

DISTRICT IMPROVEMENT & AMAO PLAN

For Implementation in 2008-2009

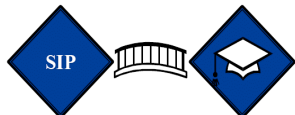


CLARK COUNTY SCHOOL DISTRICT

*5100 W. Sahara Avenue
Las Vegas, Nevada, 89146
Walt Rulffes, Superintendent*

Steering Committee Members

Mary Beth Scow	President, Board of School Trustees
Terri Janison	Vice President, Board of School Trustees
Rhonda Glyman	Parent
Walt Rulffes	Superintendent
Lauren Kohut-Rost	Deputy Superintendent
Charlene Green	Deputy Superintendent
Martha Tittle	Chief Human Resources Officer
Marsha Irvin	Region Superintendent
Karlene Lee	Associate Superintendent
Keith Bradford	Assistant Superintendent
Jhone Ebert	Assistant Superintendent
Joyce Haldeman	Executive Director
Arlene Lewis	Director



Board of School Trustees

Mary Beth Scow, President

Terri Janison, Vice President

Ms. Carolyn Edwards, Clerk

Shirley Barber, Member

Ruth L. Johnson, Member

Larry P. Mason, Member

Sheila R. Moulton, Member

Dedicated to providing the leadership necessary for Clark County students



Standing: Sheila Moulton; Carolyn Edwards, Clerk; Larry Mason; Shirley Barber; **Sitting:** Terri Janison, Vice-President; Ruth Johnson; Mary Beth Scow, President

The Clark County Board of School Trustees is a dedicated group of community leaders who are elected to overlapping four-year terms and represent a specific geographic region of Clark County. Although each trustee represents a different region, they are dedicated to ensuring the success of every student in the district through clear, concise direction to the superintendent.

The trustees bring a wealth of experience and concern for children to their position. Together they have 35 children and 30 grandchildren, and most have attended school in the Clark County School District.

2008-2009 Clark County School District Improvement & AMAO Plan

Table of Contents

I.	Members of District Steering Committee.....	1
II.	Board of School Trustees	2
III.	District Improvement and AMAO Plan Advisory Committee	5
IV.	Vision for Learning	6
	A. Clark County School District Vision Statement	6
	B. Clark County School District Mission Statement	6
	C. Clark County School District Strategic Plan.....	6
	D. 2008-2009 District Initiatives	8
	E. Executive Summary.....	9
	F. District 2007-2008 Highlights	11
V.	District Characteristics	13
	A. General Information	13
	B. Personnel Data	14
	1. Teachers.....	14
	2. Paraprofessionals.....	16
	C. Fiscal Data	16
	D. Parent and Community Involvement.....	19
	1. 2004-2008 District Wide Survey.....	21
	2. School/Community Activities and Partnerships.....	16
	E. Students.....	29
	F. Curriculum-Standards.....	32
	1. Curriculum - Instructional Practices.....	33
	2. Curriculum - Textbooks and Materials.....	37
	3. Curriculum - Technology-based Instructional Programs and Monitoring Tools	38
	4. Curriculum - Successful Practices	39

5. Curriculum - Intervention, Remediation and Innovation Processes	42
G. Professional Development	47
VI. Inquiry Process: Comprehensive Needs Assessment.....	49
A. Review and Analysis of Data	49
1. Quality Assurance Framework.....	50
2. Criterion Referenced Test Data.....	74
3. Nevada High School Proficiency Examination Data.....	75
4. Analysis of Student Needs	76
5. ACT/SAT Data.....	77
6. Adequate Yearly Progress.....	77
B. Inquiry Process: Evidence of Plan Development	79
C. Inquiry Process: Comprehensive Needs Assessment.....	79
1. Inquiry Process: Key Strengths	79
2. Inquiry Process: Priority Concerns	80
3. Inquiry Process: Root Causes and Solutions	81
VII. 2008-2009 Master Plan Design	84
1. Goal 1 - Goal and Measurable Objective(s).....	84
2. Goal 1 - Action Plan/Monitoring Plan	84
3. Goal 2 - Goal and Measurable Objective(s).....	88
4. Goal 2 - Action Plan/Monitoring Plan	88
5. Goal 3 - Goal and Measurable Objective(s).....	92
6. Goal 3 - Action Plan/Monitoring Plan	92
7. Master Plan Design: Evaluation Plan Goal 1.....	95
8. Master Plan Design: Evaluation Plan Goal 2.....	96
9. Master Plan Design: Evaluation Plan Goal 3.....	96
VIII. Completing the Plan	97
A. Section A: Required Elements for All Districts	97
IX. Budget	102
X. Appendix.....	105

DISTRICT IMPROVEMENT & AMAO PLAN ADVISORY COMMITTEE

Kaweeda Adams Director Instruction Unit	Jack Dieson ECS Bailey MS	Lenore Hemphill Liaison Technical Facilities	Brenda Larsen-Mitchell Executive Director Curriculum & Instruction	Lisandra Primas Principal Culley ES	Joanne Vattiato Director Student Support Services
Norberta Anderson Director English Language Learner Program	Diane Efthimiou Director Grants Development	Jennifer Hornyak Project Facilitator Research & School Improvement	Karlene Lee Associate Superintendent Superintendent's Schools	Diane Reitz Director K-12 Literacy	Bradley Waldron Executive Director Education Services
Tom Barberini Principal Shadow Ridge HS	Heather Tehani Fuchigami Project Facilitator RSI -Title I	Jodi Huff Coordinator K-12 Literacy	Arlene Lewis Director Research & School Improvement	Debra Roberson Coordinator IDSD	Eva White Assistant Superintendent East Region
Keith Bradford Assistant Superintendent Business & ERP	Paul Garbiso Assistant Superintendent Southwest Region	Marsha Irvin Superintendent Northeast Region	Jennifer Mayon Coordinator IV Human Resources	Bill Sampson Director II Budget Department	Denise Wiedemann Coordinator School Improvement
Debbie Brockett Principal Silvestri MS	Jeff Geihs Principal Cheyenne HS	Terri Janison Vice President, District E Board of Trustees	Jan Nakae Coordinator, NE Region Student Support Services	Kay Singer Principal Cadwallader MS	Dan Wray Director Technical Resources
Richard Carranza Superintendent Northwest Region	Rhonda Glyman Parent Representative	Shelia Jones-Mosley Principal Bass ES	Susan Owens Project Facilitator RSI-Title 1	Terry Sobrero Principal Johnson JHS	Susan Wright Director Title I
Tracy Clark Coordinator ELL	Charlene Green Deputy Superintendent Student Support Services	Marilyn Jordan Coordinator School Improvement	Karen Paquette Principal Bailey MS	Lee Solonche Director Vegas PBS	
Bruce Clemmer Director English Language Learner Program	Karen Grove College of Education UNLV	Craig Kadlub Chief of Staff Superintendent's Office	Jennifer Peterson Director K-12 Mathematics	Lynette Stevens Coordinator Vegas PBS	
Sue Daellenbach Academic Manager Superintendent's Schools	Joyce Haldeman Associate Superintendent Community & Government Relations	Sam Klosowski-King Coordinator Adult Education	Mary Pike Director Science, Health, Foreign Language K-12	Martha Tittle Chief Human Resources Officer	
Brian Daw Assistant Principal Legacy High School	Stan Hall Coordinator Career & Tech. Education	Lauren Kohut-Rost Deputy Superintendent Instruction Unit	Joyce Pistone Administrative Assistant Superintendent's Schools	Daniel Triana Principal Summit View JHS/SHS	

VISION FOR LEARNING

CLARK COUNTY SCHOOL DISTRICT VISION STATEMENT

All students will have the knowledge, skills, attitudes, and values necessary to succeed academically, prosper economically, and participate in democracy.

CLARK COUNTY SCHOOL DISTRICT MISSION STATEMENT

To create an environment where students, parents, educators, and the community foster achievement.

CLARK COUNTY SCHOOL DISTRICT STRATEGIC PLAN

All great endeavors begin with an end result in mind, a vision of the desired outcome, a central motivating idea. For this strategic plan, the vision is appropriately student-centric: “All students have the knowledge, skills, attitudes, and values necessary to succeed academically, prosper economically, and participate in democracy.” We know that for our vision to become a reality in our community, the District must create an environment where students, parents, teachers, and the community can work together to foster academic achievement. This is our mission; it is the reason the District – comprised of trustees, superintendent, regions, divisions, departments, and schools – exists.

How will we move the organization toward fulfillment of its mission and realization of its vision? Our strategy will be to focus all our energy on three things: Climate, Achievement, and Participation. Chief among these is helping students achieve while they are in our care and after they leave us. But achievement is also important to our staff, and we recognize that their success leads to student success. Achievement cannot occur without the proper climate. It is therefore our task, both as an institution of learning and a large organization with several thousand employees, to continually preserve and improve a climate conducive to student achievement and staff success. To do so, we must in turn have the participation of all stakeholders – internal and external – who impact and have the potential to improve climate and achievement.

Embodied in this strategic plan are core values of leadership, integrity, quality, opportunity, achievement, and accountability. In addition, we have set goals that keep us focused on climate, achievement, and participation – goals that range from professional development and customer service, meeting individualized student needs to meaningful communication, employee recruitment, and retention to safe social and physical environments. We have pledged to measure our progress and report regularly to assure quality and progress. Additionally, we have offered initiatives to stakeholders at every level, enabling them to further the District mission. School Improvement Plans and regional and divisional plans will emerge from pro-active use of this document and its ideas. We know that by keeping our eye on the CAP, realization of our vision is not only possible, it is inevitable.

VALUES



2008-2009 DISTRICT INITIATIVES

NEW INITIATIVES

- Keep Your Eye on the CAP (Climate, Achievement, Participation)
- QAF (Quality Assurance Framework)
- Expert Mathematics Committee (Algebra/Geometry)
- Inclusive Schools Practices
- High School Reform
- Reinventing Middle Schools
- PASS (Proficiency and Success in Science)
- RTI (Response to Instruction)

CONTINUING INITIATIVES

- Reduce the Number of Students Who Need Post-Graduate Remediation
- Practices and Programs to Close the Achievement Gap
- Promote Equity and Diversity K-12
- Improve Delivery of Education and Expand Learning Opportunities for English Language Learners
- Provide Adequate Resources to Schools
- Reduce Dropouts and Improve Graduation Rate
- Emphasize Internal and External Customer Service
- Promote Parent Education and Participation
- Expand Early Childhood Opportunities
- Invest Local Resources in iNVEST Proposals
- Research, Plan, and Prepare for a Future Bond
- Increase Partnerships with the Business Community
- Strengthen Relations with Other Government Agencies
- Enhance Communication
- Develop Strategies to Reduce Enrollment in Large Comprehensive High Schools by Extending Career, Technology, Thematic and Select (Magnet) Offerings
- Improve Science Instruction K-12

EXECUTIVE SUMMARY

State legislation requires school districts to revise their current improvement plans each year based on the outcomes of the previous year. The Nevada Revised Statute (NRS 385.348) establishes the requirements for this plan. All stakeholders in CCSD participated in the revision of the District School Improvement Plan (DSIP). Through this process, goals were established and action plans developed to ensure the continued progress of all Clark County students. In 2005, Nevada legislative mandates focused on accountability and performance of all children.

In conjunction with the Nevada Department of Education (NDE), CCSD provided technical assistance, resources, and support to schools in the development of District, Region/Division, and school improvement plans. Data Coordinators provided hundreds of hours of professional development focusing on data analysis to empower schools to make data-driven instructional decisions to increase student achievement and close the achievement gap. Additional professional development was provided to implement the changes adopted by the Nevada Department of Education. The revised SAGE manual continued to provide guidance in the development of individual school improvement plans. By providing additional professional development, CCSD made a concerted effort to assist School Support Team leaders who provide technical assistance to our most at-risk schools.

The 2005 Nevada Legislature mandated a comprehensive audit of the Clark County School District. The processes employed by MGT of America, the audit firm selected, were comprehensive. The audit showed that the District's record is one of using resources appropriately. Commendations and recommendations were given in the areas of instruction, organization, financial management, human resources, facilities, transportation, technology and food service. Recommendations were made in the areas of purchasing and warehousing, facilities, personnel management, financial management, district organization, employee benefits, transportation, educational services delivery and technology. CCSD welcomed the audit process, always seeking new and better ways to improve. Overall, the audit found nearly as many commendations as recommendations and identified only a fraction of a percent of potential savings in the General Fund. The District's use of General Fund dollars is appropriate, consistent with best practices, and results in a greater portion of the operation dollar going to classroom expenditures than is found in peer districts. Superintendent Walt Rulffes stated, "It's always good to have outside experts review what we're doing to help us find ways to be more efficient, and when we receive good recommendations, we implement them as quickly as possible."

The Center for Performance Assessment (CPA) conducted a comprehensive review and analysis of all school improvement plans to assist CCSD in focusing on increased improvement in school improvement planning. The results of this analysis provided the District with critical data demonstrating the connections between best practices and student achievement. The central finding of this study states that the District has made significant progress the past two years. Best of all, the District has identified specific internal strengths that can be replicated so that progress can continue. There are specific leadership practices that are strongly associated with student achievement throughout the school system:

- More school improvement teams wrote specific, measurable, and relevant goals aligned with student needs identified in the Comprehensive Needs Assessment.
- Schools that scored highest on the School Improvement Plan Assessment Rubric in Inquiry experienced higher achievement gains than schools receiving lower scores.
- There is growing consistency and common language emerging in school improvement plans throughout many CCSD Regions.
- The extensive use of instructional technology was implemented throughout the 2006-2007 school year and continued during the 2007-2008 school year.
- Other best practices included High Quality Sheltered Instruction, pervasive data analysis, and a large increase in the number of schools scheduling time for collaboration around student work.

- Most action steps provided a good sense of how and why the implementation strategies and practices would occur. Action steps are limited to key components that provide clear guidance for planning, implementation, and monitoring.
- Timelines are purposeful in terms of sequence, adult learning needs, and implementation logistics.
- A new School Improvement Plan rubric was created in 2008 to further assist schools in creating exemplary plans.

In August 2007, the CCSD Department of Research and School Improvement (RSI), Superintendent's Schools Division, commissioned an independent study to review and analyze the relationship between the quality of a School Improvement Plan and the resulting student performance at the culmination of the school year. "The results of the statistical analysis were consistent with the prior year's SIP study and confirmed that the quality of a school's improvement plan is strongly correlated with school performance (as measured by average student improvement on the norm-referenced tests). This positive association remains statistically significant even when controlling for a variety of school factors, including: per-pupil spending, percent of students who are a minority, percent limited English proficiency (LEP), and percent of students eligible for free or reduced lunch (FRL)."¹

In 2007, CCSD received the Adequate Yearly Progress designation "Needs Improvement Year 3 Hold." During the previous year, Section 116 of NCLB required that the Nevada Department of Education (NDE) select a means to assist CCSD in improving. The means selected was assisting CCSD in "instituting and fully implementing a new curriculum that is based on state and local academic content and achievement standards, including providing appropriate professional development based on scientifically-based research for all relevant staff that offers substantial promise of improving educational achievement for low-achieving students." NDE provided CCSD assistance by completing an audit, *Nevada Comprehensive Curriculum Alignment Tool (NCCAT)*, to determine the alignment of standards-based curriculum to the state standards and acquire evidence of alignment of curriculum to instructional and assessment practices within the District. NDE found the District had many areas that were in alignment and asked for additional evidence for select areas. Under NCLB and NRS 385, CCSD continues to work to close the achievement gap to ensure all students achieve academic proficiency. CCSD is proud to have achieved Adequate Yearly Progress (AYP) and Annual Measurable Achievement Objectives (AMAO) during the 2007 and 2008 school years. Stakeholders feel it is critical to 'stay the course' as we continue to strive for excellence. Of the largest ten districts in enrollment in the United States, CCSD is the only school district to have the distinction of achieving AYP for two consecutive years.

