day Kindergarten Program teachers.

**GEAR UP**

The goals of GEAR UP grant are to: 1) increase the number of low-income students who are prepared to enter and succeed in postsecondary education; 2) increase GEAR UP students' and families' knowledge of postsecondary education options, preparation, and financing; 3) increase recruitment and enrollment of GEAR UP students in postsecondary education; and 4) raise the expectations of GEAR UP middle school personnel to create a college-going culture that provides all students with the tools necessary to apply for and succeed in post-secondary education and future careers. The following middle schools will be served including Kathleen and Tim Hamey, Jerome Mack, and C. W. Woodbury. High schools receiving these middle school students within this program include Chaparral, Del Sol, Desert Pines, Las Vegas, Southeast Career and Technical Academy, and Veterans Tribute Career and Technical Academy.

**Gifted & Talented Discretionary Units**

The CCSD is committed to providing diverse educational opportunities that go beyond minimum requirements for gifted students, as well as higher level learning opportunities for all students. CCSD offers gifted programming, including a research-based curriculum, to students who require differentiated curriculum and instruction beyond assigned grade levels. Students who meet eligibility requirements have the opportunity to develop their potential through curriculum that explores abstract concepts through global themes promoting complexity and higher-level thinking skills. Inquiry and divergent thinking are embedded in the curriculum to encourage gifted students to become consumers, as well as problem solvers and producers of knowledge. As students move through the required curriculum in both elementary and secondary education, the need for differentiated curriculum that incorporates appropriate technology continues to increase, to allow students to access an increasingly global and computer-based world of knowledge. This grant will help to provide the following expanded services and curriculum to gifted students and Gifted and Talented Education (GATE) teachers throughout CCSD: 1) develop, expand and provide Advanced Placement, Honors, and accelerated virtual courses for high achieving students in grades 6-12; 2) better identify minority gifted students through Title I Alternative Gifted Services (TAGS); 3) expand the Accelerated Learning Model to 20 schools; 4) provide high quality professional development to GATE teachers; and 5) expand the digital planetariums program with five additional systems.

**Google K-12 Talent Academy-Pilot Program**

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Google K-12 Talent Academy-Pilot Program is an eight month pilot leadership development program aimed at sharing best practices in talent management or strategic human capital management between educational institutions and corporate sectors to help improve schools as a workplace.

### **Growth Mindset - Crestwood Elementary School Greater Good Council - Innovation Schools Grant**

Crestwood Elementary School was awarded funding to develop a school culture to increase student motivation and achievement by using schoolwide growth mindset strategies. By implementing a research-based growth mindset model for learning, students will less often think, "I can't do this," and more often think, "I know I can be successful!" Because students at Crestwood experience hardship, oftentimes they develop a "learned helplessness" mentality. By creating a growth mindset culture at Crestwood, the intent is to foster students who exceed expectations because they take risks beyond their comfort zones, and focus on improvement rather than how smart they are perceived. Crestwood students will feel confident in their secure learning environments and know it is okay to experience mistakes because that is a normal part of the learning process.

### **High School Graduation Initiative Program**

This federal program supports effective, sustainable, and coordinated dropout prevention and re-entry programs in high schools with annual dropout rates that exceed the state average dropout rate. Eight high schools and the largest feeder middle school were selected for this program. Those schools are: Canyon Springs HS/Marvin M. Sedway MS, Chaparral HS/Jerome Mack MS, Cheyenne HS/Theron L. Swainston MS, Del Sol HS/Helen C. Cannon MS, Eldorado HS/Mike O'Callaghan MS, Mojave HS/Clifford O. (Pete) Findlay MS, Valley HS/John C. Fremont MS, and Western HS/Robert O. Gibson MS. The components for this dropout prevention and intervention program include: a social worker to be assigned to each targeted school to determine students at-risk for dropping out of school; the provision of social services and counseling; and referrals to community partners for wraparound services. Social workers will assist youth who have already dropped out of school to re-enter and complete their secondary education. Parent education and support will be provided. Educational support services will be offered to students, such as tutoring and referrals to various academic and credit-retrieval programs. The Truancy Diversion Program is also an important component, designed to support students as they work to improve attendance and grades. Truancy court sessions will be held once a week at the school sites with both students and parents, where the presiding judge evaluates attendance records, teacher reports, and weekly grades. Social workers will assess students, coordinate activities and wraparound services that support student attendance and achievement at school, and will report weekly to the presiding judge. The Clark County 8th Judicial District Court is an important partner in this program.

### **Job Exploration and Expectation Program (JEEP)**

The JEEP program provides job exploration, understanding of work ethics, and opportunities to develop soft job-specific skills for juniors, seniors and grade 13 students with disabilities

at specific comprehensive high school locations. Through a coordinated set of activities based upon individual participant needs, education activities are designed to promote movement from school to post-school activities. Activities and education shall include instruction, the development of employment and other post-school adult living objectives, employment preparation, coaching and acquisition of daily living skills, and functional vocational evaluation and social skills.

