

### **Abriendo Caminos/Opening Pathways for Students of Color into the Teaching Profession**

The Clark County School District and the University of Nevada, Las Vegas, will implement the use of project funds to build diverse student interest in teaching and opportunities for students to prepare for their careers. The six CCSD high schools that will partner in the project: Chaparral, Desert Pines, Legacy, Rancho, Sierra Vista, and Valley. Each school will be provided \$5,000 to support programming that will open pathways for diverse students to pursue a teaching career. The funds awarded to each of the participating schools can be utilized in these areas:

Student Teacher Support, Diversity Programming, Diverse Teacher Recruitment Programming, and College and Career Prep for Future Teachers.

### **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.

### **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.

### **Bulletproof Vest Partnership**

Funding made available by the United States Department of Justice to assist with the purchase of bulletproof vests to enhance law enforcement officer safety as part of the Bulletproof Vest Partnership grant. The CCSD Police Department will advance the safety of its officers in and around schools throughout the District by purchasing bulletproof vests through this grant program.

### **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) - Allocation New Programs**

State funds made available to school districts to support CTE programs are directly allocated to school districts based on each high school's duplicated enrollment in six approved CTE program areas. There are six program areas: 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 to be used to develop new CTE programs where such programs did not exist. 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 & Technical Education (CTE) Act- Nontraditional Training & Employment**

The primary purpose of these funds is to develop and implement projects that will have a statewide impact to increase female enrollments in programs preparing students for careers in high-demand information technology fields. 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

---

### **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 & Technical Education (CTE) - Act Reserve Grant**

Competitive funding is made available through the Carl D. Perkins CTE Improvement Act of 2006 for program development, establishment of innovative programs, collaboration, and accountability to demonstrate essential outcomes. Agencies must meet the following additional guidelines relating to CTE training programs: 1) development of new programs based on state, regional or local economic and workforce development needs or 2) innovation in the delivery of existing programs based on state, regional or local economic and workforce development needs. Funding was approved to develop a drafting and design program of study at Desert Rose High School.

### **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 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.

### **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 Harney, 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 Education (GATE)**

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.

### **Great Teaching and Leading Fund: Leadership Developing and Retaining School Leaders**

These funds were made available through a subaward partnership with the Educational Policy and Leadership program at the University of Nevada, Las Vegas (UNLV) to design and implement a program to help develop and retain qualified school leaders. The CCSD Leadership Development Department will implement the Developing and Retaining School Leaders project grant to support the development of pre-service administrator candidates, as well as newly appointed administrators. Four major components of the proposed project: 1) identification of high-quality principals to serve as mentors; 2) professional development for mentor principals and site-based principals focusing on coaching aspiring and current leaders; 3) development of a process for continuous growth of mentor principals that will build the CCSD's capacity to support current school leaders; and 4) support for aspiring educational leaders through professional learning sessions and mentoring and coaching, specifically directed toward students in the Educational Policy and Leadership program field experience.

### **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 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.



### **National Science Foundation: Developing Integrated Elementary Science, Engineering and Language Arts Curricula Aligned with Next Generation Science Standards**

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. Research and Curriculum Development team consisting of master elementary science teachers, university professors including science, engineering, and science teacher education faculty, and a science education post doc or graduate student will engage in developing NGSS aligned curricula integrating science, engineering, and language arts, and publishing Science, Technology, Engineering, and Mathematics (STEM) education research. In year 1, we will develop an integrated curriculum for grades 1-2. In year 2, we will develop a curriculum for grades 3-5. Each year, we will develop and field-test a new curriculum, and provide professional development organized around the integrated curriculum to 20 elementary teachers at the CCSD in Las Vegas, Nevada.

### **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) Transitions in Math for Middle School Students (TIMMS) Cohort II**

The Nevada Collaborative Teaching Improvement Program (NeCoTip) Transitions in Math for Middle School Students (TIMMS) project will provide high-quality professional development for mathematics teachers of students in grades 4 through 6. The project period is January 1, 2017 through September 28, 2018. 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. The goal of this project is to improve student learning and achievement in mathematics through sustained and comprehensive professional development. The following objectives will be completed during implementation of the project: 1) Improve teachers' mathematics content knowledge; 2) Increase teachers' understanding of the Nevada Academic Content Standards; 3) Enhance teacher knowledge and skills to use proven instructional strategies for diverse learners.

### **Nevada Collaborative Teaching Improvement Program (NeCoTIP) Transitions in Mathematics for Middle School (TIMMS)**

The NeCoTip TIMMS project will provide high-quality professional development for mathematics teachers of students in grades 4-6. The project period is June 1, 2016 through September 30, 2017. 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. The goal of this project is to improve student learning and achievement in mathematics through sustained and comprehensive professional development. The following objectives will be completed during implementation of the project: 1) Improve teachers' mathematics content knowledge; 2) Increase teachers' understanding of the Nevada Academic Content Standards; 3) Enhance teacher knowledge and skills to use proven instructional strategies for diverse learners.