The District Professional Development Strategic Plan requires all service providers to deliver professional development that is aligned with instructional and District initiatives. Therefore, rather than focusing on the quantity and variety of offerings, CCSD continues to provide embedded, differentiated, and meaningful professional development targeted toward improving achievement for all students. When considering the data from national research, attrition rates, and the number of newly-hired staff, clearly CCSD is facing a staffing crisis and continues to make the recruitment, professional development, and retention of high-quality staff a priority goal.

Driven by multiple measures and data sets, the DSIP addresses strengths, areas of concern, and prioritization of needs identified through a thorough analysis of data as part of the inquiry process. Always mindful of the goals outlined in the District Strategic Plan: Climate, Achievement, and Participation, the District reaffirmed its three priority goals targeting instructional practices, professional development, and highly-qualified staff. With the participation of varied stakeholders, the District School Improvement Team has developed a revised comprehensive DSIP focusing on "Keeping Your Eye on the CAP" (Climate, Achievement, Participation) by improving instruction, increasing a highly-qualified staff, providing aligned professional development, and engaging the greater school community. The MGT Audit, the Nevada Comprehensive Curriculum Alignment Tool (NCCAT), the Quality Assurance Framework (QAF), annual District and school accountability reports, CCSD Internal Monitoring Reports, and parent accords inform parents and the community regarding progress toward meeting District priority goals. The District continues to seek excellence by promoting growth in school improvement as it works cooperatively with NDE to increase achievement and close the gap. ***The purpose of this plan is to improve the achievement of pupils enrolled in the school district (NRS 385.348.1).***

¹ Kenneth Fernandez, *Clark County School District Study Of The Effectiveness of School Improvement Plans (SESIP) - Year Two*

District 2007-2008 Highlights

- In 2006-07, schools making AYP increased from 183 to 218, with 44 High Achieving Schools — up from 34, and 11 Exemplary Schools — up from 6 in 2005-06.
- 255 comprehensive schools in CCSD demonstrated growth in one or more subjects and/or subpopulations based on the 2006-2007 AYP data.
- Because of our innovative practices in data-driven decision making, CCSD was chosen as a “best-practice” district visitation site in 2007-08, was recognized as a “best-practice” school district in the July 22, 2008 issue of Education Week and was selected as a “best-practice” district visitation site for this year’s American Productivity & Quality Center (APQC) benchmarking project focus - Professional Learning Communities (PLC).
- The percentage of 12th grade students earning a diploma was 84.5%; 2,594 advanced diplomas and 2,301 honors diplomas were awarded.
- Percentage of graduating students enrolling in four-year post secondary education increased from 43% to 44%; those enrolling in two-year post secondary education increased from 29% to 30%.
- Enrollment at UNLV has increased by 20%, with students enrolled in college remedial classes dropping to 26%.
- \$53.7 million in Millennium Scholarships plus \$72 million in other scholarships were awarded to 2,396 students from the Class of 2007.
- Thirty-four CCSD students were deemed National Merit Semi-Finalists in 2008.
- The number of students who took AP courses increased from 11,908 to 12,904 in 2007-08.
- The number of AP exams taken increased from 7,079 to 8,097 in 2006-2007 and the number scoring 3 or above increased to 3,903.
- Throughout the District, the first-time pass rates for 10th grade students on the High School Proficiency Reading Exam (HSPE) increased from 76.6% to 77.3%
- 12th grade 2006-07 HSPE pass rates were 95.4% in reading, 96.1% in writing, and 87.9% in math.
- Students taking the SAT examination increased by 21.4% in 2006-07.
- The percentage of LEP students proficient in English increased from 37% to 43%.
- High school students participating in fine arts activities increased from 50.3% to 54.8%.
- Students attending select (magnet) schools increased from 11,868 to 12,005.
- The number of Career and Technical Education (CTE) students who earned Tech Prep college credit while in high school increased, as did the number of students participating in a work-based learning activities and the number participating in CTE student organizations.
- High school students passing a secondary foreign language Level III or IV course was 92.8%.
- Elementary students participating in physical fitness programs increased from 70% to 77%.
- In grades 3 through 5, CCSD students scored at or above the national average (50) with the exception of reading, where they scored only one point below the average, on the Norm Referenced Tests (NRTs).

- The percentage of classroom instructional computers with Internet access increased from 97.3% to 99.5%.
- District Wide Survey results indicate:
 - Positive parent responses regarding high academic expectations, career education, and academic assistance opportunities increased 1.2%, 3.6%, and 1.4% respectively.
 - Eighty six percent of the 19,753 parents responded “agree” or “strongly agree” that schools assist students in developing positive qualities, such as honesty, kindness, and caring — an increase of 10%.
 - Ninety percent of the schools implemented strong character education programs that included recognition and rewards for students who demonstrated academic and behavioral achievement, improvement, and initiative.
- The District operated 416 all-day kindergarten classrooms containing approximately 11,000 students. The results from the Full-Day/Extended Day Longitudinal Kindergarten Study indicated that full-day kindergarten contributed to closing the achievement gap.
- Through grant funding made available by NRS 385 and Senate Bill 404, the District and 238 schools were awarded \$20,445,605.00 and \$33,597,060.06, respectively. Grants were used to fund effective programs, practices and strategies to improve the academic achievement and proficiency of CCSD students.
- AVID (Advancement Via Individual Determination), an academic support program utilized in many CCSD secondary schools, helped prepare students for college eligibility. AVID placed and supported academically average students in advanced classes and improved the academic opportunities for minority, rural, low-income and other students.
- Nineteen high schools in the District implemented block scheduling in the 2005-06 school year. Block schedules restructured the school day, allowing teachers to engage students in interactive learning, and providing students with additional credit earning opportunities. Additionally, credit retrieval is a possibility during the instructional day. Fourteen of these high schools participated in a research study to examine the effectiveness of block scheduling in Clark County School District.
- Development and adoption of the 21st Century Course of Study added a fourth year of mathematics to include at least Algebra II and a third year of science to include at least Biology I.
- The Superintendent’s Schools Division received a 13.5 million dollar grant to continue the Empowerment Schools Project.

DISTRICT CHARACTERISTICS

GENERAL INFORMATION

The Clark County School District encompasses all of Clark County which covers 7,910 square miles and includes the metropolitan Las Vegas area, all outlying communities, and rural areas. Under state law, each Nevada County has one school district responsible for K-12 education.

During the 2008-2009 school year, the District will operate 349 schools, 210 elementary schools (90 year-round and 120 nine-month), 59 middle schools, 45 high schools, 27 alternative schools, and 8 special needs schools. The District operates one of the nation's largest school construction and modernization programs. Approximately \$4.9 billion will be spent through 2009 to build new schools and improve existing schools. This year, the District opened four new elementary schools and two high schools as well as three replacement schools. An additional elementary replacement school is scheduled to open during the first quarter of 2009. (According to CCSD Demographics and Zoning Office)

The CCSD is divided into five geographic regions – Northwest, Northeast, East, Southeast, and Southwest - and three non-geographic divisions - Superintendent's Schools (which includes Select (Magnet) Schools, Empowerment Schools, Language Acquisition Schools, Career and Technical Academies, and Professional Practice Schools), Education Services Division (which includes alternative education, charter and prison schools), and Student Support Services Division (which includes special needs schools).

Under its own leadership, each Region/Division is responsible for developing programs and services tailored to meet the needs of its community. Each Region/Division maintains a center to bring District resources, staff, and information closer to parents and students. The District has strong alternative and special education programs at the Division level (Education Services Division and Student Support Services Division) as well as an English Language Learners Program (ELLP) to further promote student achievement. Students are additionally supported by the Office of the Superintendent, Operations and Instruction Units, and the activities of the divisions of Curriculum and Professional Development, Superintendent's Schools, Human Resources, Facilities, VEGAS PBS, and Technology and Information Services.

Over the last 50 years, the Clark County School District has changed dramatically. In 1950, the Las Vegas Valley contained less than 50,000 people and CCSD did not exist. In comparison, the current valley population is approximately 2 million and the District is the fifth largest in the nation serving 308,554 students. As the District has grown so too has the composition of the student population. CCSD is now a minority – majority district with 39.9% of the students Hispanic/Latino, 36.1% White/Caucasian, 13.9% Black/African American, 9.3% Asian/Pacific Islander, and 0.8% American Indian/Alaskan Native. (2007-2008 Accountability Report)

PERSONNEL DATA

In 2007-2008, the District employed 36,305 people, including full-time, part-time, substitute, temporary, and student employees:

- 18,715 Licensed personnel
- 11,871 Support staff
- 1,335 Administrators
- 145 School Police

TEACHERS

The Clark County School District is among the fastest growing school districts in the nation. During the past five years, enrollment has increased by over 58,000 students at a rate between 2% and 5% each year. The recruitment and retention of high-quality staff continue to be priorities. The District has hired an average of 2,200 teachers annually since the 1999-2000 school year, including numerous teachers recruited from other states. National recruitment is necessary due to the relatively small number of available local candidates. The Clark County School District continues to be a national trailblazer in devising creative and innovative techniques to recruit a pool of qualified teacher candidates in an extremely competitive market. The continued growth, combined with employee relocations and retirements, has resulted in teacher transiency that has a significant impact on professional development, school culture, and student achievement. The District continues to face heightened challenges in the recruitment and retention of highly qualified teachers in the areas of science, mathematics, and special education.

A number of initiatives including Teach for America, Alternative Routes to Licensure (ARL), Fast Track Teaching English as a Second Language (TESL) courses through University of Nevada, Las Vegas (UNLV) and Sierra Nevada College, Mentor Teacher Programs, and online recruiting are a part of the District's efforts to attract and retain teachers. The Alliance for Excellent Education notes it is critical that efforts be concentrated on developing and retaining high-quality teachers in every community and at every grade level. "Students in high-poverty or high-minority schools are in desperate need of expert, high-quality teachers if their achievement and attainment levels are to improve, yet they are almost twice as likely as other students to have novice teachers" (Alliance for Excellent Education, 2005). During 2007-2008, 6,944 educators (teachers and administrators) from 331 schools completed the District Teaching and Learning Conditions (TLC) Survey. Results of the 2008 TLC Survey indicate that most CCSD educators (71%) believe their schools are good places to work and learn. Additionally, data from this survey indicate 47% of teachers believe class sizes are too large, 76% of teachers identify their work environment is safe, and over 40% respond that they must work a second job during the regular school year.

NEW TEACHERS

School Year	Number of New Teachers
2007-08	2,389
2006-07	2,970
2005-06	3,195
2004-05	2,249
2003-04	2,073
2002-03	1,995
2001-02	1,918
2000-01	1,756
1999-00	1,794

DIVERSITY PROFILE*

Year	Total Teachers		American Indian/ Alaskan Native		Asian/ Pacific Islander		Hispanic		Black/ African American		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
08-09***	18,081	100%	162	0.9%	671	3.7%	1,213	6.7%	1,187	6.6%	14,070	77.8%
07-08**	18,622	100%	164	0.9%	687	3.7%	1,219	6.5%	1,216	6.5%	14,517	78.0%
06-07	18,020	100%	173	1.0%	653	3.6%	1,169	6.5%	1,167	6.5%	14,040	77.9%
05-06	17,313	100%	175	1.0%	588	3.4%	1,112	6.4%	1,135	6.6%	13,779	82.4%
04-05	16,250	100%	191	1.1%	417	2.5%	1,029	6.3%	1,105	6.8%	13,054	80.3%

(* Data collected from July to July. Data Source: CCSD Diversity & Affirmative Action Programs Office)

(** Data as of 11/29/2007. Ethnic "Other" is 819 or 4.4%)

(***Data as of 9/19/08. Ethnic "Other" is 778 or 4.3%)

STUDENT TEACHER RATIO

Year	All Schools	Kindergarten*	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
2007-08	21:1	24:1	17:1	17:1	19:1	27:1	27:1
2006-07	21:1	25:1	17:1	17:1	20:1	27:1	27:1
2005-06	22:1	26:1	17:1	18:1	20:1	28:1	29:1
2004-05	22:1	26:1	18:1	17:1	20:1	28:1	28:1
2003-04	23:1	25:1	18:1	18:1	25:1	29:1	30:1

* Kindergarten ratios are based on number of classes, not teachers. Information source: 2007-08 Accountability Report.

ALTERNATIVE ROUTES TO LICENSURE

The Alternative Routes to Licensure (ARL) program provides unique opportunities for individuals who have college degrees in various fields to enter a career in education. Upon acceptance, initial training, completion of all program requirements, and being selected for a contract, candidates may teach while completing the requirements for full licensure in Nevada. Alternative Routes to Licensure programs are presently available for secondary school mathematics and science. Special Education programs are available in K-12 Generalist (learning disabled and emotionally challenged), mental retardation, and early childhood special education.

PARAPROFESSIONALS

Year	Paraprofessionals Employed	Paraprofessionals Not NCLB Qualified		Highly-Qualified Paraprofessionals at Title I Schools	
	Number	Number	Percent	Number	Percent
2007-2008	2,909	2,011	69.1%	718	100%
2006-2007	2,672	1,958	73.3%	628	100%
2005-2006	2,434	2,000	82.2%	481	99%
2004-2005	2,312	1,995	86.3%	421	78%
2003-2004	1,834	1,610	87.8%	451	43%

Paraprofessionals who are not NCLB Qualified do not meet the requirements of placement in Title I schools.

FISCAL DATA

The 2005 Session of the Nevada Legislature mandated a comprehensive audit of the Clark County School District. Assembly Bill 580 prescribed all criteria for both selection of the auditor and the depth and breadth of the audit. This audit found General Fund use to be appropriate in over 99.9% of the expenditures – and even the fraction of a percent identified for reallocation is not “inappropriate,” but reflects a difference in priorities. Clearly, this is an efficient use of resources.

Despite responsible use of resources, the District lags behind peer districts nationwide in many ways:

- Although CCSD spends a greater percentage of its budget on instruction than peer districts, class sizes in CCSD are larger;
- Per-pupil funding is significantly lower;
- There are more students per counselor, instructional assistant, and school administrator in CCSD than in peer districts;
- CCSD has less to spend – and therefore spends less – than peer districts on instruction, administration, student and staff support, operations, and food service.

A national comparison indicates that an increase in per pupil funding would *support significant efforts being undertaken by CCSD to increase student achievement*. In the Annual Survey of Local Government Finances published by the U.S. Census Bureau (March 2006), Nevada ranks 46 in Elementary-Secondary Per Pupil Expenditure Amounts by State (2003-2004).

iNVEST (INVESTING IN NEVADA'S EDUCATION, STUDENTS, AND TEACHERS)

In 2003, Nevada's 17 school boards and their superintendents collaborated to create a blueprint for academic improvement in the State of Nevada. The result was a document known as **iNVEST**. While previous efforts to improve education focused on obtaining increased student funding, the **iNVEST** document focused on improving student achievement. Through the identification of common needs and goals, Nevada's instructional leaders developed a state-wide vision resulting in a plan for increased learning for Nevada's students.

iNVEST is based on three tenets:

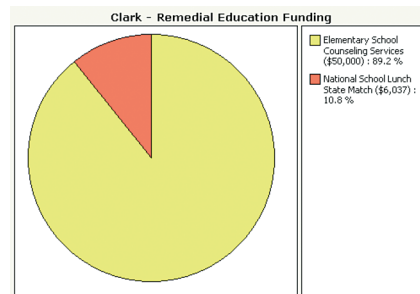
- Education can be improved when adequate basic support is provided to districts;
- Districts must have the resources to attract and retain qualified teachers; and
- Districts must have the means to provide enhanced educational opportunities for students.