### **Johnson/O'Malley Grant (JOM)**

The Johnson O'Malley grant program provides academic, college, career, and cultural programs that meet the needs of American Indian/Alaska Native students. The following objectives and activities have been established for the program: 1) The rate of Johnson O'Malley high school students on track for graduation will increase each year. Activities will include: provide experiences on post-secondary school campuses; monitor the academic progress of students using the High School Visualization Tool; and provide a customized graduation ceremony for JOM students that reinforce their cultural identity and traditions; 2) The attendance rate of Johnson O'Malley students will increase each year of the grant. Activities will include: monitor student attendance; provide attendance milestone incentives; provide interventions and resources for students identified with absentee concerns; provide additional recognition of students with perfect attendance and A/B Honor Roll through the newsletter distributed to parents; meet quarterly with the Johnson O'Malley Indian Education Committee to share community information and resources; and facilitate the Youth Spending Frenzy in partnership with the Office of Special Trustees, Bureau of Indian Affairs; 3) The percentage of students in the "meets/exceeds" category for the Criterion Referenced Test (CRT) in English language arts, mathematics, and science will increase by 2% per year. Activities will include: use CRT data to identify students who are at the "approaches proficiency" or "non-proficient" levels in English language arts, mathematics, and science; refer identified students for tutoring services; monitor teachers monthly to ensure that the tutoring program is implemented with fidelity; and provide school supplies to qualifying students; and 4) 95% of student responses to a survey will indicate that the cultural event was beneficial and enhanced their cultural identity. Activities will include field trips and cultural activities.

### **Local Plan - Individuals with Disabilities Education Act (IDEA)**

Funding is provided through the Individuals with Disabilities Education Act, Part B, Public Law 101-476, to assist school districts in the initiation, expansion, and improvement of programs for the education of students with disabilities. Students with educational, physical, mental, emotional, and/or social disabilities are provided programs and services to afford them an opportunity to maximize their potential. In accordance with federal regulations pertaining to the education of students with disabilities, populations of unserved and underserved children are identified.

**Mathematics and Science Partnership Program (MSP) - Project Nevada-S**

Project NEVADA-S (Networking Educators' Visions Across Distances to Advance Science), a Mathematics and Science Partnership Project, will increase subject matter knowledge and teaching skills of 150 grades K-3 and grades 6-8, science teachers from public, private, and charter schools in Clark, Esmeralda, Lincoln, Mineral, Nye, Storey and Washoe Counties. CCSD will collaborate with the following partners in the implementation of the program: Lincoln County School District; the Southern Nevada Regional Professional Development Program (SNRPDP); Desert Research Institute (DRI); and the University of Nevada, Las Vegas (UNLV), Center for Mathematics, Science, and Engineering Education will partner to implement Project NEVADA-S with the following goals: 1) NEVADA-S participants will show significant growth in content knowledge in their chosen subject areas; 2) NEVADA-S will connect education professionals across Nevada to build communities of practice and collegial relationships; and 3) to address teaching and learning needs, Project NEVADA-S will provide participants with a three-part professional development pathway: Part 1: Content Knowledge Development, Part 2: Application Development, and Part 3: Implementation Protocol. All the lesson plans and artifacts created by teacher teams will be collected in an online repository. An online tool will be developed to share lessons and facilitate collaboration among NEVADA-S teachers. The data generated by the Online Science Educator Network with regard to shared lessons, communications among the teachers, and teacher interview data will be used to evaluate the project objectives for goal three. This online tool will serve as the deliverable that is required for the project.

**Mathematics and Science Partnership Project (MSP) - Math**

**Part I: Intuitive Thinking in K-3 Mathematics** will improve classroom instruction and mathematical content knowledge of 80 grade K-3 math teachers from public, charter, and private schools in Clark and Lincoln Counties. Participants will receive a total of 80 contact hours of professional development activities, a majority of which will be delivered by faculty from the University of Nevada, Las Vegas. The program has three main components: a five-day summer institute; an online learning community; and three, one-day follow-up sessions. Content will correlate to the Nevada Academic Content Standards in mathematics, and will meet the depth, rigor, and vision of the standards. Partners include the following: CCSD; University of Nevada, Las Vegas; Lincoln County School District; and Southern Nevada Regional Professional Development Program.

The goals include the following: 1) increase teacher content knowledge in the Nevada Academic Content Standards in Mathematics with a focus on problem solving and number sense; 2) build a cadre of teacher leaders including classroom teachers, Instructional Coaches, Math Site Leaders and strategists to facilitate professional development sessions within schools and District subgroups; 3) increase academic achievement of students taught by project participants; 4) develop a digital community that will include resources focused on concepts and content represented in the Nevada Academic

Content Standards in Mathematics that can be shared with K-3 teachers across the state.

**Mathematics and Science Partnership Project (MSP) Math Part II Intuitive Thinking in K-3 Mathematics**

Part II: Intuitive Thinking in K-3 Mathematics will improve classroom instruction and mathematical content knowledge of 80 grade K-3 math teachers from public, charter, and private schools in Clark and Lincoln Counties. Participants will receive a total of 80 contact hours of professional development activities, a majority of which will be delivered by faculty from the University of Nevada, Las Vegas. The program has three main components: a five-day summer institute; an online learning community; and three, one-day follow-up sessions. Content will correlate to the Nevada Academic Content Standards in mathematics, and will meet the depth, rigor, and vision of the standards. Partners include the following: CCSD; University of Nevada, Las Vegas; Lincoln County School District; and Southern Nevada Regional Professional Development Program.

The grant project will focus on an understanding of the progression of the Nevada Academic Content Standards (NVACS), necessary instructional shifts, and effective research-based instructional strategies including classroom discourse, hands-on instruction, and engagement strategies that promote reasoning and achievement in mathematics for elementary students. Learning will include an understanding of, and engagement in, the Standards for Mathematical Practice. New and relevant resources aligned to the NVACS will be utilized to support teacher understanding and implementation of the rigorous expectations of the standards. Outstanding teacher leaders who attended the previous program, Intuitive Thinking in K-3 Mathematics, will be encouraged to participate again but this time as mentors providing leadership and support for their colleagues and site-based teams who will also be attending.