### **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 Statute (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 Advancing Wellness and Resilience Education (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.

#### **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 impacts 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 (PACT) - 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) Doris Reed**

Doris Reed Elementary School receives funding to implement evidence-based services aligned with established coalition priorities. The priorities include: 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 impacts 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.

#### **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.

#### **Project MANTA - Math and Science Partnership (Science)**

Project MANTA targets the following goals: 1) Improve and upgrade the status and stature of mathematics and science teaching the Nevada Academic Content Standards in Mathematics and Science by encouraging institutions of higher education to assume

---

greater responsibility for improving mathematics and science teacher education through the establishment of a comprehensive, integrated system of training and advising mathematics and science teachers; 2) Improve and enhance the abilities of teachers of mathematics and/or science to use the processes of scientific investigation and inquiry to build their own content knowledge base and abilities; 3) Improve and expand knowledge base of mathematics and/or science teachers, including training such teachers in the effective integration of Nevada Academic Content Standards in Mathematics and Science into curricula and instruction. To address these goals, Project MANTA will: 1) develop science teacher leaders (TL), including content knowledge represented in the NVACSS through a capacity building model and expertise in pedagogy and mentoring; and 2) support the significant need for statewide, large-scale science educator engagement with the NVACSS and their instructional shifts for effective integration into the classroom through online and face-to-face sessions delivered by participating teacher leaders, with online access available to all science teachers statewide. Project MANTA is designed on a year-long professional development pathway comprised of three phases: 1) Teacher Leader Summer Science Institute; 2) Awareness Workshops; and 3) Teacher Ambassadors whereby teacher leaders will develop leadership and communications skills as NVACSS Ambassadors.

### **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.

### **Reflective Instruction in Science Education Program: (RISE) Great Teaching and Leading Fund (Science)**

Project RISE is a partnership between Southern Nevada RPDP, Lincoln County School District, and the K-12 Science Department in CCSD. The partnership focus is to address the priority of professional development for teacher/leader retention in the areas of Nevada Academic Content Standards for Science (NVACS-S) with a focus on integration of real-world applications and/or effective use of instructional technology, and leadership development specifically designed to increase retention of effective educators and/or expand effective models of school improvement.

### **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.

### **Refugee School Impact-Catholic Charities**

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 in CCSD. This program will serve newly arrived refugee students. CCSD 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.

### **Safe and Respectful Learning Bus Stickers**

Governor Brian Sandoval designated October 3-7, 2016 as the "Week of Respect." Schools across CCSD participate in



activities every day to emphasize a safe and respectful learning environment. Nevada Department of Education, Office of Safe and Respectful Learning Environment, and CCSD Bus Drivers will distribute stickers to students displaying behaviors of “Making it a Safe and Respectful Ride” during the “Week of Respect”. This unifying gesture shows that CCSD and students are committed to reducing the instances of bullying in our schools buses and treating each other with respect.

#### **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.

### **Teach Nevada Scholarship Program**

The CCSD's Alternative Route to Licensure program is committed to developing effective and educationally responsive teachers who are able to apply research and theory to practice. Although CCSD has been approved to provide multiple Alternative Route to Licensure programs, prioritization of scholarships will go to candidates pursuing elementary education teaching degrees. Elementary classroom vacancies in CCSD continue to be one of the largest areas in need. Other areas for consideration when

selecting scholarship recipients will be candidates who self-identify as being racially or ethnically diverse or identify as a veteran or spouse of veteran.

Funding is requested for tuition reimbursement to 25 scholarship recipients who will be participating in the Alternative Route to Licensure program during the 2016-2017 school year.

### **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.

### **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 Section 1003(g)-Priority Schools-Bailey Implementation**

The School Improvement Grants (SIG) program, authorized under Section 1003(g) of the Elementary and Secondary Education Act, provides funding through State Educational Agencies (SEAs) to Local Educational Agencies (LEAs) for underperforming schools that have both the greatest need and demonstrate the strongest commitment to use the funds to significantly raise student achievement by implementing one of six rigorous school intervention models – Turnaround Model, Transformation Model, Restart Model, School Closure, Evidence-Based Whole School Reform Model, and Early Learning Model – in each persistently lowest-achieving school.

### **Title I School Improvement Grant Section 1003(g)-Priority Schools-Bailey Planning**

The School Improvement Grants (SIG) program, authorized under Section 1003(g) of the Elementary and Secondary Education Act, provides funding through State Educational Agencies (SEAs) to Local Educational Agencies (LEAs) for underperforming schools that have both the greatest need and demonstrate the strongest commitment to use the funds to significantly raise student achievement by implementing one of six rigorous school intervention models – Turnaround Model, Transformation Model, Restart Model, School Closure, Evidence-Based Whole School Reform Model, and Early Learning Model – in each persistently lowest-achieving school.