PER PUPIL EXPENDITURES

	District Average	Instruction	Instructional Support	Operations	Leadership
2006-2007	\$6,913	59.4%	14.6%	18.0%	8.0%
2005-2006	\$6,422	59.3%	14.1%	18.4%	8.2%
2004-2005	\$6,031	58.6%	14.8%	18.5%	8.1%
2003-2004	\$5,754	61%	13.8%	17.1%	8.1%
2002-2003	\$5,989	44.6%	28.8%	19.5%	7.1%

(Fiscal information is reported for the previous school year on www.nevadareportcard.com.)

SOURCES OF FUNDING



Data as of 2007-2008 School Year
(Information source www.nevadareportcard.com)

FEDERAL/STATE REMEDIAL EDUCATION FUND*

	2003-2004	2004-2005	2005-2006	2006-2007
Low Achieving Schools Grant	SB 585 \$2,138,287	SB 585 \$2,195,282	SB 404 \$45,429,560	SB 404 \$28,036,840
Comprehensive School Reform	\$283,040	\$401,472	\$92,794,450	\$102,459,800
Reading First	\$2,235,904	\$1,861,034	\$4,421,888	\$2,657,107
Title I	\$15,796,700	\$15,743,200	\$20,073,000	\$19,860,680

*Federal and State funding included grant sources as indicated in chart

FEDERAL/STATE TRAINING AND PROFESSIONAL DEVELOPMENT FUNDS

	2003-2004	2004-2005	2005-2006	2006-2007
Southern Nevada Regional Professional Development Program	\$3,915,031	\$3,685,797	\$3,816,354	\$3,895,890

LEGISLATIVE APPROPRIATIONS

	2003-2004	2004-2005	2005-2006	2006-2007
Elementary School Counseling Programs	\$50,000	\$50,000	\$50,000	\$50,000
Gifted and Talented Programs		\$32,462	***	***
National School Lunch State Match			\$428,852	\$6,037

Information source: www.nevadareportcard.com

(*** As of October 1, 2008 data unavailable on [nevadareportcard.com](http://www.nevadareportcard.com))

ePAGE

ePAGE (Electronic Plans, Applications, Grants and Expenditures) is the new process for the submission of competitive grants to the state of Nevada. One of the strong points of ePAGE is that the link distinguishes between planning, applications, funding, and student achievement. This process will allow Nevada programs to submit applications, revisions, and requests for funds using this web-based process. During the initial phase, many of the programs funded under the No Child Left Behind Act of 2001 will be included. It is anticipated that additional programs will be included in future years. ePAGE is coordinated out of the District's Student Support Services Division, Grants Development and Administration Department.

CCSD SCHOOL BUILDING PROGRAM

Since 1986, the District has constructed 196 new and replacement schools, completed over 200 school additions, and thousands of modernization projects to bring existing schools to new school standards. By completing high quality facility projects on time, the Construction Management Department strives to ensure that all our customers – students, parents, teachers, administrators, and the taxpayers of Clark County – continue to benefit from the educational environment envisioned by the approval of capital improvement funds.

In 1988, Clark County voters approved a \$600 million bond issue that funded construction of 57 new schools. Since then, voters have approved three additional initiatives:

- 1994 Bond Program: Earmarked \$30 million for land purchases, \$345 million for the construction of 24 new schools, and \$230 million for rehabilitation and modernization of existing schools. A total of 25 schools were constructed under the 1994 Bond Program.
- 1996 Bond Program: Earmarked \$300 million for construction of 16 new schools and two replacement schools, \$153 million for construction of additions to 94 schools, and approximately \$150 million for rehabilitation and modernization projects.
- 1998 Capital Improvement Program (CIP): One of the most ambitious school construction initiatives ever funded, the 1998 CIP was made possible by the foresight of the Nevada Legislature and Clark County voters. The “tax freeze” based program, originally projected at \$3.5 billion, will by 2010 have provided over \$4.9 billion for school construction and modernization, providing 101 new schools, and replacing 11 schools (not part of the original program).

CCSD, the fifth largest school system in the country, has over 310,000 students and continues to grow. Although the 1998 program is nearing conclusion, two other funding sources that exist in addition to the capacity to bond -- a real estate transfer tax, and a portion of the hotel room tax -- will allow the District to continue to address capital improvement needs on a limited basis until another bond is proposed. Trustees have indicated that there will likely be a bond question on the 2010 ballot.

PARENT & COMMUNITY INVOLVEMENT

- Parents and community members are active participants in the educational process. As partners in “Keep Your Eye on the CAP,” frequent two-way communication is fostered.
- The District engages parents, families, and the community through a variety of meetings, forums, publications and media.
- Superintendents and District staff attended community meetings and appeared on radio and television shows encouraging feedback and fostering positive working relationships.

- The Board of School Trustees conducted monthly Parent Advisory Committee (PAC) meetings at various locations in the Regions/Divisions they served.
- The Board of School Trustees held Community Linkage meetings to gather community input.
- The District hosted a variety of forums on specific topics at various locations throughout the school year.
- Surveys were distributed to approximately 220,000 households requesting feedback from parents regarding all aspects of their child's schooling.
- The CCSD website contained timely parent information and links for parents to reach individual school websites within the District. The online "Straight Talk" feature enabled community members to send comments, suggestions, and concerns directly to the Board of School Trustees and Superintendents.
- VEGAS PBS Channel 10 presented Inside Education, a weekly 30-minute news program highlighting activities in the District.
- The District published and mailed to all parents Nevada Family Magazine, a quarterly publication that highlighted individuals, programs, and issues affecting the education of CCSD students.
- New in 2007-2008 is PARENT LINK, a District-wide parent portal that allows parents to quickly and securely track their student's academic progress and enhance two-way communication between parents and CCSD personnel.
- Parents and community members regularly participated and provided input to critical committees such as:
 - Career and Joint Technical Skills Committee
 - Attendance Zone Advisory Commission (AZAC)
 - CCSD Textbook Commission
 - Sex Education Advisory Council
 - Autism Partnership
 - Nevada Partnership for Inclusive Education
 - Region Child Development Centers
 - Year-Round School Committee
- District publications provided important information and a means to communicate with District personnel.
- A parent liaison position was established within the District.
- The District, in compliance with Nevada Senate Bill 214 Section 17, provided the Nevada Code of Honor and the Educational Involvement Accord to parents. The Honor Code and Accord support state Parent Involvement Policy and the Federal No Child Left Behind Act. The Educational Involvement Accord and Student Code of Honor reinforce District expectations for student achievement and behavior.
- The District provided timely and appropriate communication to parents as required by federal law and state statute. An example of this includes, but is not limited to, letters in support of the No Child Left Behind Act and school choice and supplemental services.

Clark County School District

District Wide Survey – FINAL Results

June 10, 2008

On April 17, 2008, District Wide Parent Surveys were mailed to 230,469 parent and/or guardian households of students within the District. Returned Parent Surveys were opened and scanned through Wednesday, April 23, 2008, at 5:00 PM. A total of 15,550 Parent Surveys were received by the Department of Research and School Improvement. CCSD students in grades four through twelve took the survey online during the school day. As of Wednesday, April 23, 2008, online Student Surveys were completed by 105,066 students. Additionally, CCSD staff (administrative, licensed and support) completed 7,593 online Staff Surveys. These results are the basis of this final report.

Supporting Data/Information

The District Wide Survey was administered in the current school year (2007-2008) and the four previous school years to parents, staff, and students. The number of usable returned surveys for each group was as follows:

Table 1

Group Surveyed	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Parents	22,951	17,444	19,753	16,172	15,550
Students	104,913	115,752	96,126	68,864	105,066
Staff	2,856	6,552	6,630	9,086	7,593

Table 2

Region/Division	Parents		Students		Staff	
	Number	Percent	Number	Percent	Number	Percent
Elementary School	7,380	47.5	31,504	30.0	2,945	38.8
Middle School	3,314	21.3	50,792	48.3	1,204	15.9
High School	3,977	25.6	22,239	21.2	1,421	18.7
Alternative School	84	0.5	516	0.5	240	3.2
Other ¹	776	5.0	15	0	1,317	17.3
Total ²	15,550	100	105,066	100	7,598	100

Table 3

Region/Division	Parents		Students		Staff	
	Number	Percent	Number	Percent	Number	Percent
EAST	1,407	9.05	13,295	12.65	799	10.52
ESD	174	1.12	1,929	1.84	201	2.65
NE	1,866	12.00	16,705	15.90	968	12.75
NW	3,182	20.46	19,149	18.23	931	12.26
SE	3,781	24.32	22,365	21.29	987	13.00
SSSD	17	0.11	10	0.01	46	0.61
Supt. Schools	1,850	11.90	13,247	12.61	858	11.30
SW	2,479	15.94	18,366	17.48	1,023	13.47
Other ¹	794	5.1	0	0	1,780	23.44
Total ²	15,550	100	105,066	100	7,593	100

¹Other indicates the number of surveys without a school code, with an unreadable school code, or from a department not associated with one school only.

²Due to rounding, columns may not equal exactly 100%.

District Wide Survey 2007-2008 Question Changes

In order to meet the various reporting requirements and the changing needs of CCSD, several questions have been added to the 2007-2008 survey. Additionally, some questions have been eliminated from previous years. For each parent, student, and staff group, the content of the question remained the same, but the wording of the questions varies slightly to accommodate different respondents. The parent versions of the questions are listed below.

New Questions

- My child's school encourages him/her to be creative and innovative.
- My child's school is helping him/her develop critical thinking and problem solving skills.
- My child is learning leadership skills such as goal setting and taking initiative.
- My child's school provides collaborative and team building activities to strengthen his/her interpersonal skills.
- My child's school promotes activities that strengthen his/her organizational skills.
- My child's school encourages him/her to be courteous and respectful toward others.
- My child's school assists him/her in developing positive character traits, including honesty and trustworthiness.
- My child's school fosters character traits such as kindness and caring.

Questions Removed

- My child's school offers me opportunities to be involved and to support my child's learning and homework.
- My child has access to a variety of resources to help him/her succeed academically, such as technology and libraries.
- The school assists my child in developing positive qualities such as honesty, kindness, and caring.
- We have a computer with internet access in our home.

The section that follows contains the results from the CCSD District Wide Survey for all questions for the past five years: 2003-2004 through 2007-2008.

2004-2008 FINAL DISTRICT WIDE SURVEY RESULTS															
Comparative Percent Positive Responses - Percent Strongly Agree and Agree Responses															
	Parents					Students					Staff				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Safe Environment	88.2	85.1	89.1	87.2	81.4	71.6	72.1	78.1	81.5	78.0	91.9	91.4	89.3	89.0	89.1
Clean Environment	93.3	91.0	92.9	93.5	92.6	56.7	56.0	60.6	64.7	62.2	83.7	82.6	84.1	84.3	83.8
Adequate Facilities	89.1	85.8	89.6	89.4	88.9	76.8	78.0	82.4	85.7	83.7	78.9	79.3	80.0	80.7	81.9

2004-2008 FINAL DISTRICT WIDE SURVEY RESULTS
Comparative Percent Positive Responses - Percent Strongly Agree and Agree Responses

	Parents					Students					Staff				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Welcome at School	90.6	87.8	90.9	90.3	89.5	62.3	80.6	87.1	90.1	88.6	N/A ²	N/A ²	N/A ²	N/A ²	N/A ²
Shared Decision Making	70.9	67.9	77.3	76.7	74.7	52.1	54.5	66.3	69.6	70.4	74.0	75.6	73.4	74.1	75.0
Homework Activities Involve Parents	86.9	83.9	87.7	88.0	N/A ¹	39.0	39.8	49.2	51.2	N/A ¹	57.4	53.9	61.7	65.0	N/A ¹
Staff Accessibility for Parents	86.1	84.3	87.6	88.2	87.5	N/A ²	N/A ²	N/A ²	N/A ²	N/A ²	94.1	95.1	95.9	95.2	96.1
Staff Accessibility for Students	N/A ²	N/A ²	N/A ²	N/A ²	N/A ²	74.4	71.6	78.4	81.0	78.8	94.7	96.0	96.0	95.9	96.8
Region Accessibility	61.5	66.2	84.0	85.3	82.9	N/A ²	N/A ²	N/A ²	N/A ²	N/A ²	65.3	54.8	70.6	75.0	74.1
Fair Treatment of Students	84.5	82.5	90.5	90.8	89.8	54.1	55.4	60.5	65.4	61.3	86.5	88.9	88.6	88.9	89.2
Special Needs Programs Availability	65.5	59.3	88.5	89.1	88.3	86.3	86.9	93.4	94.6	94.3	79.2	78.6	81.8	84.3	85.3
High Academic Expectations	82.7	79.7	84.6	85.8	85.0	72.3	73.9	79.9	83.1	81.2	78.1	78.6	76.9	79.4	80.5
Basics - Reading, Writing, Math	94.6	93.8	94.9	95.3	95.2	92.0	93.1	94.8	96.3	95.7	86.6	86.1	85.5	87.8	88.2
Learning Other Subjects	94.6	93.7	95.8	95.3	95.3	89.8	90.3	92.6	94.4	92.8	89.5	87.7	86.7	87.5	88.9
Academic Progress Communication	91.9	91.8	93.1	92.3	94.2	75.5	75.3	79.1	80.8	78.1	93.7	94.1	90.8	96.1	95.8
Attend. & Behavior Communication	94.0	92.6	94.6	94.4	96.1	67.3	68.0	73.2	73.9	72.6	88.1	89.7	95.9	91.7	92.2
Transportation Communication	68.9	65.7	79.7	83.1	83.4	N/A ²	N/A ²	N/A ²	N/A ²	N/A ²	73.5	74.1	88.2	91.4	92.5
Academic Assistance Opportunities	69.0	64.9	78.2	79.6	81.5	79.9	79.7	84.6	86.9	85.9	84.0	84.9	88.1	91.0	91.1
Academic Resources Availability	87.2	86.2	91.1	91.6	N/A ¹	81.1	81.2	85.6	87.6	N/A ¹	88.1	88.5	88.1	90.5	N/A ¹
Student Technology Use	84.7	81.9	88.5	88.7	89.5	70.5	72.2	78.2	81.3	81.2	86.5	85.4	86.2	87.5	89.3
Student Recognition	84.7	76.8	86.1	87.2	87.1	61.2	61.4	68.3	71.3	69.5	86.3	85.9	87.7	88.8	89.3
Extra Curricular Activities	81.2	79.4	86.0	85.5	85.9	77.9	83.2	85.9	87.1	87.1	83.1	83.7	86.1	87.6	88.2

2004-2008 FINAL DISTRICT WIDE SURVEY RESULTS
Comparative Percent Positive Responses - Percent Strongly Agree and Agree Responses

	Parents					Students					Staff				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Responsible Citizenship	84.9	82.1	88.4	89.4	91.6	68.7	71.5	79.1	82.8	81.3	73.0	74.5	74.6	76.1	75.1
Enthusiasm/Excitement for Learning	78.9	85.5	87.9	88.8	89.8	35.5	59.6	68.2	75.5	71.5	60.9	60.8	61.7	62.8	62.1
Character Development	79.4	74.6	84.3	85.9	N/A ¹	61.3	63.3	72.2	76.8	N/A ¹	74.8	77.0	78.0	79.7	N/A ¹
Career Education	59.3	48.0	65.8	69.4	N/A ¹	60.9	56.9	65.4	69.2	N/A ¹	68.2	67.9	78.0	81.4	81.4
Dress Code Enforced			N/A ²	N/A ²	N/A ²			78.2	81.3	78.3			N/A ²	N/A ²	N/A ²
Full Day Kindergarten Beneficial				83.6	86.2				63.5	54.2				84.2	86.0
Recommend School to a Friend				86.0	85.5				68.4	66.0				80.5	80.6
Internet Access-Home				84.1	N/A ¹				77.0	N/A ¹				92.2	N/A ¹
Homework Relates to Classwork					93.73					90.23					N/A ³
Creativity and Innovation					84.83					80.13					81.43
Critical Thinking/Problem Solving					85.23					83.33					77.93
Leadership Skills					80.23					82.53					74.63
Interpersonal Skills					81.63					86.33					77.43
Organizational Skills					81.43					68.83					81.13
Courtesy and Respect					89.83					78.53					83.73
Honesty and Trustworthiness					87.43					76.33					78.33
Fosters Kindness and Caring					86.03					72.13					79.63

¹ This question was not asked in 2007-2008.