**McKinney-Vento Education for Homeless Children and Youth**

Through the McKinney-Vento Homeless Assistance Act of 1987, as amended by the No Child Left Behind Act of 2001, funds are available through the Nevada Department of Education to support programs that facilitate the academic success of students experiencing homelessness and guaranteeing access to all appropriate educational opportunities and services. The McKinney-Vento grant program includes two major components: HOPE High School Mini-Grants and the HOPE Middle School Mentoring Program, which both focus on student academic success. Through these projects, Title I HOPE will continue to improve and extend the connection between homeless students and the services they need to stay in school and succeed. The mini-grant design focuses on surrounding homeless students with support systems which include the school personnel, Food Services, Transportation, Wraparound Services, community agencies, and incorporates parent involvement. The middle school mentoring program will connect homeless students with a mentor using a one-to-one support model. Students will meet weekly with an identified licensed teacher to set goals in areas including academics, life, and social abilities.

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**Nevada Collaborative Teacher Improvement Program (NeCoTIP) - Transitions In Mathematics For Middle School (TIMMS)**

This project will provide high-quality professional development for mathematics teachers of students in grades 4-6. One hundred eighty teachers will participate in a summer professional development in three cohorts of 60 teachers. Each cohort of 60 teachers will participate in 20 hours of professional development focused on fractions, ratios, and proportions. Teachers will also engage in Professional Learning Communities throughout the academic year, focusing on connecting the components of the project.

**Nevada Collaborative Teacher Improvement Program (NeCoTIP) - Integrating Science and Language Arts**

The program is designed in collaboration with partners from the Instructional Design and Professional Learning Division (IDPLD); University of Nevada, Las Vegas (UNLV) College of Education; and UNLV College of Sciences. This program will serve 25, K-5 teachers in a sustained professional development program using a combination of summer institutes, school year face-to-face meetings, and classroom support. Elementary teachers in science leadership positions in CCSD will be targeted. This program seeks to improve the ability of K-5 teachers to integrate science and language arts, provide argument-based science inquiry instruction, and translate Nevada Academic Content Standards (NVACS) based on Next Generation Science Standards and Common Core State Standards into classroom practice.

**Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Blended English Language Learning (BELL)**

This project provides a teacher-leader professional development model to 50 CCSD middle school teachers in the area of English language arts (ELA) to meet the academic and linguistic needs of English Learners (ELs). Participants will develop transformative blended learning ELA activities and assessments, teach and reflect upon the delivery and success of their blended learning lessons, refine activities and assessments, and will effectively utilize formative and summative assessments tools. Lessons will be adapted for use with varying technological support and disseminated. Funds will be used for teachers extra-duty salaries and fringe for planning and professional development.

**Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Blended Technology and Statistics Education For Conceptual Understanding (Grades 6-12)**

This project is a collaborative professional development effort between the University of Nevada, Las Vegas (UNLV) Colleges of Education and Sciences, Instructional Design and Professional Learning Division (IDPL), and teachers within CCSD. Participating teachers will work throughout the school year engaging in professional development focused on teachers' statistical knowledge, as well as their use of software programs available throughout CCSD to support conceptual understanding and dynamic representations of statistical concepts. Participants will develop action plans for classroom

engagement based on their mathematical analysis of respective software programs.

**Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Integrating Science, Engineering and Language Arts - Deniz**

The Instructional Design and Professional Learning (IDPL) Division's K-12 Science Department will partner with the University of Nevada, Las Vegas (UNLV). This program will serve 25 CCSD K-5 teachers in a sustained professional development program using a combination of summer institutes, school year face-to-face meetings, and classroom support. Elementary teachers who are in science leadership positions will be targeted. The program is designed in collaboration with partners from the CCSD, UNLV's Science Education Program, and UNLV's School of Life Sciences. This program seeks to improve the ability of K-5 teachers to integrate science, engineering, and language arts and to translate Next Generation Science Standards and Common Core State Standards into classroom practice.

**Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Nevada Partnership for Effective Mathematics and Science Teaching and Learning (N-PEMSTL)**

Instructional Design and Professional Learning Division (IDPLD) staff members are working in partnership with University of Nevada, Las Vegas (UNLV) on the Nevada Partnership for Effective Mathematics and Science Teaching and Learning (N-PEMSTL) project to increase mathematics and science knowledge of teachers of students in grades 3-5. The goals of this project are to: 1) increase teachers understanding of science, technology, engineering, and mathematics (STEM) integration; and 2) to increase teachers capacity in the effective alignment of instructional materials to the Nevada Academic Content Standards in Mathematics and Science. A summer professional development, school-year follow up, and professional learning communities will be used to accomplish the goals of the project. Up to 40 teachers are invited to participate in the project. UNLV is the applicant and CCSD will act as the local school district partner. The subaward will be used to pay for extra-duty pay for teachers to assist with the development of professional development and for teachers to attend professional development.

**Nevada Education Performance Framework Evaluation Tool Phase II (NEPF) Great Teachers and Leaders Fund**

The Nevada Educator Performance Framework (NEPF) Online Evaluation Tool and Training project will be instrumental in licensed personnel evaluations by providing support and training for District teachers. One thousand school administrators and 20,000 licensed teachers will be affected by this project. The NEPF Online Evaluation Tool will be further developed to host a performance check-in database for licensed personnel and will provide the Instruction Unit with the capability to monitor all teachers and administrators with an online tracking system. The school administrators will input teacher performance levels, and the Instruction Unit will be able to track individual performance and provide feedback and recommendations to

school administration teams regarding areas of strength, areas of weakness, and targeted areas for professional development. This project will ensure administrators have the capability to monitor teacher performance to actual classroom performance tasks.