### **Title I School Improvement Grant Section 1003(g)-Priority Schools-Cohort 5 Del Sol**

The Priority School Improvement Grant under Title I, Sections 1003(g) and 1003(a), of the Elementary and Secondary Education Act (ESEA) supports school improvement activities in persistently low-achieving schools that have the greatest need for the funds and demonstrated the strongest commitment to raise student achievement. The United States Department of Education (USDOE) appropriated the federal flow-through, formula-based funding for this grant under the Consolidation Appropriations Act of 2010 to the Nevada Department of Education (NDE). The focus of the project is to implement intervention strategies to improve the academic achievement of identified Title I, In Need of Improvement schools. Funding has been made available to school districts that have one or more Title I-served or Title I-eligible Tier I, Tier II, Priority, or Tier III schools identified as In Need of Improvement.

---

### **Title I School Improvement Grant Section 1003(g)-Priority Schools-Cohort 5 Valley HS**

The Priority School Improvement Grant under Title I, Sections 1003(g) and 1003(a), of the Elementary and Secondary Education Act (ESEA) supports school improvement activities in persistently low-achieving schools that have the greatest need for the funds and demonstrated the strongest commitment to raise student achievement. The United States Department of Education (USDOE) appropriated the federal flow-through, formula-based funding for this grant under the Consolidation Appropriations Act of 2010 to the Nevada Department of Education (NDE). The focus of the project is to implement intervention strategies to improve the academic achievement of identified Title I, In Need of Improvement schools. Funding has been made available to school districts that have one or more Title I-served or Title I-eligible Tier I, Tier II, Priority, or Tier III schools identified as In Need of Improvement.

### **Title I School Improvement Grant Section 1003(g)-Priority Schools-Eldorado Planning**

Funding is available to the Nevada Department of Education (NDE) through the United States Department of Education School Improvement Grant authorized under Title I Section 1003(g) of the Elementary and Secondary Education Act to local educational agencies that have one or more identified priority or focus schools. CCSD is requested funding to provide support during a planning year for Eldorado High School, an eligible priority school. A priority school is among the lowest five percent of Title I served schools based on performance. To successfully transform this school, NDE's Theory of Action priorities are the focus for the planning year. The focus: school leadership; Tier I instruction aligned to standards; and, professional learning communities that analyze and use data to strengthen instruction.

### **Title I School Improvement Underperforming Schools 1003 (a)**

The focus of this grant is to leverage change and dramatically improve student achievement in underperforming Title I Priority, Focus, and One Star schools identified by NDE. The following twenty-three underperforming Title I elementary schools are requesting funding under the 1003(a) grant: 100 Academy of Excellence, Arturo Cambeiro, Kay Carl, Manuel J. Cortez, Lois Craig, Laura Dearing, Ruben P. Diaz, H. P. Fitzgerald, Fay Galloway, Innovations International Charter School of Nevada, Matt Kelly, Mary and Zel Lowman, Robert Lunt, William K. Moore, Paradise Professional Development, Dean Petersen, Richard C. Priest, Doris M. Reed, Harry Reid, C. P. Squires, Jim Thorpe, Harriet Treem, and Tom Williams. The following ten underperforming Title I middle and Junior High schools are requesting funding under the 1003(a) grant: Dr. William H. Bailey, The Delta Academy, Robert O. Gibson, Innovations International Charter School of Nevada, Jerome Mack, Mario C. and JoAnne Monaco, Dell H. Robison, J. D. Smith, Theron L. Swainston, and West Prep. The following eleven underperforming Title I high schools are requesting funding under the 1003(a) grant: Desert Pines, Canyon Springs, Chaparral, The Delta Academy, Desert Rose, Eldorado, Global Community; Innovations International Charter School of Nevada, Mojave, Odyssey Charter, and Western. All forty-four underperforming schools must implement interventions and turnaround strategies aligned with the Nevada Department of Education's Theory of Action and Strategies.

### **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 III Immigrant Grant**

Funds from this grant will be used to support professional learning opportunities made available through various delivery of Best Practice ELL Instructional Strategies Model designed to meet the instructional and pedagogical needs of classroom teachers and school site administrators.

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

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

The program is designed to provide support for successful turnaround implementation and gains in academic growth in identified schools. The program will build strong school leadership and effective Tier I Instruction aligned to Nevada Academic Content Standards. Schools are identified based on criteria defined in Nevada's approved Elementary and Secondary Education Act (ESEA) Flexibility Waiver: priority schools (the lowest 5 percent of Title I-served schools based on performance); focus schools (the lowest 10 percent of Title I-served schools based on achievement gaps); and 1-Star schools (those earning fewer than 32 points in the Nevada School Performance Framework). All identified schools are required to receive: ongoing CCSD support regarding data and root cause analyses; improvement planning; select interventions; submit a School Turnaround Plan; conduct a comprehensive needs assessment; implement strong leadership using Tier I instruction aligned to Nevada State Standards; and, participate in monitoring activities.

### **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.

### **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.