² This question was not asked to this subgroup.

³ This question was new for 2007-2008.

SCHOOL / COMMUNITY ACTIVITIES AND PARTNERSHIPS

SCHOOL PARTNERSHIP OFFICE

The Clark County School District provides many opportunities for community involvement. One such avenue is the creation of focus groups to provide feedback regarding community perception of the District. Additionally, the CCSD School/Community Partnership Program offers hundreds of partnership opportunities that impact students at all levels. These opportunities are designed to increase student knowledge and skill level, to relate student learning to the work world, and to increase student understanding and appreciation of various occupations and professions.

Data from selected CCSD Partnership Programs indicates students in every grade were involved in various partnership program activities involving collaboration with classroom teachers. Partnerships/programs that supported essential skills included African American Career Exploration Event, Class Act, Entrepreneurship Education Project, Guggenheim Las Vegas, House of Blues, Hugh O'Brian Youth (HOBY) Leadership Seminar, The Jason Project, Kennedy Center Partnership, Kids Voting, Latin Chamber of Commerce Career Day, PAYBAC, Space Day, Stay in School Mentoring Project, Stock Market Simulation, UNLV Performing Arts Master Series Performances, Atomic Testing Museum, Las Vegas Philharmonic Concerts, Focus School Project, Homework Hotline, Immersion Presents, Las Vegas Natural History Museum, Newspapers in Education, Positive Impact, Reading Rocks, Shakespeare in the Park, Test for Excellence, and various incentive programs for students.

CAREER AND TECHNICAL PARTNERSHIPS

Business partners provide input into career and technical curriculum and equipment standards through active participation on one or more of 16 joint technical skills committees. Members of these committees advise both the District and community college programs and help to sanction articulation agreements whereby high school students receive college credit for selected career technical education (CTE) courses. The business community also collaborates with CCSD educators through numerous activities such as job shadowing experiences. Additionally, students participate in various industry-sponsored competitions like Future City, ProStart Culinary Competition, and Broadcast and Video Competition. These activities include students from throughout the District and include, but are not limited to, mock job interviews, industry tours, Choices presentations, Career Discovery Day, Your Educational Success, Inc., mentoring, job shadowing, DECA, FBLA, FCCLA, FFA, and Skills USA. District Career and Technical Education programs and various partnerships with business and the community continue to increase and provide students with a wide range of opportunities to develop and practice essential personal, communication, and workplace skills.

By mastering designated Career and Technical Education courses that are articulated with the College of Nevada, the Nevada Art Institute, the Culinary Institute, and UNLV, students may earn Tech Prep or college credit. CCSD offered 102 courses that allowed students to earn competency certificates and 80 courses for which students could earn college credit. A total of 1,586 students in career and technical courses earned Tech Prep college credit while in high school. Students participating in career and technical programs had a significantly lower dropout rate of 2.2% compared to the District average of 5.9%. The Northwest Career and Technical Academy opened in August 2007. This four-year comprehensive career and technical academy offers programs in broadcast journalism, construction management, culinary arts, engineering and design, early childhood, hospitality, media communication, medical professions, teacher education, transportation management, and transportation technology. The East Career and Technical Academy opened in August of 2008 with programs in education, entertainment marketing and hospitality, culinary arts, automotive technology, home technology integration/electronics, medical professions, and construction management. A total of three additional career and technical academies are in design and construction: two career and technical academies which will open in 2009, and a science-based academy in 2010 near the Red Rock Canyon National Conservation Area. Programs such as dental, medical, green sciences, interior design, engineering design, nursing, and biotechnology will be added in this new phase of development. When completed in 2010, these five new schools will add an additional 8,000 seats for professional, career, and technical students interested in a modern, rigorous, and relevant education. The Southeast Career and Technical Academy and the Advanced Technologies Academy continue their tradition of providing an outstanding educational experience in professional, career, and technical fields within the Clark County School District.

GUIDANCE AND COUNSELING PARTNERSHIPS

The CCSD Guidance and Counseling Department and Equity and Diversity Education Services offer on-going opportunities for students to gain awareness of and apply for college scholarships, grants, and financial aid. Current scholarship information is available on the CCSD website. Approximately \$83 million in merit scholarship funding and \$59.5 million in Millennium Scholarships were awarded to the Class of 2008. Approximately 5,950 students qualified for the State Millennium Scholarship which provides financial support to Nevada's high school graduates who plan to attend an eligible Nevada college or university. Students may receive up to a maximum award of \$10,000 for undergraduate coursework during the six years following high school graduation.

KIDS TO KIDS

Kids to Kids is a program through Spread the Word Nevada, a non-profit corporation dedicated to advancing early childhood literacy. Kids to Kids reaches out to at-risk children (Pre-K through fifth grade) in low income areas by providing them with new and gently used children's books. The Kids to Kids organization distributes 10,000 books a month to at-risk children.

PUBLIC EDUCATION FOUNDATION PARTNERSHIPS

The Public Education Foundation is a non-profit organization dedicated to mobilizing global and community resources to support and impact public education through initiatives, programs, and promising practices designed to improve student performance and advance quality educational opportunities for all children. The Superintendent's Schools Division strengthens the District's commitment to ISO 9001 and its MPS processes. Through the District's partnership and collaboration with The Public Education Foundation, projects and initiatives supported through private sector funding produce measurable outcomes and improved results and can be identified and documented as best practices. The Superintendent's Schools Division, in collaboration with The Foundation, provides District administrators and teachers with the opportunity to test new ideas, forge strategic alliances, and establish pilot programs that encourage the highest standard of performance.

- The literacy initiative of The Public Education Foundation is Clark County READS, which was established in 2001. More than 116 reading partner volunteers were placed in elementary schools this year to work one-on-one with struggling readers. The Library Enhancement Program has replaced outdated books in eleven school libraries with more than 8,201 new non-fiction library books valued at \$128,000 this year. The Reading is Fundamental (RIF) program allows students to choose and keep three books as their own each year, while also participating in festive book-related activities designed to encourage reading. Thirty-seven schools are currently participating and nearly 24,000 students will receive three new free books. The Book Re-Use Program supplied 217 first-year teachers with books for their classrooms this year. Five elementary school libraries received grants of \$3,000 each through the Ruegy's Readers Program, which encourages students to read more and to increase their utilization of the school library. More than 22,000 books have been given to 22,000 children at nine medical sites through Reach Out and Read, a program that promotes early literacy by bringing new books and advice about the importance of reading aloud into the pediatric exam room.
- The second major Foundation initiative focuses on technology. The InterAct™ Online Learning Community, launched in 1992 with 10 pilot schools, has grown to include all schools and services within the District. The Global Learning Village is being designed to celebrate cultural diversity, provide project-based learning opportunities, and establish learning communities in which collaborative, critical inquiry as well as creative problem solving is highlighted.
- The Foundation's third major initiative focuses on teacher enhancement. Teacher EXCHANGE™ is a resource center where surplus and used materials, supplies, and equipment are collected from businesses and individuals and provided to teachers either free or at low cost. All CCSD schools have been invited to participate with approximately 2,500 teachers enrolled and receiving more than 70,000 items for use in their classrooms.

- The Development and Innovation Department collaborates with the Foundation on other innovative programs such as Future Dance and Project Smile. This year, the Foundation will award in excess of \$500,000 in grants. To encourage graduates to continue their education, approximately 150 students were awarded nearly \$600,000 in scholarships last year. The Foundation also provides full accounting services and secured accreditation as a United Way Partner Agency.

READY FOR LIFE PARTNERSHIP

Ready for Life, a movement convened by Nevada Public Education Foundation, works to build a community ethic that values education. Launched in 2005, the Ready for Life Collaborative in Clark County has the goal of improving our community's success at engaging and graduating 'ready for life' youth and re-engaging those who prematurely left school. Partners include local agencies, non-profit and community-based organizations, education entities including the Clark County School District, faith based organizations, concerned parents, and elected officials. In Clark County, Ready for Life is led by a steering committee comprised of more than a dozen local organizations. Approximately 50 organizations and agencies are involved in Ready for Life at various levels, including participation in working subcommittees.

Nevada Public Education Foundation's Ready for Life movement is a connected, operational infrastructure striving to ensure that all youth are:

- Educated and prepared to learn
- Experienced and ready for careers
- Connected to adults, peers and educational services
- Confident and ready for life

Ready for Life believes that if agencies and organizations partner together to understand and address, in a holistic way, the physical, mental, social, and academic needs of youth and families, students will be more likely to complete high school and gain appropriate post-secondary education or training to become productive, contributing members of society. The Ready for Life movement brings together resources from public and private organizations throughout Nevada to address both academic and non-academic barriers to student success.

SUCCESS BY 6® PARTNERSHIP

Key findings of a targeted survey bear out that child care and early learning opportunities stand out as critical needs in America's cities. One in four city officials cite child care as one of the most critical program or service needs for children and families in their community. More than one in ten city officials rank preschool or early childhood education as the most critical need for children and families in their community. Through *Success By 6®*, the Las Vegas United Way encourages and facilitates collaborations and partnerships to unite our community's businesses, government, service providers, advocates, educators, and families to ensure that our young children are born healthy, remain healthy, nurtured, and ready to successfully enter school by age six. *Success By 6®* promotes early childhood development ensuring that all children will experience success upon entry to school.

NV PIE – NEVADA PARTNERSHIP FOR INCLUSIVE EDUCATION

The Nevada Partnership for Inclusive Education (NV PIE) exists to strengthen public school education that is respectful of and responsive to the many cultures, languages, and diverse learning styles of Nevada's children and youth. NV PIE provides expanded opportunities for all students to access knowledge and achieve high standards according to their ability so that all students can realize the great promise of America. Members of NV PIE have worked collaboratively on the following initiatives which are designed to accelerate progress toward more inclusive education: The Inclusion Partnership (TIP), Inclusive Schools Practices (ISP), and Just Voices, a high school literacy program.

STUDENTS

STUDENT DEMOGRAPHICS

		American Indian / Alaskan Native		Asian / Pacific Islander		Hispanic/Latino		Black/African American		White/Caucasian		IEP		LEP		FRL	
Year	Total Enrollment	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
07-08	308,554	2,417	0.8	28,584	9.3	123,147	39.9	43,022	13.9	111,384	36.1	31,888	10.3	60,593	19.6	131,272	42.5
06-07	306,099	2,527	0.8	27,091	8.9	117,992	38.5	43,611	14.2	114,878	37.5	32,606	10.7	56,272	18.4	121,648	39.7
05-06	293,801	2,465	0.8	24,833	8.5	108,228	36.8	42,365	14.4	115,910	39.5	31,715	10.8	50,758	17.3	133,832	45.6
04-05	280,840	2,312	0.8	23,038	8.2	99,368	35.4	40,325	14.4	115,797	41.2	30,408	10.8	59,052	21.0	124,678	44.4
03-04	267,858	2,352	0.9	21,057	7.9	89,417	33.4	37,609	14.0	117,522	43.9	27,122	10.1	52,352	19.5	95,364	35.6

STUDENT ATTENDANCE

Average Daily Attendance

Year	Total Students	American Indian /Alaskan Native	Asian / Pacific Islander	Hispanic/ Latino	Black/ African American	White/ Caucasian	IEP	LEP	FRL
2007-2008	94.2%	92.8 %	96.0 %	94.2 %	92.8 %	93.9 %	92.4 %	94.9 %	93.2 %
2006-2007	93.7%	92.5%	95.7%	93.6%	92.1%	93.9%	91.9%	94.2%	93.1%
2005-2006	93.5%	92.1%	95.5%	93.5%	92.0%	93.8%	91.7%	94.1%	93.7%
2004-2005	94.3 %	92.6 %	96.1 %	93.8 %	93.0 %	94.5 %	92.5 %	94.7 %	94.2 %
2003-2004	94.0 %	92.4 %	95.7 %	93.9 %	92.9 %	94.2 %	92.1%	94.5%	94.0 %

STUDENT RETENTION RATE

Year	Kindergarten		1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
07-08	398	1.7	618	2.5	363	1.5	211	0.9	108	0.4	47	0.2	277	1.1	441	1.8	821	3.3
06-07	469	2.0	719	2.9	376	1.5	236	1.0	127	0.5	65	0.3	357	1.4	575	2.4	938	3.8
05-06	374	1.7	689	2.9	259	1.1	163	0.7	107	0.5	53	0.2	337	1.4	396	1.7	642	2.7
04-05	249	1.2	566	2.5	198	0.9	130	0.6	72	0.3	27	0.1	359	1.6	322	1.4	331	1.5
03-04	341	1.7	594	2.7	286	1.3	189	0.9	79	0.4	59	0.3	520	2.4	532	2.4	633	2.9

CREDIT DEFICIENCY / ALTERNATIVE SCHOOLS / OPTIONS AVAILABLE TO STUDENTS

Year	Grade 9 Percent	Grade 10 Percent	Grade 11 Percent	Grade 12 Percent
2007-2008	18.4	14.3	3.6	1.9
2006-2007	16.5	15.9	4.6	2.5
2005-2006	13.8	9.9	2.3	7.0
2004-2005	10.3	8.3	0.8	4.5
2003-2004	13.1	10.5	3.6	2.1
Required Credits for Accurate	5 Credits	11 Credits	16.5 Credits	22.5 Credits
This is a concern for the District as it may impact the graduation rate and contribute to the number of dropouts. <i>(Information source: www.nevadareportcard.com)</i>				

DROPOUTS

Dropout rates are calculated based on students in grades 9 through 12 who dropped out of school during the previous school year.

Year	Total Students		Male		Female		American Indian / Alaskan Native		Asian / Pacific Islander		Hispanic/Latino		Black/African American		White/Caucasian	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
06-07	5,288	6.0	2,826	6.3	2,462	5.8	55	7.5	299	3.6	2,314	7.9	867	6.5	1,753	4.9
05-06	4,654	5.6	2,565	6.0	2,089	5.1	50	7.4	260	3.4	1,957	7.5	740	5.9	1,647	4.5
04-05	5,570	7.1	3,046	7.6	2,524	6.6	71	10.8	293	4.2	2,138	9.2	899	7.7	2,169	6.0
03-04	5,281	7.2	2,993	8.0	2,288	6.4	74	11.9	342	5.4	1,954	9.6	799	7.7	2,112	6.0
02-03	5,046	7.6	2,756	8.0	2,285	7.0	56	9.9	292	5.4	1,762	9.8	784	8.4	2,152	6.4

GRADUATION RATE

* Note: The Graduation Rate Calculation Formula changed following the 2002-2003 school year.

	Total Students		Male		Female		American Indian / Alaskan Native		Asian / Pacific Islander		Hispanic/Latino		Black/African American		White/Caucasian	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Class of 2007*	13,031	63.0	6,168	60.3	6,863	65.7	90	51	1,509	76.4	3,457	51.9	1,784	52.0	6,191	71.4
Class of 2006*	12,433	63.5	5,884	60.4	6,549	66.5	96	50.6	1,360	76.1	3,115	53.6	1,661	51.7	6,201	70.8
Class of 2005*	12,031	60.1	5,653	56.7	6,378	63.4	92	51.7	1,195	73.0	2,767	48.1	1,606	48.8	6,371	67.6
Class of 2004*	9,858	62.7	4,601	59.5	5,257	65.9	62	51.7	999	71.8	2,022	50.4	1,065	50.0	5,710	70.8
Class of 2003	9,900	71.7	4,746	70.2	5,154	73.1	92	71.3	881	80.5	2,013	62.1	1,043	59.1	5,871	77.5

NUMBER OF DIPLOMAS

	Standard & Advanced Diplomas	Adult Diploma	Adjusted Diploma	Certificate of Attendance
2007-2008	11,317	8	808	898
2006-2007	10,915	28	769	721
2005-2006	10,226	88	870	847
2004-2005	10,175	88	831	841
2003-2004	9,722	119	762	811
2002-2003	9,339	115	624	738
2001-2002	8,918	203	564	520

DISCIPLINE

(Discipline information is reported statewide as of June 30, 2008. Infractions are reported based on the school of attendance on that date. Differences in the reporting process and requirements set by NDE may result in inconsistent data from year to year.)