**Nevada Implementation of Curriculum Engine**

The overall purpose of the Nevada Implementation of the Curriculum Engine project is to develop the infrastructure and support systems to offer unique instance of the Curriculum Engine Web application to districts across Nevada. The benefits of this project include access to curriculum, powerful collective knowledge, and easy collaborative planning. The funds for this component of the project will pay for professional development and technical support for teachers across Nevada school districts.

**Nevada Library Books Purchase**

These funds purchase library books for all District schools with libraries and/or media centers. The amount of funds available for each of the eligible schools is determined by a per pupil allocation. Funds awarded above and beyond the formulated amount are based on school need with special consideration given to libraries at schools serving high numbers of disadvantaged students and/or English Language Learners. Schools changing the grade levels that will be served in the upcoming school year are also given special consideration for extra funding. School librarians, in cooperation with their administrators, determine school library book needs and order accordingly. These expenditures are at the discretion of the District Library Services Coordinator based on his review of current statistical reports of school library collections, current demographics and knowledge of changes within student populations to be served at each school.

**Nevada Ready 21 Tech Grants**

Nevada Ready 21 (NR21) is a 6-year plan for implementing one-to-one student computing that provides students with a personal, mobile learning device to which they have 24/7 access. The first three years of NR21 target middle schools, while the next three years target high schools. NR21 prepares skilled educators who value connected, personalized, student-centered learning through ongoing professional development that focuses on delivering college and career-ready graduates. For schools with insufficient access to broadband and Wide Area Network (WAN) access, additional funds are available; however, CCSD schools do not require this assistance.

**Nevada Ready Pre-Kindergarten**

This funding was awarded by the US Department of Education to the Nevada Department of Education (NDE). United Way of Southern Nevada provides pass-through funding for the Nevada Ready Pre-Kindergarten project to provide additional pre-kindergarten services for CCSD students. To achieve this goal, seven additional pre-kindergarten programs will be serving students at the following sites: Fitzgerald Elementary (two pre-kindergarten programs for four-year-old students), and Matt Kelly Elementary (two pre-kindergarten programs for four-

year-old students), Miller School Site (three pre-Kindergarten programs for four-year-old students).

**Nevada State Pre-Kindergarten Program**

Nevada Department of Education provides funding for the Nevada State Pre-Kindergarten Education Program. CCSD has used the funds to provide families of at-risk children with high quality pre-kindergarten education opportunities since 2001. The mission of this highly successful program is to continue to increase developmental preschool education opportunities for children with disabilities, children from low-income families, and children from bilingual families or families who are non-English proficient. During the 2015-2016 school year, this program will collaborate with Early Childhood Special Education and Title I to provide services at the following elementary schools: Walter Bracken, Berkeley L. Bunker, Cynthia Cunningham, Harvey N. Dondero, Doris Hancock, George E. Harris, Robert E. Lake, Gordon McCaw, J. T. McWilliams, and Richard Rundle.

**Newly Hired Teacher Incentives**

Funds will be used to provide financial incentives to newly hired teachers at: a Title I school as defined in Nevada Revised Statue (NRS) 385.3467; or a school that received one of the two lowest possible ratings indicating underperformance of a public school as determined by the Department of Education pursuant to the statewide system of accountability for public schools for the 2015-2016 school year. Incentives will be signing bonuses paid over the teacher contract in monthly installments.

**Now is the Time Project AWARE Local Educational Agency Grants**

The purpose of this program is to assist local educational agencies to begin to support the training of school personnel and other adults who interact with youth in both school settings and communities to detect and respond to mental illness in children and youth, including how to encourage adolescents and their families experiencing these problems to seek treatment. It is required that individuals be trained in Youth Mental Health First Aid (YMHFA). By implementing this program, SAMHSA expects to achieve an increase in the mental health literacy of adults who interact with school-aged youth and increase awareness of mental health issues among school-aged youth.

**NSF: Developing Integrated ES, Engineering & ELA aligned to NVACSS**

The nationwide adoption of the Next Generation Science Standards (NGSS) requires the development of new curriculum materials or modification of existing curriculum. Designing and modifying science curricula present the opportunity to integrate three dimensions of NGSS and make connections to other educational practices, such as the Common Core State Standards for English language arts. The goal of this 2-year project is to develop and field-test curricula integrating science, engineering, and language arts at the elementary level. The Research and Curriculum Development (R&CD) team consisting of master elementary science teachers, university professors including science, engineering, and science teacher education faculty, and a science education

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post-doctoral or graduate student will engage in developing NGSS aligned curricula integrating science, engineering, and language arts, and publishing STEM education research. In year one, an integrated curriculum will be developed for grades 1-2. In year two, curriculum for grades 3-5 will be developed. Each year, a new curriculum will be developed and field-tested, and professional development will be organized and provided around the integrated curriculum to 20 elementary teachers at the CCSD.

### **Partnership to Improve Community Health (PICH)**

The District in partnership with the Southern Nevada Health District (SNHD) will implement the next phase of funding from the Centers for Disease Control (CDC), the Partnerships to Improve Community Health (PICH) grant award. The PICH grant funding was awarded to the SNHD by the CDC, with three years of funding, ending September 29, 2017. This project will expand the CrossFit program to 39 additional elementary, middle, and high schools, and provide support to the 11 existing CrossFit high schools, for a total of 50 schools. This project will create opt-in physical education programs at each site providing the opportunity for high-intensity activity.

### **Peer Assistance and Review**

Existing law requires the State Board of Education to establish a statewide performance evaluation system which includes a process for peer evaluation of teachers by qualified educational personnel which is designed to provide assistance to teachers in meeting the standards of effective teaching. The system must include conducting observations and peer assistance and review; and providing information and resources to teachers about strategies for effective teaching. The 2015 Legislature through Senate Bill 332 appropriated \$1,000,000 for fiscal year 2016 and \$1,000,000 for fiscal year 2017 to carry out the system of peer assistance and review.

### **Prevention Advocacy Choices Teamwork - Quannah McCall**

Quannah McCall Elementary School receives funding to implement evidence-based services aligned with three priorities. 1) developing a strong organizational infrastructure; 2) building strong community ties; and 3) prevent early onset of childhood and underage drinking/drug use. The program initiatives include after-school positive action tutoring, parenting wisely classes, summer school, and Saturday family and community activities. Through this initiative the program will impact approximately 490 students and their families. The program objectives for this grant are to increase: 1) student achievement; 2) student social skills; 3) parental awareness with positive action and parenting wisely; and 4) parent and community involvement.

### **Prevention Advocacy Choices Teamwork - Safe and Drug Free**

The Safe and Drug Free Schools program seeks to pilot the Reconnecting Youth program at various high schools as a means of reintroducing a prevention element into its programming. Reconnecting Youth is classified as an evidence-based prevention program that is intended for high-risk youth and is effective with multicultural groups from diverse racial/

ethnic populations as well as monocultural groups. Program goals include: 1) increased school achievement (including school bonding, attendance, GPA and credits earned); 2) decreased drug involvement (including increased drug use control and decreased adverse drug-use consequences); and 3) decreased emotional distress (including decreased suicidal behaviors and related risk factors: depression, hopelessness, anger-control problems, stress as well as increased protective factors: self-esteem, personal control, and social support from peers, family, and school).

### **Prevention Advocacy Choices Teamwork (PACT) Quannah McCall - Extension Contract**

Quannah McCall Elementary (ES) will implement two evidence-based programs: Positive Action and CHAMPS. The Positive Action program is based on the intuitive philosophy that students feel good about themselves when they behave positively. Positive Action is organized into six units by grade level. This sequence allows educators to align an entire school behind Positive Action lessons and concepts. The Positive Action lessons are mainly taught during Family Days, Parenting Wisely classes, after school classes, and by the school counselor during monthly character trait lessons. In addition to the Positive Action program, Quannah McCall ES will also be using the CHAMPS positive behavior support program.

### **Professional Development for Arts Educators Program**

The Professional Developments for Arts Educators (PDAE) grant is designed to raise student achievement in eight at-risk K-12 schools in the School District through integrated instructional strategies “in” and “through” the arts. The purpose of the PDAE program is to strengthen standards based on integrated instruction through intensive professional development that makes connections between the Nevada Standards for music and visual arts and the Common Core State Standards for mathematics and English language arts.

### **Read by Grade Three**

CCSD’s Read by Grade Three program implements researched-based, high quality assessments, instructional practices, and job-embedded professional development aligned with the District’s grades K-3 Literacy Plan; twenty-one targeted schools, including one charter school, are targeted for program services. A learning strategist designated at each school will deliver professional development at the site-level. Assessments will be standardized across the schools and will provide statewide longitudinal data on the impact of early literacy interventions. Specific interventions selected at each site will align to both the Nevada and CCSD Literacy Plans. Schools with the lowest schoolwide reading proficiency levels that do not have access to Zoom Schools and Victory Schools funding were selected for this program.

### **Refugee School Impact**

The United States Department of Health and Human Services Office of Refugee Resettlement provides funding to assist

refugee students in the transition to American culture. A refugee specialist/counselor position will be funded through this program to be the advocate for refugee students. This program will serve newly arrived refugee students. District staff will work with both Nevada refugee resettlement agencies (Catholic Charities and the Ethiopian Community Development Council) to identify all newly arrived refugee students in its student information system and schedule an initial meeting with each student to conduct an individual needs assessment. Each student will receive clothing and basic school supplies. In addition, based on the results of the student's needs assessment instructional materials and referrals to available services such as tutoring, mentoring, and other supportive programs will be provided. Culturally and linguistically appropriate materials will be provided as necessary to ensure student growth in academics, high classroom attendance rates, successful graduation rates, and social integration to the new school environment and living in Nevada. The program goal is to assist newly arrived refugee children successfully transition to a new way of life and specifically help them adjust to their new school, academic expectations, and social environment.

**Rogers Foundation - Park Elementary School**

Funds from the Rogers Foundation grant will help to fund a one-to-one iPad literacy initiative at Park Elementary School. The initiative will provide teachers with resources and skills to prepare students for the academic rigors of the Nevada Academic Content Standards in English Language Arts. The technology will allow teachers to meet multiple needs, including access to Common Core aligned instructional materials.

**Safe and Respectful Learning Conference**

Funding supports Clark County School District's participation in the Safe and Respectful Learning Conference held in Reno, Nevada. The Safe and Respectful Learning Conference provided technical assistance and training on school climate initiatives, social and emotional learning, and multitiered systems of support.