Year	Violence to Other Students	Violence to Staff	Possession of Weapon	Distribution of Controlled Substance	Possession / Use of Controlled Substance	Possession/Use of Alcohol
2007-2008	6,019	126	501	82	820	163
2006-2007	5,787	154	651	479	72	216
2005-2006	7,135	88	454	41	293	177
2004-2005	9,687	302	1,084	156	1,009	321
2003-2004	5,345	96	773	99	477	139
2002-2003	9,407	373	867	148	1,094	333
2001-2002	6,849	276	637	126	809	155
2000-2001	5,489	289	505	98	833	139
1999-2000	5,134	227	454	84	693	97

TRANSIENCE RATE / HABITUAL TRUANTS / HABITUAL DISCIPLINARY PROBLEMS

Year	Transience Rate	Habitual Truants (No Suspension or Expulsion)	Habitual Disciplinary Problems (Expulsion Only)
2007-2008	34.7%	2,117	13
2006-2007	35.7%	1,524	22
2005-2006	35.8%	650	22
2004-2005	37.0 %	1,016	16
2003-2004	36.0%	1,665	8

During the past five years, the District transience rate has fluctuated between 34.7% and 37%. Although CCSD has an average transience rate of 36%, some comprehensive schools experience significantly higher transience rates, and alternative schools may have a rate of more than 80%.

ADVANCED PLACEMENT COURSE AVAILABILITY AND ENROLLMENT

*Based on semester classes

Year	AP Courses*	Number of AP Exams Administered	Number of Exams with scores of 3, 4, 5 (college credit)
2007-2008*			
2006-2007	11,908	8,097	3,903
2005-2006	9,781	7,079	3,467
2004-2005	8,647	6,391	3,347
2003-2004	7,328	5,676	3,201
2002-2003	5,794	4,385	2,476
2001-2002	5,675	3,678	2,129
2000-2001	4,863	3,266	1,859

*Data unavailable as of November 1, 2008

CURRICULUM – STANDARDS

CCSD specifies the K-12 curriculum as the basis for instruction in all schools. The curriculum follows the Nevada Content Standards and the National Education Standards. CCSD has clarified and expanded these standards through development of a Curriculum Essentials Framework (CEF) for elementary grades and course syllabi for middle and high schools. Classroom teachers use these documents as the curricular scope for planning and delivering instruction and for monitoring student learning and progress. As a support to the Nevada Content Standards, the CCSD has identified Power Standards and developed a Guide for Benchmarks for Language Arts/Reading and Mathematics. Power Standards are defined as highly focused, specific areas of instructional emphasis that have been identified as essential for student proficiency in targeted subject areas for students in grades K-12. The Benchmarks serve as instructional pacing guides for teachers to use in lesson planning. Student progress toward achievement is continuously assessed in a variety of ways to determine appropriate student learning needs, implement appropriate instructional strategies, and modify instruction.

CURRICULUM – INSTRUCTIONAL PRACTICES

ALGEBRA

With a change in middle school curriculum, the eighth grade algebra student enrollment baseline was 23.7% for the 2006-2007 school year. Initial enrollment for the 2008-2009 school year in eighth grade algebra appears stable at 23.6%. This data reflects students enrolled in a high school credit-bearing Algebra I or Algebra I Honors course at the middle school level. Due to the increase in the number of students taking algebra, the Clark County School District has seen an increase in the number of students enrolling in Geometry. Current middle school curriculum focuses on preparing all students for four years of high school mathematics and is aligned with Nevada state graduation requirements and the CCSD 21st Century Curriculum.

ALTERNATIVE EDUCATION – EDUCATION SERVICES DIVISION

The Education Services Division (ESD) oversees unique comprehensive and non-traditional schools throughout Clark County. Collectively, the ESD provides instruction and related services to over 40,000 students annually through over 40 different programs. The Education Service Division serves the most at-risk students offering instruction to those students who desire or have been identified to receive a non-traditional education. The unique needs of these students are met through a proactive, progressive approach to the development of curriculum and instructional programs.

There are a broad range of programs and options offered through the ESD: Continuation Schools, Behavior Schools, Adult Education, Incarcerated Youth and Adults, Child Haven, Sunset High Schools, Adult English Language Acquisition, and other education options. Programs such as the Academy for Individualized Study, Independent Study, and Credit-By-Exam enable ambitious and/or credit-deficient students to obtain school credit working at their own pace. The Eighth Grade Back-on-Track Program prepares students for high school readiness, and the Burk Clean and Sober Drug Free School of Choice provides the support necessary for student success.

The Education Services Division is responsive to the changing needs of students and is at the forefront of educational reform. With achievement and student success the highest priority, highlighted alternatives in the ESD include the newest programs offered to students. Global Community High School at Morris Hall is a program for newcomers to the country. The Preparatory Institute School for Academic Excellence at Charles I. West Hall (West Prep) has been reconstituted at all levels. As a result, it offers smaller class size, a High School Success Academy, a third semester in the summer, an extended school day, an extended school week, and gender-based classes. West Prep is working toward a K-12 grade configuration which is expected to be fully implemented by the 2009-2010 school year. The Institute for Integrated Studies at Desert Pines High School is a comprehensive 9-12 school which offers a 'school within a school' concept. Students can enroll in the International Institute, the Magnet Institute, or the Desert Pines Institute.

Also included under the purview of the Education Services Division is the Office for Charter Schools, which is responsible for monitoring and compliance of all charter schools sponsored by the Clark County School District and Pupil Personnel Services which provides support to District parents, students, and schools with student disciplinary due process rights.

BALANCED LITERACY

Balanced Literacy reflects a blend of instructional best practices used to teach reading and writing in order to meet individual students' needs throughout the District. It emphasizes the five essential elements outlined by the National Reading Panel in conjunction with direct instruction and scaffolded support. Balanced Literacy is supported by three District documents: Framework for Kindergarten Balanced Literacy, Framework for Elementary Balanced Literacy, and Framework for Secondary Literacy. All three documents align to provide a K-12 continuum. These frameworks assist teachers in providing the most effective literacy instruction and are used in conjunction with other CCSD curriculum documents.

DISTANCE EDUCATION

Distance Education is an outreach program of the Clark County School District and VEGAS PBS Communications Group that provides educational options through interactive online courses, televised instruction, and videotapes for students. The Virtual High School, an online high school, has been accepting full-time and part-time students since the fall of 2004. Since its inception in 1996, Distance Education has enrolled thousands of students from comprehensive high schools and charter schools into video, television, and online courses.

VEGAS PBS also supports distance learning throughout CCSD through the use of video on demand, online professional development classes and programs, educational media programs and services, educational media and video on demand services dedicated to the deaf and hard of hearing, and other digital and broadcast services promoting instruction.

EDISON SCHOOLS, INC.

Edison Schools Inc., the nation's largest private manager of public schools, estimated that in the 2006-2007 school year, it served more than 285,000 public school students in 19 states, the District of Columbia, and the United Kingdom. Through its whole school management partnerships with districts and charter schools, Edison Schools provides summer, after-school, Supplemental Education Services (SES) programs, and achievement management solutions for school systems. The six CCSD elementary schools partnering with Edison Schools are Cahlan, Crestwood, Lincoln, Lynch, Park, and Ronnow.

FOCUS ON STANDARDS/INSTRUCTIONAL DATA MANAGEMENT SYSTEM (FOS™/IDMS®)

The Focus on Standards (FOS™) model guides teachers in the collaborative review of formative assessment data (Interim Assessments) to increase student achievement. FOS™ incorporates: Power Standards, classroom instruction, the use of data to inform instruction, Structured Teacher Planning Time (STPT), and intervention. The cornerstone of the FOS™ model, STPT represents the action teachers take to analyze student performance throughout the year, maximizing the use of student achievement data from Interim Assessments as the basis for planning and instruction. In these trainings, teachers learn how to collaboratively review Interim Assessment results (along with criterion-referenced and norm-referenced testing results), analyze results, and plan academic interventions aimed at specific grade levels and individual students.

The information provided in IDMS® is critical to the process of using data to shape and guide instruction. Extensive training in IDMS® began in September 2004, and continues to be provided for teachers, specialists, and administrators. More than 15,000 CCSD employees have been trained and more than 4,000 sessions have been offered. IDMS® is a web-based application that helps K-12 educators create and administer tests and manage and use data to inform instructional practices, improve student achievement, and optimize learning results. Using FOS™ item bank questions are used to create standards-based assessments paced to the CCSD curriculum. The online test management and scoring options provide flexibility in administering and scoring assessments online. The IDMS® application supports a standards-based instructional approach that brings data directly to the desktop computers of classroom teachers and administrative leaders. It allows educators to pace instruction, align materials to state standards over the school year, create formative assessments, and generate district, school, class, and student reports that target instruction for increased student motivation and achievement.

INTERIM ASSESSMENTS

Interim Assessments have been fully implemented in grades K-8 in mathematics and English Language Arts, middle school science, and high school English I & II, Algebra I & II, and Geometry. Formative in nature, Interim Assessments allow periodic checks of student understanding and learning. The results from these assessments align to the Nevada Content Standards and provide one important measure of how well students are learning as the school year progresses. With items formatted similarly to CRT and HSPE tests, the Interim Assessments give students practice in this assessment format. A diagnostic

tool for teacher and student use, Interim Assessments provide teachers with insight regarding their students' mastery of Nevada State standards. All Interim Assessments in mathematics and English Language Arts have been revised to align with the new Nevada Standards that were adopted in August 2006 and November 2007, respectively. Common semester/final examinations have replaced the quarter 2 and survey Interim Assessments in Pre-Algebra, Algebra I & II, and Geometry.

MATHEMATICS PRACTICE PROFICIENCY EXAM

In an effort to improve the high school proficiency pass rates in mathematics, practice exams are created annually and administered twice each year to all tenth grade students and non-proficient eleventh and twelfth grade students. Tests are scored in the District Testing Department. Results are imported into the IDMS® within one week of administration. This rapid turnaround of student results allows teachers, administrators, and District personnel to provide targeted instruction to meet student academic needs in a timely and accurate manner. Exam results are used to identify student strengths and weaknesses relative to a prioritized subset of the Nevada State Standards in mathematics. These exams serve as a diagnostic tool to demonstrate which standards students have met and which ones require additional instruction.

SELECT (MAGNET) SCHOOLS

Select (magnet) schools in the Clark County School District offer programs in elementary mathematics and science, communication and creative arts, global studies, academic enrichment, and Early Years International Baccalaureate (IB). Middle school select (magnet) programs include creative arts and language, science, mathematics, technology, and International Baccalaureate (IB). CCSD is the only district in the State of Nevada that offers the International Baccalaureate program in its schools. The high school programs include advanced technologies, finance, teacher education, mathematics, science, applied technologies, information technology, international studies, performing and visual arts, medical and allied health professions, aerospace and aviation, vocational programs, travel and tourism, and IB. Beginning with the 2006-2007 school year, five elementary select (magnet) schools, four middle select (magnet) schools, and nine select (magnet) high schools became part of the Superintendent's Schools Division. In 2007-2008, two Career and Technical Academies were added to the Superintendent's Schools Division with a third scheduled to open in 2008-2009. These comprehensive high schools offer students a variety of options after graduation.

STANDARDS-BASED REPORT CARD (SBRC)

In an effort to focus student learning on the mastery of state standards, Clark County School District utilizes a Standards-Based Report Card (SBRC) in 200 K-5 elementary schools in 2008-2009. The SBRC benefits parents, students, and teachers by creating a single, District-wide elementary report card that provides detailed information regarding a child's mastery of grade level benchmarks.

WEB-BASED STUDENT SELF-ASSESSMENT OF THE MATHEMATICS HIGH SCHOOL PROFICIENCY EXAMINATION

This project provides a website that aids teachers in assessing individual student's needs on the Nevada High School Proficiency Exam (NHSPE). This interactive website allows students to participate in a practice exam. The tutorial provides students with performance results, immediate access to prescribed remediation modules, and a second practice exam to measure improvement.

ENGLISH LANGUAGE LEARNER PROGRAM (ELLP)

The Clark County School District is committed to providing English Language Learner (ELL) students the opportunity to develop academic skills and concepts while acquiring English language proficiency as rapidly as possible. The District's English Language Learning Program (ELLP) is training teachers in High Quality Sheltered Instruction (HQSI) to prepare them to address the academic needs of the English language learner. The ELLP offers schools support for ELL placement, student monitoring, and selection of ELL supplementary materials. The ELLP ensures that ELL students are fully integrated into their schools and are held to the same academic standards as other students. The ELLP mission is to serve as an advocate for English Language Learner student rights by providing leadership, services, and strengthening the capacity of schools, families, and communities to enhance student success. As a District goal, CCSD is advocating for increased ELLP support within all of its Regions/Divisions.

GIFTED AND TALENTED EDUCATION (GATE)

The Clark County School District offers Gifted and Talented Education (GATE) services for eligible students through a variety of programs and instructional models. A pullout model provides 150 minutes of individualized activities to eligible students in grades three through five. Consultative/collaborative and peer coaching models provide direct classroom instruction/collaboration within general education classrooms and are available in elementary schools. A Title I Alternative Gifted Services (TAGS) program is offered to eligible students in grades three through five attending Title I schools and provides 20 to 50 minutes of differentiated instruction each week. The Highly Gifted Program serves eligible students with general intellectual ability scores at or above 145 on the Stanford Binet Intelligence Scale-Fourth Edition. The Highly Gifted Program offers instruction in inclusive settings with individualized programs developed for eligible students. Differentiated activities are provided during the school day, and various social and/or academic activities are offered after school.

GUIDANCE AND COUNSELING

Promoting post-secondary education remains a priority for the Guidance and Counseling Department. Its staff has developed three documents to assist students and parents: *College Planning and Scholarship Handbook for High School Students*, and *Graduate Profile Transitional Planning Guide* for 8th grade students and *Moving on to the Middle School Transitional Planning Guide* for 5th grade students. These documents focus on assisting students in preparing for graduation and early planning for post-secondary options. Also created by the Guidance and Counseling Department is a publication for parents entitled, *How to Support Your Child's Education*. The CCSD Guidance Counseling website provides materials and a link between the community and the District for scholarships. In July 2008, the department processed more than 37,911 electronic transfers of CCSD graduate transcripts to UNLV.

CURRICULUM - TEXTBOOKS AND MATERIALS

TEXTBOOKS

The Clark County School District provides opportunities for all students to learn from a variety of methods and materials and in a variety of settings to meet our number one priority – student achievement. A balanced curriculum is offered using adopted textbooks and support materials to meet Nevada Content Standards and District Standards. The CCSD textbook adoption procedure is an ISO 9001 approved process that is cyclical in nature involving administrators, teachers, and parents and is connected to established curriculum standards.

MATERIALS

Elementary and secondary curriculum materials are revised continuously to ensure alignment with the Nevada Content Standards. Upon determination of revised state standards, course revisions, or new secondary course development, the Curriculum and Professional Development Division staff identifies and oversees subject area task forces. Task force membership is comprised of classroom teachers, administrators, community members, and parents. Membership is diverse and balanced to represent all members of the school community. Various District-developed curriculum documents are available to support instruction including the Curriculum Essentials Framework (CEF) for grades K-5, Course Syllabi for grades 6-12, Power Standards, and Guide for Benchmarks. Curriculum Overviews are also available for parents and community members.