**Safe Routes To School Coordinator**

Safe Routes to School (SRTS) funds are used to support development and implementation of programs that examine conditions around schools and conduct projects and activities that improve safety and reduce traffic and air pollution in the vicinity of schools. This project funds a safety coordinator position to oversee/ensure implementation of SRTS initiatives.

**Salary Incentives for Licensed Personnel**

Funding was authorized by Senate Bill 522 of the 2013 Nevada State Legislature to be used for eligible school districts within the State of Nevada to apply for funds to continue an incentive program for the purchase of one-fifth of a year Public Employees Retirement of Nevada (PERS) retirement credit for designated groups of employees.

**School Climate Transformation**

The School Climate Transformation Program supports implementation of the Positive Behavior Interventions and Supports (PBIS) program. PBIS is a research-based multi-

tiered behavioral framework designed to improve behavioral outcomes and build safe and respectful school climates. Five District schools will be selected for implementation. It is anticipated that a total of 20 schools will be targeted for implementation over the three-year project period. The Nevada Department of Education will provide technical assistance throughout all phases of the program to assist the District in capacity-building and sustainability of the program. Support from the Nevada Department of Education will include PBIS trainings and ongoing technical assistance provided through a partnership with Nevada's PBIS Technical Assistance Center. Site-based staff will receive training on school-wide implementation of the PBIS framework, including intervention practices for social, cultural, and individual behavior supports, as well as transforming organizational systems that support sustainability. The framework integrates the following four PBIS elements: defined outcomes; research-based practices; strategies based upon behavior and biomedical science; and system change to support capacity-building, expertise, and effectiveness of school staff.

**Seismic Districtwide Gas Valves Hazard Mitigation Grant**

This program is funded through the Federal Emergency Management Agency (FEMA) to mitigate loss from fires resulting from seismic activity. Natural gas lines can rupture and explode following seismic events. This hazard is mitigated through the installation of seismic gas automatic shut-off valves. This is a three-phase project to install automatic shutoff valves on each primary gas line for all District facilities. Phase I was completed for high schools and middle schools supported by the District's Risk Management Department and FM Global Funding. Phase II targets 166 elementary schools. Phase III targets the remaining 48 elementary schools and CCSD facilities.

**Social Workers/Licensed Mental Health Professional**

Funds will be used to provide social workers to selected high needs schools. Schools will be selected based on demographic information and results of the School Climate/Social and Emotional Learning survey. Identified schools will receive contract social workers or other licensed mental health workers to support social services, including anti-bullying efforts and mental health services. Other mental health workers is defined by the legislation as the following: licensed clinical social worker; social worker; social worker intern with supervision; clinical psychologist; psychologist intern with supervision; marriage and family therapist; mental health counselor; community health worker; school-based health centers; and licensed nurse. Implementation of this project is a cross-streaming effort between the Student Services Division, Equity and Diversity Education Department, and the Educational Services Division.

**Special Education Early Childhood**

The aim of this program is to address the needs of children with disabilities before they are eligible to enter first grade. The funding also enables the District to implement a continuum of placement options that address the least restrictive education environment. Specified goals and objectives for the proposed program are to: 1) enable young children with disabilities to begin schooling as early as possible to mitigate the effects

of their disabilities, as required by federal law; 2) provide a systematic structure for parent training, identification of eligible students, and implementation of specific early childhood special education curriculum; 3) provide staff training in special education procedures and instructional techniques; and 4) develop and implement a plan for dissemination of information to the public regarding early childhood education.

### **Special Olympics Nevada**

This project will foster the development of a comprehensive Special Olympics program that services special education students with developmental disabilities. The primary objectives of this grant are: 1) to continue to foster the development of a comprehensive Special Olympics program that services special education students with developmental disabilities with a cognitive delay during the school day; and 2) to provide transportation and teacher support to students who participate in the Special Olympics program.

### **SRI Partnership**

The District is partnering with SRI International, an education research organization, on a two-year grant entitled A Researcher-Practitioner Partnership to Promote English Language Learners' Science Learning in the Elementary Grades. SRI International is the primary recipient (the research partner) and the District is a sub-awardee (the practitioner partner) of SRI International. The objectives of the program are: (1) To identify key factors associated with high science learning outcomes for English Learners (ELs) in the elementary grades; (2) To use data about what works to inform professional development and instructional approaches in science for the elementary grades; and (3) To formulate a research plan to investigate the issue at greater depth, which will be the topic of a future proposal. A group of six to eight schools will be selected for the study based upon the following: the percentage of ELs at the school; the percentage of ELs meeting or exceeding the standard for the science CRTs; the gender gaps among ELs with respect to their mean science CRT scores; principal tenure at the school; and the number of science extra-curricular activities at the school.

### **State Personnel Development Grant (SPDG)**

The Nevada SPDG was designed to support the implementation of evidence-based professional development strategies through Assess, Plan, and Teach (APT) and Instructional Consultation and Teaming (ICAT). APT is an evidence-based instructional intervention designed to improve academic outcomes for K–3 students. APT is already being used within CCSD, and this grant will expand its implementation. ICAT represent an evidence-based, comprehensive means for K-12 schools to organize and deliver maximum and efficient services to support students and teachers. The Nevada Department of Education (NDE) Office of Special Education and the Office of Student and School Supports will collaborate with CCSD, the University of Nevada Reno, Nevada's Parent Training and Information Center, and Nevada PEP to provide evidence-based professional development. The project objectives are: improve teachers' capacity to APT students with Individual Education Plans (IEPs); increase the percent of time students with IEPs spend in the general education classroom; and increase the

percent of students with IEPs scoring proficient on Nevada's statewide reading and math assessments.

### **State Systemic Improvement Plan (SSIP) Phase II**

The SSIP Phase II is designed to support the implementation of evidence-based professional development strategies through the CORE literacy model. The CORE literacy professional development model will ensure that teachers use data-based problem solving to plan for and instruct students with disabilities, regardless of the curriculum used. This grant will complement the current Assess, Plan, Teach implementation within CCSD.

### **Striving Readers Comprehensive Literacy Program**

The Striving Readers Comprehensive Literacy (SRCL) Program serves children from birth through grade twelve. The goal of the SRCL Program is to improve literacy and college and career readiness for all students and to ensure all students are prepared to succeed in higher education and their chosen career pathways. SRCL schools are selected based upon academic need. All schools served are aligned by feeder patterns to promote vertical alignment, coordination of programs, and structured transition activities. The following goals have been developed for the SRCL Program: 1) Through high quality, job embedded professional development, teachers will understand and apply elements of effective literacy instruction and intentional use of instructional materials that are aligned to the Common Core State Standards (CCSS) so that every student knows how to use reading, writing, listening, viewing, speaking, presenting, and critical thinking skills from birth through grade 12; 2) Implement interventions to ensure that all students (including students who are experiencing difficulties and students who are progressing ahead of their peers) are identified and served appropriately; and 3) Establish databased decision-making (DBDM) literacy teams at each targeted school that align with the Response to Instruction (RTI) framework and maintain a purposeful, respectful environment in which data can be collected, analyzed, and used to continually improve literacy achievement. All proposed SRCL activities align with the Nevada State and District literacy plans. Program activities include the following: literacy coaches are placed at each of the targeted school sites to increase capacity through coaching, mentoring, and training; District level and site level DBDM literacy teams review student data and support teachers in making evidenced-based instructional decisions; and provide ongoing progress monitoring. Assessments, interventions, and materials are provided to supplement instruction. Partnerships with community-based organizations and institutions of higher education help ensure that children from birth through grade 12 are served. Partnerships include the University of Nevada Cooperative Extension, local daycare centers, and local libraries.

### **Teacher Supply Reimbursement**

The Teachers' School Supplies Reimbursement Account was created as a special revenue fund to reimburse teachers up to \$250 per fiscal year for out-of-pocket expenses for classroom supplies. A teacher who receives funds from the special revenue fund must submit receipts for any supplies purchased with the money to the principal of the school as applicable. All

receipts must be submitted to the principal no later than two weeks after the last day of the school year. The principal must maintain such receipts until the end of the next fiscal year and make them available for inspection upon request by the Nevada Department of Education. The amount of any distribution made to each school district shall be based on the number of teachers employed by the school district.

**Technical Assistance Grant**

Funding has been allocated from the Nevada Department of Education administrative School Improvement Grant (SIG) to provide technical assistance with the implementation of the Priority schools plans. This funding will provide support to the following schools: Del Sol, Canyon Springs, Desert Pines, and Valley High School. Funding will ensure a seamless continuum of learning experiences and refinement of educational practices aimed at collegial thinking, communication, implementation, and examination of progress/results for these schools.

**Title I Part A**

Title I, Part A of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academics. The purpose of Title I is to ensure that all students have an equal opportunity to reach academic standards as adopted by the State of Nevada. Title I is intended to help close the gap in academic achievement between students in different ethnic and income groups.

**Title I Part D Neglected or Delinquent Program**

The Title I, Part D Neglected and Delinquent grant provides funding to support the Youthful Offender Program (YOP), an adult high school program located in the High Desert State Prison (HDSP). The program serves approximately 890 inmates ages 16-26 who have been adjudicated by the court system to serve prison sentences in a medium security environment. The YOP offers: 1) General academic classes such as English, math, science, language, social studies, special education, General Equivalency Diploma (GED) preparation, and computers; and 2) Career and Technical Education classes, including automotive, culinary, heating ventilation and air conditioning (HVAC), industrial technology including construction, electrical, hydraulics, machinery, tools, and a green technology program that is inclusive of Leadership in Energy and Environmental Design (LEED) certification. Funding supports teacher salaries, curricular supplies, software, books, upgrades to technology, and fees for certification programs.

**Title I School Improvement Grant (SIG) Sec 1003(g)**

Title I School Improvement Grant (SIG) Sec 1003(g) federal flow-through funding, formula-based grant of the Elementary and Secondary Education Act (ESEA) focus is to implement intervention strategies to improve the academic achievement of persistently low achieving schools that have been identified as In Needs of Improvement, in corrective action, or restructuring.

**Title IIA Teacher and Principal Training and Recruiting**

In accordance with educational needs and priorities, consistent with the improvement of instruction through teacher and administrative training, the District will provide professional development opportunities through the following projects: Instructional Design and Professional Learning Division (IDPLD) Support; English Language Arts; Mathematics; Science and Health; Assessment, Accountability, Research, and School Improvement; Equity and Diversity Education; Middle School Initiatives, Leadership, and Employee Onboarding. Additionally, these funds based on a per pupil formula will be used to provide for equitable participation of eligible private school teachers and administrators in professional development opportunities.

**Title III English Language Learners**

Funding is provided to assist all second language learners at all grade levels in becoming proficient in English. The six projects are: Professional development, elementary education, secondary education, program services, pre-kindergarten, and parent involvement.