CURRICULUM - INSTRUCTIONAL TECHNOLOGY INSTRUCTIONAL TECHNOLOGY

	Classrooms	Classrooms with Internet Access		Labs	Labs with Internet Access	Classroom Computers		Classroom Computers with Internet Access	
	Number	Number	Percent	Number	Number	Percent	Number	Number	Percent
2007-2008	15,728	15,672	99.6	1,430	1,410	98.6	80,855	77,749	96.2
2006-2007	15,234	15,169	99.6	1,284	1,277	99.5	70,112	67,012	95.6
2005-2006	14,232	14,087	99.0	895	866	97.0	59,518	57,127	96.0
2004-2005	14,029	13,795	98.3	1,272	1,261	99.1	45,257	43,275	95.6

Effective use of technology depends upon access, strategic planning, and professional development. All schools have established technology plans that are updated annually through Interact™. School plans include evidence of technology use by students and teachers based on school goals. Technology plans include goals for student use, curriculum integration, staff development, equipment upgrades and replacement, administration and network use, and community involvement. They also provide information for federal grant applications and state-funded programs. Support for instructional technology is provided at the school level by the Educational Computing Strategist (ECS) who works with teachers one-on-one, in small groups, and through workshops to facilitate the meaningful integration of technology into the curriculum.

Technology-Based Instructional Programs and Monitoring Tools

- Accelerated Reader
- AIMS Web, Classworks Curriculum Advantage, Compass Learning, CyberCore
- CISCO, Criterion Writing Evaluation, DIBELS
- Fast ForWord
- Fluency and Automaticity through Systematic Teaching with Technology (FASTT) Math
- Geometer's Sketchpad
- Geographic Information Systems (GIS)
- Ignite! Inc. Curriculum on Wheels
- Moogie Math
- Premier Suite
- Promethean Interactive Technology
- Read 180
- Supermathtutor.com
- Video Streaming
- Virtual High School / Distance Education
- Voyager Passport
- Waterford Reading

CURRICULUM - SUCCESSFUL PRACTICES

BLOCK SCHEDULE

Based upon the needs of high school students in CCSD and Board of Trustees' priorities, Region Superintendents directed the Department of Research and School Improvement to continue the examination of alternatives to the traditional use of instructional time for the purpose of enhancing educational outcomes. By 2006-2007, 18 secondary schools across the District had implemented block scheduling with the intent of increasing student achievement. A study team was created to examine the effects of block scheduling on student achievement. Student, teacher, and school level data is being collected, compiled, and summarized to inform the District and the community via a report.

CHARACTER EDUCATION

Character Education programs have been implemented throughout many CCSD schools. These programs include incentives and recognition to reward students for academic and behavioral achievement. The CCSD Character Education Task Force was established for the purpose of researching programs proven to be effective in character development and improving school climate. The goal of the Task Force is to offer a menu of research-based programs for implementation in schools. A small sample of character education activities include:

- **Student Assistance Program** - A site-based problem identification and referral team in the middle and high schools that implements prevention strategies.
- **Community of Caring/Character Education** - A character education program that offers a framework for staff development, ongoing support, values in and across the curriculum, family and community involvement, service learning, and student leadership for high school students.
- **Do the Write Thing** - A national essay challenge for middle school students which empowers youth to reflect on actions they can take to reduce violence in the home, school, and community.
- **Natural Helpers** - A program through which high school students learn conflict resolution skills and effective listening strategies to assist peers who are in need of mediation.
- **Peace Week and Red Ribbon Week** - Websites, resources, activities, and curriculum connections are provided to schools so that they may focus on these nationally recognized events.
- **Peer Mediation** - Teams of counselors and teachers from elementary and secondary schools learn how to effectively implement a peer mediation program that involves students to peacefully resolve conflicts that occur in their school.
- **Shout Out Loud** - A child abduction prevention program that provides students in pre-K through 2nd grade with strategies to keep them safe.
- **Prevention Clubs** - Middle and high school students learn how to write a prevention plan specific to a school's needs and start a club that empowers them to implement prevention efforts in the areas of substance abuse and violence.
- **Teens, Crime and Communities** - A curriculum with interactive sessions, community resource people, and recommended action projects which address community problems.
- **Using the Developmental Asset Model** - Training designed to help teachers incorporate building blocks that all children need to become healthy, competent, and contributing citizens.

COLLABORATIVE PLANNING

Structured Teacher Planning Time (STPT), Backwards Assessment Model (BAM), Professional Learning Communities (PLC), and Plan-Do-Check-Act (PDCA) are methodologies used in CCSD to facilitate the collaborative planning process. Regions, Divisions, and schools utilize a variety of means to plan for increasing student achievement and closing the achievement gap. Collaborative planning is a critical component of data based decision making and is a part of the culture of CCSD.

FOCUS ON STUDENT LEARNING (FOSL)

CCSD provides training for administrators on the use of Focus On Student Learning (FOSL) in an effort to reinforce best instructional practices and increase student engagement. Administrators conduct frequent, brief classroom visits using targeted observation as part of the FOSL protocol. Instructional practices and strategies are reviewed in terms of the level of student engagement and the quality of student interaction with the curriculum. Data are then shared school wide or in small groups as a means of fostering collaboration and dialogue regarding student learning and instructional practices.

FULL DAY KINDERGARTEN

Full-day kindergarten has been implemented in 128 CCSD schools. Full-day kindergarten is funded by State-Grant funds, District funding, and Tuition-based pay for extended day programs. The *Full/Extended-Day Kindergarten Study*, commissioned in 2004 by CCSD, showed statistically significant literacy gains made by students attending full/extended-day programs compared to students attending half-day programs. The continuation of this study, *The Full/Extended-Day Kindergarten Longitudinal Study: Effects of Full-Day Kindergarten in Subsequent Years: Second Grade*, showed similar findings. The increased exposure to curriculum, additional classroom time, and interactions while in kindergarten resulted in sustainable student achievement gains when students reached second grade. In 2008-2009, the District will finalize the report on the long term effects of full/extended-day kindergarten in District-wide communications and in school level publications.

HIGH QUALITY SHELTERED INSTRUCTION (HQSI)

HQSI is designed to help all subgroups, especially the Limited English Proficient (LEP) subgroup, by emphasizing excellent foundational teaching skills coupled with vocabulary development and scaffolding. HQSI builds upon the existing curriculum and makes language connections between the student and curriculum content. By improving language ability, students improve in classroom performance and on state assessments. Numerous schools throughout the District have implemented HQSI. The ELLP Department provides training to school and District staff on the instructional components of HQSI.

INCLUSIVE SCHOOLS PRACTICES (ISP)

Inclusive School Practices (ISP) is designed to narrow the achievement gap for all students, provide access for students with disabilities in the least restrictive environment, and create a culturally responsive environment. The formal structure for ISP was established through District collaboration with the National Institute for Urban School Improvement and was further strengthened through community support provided by the Nevada Partnership for Inclusive Education (NV PIE). ISP professional development is differentiated by offering web-based courses, workshops, and site-based technical assistance to participating schools. The professional development targets instructional accommodations and curricular modifications, differentiated instruction, collaborative practices, scheduling, the role of the paraprofessional, cultural competence, and building leadership processes. There are currently over 150 schools participating in ISP with new sites selected to participate each year.

MODEL SCHOOLS / NEVADA HONOR GRANT SCHOOLS

Nevada Honor Grant Schools is a high school initiative centered on best practices and built on nine items: small learning communities, an emphasis on literacy across the curriculum, data analysis at the student level, a large commitment of resources to ninth grade students, a rigorous and relevant twelfth grade year, a high-quality curriculum, solid and dedicated leadership, positive relationships, and sustained and supported professional development. CCSD will be working closely with the International Center for Leadership in Education (ICLE) to assist schools in implementing best practices in an effort to increase student achievement and close the achievement gap.

TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

With the rise in the number of Limited English Proficient students, English Language Learner Programs (ELLP) have increased to meet a variety of student needs. These initiatives include Dual Language, High Quality Sheltered Instruction (HQSI), TeachFirst, Spanish as a Second Language (SSL), English as a Second Language (ESL), and Teaching English as a Second Language programs. These programs support LEP students in an inclusive setting. Research supports the use of these programs to improve student achievement.

CURRICULUM – INTERVENTION, REMEDIATION, AND INNOVATION PROCESSES

21st CENTURY COURSE OF STUDY

The Clark County School District initiated a 21st Century Course of Study in 2006. In addition to the three years of mathematics and two years of science necessary to graduate with a high school standard diploma, students enrolling as freshmen in the fall of 2006 (graduating class of 2010) will be scheduled into a fourth year of mathematics which will include Algebra II and a third year of science which will include biology. The graduation requirements for a standard diploma will not change. CCSD expects its students to be prepared beyond high school and to be competitive in higher education and the workforce.

The 21st Century Course of Study is in alignment with the new requirements of the State Millennium Scholarship, which mandates four years of mathematics, including Algebra II, and three years of science, two of which must be a lab science. The new requirements for the Millennium Scholarship go into effect for the graduating class of 2010.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

The purpose of AVID is to restructure the teaching methods of an entire school and to open access to the curricula that will ensure four-year college eligibility to almost all students. The mission of AVID is to ensure all students, especially the students in the “middle,” are capable of completing a college path. AVID is an elective class in which students receive support through a rigorous curriculum and structured tutorials. During the fall of 2008, the AVID elective class will be offered in 24 high schools and nine middle schools.

BEST PRACTICES INITIATIVE

Action research, a component of the Best Practices Initiative launched in 2006-2007, will continue during the 2008-2009 academic year in an effort to build the capacity of CCSD staff and increase student achievement. This project is led by the Superintendent's Schools Division, Department of Research and School Improvement with assistance from the University of Nevada Las Vegas professor Leanne Putney, Ph.D. School-based action research projects are focused on grading practices and feedback, as well as other instructional practices. The purpose of these teacher-driven action research projects is to support teachers in the evaluation of classroom-based practices they believe have a positive impact on student achievement. To increase the opportunities for collaboration and to build capacity for teacher leaders in CCSD, trained teacher mentors throughout the District will facilitate team meetings and act to support teacher researchers throughout their projects. Teacher researchers will participate in group workshops and present their research to District colleagues and community partners in a culminating data fair in May 2008. This sharing of information about proven effective practices in CCSD schools can be used to assist school personnel in developing and implementing best instructional practices to enhance student achievement and best grading practices and policies to evaluate student progress. Support for participants in this initiative is provided by Title II and general funds.

COMMUNITIES IN SCHOOLS

Communities in Schools of Southern Nevada is a member of the nation's largest stay-in-school network. Communities in Schools programs operate in 28 states and in more than 3,000 education sites across the nation. They connect at-risk students in CCSD with a variety of on-site services including a medical clinic, direct dental services, food-to-go programs, monthly birthday parties, a clothing closet and career clubs, and W-Mentoring programs.

EARLY CHILDHOOD EDUCATION COMPREHENSIVE PLAN (ECECP) GRANT

The purpose of the ECECP project is to improve the overall quality of preschool education in the state of Nevada. The ECECP CCSD Grant has established five model preschool classrooms across the District for regular education students ages three to five, but not yet kindergarten age. The ECECP preschool programs implement the Nevada Pre-K Content Standards and utilize the Creative Curriculum as a developmentally appropriate framework to guide the classroom focus on early literacy, oral language, and cognitive development. The required parent involvement component maintains a strong bond with families to ensure that they partner with the school in their child's development. As a result of this partnership, teachers train and reinforce parents as they begin to play an active role in their child's literacy and language development. This combination of family and language support gives students the opportunity to close the existing achievement gap and become advanced students by their kindergarten year. Each student who participates in an ECECP preschool is a part of a longitudinal study that follows the child's progress through the second grade.

EARLY READING FIRST

Early Reading First, a federally funded prevention program, is designed to transform existing early education programs into preschool centers of excellence that provide high-quality early education to young children, especially those from low income families. The purpose of the program is to prepare young children to enter kindergarten with the necessary language, cognitive, and early reading skills that will ensure school success. The Early Reading First Program goals are as follows:

- Raise the level of environmental support for language and early literacy development
- Increase the use of reading assessments that will effectively identify children at risk for reading failure and lead to improved instruction for individual children. Increase teachers' and teacher assistants' understanding of scientifically-based reading principles as they relate to teaching reading, utilizing materials and strategies, customizing instruction, managing a full-day preschool program, and linking instruction with home experiences
- Increase the use of research-based reading instruction strategies and activities for enhancing oral language, phonological awareness, and alphabetic knowledge
- Integrate research-based instructional materials into existing preschool programs

EMPOWERMENT SCHOOLS

The concept of empowerment is anchored in the belief that if schools are to be held accountable for student achievement, they should be given the autonomy to determine what will best accomplish their goals and to deploy the resources that they have been allocated to implement their decisions. With this in mind, the CCSD Empowerment model was designed to replicate national research-based best practices and to complement the CCSD mission to increase student achievement. The model incorporates broad-based input and support from parent representatives, school board trustees, higher education representatives, teachers, principals, the Clark County Education Association (CCEA), Clark County Association of School Administrators and Professional-Technical Employees (CCASAPE), the Education Support Employees Association (ESEA), the Clark County Public Education Foundation (CCPEF), and others. Empowerment Schools were given autonomy over governance, budget, staffing, instruction, and time with the expectation that they will show annual progress. Four pilot Empowerment Schools were implemented in the 2006-2007 school year. The staff of each school being converted to "empowerment" was reconstituted. Four additional Empowerment Schools were added for the 2007-2008 school year. These schools were selected based on proposals submitted by schools and were not reconstituted. A total of 14 Empowerment Schools are now operating in the CCSD for the 2008-2009 school year.

GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAMS (GEAR UP)

Nevada state GEAR UP is designed to help low-income students become prepared academically and financially to succeed in college. The program provides funding to assist partnerships between high-poverty middle schools, community-based organizations, private industry, and institutions of higher education to help students and their parents to learn about college. Middle school students form a cohort that receives GEAR UP services throughout their high school career.

- GEAR UP assists highly motivated, low-income students in completing high school and pursuing a college education through tutoring, mentoring, AVID, and various enrichment programs as well as field trips to the area colleges and universities.
- In 2006-2007, Nevada GEAR UP targeted seventh grade students in 20 middle schools in the state with 60% or higher of their student population at the poverty level. The nine Clark County schools selected were Cannon, Cortney, Finley, Fremont, Keller, Knudson, O'Callaghan, Robison and Woodbury.
- In 2007-2008, the GEAR UP cohort participants were in the eighth grade. These students are enrolled high schools and Select (Magnet) schools in CCSD in 2008-2009. There are approximately 4,200 students enrolled in the state GEAR UP program in CCSD and most of these students are from diverse cultures.

The evaluation plan includes on-going data collection on program implementation (formative component) and program outcomes (summative component) over the life of the program. The program outcome focuses primarily on high school graduation and college attendance which are the summative components at the end of the six-year period.

HIGH SCHOOL CURRICULUM INITIATIVE

CCSD, in an effort to increase rigor among students in grades 9-12, is moving students toward a new curriculum. It will increase the number of courses students complete in science and math, provide greater opportunities for dual enrollment with institutions of higher learning and technical institutions, and increase the rigor of high school. The new curriculum will meet the needs of all students in grades 9-12 while providing additional coursework necessary to be successful in post-secondary learning environments.

MATHEMATICS APPLICATIONS – 4930

This one-year course is designed for eleventh and twelfth grade students needing further assistance in preparing for the Nevada High School Proficiency Examination (NHSPE) in mathematics. This course builds on the concepts of numbers and number sense, algebra, measurement, geometry, and data analysis while solidifying and extending mathematical concepts, procedures, and problem solving techniques.