**Title IV-21st Century Community Learning Center (CCLC)**

The 21st Century Community Learning Center (CCLC) program provides academic and enrichment activities, before and after school, designed to help children in high-need schools succeed academically while enhancing their physical, cultural, social, and economic lives. The program is guided by four state goals: 1) improve student academic success; 2) provide enrichment opportunities, including civics education, and Science, Technology, Engineering, and Mathematics (STEM) activities; 3) facilitate family and community engagement by providing support for literacy and related educational services to families of program youth; and 4) promote student health and fitness, including participation in activities that support drug and alcohol prevention. The program must operate 12 hours per week, for a minimum of 120 days, and serve at least 100 regular attendees who participate 30 or more days in the program.

**Title VII-Indian Education**

The Indian Education Program provides funding through Title VII to support supplemental education services for American Indian/Alaska Native students. The program is developed in partnership with the District and the Clark County Indian Education Parent Committee. The following academic supports and cultural activities will be provided during the 2014-2015 school year: 1) Identify American Indian and Alaska Native students throughout the county; 2) Identify students from elementary, middle, and high schools who are determined to be in need of tutorial services in accordance with established selection criteria; 3) Provide after-school tutoring in reading, mathematics, and science for an estimated 75 students from approximately 50 schools districtwide; 4) Schedule cultural awareness activities districtwide for American Indian and Alaska Native students that enhance and support academic achievement; 5) Provide a local college tour for qualifying students; and 6) Provide opportunities for parents and guardians of American Indian and Alaska Native students to provide input into the development, operation, and evaluation

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of the program through the Clark County Indian Education Parent Committee.

### **Turnaround B (Underperforming) Schools Program**

The Nevada Department of Education has made funding available to leverage change and dramatically improve student achievement in the identified 1 – and 2 – star schools by making targeted investments in the areas aligned to Nevada’s Theory of Action and Strategy for Underperforming Schools. The program is designed to provide support for successful turnaround implementation and gains in academic growth in identified schools.

### **United Way of Southern Nevada Family Engagement for High School Success**

The focus of the Family Engagement for High School Success Initiative is to increase Nevada’s high school graduation rate and levels of college and career readiness. Funding is provided to promote family engagement through support of resource centers at four identified high schools. Clark High School (HS), Eldorado HS, Silverado HS, and Sunrise Mountain HS, will each receive funding to continue implementation of a parent resource center to increase family engagement with school activities. Topics to be addressed through center resources involve four key areas: 1) technology/information for communication; 2) relationships/self-advocacy; 3) parental roles in promoting high school success; 4) family economic and financial burdens.

### **Victory Schools**

Victory School funding was approved by the Nevada Legislature in the 78th Legislative Session (2015) through Senate Bill 432. The Legislature appropriated money from the state general fund through Senate Bill 515 to provide funds for services in certain elementary, middle and high schools during the 2015 - 2016 and 2016 - 2017 school years. The funds may be utilized to offer the following services at identified Victory schools: 1) pre-kindergarten programs; 2) full-day kindergarten; 3) Summer Academy or Intersession Academy; 4) additional out-of-school time learning opportunities professional development for teachers; 5) recruitment and retention incentives for teachers; 6) employment of paraprofessionals; 7) reading skills center; 8) social, psychological, health care or wraparound services; 9) parent engagement; 10) school climate and culture; and/or 11) Provide services to meet other needs as identified by the community needs assessment.

### **Windsong - Pre-Kindergarten**

The Windsong Trust provided additional funds to the District for the 2014-2015 school year to continue it’s Early Childhood Education Initiative by: 1) sustaining five Windsong sponsored pre-kindergarten general-education classrooms; and 2) expanding the partnership with Teach For America to provide corps members and/or alumni as Early Childhood Education lead classroom teachers. In addition to increasing the capacity of the Early Childhood

Education Initiative, the District is focused on enhancing programmatic support for Early Childhood Education teachers.

### **Youthbuild Program Desert Rose High School**

Youthbuild Program at Desert Rose High School provides students with basic skills in reading, writing, English, and math. The program also assists students with General Equivalency Diploma preparation and career and technical education curriculum. Participating students attend on-campus academic and career and technical education classes and participate in special projects. The program provides instruction, materials, basic infrastructure for academic, career and technical programs, and classroom work areas. All career and technical programs meet state and district standards and provide a combination of classroom instruction and hands-on experiences.

### **Zoom Schools**

Zoom School funding was continued by the 78th Nevada Legislature in 2015 through the passage of Senate Bill 515. These funds will be utilized to offer the following services at identified schools: pre-kindergarten; full-day kindergarten; operation of a reading skills center; and Summer Academy or Intersession Academy as well as professional development for teachers, recruitment and retention incentives for teachers, and/or parent/family engagement. The following elementary schools have been identified: Arturo Cambeiro, Manuel J. Cortez, Lois Craig, Jack Dailey, Ollie Detwiler, Ruben P. Diaz, Ira J. Earl, Elbert Edwards, Fay Herron, Halle Hewetson, Robert Lunt, Ann Lynch, Reynaldo Martinez, William K. Moore, Paradise Professional Development, Dean Petersen, Vail Pittman, Bertha Ronzone, Lewis Rowe, C.P. Squires, Stanford, Myrtle Tate, Twin Lakes, Gene Ward, Rose Warren, Tom Williams. The following secondary schools have been identified: Global High School, William E. Orr Middle School, Dell H. Robison Middle School.

Source: CCSD Grants Development and Administration