MIDDLE SCHOOL INITIATIVE

Through a review of data, CCSD has identified areas of significant academic weakness on tests measuring the academic achievement of middle level students. In order to determine the root cause of the weakness on measures of academic achievement, more extensive data collection is needed. The District created a Middle School Initiative to gain more accurate insight into the issue of student achievement at the middle school level. Through a research-based design, the Middle School Initiative will make recommendations to close the achievement gap between all disaggregated subgroups at the middle school level.

READ 180

Read 180 is an intensive reading intervention program inclusive of adaptive instructional software, high-interest literature materials, and whole group and small group instructional practices. This program specifically targets older struggling readers in grades 4-12 whose reading achievement is below the proficient level. Research-validated embedded assessment allows for continued progress monitoring and tracking for differentiation of instruction. Due to the combination of students with IEPs and students considered at-risk, opportunities for increased modeling, peer tutoring, and sharing occur within the Read 180 classroom. When coupled with the research-based reading strategies embedded in the teaching system, the results have proven to be very positive.

READING FIRST

Reading First provides federal funding that focuses on establishing scientifically-based reading programs for students in K-3 classrooms. Teachers are provided with proven instructional and assessment tools consistent with scientific research to teach all children to read. Reading First also offers increased professional development so that K-3 teachers are provided the skills needed to effectively teach reading. The goals of the Reading First program are as follows:

- Improve reading skills of students in grades K-3
- Design appropriate and comprehensive professional development programs for target schools.
- Provide teachers with training, classroom materials, and support to realize effectiveness in literacy programs.
- Monitor and reinforce good professional practices to achieve literacy goals.
- Communicate Reading First experiences to K-3 teachers throughout the District.

Nevada was the only state that met the rigorous criteria in the Reading First legislation based on the performance of Nevada Reading First schools from 2005 to 2008. Due to this, Nevada was awarded a \$3.57 million Reading First Targeted Assistance Grant (TAG) from the U.S. Department of Education.

READY TO LEARN

VEGAS PBS's Ready to Learn (RTL) workshops show teachers, librarians, childcare givers, and parents how to make television a powerful teaching tool to maximize school readiness for students grades K-2. Participants learn to extend literacy using Channel 10's non-violent educational programming. Programs include Reading Rainbow, Teletubbies, Arthur, Sesame Street, and others. Participants in RTL workshops discover strategies for using web resources for improving children's reading and writing skills. Participants receive educational programming guides, hands-on activities, and children's books. Spanish language books are also available as part of the program.

REMEDIATION OPPORTUNITIES FOR THE NEVADA HIGH SCHOOL PROFICIENCY EXAM (NHSPE) IN MATHEMATICS

Students who have failed the NHSPE in mathematics have the following remediation opportunities available:

- Access to proficiency exams released by the State
- Sample exams provided by District personnel
- Individualized school-based tutoring
- Web-based proficiency tutorial, including remediation modules
- Remediation courses offered at Sunset, Horizon, and Adult Education academic sites
- Test Preparation Seminars, for a fee, at CCSN and/or UNLV
- Tutoring at select Las Vegas-Clark County Library District locations

SCIENCE INITIATIVE

Through a review of data, CCSD has identified areas in which students show significant weaknesses on tests measuring academic achievement in science. The District is creating a science initiative to provide support for students taking the Nevada High School Proficiency Exam (NHSPE) in science by ensuring that all science curricula K-12 are aligned to state standards and CCSD Power Standards. In addition, plans include implementation of a full year of seventh grade science, professional development for educators teaching the ninth grade Principles of Science course, development of a science proficiency tutoring program, construction of practice science proficiency exams, and development of a new course for non-proficient seniors.

SMALLER LEARNING COMMUNITIES

Eight District high schools are currently involved in reinventing their schools into smaller learning communities in an effort to reduce the dropout rate and improve student achievement. These schools are creating career academies that are organized around broad themes, or they are creating “houses” to divide students into identifiable groups thereby building stronger relationships between staff and students. Typically, the same group of teachers follows a cohort of students throughout their sophomore, junior, and senior years. Teachers share common planning time enabling greater collaboration in organizing instructional activities within houses or career academies. Freshmen academies allow students to be mentored as needed by upper classmen. This initiative is funded by limited federal funds. Both internal and external evaluators are in place to assess the results.

VOYAGER PASSPORT

Voyager Passport provides direct, systematic instruction in each of the essential reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Passport is designed as an intervention program for students for whom the core reading program is not sufficient. Lessons are based on the latest scientific knowledge about effective reading instruction and are carefully designed to effectively and efficiently address each of the strategies and skills necessary for struggling readers. The program includes Vital Indicators of Progress (VIP), a progress monitoring system. VIP is based on and completely equivalent to DIBELS and ensures that struggling readers are identified.

PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT STRATEGIC PLAN 2005-2008

The Professional Development Consortium (PDC) continued to meet regarding professional development in the Clark County School District. Region, Division, and Department representatives who offer professional development for CCSD staff, as well as parent representatives from each Region, participated in the meetings.

The PDC reviewed the professional development strategic plan and action plan, discussed the District's beliefs and initiatives and then brainstormed activities planned for next year to address these initiatives. Additionally, the PDC reviewed action steps that have been taken to continue to enhance communication and collaboration among service providers including the following:

- Leadership Development Updates
- Teacher Mentoring Programs
- Technology System Updates
- School Improvement Plan

CCSD Regulation 4240 - Professional Development: All Employees was revised and the regulation changes were discussed. The PDC will continue to meet semi-annually. The following strategies will continue to be implemented during the next three years:

- Strategy I – Alignment of Professional Development
- Strategy II – CCSD Regulation 4240: Professional Development: All Employees
- Strategy III – Technology System
- Strategy IV – Enhanced Communication

REGION/DIVISION AND SCHOOL PROFESSIONAL DEVELOPMENT

The Clark County School District utilizes four staff development days to support School Improvement Plans that contain professional development aligned to school improvement goals. Additionally, schools implement Structured Teacher Planning Time (STPT), Professional Learning Communities (PLCs), and common planning periods to examine curriculum, review the effectiveness of classroom instruction through the analysis of data along with the determination of student mastery levels, and plan future intervention strategies to achieve school improvement goals. Regions/Divisions and schools implement professional development activities to address these goals. Administrators use the supervision and evaluation process to ensure the implementation and alignment of Region/Division and school-centered professional development opportunities with School Improvement Plans. Administrators use a protocol of frequent, brief classroom visits as a means to collect school-wide trend data related to alignment of curriculum and standards, student engagement, and implementation of effective instructional practices.

CLASSROOM ASSESSMENT FOR STUDENT LEARNING (CASL)

The goal of CASL is to provide teachers with a clear understanding of how to implement a classroom-based formative assessment system, built on balance and quality, which will positively impact student achievement. Participants build a vision of assessment excellence; learn how to balance assessments *of* learning with ongoing classroom assessment *for* learning; explore the relationship among assessment, student motivation and effective schools; learn the assessment competencies required of teachers and administrators; analyze the status of their current individual assessment competencies/leadership; and consider what is needed to merge a local assessment system with NDE's accountability testing system.

SOUTHERN NEVADA REGIONAL PROFESSIONAL DEVELOPMENT PROGRAM (SNRPDP)

Content training literacy, math, and science is the main thrust of the SNRPDP. The Components of an Effective Lesson, teacher expectancies, and the Backwards Assessment Model (BAM) serve as the foundation for professional development. Research strongly suggests that what is taught is extremely important in increasing student achievement, but we also know how it is taught also affects student achievement, as does what is being assessed.

The programs and activities supported by the SNRPDP are:

- Governor's Reading Improvement Program for kindergarten teachers, known as GRIP- K
- Governors Reading Improvement Program for K-3 teachers, known as GRIP
- Middle School Math Certificate Program
- Middle School Science Certificate Program
- High School Math Certificate Program
- High School Science Certificate Program
- Video Instruction
- On-line Support, www.rpd.net
- DIAL, Direct Instructional Assistance Line, 1.866.920.RPDP
- Summer Institutes
- Math, Reading, Science & Technology with CPD
- Algebra; with Exeter Academy (Sherman Fairchild Foundation)
- Silver State AP Conference with CPD
- Math Intervention for Poorly Performing Middle & High Schools with CPD
- Strategies for Teachers of Struggling Students
- Tuscany Administrative Conference with UNLV & CPD
- Law Conference for Administrators with UNLV
- Finance Conference for Administrators with UNLV
- Principals' Academy with NASA

To address our ability to reach teachers more frequently and further address the professional development needs of classroom teachers, the SNRPDP publishes a number of newsletters that address content and instructional strategies. They include:

- Kindergarten Kronicles
- LeafLIT
- Literacy Connects
- Science, Experience It
- Science Dissected
- Strategies for Learning the Basic Math Facts
- Take It To the MAT
- Geometry: Your Students Can Do It!
- Backward Assessment Model
- ShopTALK
- Math: Your Students Can Do It!
- Algebra: Your Students Can Do It!
- Algebra: Been There – Done That

INQUIRY PROCESS: COMPREHENSIVE NEEDS ASSESSMENT

(Evidence of Plan Development)


REVIEW AND ANALYSIS OF DATA






The Clark County Board of School Trustees' governance commitment states, "The purpose of the Board, on behalf of the people of Clark County, is to ensure that the Clark County School District achieves appropriate results for students (Ends – desired outcomes or results) at a cost comparable to like school districts and avoids unacceptable actions and situations (Executive Limitations – unacceptable procedures and behaviors in executing the means or the day-to-day practices, activities and programs undertaken to achieve the Ends)." In order to effectively move the Clark County School District to achieve the desired results or Ends, all within the system must be well versed, not only on the desired outcomes but, as importantly, on the indicators or data-driven results that identify progress towards reaching stated Ends. The Quality Assurance Framework (QAF) has been developed for the sole purpose of ensuring that a common vision is shared by all as to the discrete indicators that directly align to the Ends associated with academic achievement. The QAF provides each school with its own data targeting the desired outcomes reflecting student achievement. Each Region/Division also receives its own data. The QAF is a means by which growth toward desired outcomes targeting the academic achievement of Clark County School District's students is reflected. The QAF presents both the goals and accompanying indicators providing a comprehensive profile of each school, Region, and the District as we look to fulfill our mission. The QAF serves to inform the entire school community, parents, teachers, students, administrators, and Board of Trustees about the progress our schools, Regions/Divisions, and District is making, always mindful of "Keeping Your Eye on the CAP."







Indicator	2004-2005	2005-2006	2006-2007	2007-2008
General Information				
Demographics				
Total Enrollment	280,834	291,510	302,763	308,783
Enrollment American Indian	0.8%	0.8%	0.8%	0.8%
Enrollment Asian Pacific	8.2%	8.5%	8.9%	9.3%
Enrollment Hispanic	35.2%	37.0%	38.8%	39.9%
Enrollment Black	14.3%	14.3%	14.0%	13.9%
Enrollment White	41.5%	39.3%	37.5%	36.1%
Special Education				
Total special education enrollment by year	30,934	31,921	32,178	32,236
Percentage of students receiving Special Education GATE services	N/A	N/A	7.0%	7.0%
Number of students receiving LEP	59,535	61,682	59,546	62,593
Number of students receiving FRL	124,678	133,832	121,648	126,836

QUALITY ASSURANCE FRAMEWORK






Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
General Information										
Demographics										
Total Enrollment	280,834	291,510	302,763	308,783						
Enrollment American Indian	0.8%	0.8%	0.8%	0.8%						
Enrollment Asian Pacific	8.2%	8.5%	8.9%	9.3%						
Enrollment Hispanic	35.2%	37.0%	38.8%	39.9%						
Enrollment Black	14.3%	14.3%	14.0%	13.9%						
Enrollment White	41.5%	39.3%	37.5%	36.1%						
Special Education										
Total special education enrollment by year	30,934	31,921	32,178	32,462						
The percent of total Special Ed students receiving services by ethnic group. White	44.9%	45.0%	42.5%	41.2%						
The percent of total Special Education students receiving services by ethnic group. Black	21.1%	20.2%	20.4%	20.3%						
The percent of students receiving Special Education services by ethnic group. Asian	4.2%	4.1%	4.5%	4.5%						
The percent of students receiving Special Education services by ethnic group. Native American	1.1%	1.0%	1.1%	1.0%						
The percent of students receiving Special Education services by ethnic group. Hispanic	28.5%	29.5%	31.6%	33.0%						
The percentage of students receiving Special Education GATE services.			7.0%	7.0%						
The percent of total GATE students receiving services by ethnic group. White			62.4%	61.1%						
The percent of total GATE students receiving services by ethnic group. Black			7.1%	6.9%						
The percent of students receiving GATE services by ethnic group. Asian			13.0%	13.7%						

Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
The percent of students receiving GATE services by ethnic group. Native American			0.6%	0.6%						
The percent of students receiving GATE services by ethnic group. Hispanic			17.0%	17.7%						
Middle School										
Decrease the percent of middle level students retained in grade eight (8) by 0.3, 0.6, or 0.9 percentage points by 2009.	1.5%	2.7%	3.8%	3.4%	2.5%	2.3%	2.1%		.3% = 219 .6% = 438 .9% = 657	MS Enrollment = 73,015 <ul style="list-style-type: none"> • Saturday/Summer Schools • After/Before School Tutorials • Double Classes • Focus on Individual Learning Need • Attendance Incentives • Mentors • Individual Academic Plans • SNPRC – Southern Nevada Regional Planning Committee • Back on Track • Focus on Standards • District Committee
High School										
Graduation Rate: Increase the Graduation Rate by 3, 6, or 9 percentage points by 2008. (as reported in 2009)	60%	63.5%	63.8%		65.5%	67.5%	69.5%		3% = 443 6% = 886 9% = 1,329	12th grade Enrollment = 14,770 Total Dropouts = 3850 <ul style="list-style-type: none"> • 21st Century Course of Study • Dual Credit Program • RPDP-Tutoring Program • Career & Technical Education • College-Going Culture • GEAR UP Program • Advancement Via Individual Determination (AVID) • Data Analysis • Student Phone Survey • Proficiency Tutoring • Freshman Academy/Smaller Learning Communities • Keep Your Eye on the CAP • Summer School • Credit Retrieval
Dropout Rate: Decrease the dropout rate by 1.5, 2, or 3 percentage points by 2008. (as reported in 2009)	6.8%	5.9%	6.0%		4.9%	4.5%	3.9%		1.5% = 58 2% = 77 3% = 116	






Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
Increase the number of high school students participating and receiving a passing grade in dual credit courses by 3, 6, or 9 percentage points by 2009.	NA	NA	NA	439	NA	NA	NA			<ul style="list-style-type: none"> • CPDD • Dual Credit Program • NSHE Collaboration • Next Steps • STEP UP Program
Reduce the percent of 2nd year high school students that are credit deficient by 3, 6, or 9 percentage points by 2009.	26.0%	26.0%	25.7%	31.1%	24.0%	22.0%	20.0%		3% = 641 6% = 1,282 9% = 1,923	2nd year HS Students 06-07 = 21,371 <ul style="list-style-type: none"> • Block Scheduling • AVID • Individual Academic Plan • Transitional Planning Guide • Graduate Profile • Credit Retrieval Funding • Smaller Learning Communities
Non-Return Students: Reduce the percentage of non-return students by 3, 6, or 9 percentage points by 2009.	81.0%	47.8%	46.8%		49.8%	51.8%	53.8%		3% = 143 6% = 287 9% = 430	Total Dropouts = 4778
AYP										
District Elementary School AYP: Increase the percentage of district elementary schools making AYP by 3, 6, or 9 percentage points by 2009.	38.4%	63.0%	75.7%	49.0%	65.0%	67.0%	69.0%			37 Elementary Schools 10 Middle Schools - 7 High Schools <ul style="list-style-type: none"> • Data Driven Decision-Making • Focus on the Standards • Data Availability & Analysis • Formative Assessments • Curriculum Alignment • Structured Teacher Planning Time(STPT) • Professional Learning Community (PLC) • Backwards Assessment Model (BAM) • School/Region Improvement Process (SIP) • Response to Instruction (RTI) • Inclusive Schools Process (ISP) • Language Acquisition Models • Title I and Title II A Funds • Freshman Academics/Smaller Learning Communities • College Counselor PD • Proficiency Funds • Proficiency Math Camps • Proficiency Tutoring • Peer Tutoring • Region Funds – Transportation and Staffing • Articulation Sessions & Activities
District Middle School AYP: Increase the percentage of district middle schools making AYP by 3, 6, or 9 percentage points by 2009.	18.5%	36.6%	43.1%	51.3%	38.6%	40.6%	42.6%			
District High School AYP: Increase the percentage of district high schools making AYP by 3, 6, or 9 percentage points by 2009.	32.7%	50.8%	47.5%	66.7%	52.8%	54.8%	56.8%			






Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
Attendance										
Increase the elementary average daily attendance by .03, .06, or .09 percentage points by 2009.			95.1%	95.0%	95.3%	95.5%	95.7%			<ul style="list-style-type: none">• Parent Link• Truancy Tracking• Attendance Incentive Program• Community Partnerships• Capturing Kids Hearts• Articulation Activities
Increase the middle school average daily attendance by .03, .06, or .09 percentage points by 2009.			93.3%	93.7%	93.5%	93.7%	93.9%			
Increase the high school average daily attendance by 1, 2 , or 3 percentage points by 2009.			91.7%	90.9%	91.9%	92.1%	92.3%			
Scholarships										
Scholarships: Increase the amount of scholarship awards to students attending post-secondary institution by 3%, 6%, or 9% by 2009.	\$96,680,000	\$112,102,178	\$126,062,571	\$142,390,722	\$114,344,220	\$116,586,265	\$118,828,309			Total Scholarship monies = \$112,102,178 <ul style="list-style-type: none">• Counselor Connection with Community• PSAT for all Sophomores• College Board Plan• GEAR UP Program• Transitional Planning Guide• Annual Guaranteed Levels of Service• Keep Your Eye on the CAP 12th grade Enrollment = 14,770• 21st Century Course of Study• Early Assessment Program – Math & English/Language Arts• Post Secondary Education Initiative• AVID
National Merit: Increase the number of National Merit Semifinalists by 3, 6, or 9 students by 2009.	37	39	40	34	41	43	45			
Millennium Scholarship: Increase the percentage of Millennium Scholarship recipients by 3, 6, or 9 percentage points by 2009.	54.8%	53.0%	54.0%	35.7%	54.0%	55.0%	56.0%		3% = 443 6% = 886 9% = 1,329	
Post Secondary										
Post Secondary: Increase the percentage of students reporting their intention to attend a two or four year post-secondary institution by 3, 6, or 9 percentage points by 2009.	72%	73%	74%	CPD	75%	77%	79%		3% = 443 6% = 886 9% = 1,329	12th Graders Reporting = 11,202 <ul style="list-style-type: none">• Career & Technical Education• Career Centers• Community Partnerships• Payback• Internship• Industry Certification• As % of students attending 2 & 4 year post secondary institution increases, military and workforce will decrease.• New College Counselor PD• PSAT for all 10th grade College Board Plan of Action







Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
Post Secondary: Increase the percentage of students reporting their intention to enter the workforce by 3, 6, or 9 percentage points by 2009.	14%	14%	11%	CPD	16%	18%	20%			12th Graders Reporting = 11,202
I. Students meet state and federal guidelines as well as appropriate benchmarks for academic proficiency in all areas and all grade levels and pass the High School Proficiency Exam.										
A. Language Arts										
a. Criterion Referenced Tests										
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 3 reading CRTs by 3, 6, or 9 percentage points by 2009.	42.5%	49.0%	58.0%	58.0%	51.0%	53.0%	55.0%	↑	3% = 722 6% = 1,443 9% = 2,165	3rd Grade Enrollment = 24,050 4th Grade Enrollment = 23,639 5th Grade Enrollment = 23,601 6th Grade Enrollment = 24,449 7th Grade Enrollment = 24,203 8th Grade Enrollment = 24,363 <ul style="list-style-type: none"> • Targeted School Improvement Plans • Data Driven Decision-Making • Data Availability & Analysis • Focus on Standards • STPT/PLC/BAM • Formative Assessments • Curriculum Alignment • Standards Based Report Card (SBRC)-Elementary School (ES) • Inclusive Schools Practice • Read 180 Program • Tiered Intervention-Literacy • Title I & Title II A • Literacy Specialists & Strategists • Mentors & Coaches • Reading First Grant • Region & School-Project Facilitators • Differentiated Instruction • FOSL – Walk Through • Targeted Professional Development Funds • School Support • CPDD • RPDP • SSSD • High Quality Sheltered Instruction (HQSI) • Emphasis on Non-fiction Text • Voyager Program• Curriculum/ Instruction Reviews • Thinking Maps
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 4 reading CRTs by 3, 6, or 9 percentage points by 2009.		51.0%	56.0%	56.0%	53.0%	55.0%	57.0%	↑	3% = 709 6% = 1,418 9% = 2,128	
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient, and exceeds levels on the state grade 5 reading CRTs by 3, 6, or 9 percentage points by 2009.	40.0%	37.0%	50.0%	46.0%	39.0%	41.0%	43.0%	↑	3% = 708 6% = 1,416 9% = 2,124	
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 6 reading CRTs by 3, 6, or 9 percentage points by 2009.		47.0%	53.0%	56.0%	49.0%	51.0%	53.0%	↑	3% = 733 6% = 1,467 9% = 2,200	







Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 7 reading CRTs by 3, 6, or 9 percentage points by 2009.		49.0%	63.0%	63.0%	51.0%	53.0%	55.0%		3% = 726 6% = 1,452 9% = 2,200	<ul style="list-style-type: none">• Emphasis on A3 and C3 Questions• Remediation Funds• Region Tutoring Funds• Response to Instruction• Universal Practices
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 8 reading CRTs by 3, 6, or 9 percentage points by 2009.	46.0%	46.0%	54.0%	52.0%	48.0%	50.0%	52.0%		3% = 731 6% = 1,462 9% = 2,193	
b. Writing Proficiency Exam										
Writing Proficiency: Increase the percentage of 5th grade students passing the writing assessment by 3, 6, or 9 percentage points by 2009.		42.8%	47.6%	44.2%	44.8%	46.8%	48.8%		3% = 708 6% = 1,416 9% = 2,124	5th Grade Enrollment = 23,601 8th Grade Enrollment = 24,363 <ul style="list-style-type: none">• RPDP• CPDD• Articulated School-wide Writing Program• Writing Across the Curriculum• Step-Up to Writing• Articulation with ES• Non-fiction Writing• Collaborative Scoring• Targeted Writing Models• Freshman Academy• Criterion On-line Assessment
Writing Proficiency: Increase the percentage of 8th grade students passing the writing assessment by 3, 6, or 9 percentage points by 2009.		58.8%	55.8%	54.5%	60.8%	62.8%	64.8%		3% = 731 6% = 1,462 9% = 2,193	
c. High School Proficiency Exam										
HSPE Proficiency: Increase the percentage of 12th grade credit-sufficient students passing the reading portion of the HSPE by 3, 6, or 9 percentage points by 2009.	97.8%	95.4%	95.4%	97.0%	97.4%	99.4%	100.0%		3% = 443 6% = 886 9% = 1,329	12th Grade Enrollment = 14,770 <ul style="list-style-type: none">• AVID• GEAR UP Program• Proficiency Funds• Freshman Academic Plan• College and Career Transitional Planning Guide• Targeted Proficiency Tutoring• Freshman and Sophomore Academies/Smaller Learning Communities (SLC)












Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
HSPE Proficiency: Increase the percentage of 12th grade credit-sufficient students passing the writing portion of the HSPE by 3, 6, or 9 percentage points by 2009.	97.1%	96.1%	95.1%	95.8%	98.1%	100.0%	100.0%		3% = 443 6% = 886 9% = 1,329	12th Grade Enrollment = 14,770 <ul style="list-style-type: none"> • Writing Model • STPT • AVID • Freshman and Sophomore Academics/SLC • Proficiency Preparation Funds • Region Funds • Proficiency Tutoring • CPDD • RPDP
First Time Pass Rate HSPE: Increase the percent of 10th grade CCSD students passing the reading portion of the HSPE by 3, 6, or 9 percentage points by 2009.	73.0%	77.3%	76.6%	77.3%	79.3%	81.3%	83.3%		3% = 443 6% = 886 9% = 1,329	12th Grade Enrollment = 14,770 <ul style="list-style-type: none"> • Read 180 Program • Action Plans within SIPs • Freshman/Sophomore Academics/Smaller Learning Communities • AVID
First Time Pass Rate HSPE: Increase the percent of 11th grade CCSD students passing the writing portion of the HSPE by 3, 6, or 9 percentage points by 2009.	86.3%	84.6%	84.9%	86.9%	86.6%	88.6%	90.6%		3% = 443 6% = 886 9% = 1,329	12th Grade Enrollment = 14,770 <ul style="list-style-type: none"> • AVID • Block Scheduling • Freshman Required Electives • Read 180 Program • HQSI • Inclusive Schools Practice • Academic Support Courses • Freshman/Sophomore
d. Norm-referenced Tests										
Iowa Test of Basic Skills: Increase the national percentile rank of 4th-grade students on the reading portion of the ITBS by 3, 6, or 9 percentage points by 2009.	48	49	49	49	51	52	53		3% = 709 6% = 1,418 9% = 2,128	4th Grade Enrollment = 23,639 4th Grade Enrollment = 23,639 7th Grade Enrollment = 24,203 7th Grade Enrollment = 24,203 <ul style="list-style-type: none"> • Targeted School Improvement Plans • Focus on Standards • STPT • Formative Assessments • SBRC - ES • Inclusive Schools Practice • Read 180 Program • Tiered Intervention-Literacy
Iowa Test of Basic Skills: Increase the national percentile rank of 4th-grade students on the language arts portion of the ITBS by 3, 6, or 9 percentage points by 2009.	55	55	57	54	57	58	59		3% = 709 6% = 1,418 9% = 2,128	



Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
Iowa Test of Basic Skills: Increase the national percentile rank of 7th-grade students on the reading portion of the ITBS by 3, 6, or 9 percentage points by 2009.	38	38	38	37	40	41	42		3% = 726 6% = 1,452 9% = 2,200	<ul style="list-style-type: none"> Title I Funds Literacy Specialist & Strategists Mentors & Coaches Reading First Grant Region Project Facilitators Differentiated Instruction FOSL – Walk Through Targeted Professional Development Funds School Support CPDD RPDP SSSD HQSI Emphasis on Non-fiction Text Voyager Program
Iowa Test of Basic Skills: Increase the national percentile rank of 7th-grade students on the language arts portion of the ITBS by 3, 6, or 9 percentage points by 2009.	44	43	43	43	45	46	47		3% = 726 6% = 1,452 9% = 2,200	
Iowa Test of Educational Development: Increase the national percentile rank of 10th-grade students on the reading portion of the ITBS by 3, 6, or 9 percentage points by 2009.	38	39	39	39	41	42	43		3% = 703 6% = 1,406 9% = 2,108	10th Grade Enrollment = 24,203 CCSD showed a higher number of students in IEP, LEP, and FRL status than in the norm group. Based on comparison to the norm group; NRTs are designed to rank students. Therefore, half of the students will fall below and half will fall above the NPR.
e. Achievement Gap: This figure indicates the difference between the percentage of proficient white students and the percentage of proficient students in the cited group.										
Decrease the percent difference between district white percent proficient and the percent proficient elementary IEP students in ELA by 3, 6, or 9 percentage points by 2009.		-37.9%	-40.5%	-37.7%	-35.9%	-34.9%	-33.9%		3% = 241 6% = 483 9% = 724	IEP Enroll. in Assessed Pop. = 8047 IEP Enroll. in Assessed Pop. = 7049 IEP Enroll. in Assessed Pop. = 1278 <ul style="list-style-type: none"> Targeted School Improvement Plans
Decrease the percent difference between district white percent proficient and the percent proficient middle school IEP students in ELA by 3, 6, or 9 percentage points by 2009.		-50.3%	-52.3%	-43.8%	-48.3%	-47.3%	-46.3%		3% = 211 6% = 723 9% = 634	<ul style="list-style-type: none"> Data Driven Decision-Making Data Availability & Analysis Focus on Standards STPT/PLC/BAM Formative Assessments Curriculum Alignment SBRC - ES Differentiated Instruction Response to Instruction (RTI) Title I







Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school IEP students by 3, 6, or 9 percentage points by 2009 in ELA.		-46.9%	-42.6%	-34.8%	-44.9%	-43.9%	-42.9%		3% = 38 6% = 77 9% = 115	<ul style="list-style-type: none"> Tiered Intervention Reading Access to General Ed. Curriculum Co-Teaching Model (ISP) Read 180 Program Voyager Program DIBELS Articulation with Regular & Special Education
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> LEP students by 3, 6, or 9 percentage points by 2009 in ELA.		-31.5%	-32.6%	-31.1%	-29.5%	-28.5%	-27.5%		3% = 578 6% = 1,157 9% = 1,735	LEP Enroll. in Assessed Pop. = 19,279 LEP Enroll. in Assessed Pop. = 18,212 LEP Enroll. in Assessed Pop. = 2,770
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school LEP students by 3, 6, or 9 percentage points by 2009 in ELA.		-30.1%	-31.0%	-29.4%	-28.1%	-27.1%	-26.1%		3% = 546 6% = 1,093 9% = 1,639	<ul style="list-style-type: none"> HQSI Newcomer Programs Dual Language Programs Technology – Premier Suite After School Tutoring Common Assessments Formative Assessments Differentiated Instruction Family Math & Literacy Nights Parent & Family Support Focus on Standards Multicultural Education/Cultural Proficiencies Emphasis ELL Professional Development Support/ Resources Targeted School Improvement Plans HQSI Thinking Maps New Teacher Mentors
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school LEP students by 3, 6, or 9 percentage points by 2009 in ELA.		-16.8%	-15.9%	-15.3%	-14.8%	-13.8%	-12.8%		3% = 83 6% = 166 9% = 249	
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> FRL students by 3, 6, or 9 percentage points by 2009 in ELA.		-26.9%	-26.5%	-25.1%	-24.9%	-23.9%	-22.9%		3% = 1,058 6% = 2,115 9% = 3,173	FRL Enroll. in Assessed Pop. = 35,252 FRL Enroll. in Assessed Pop. = 29,591 FRL Enroll. in Assessed Pop. = 3068 Hisp. Enroll. in Assessed Pop. = 27,388 Hisp. Enroll. in Assessed Pop. = 25,215 Hisp. Enroll. in Assessed Pop. = 3954 <ul style="list-style-type: none"> Targeted School Improvement Plans







Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school FRL students by 3, 6, or 9 percentage points by 2009 in ELA.		-27.0%	-27.1%	-25.6%	-25.0%	-24.0%	-23.0%		3% = 888 6% = 1,775 9% = 2,663	<ul style="list-style-type: none"> • Data Driven Decision-Making • Data Availability & Analysis • Focus on Standards • STPT/PLC/BAM • Formative Assessments • Curriculum Alignment • SBRC - ES • School Support for Parents • After School Programs • Adult ELL Program • 21st Century Grant • Pre-Kindergarten • Full Day Kindergarten • Consistency in resources • Individualized Data – consistent across district • Articulation-Grade Level • Title I • HQSI • Family Math & Literacy Nights • AVID • SNRPC • Community Partnerships <ul style="list-style-type: none"> • CC Reads • Kids to Kids • Reading Counts • APPLE Partnership • Community In Schools • NV Partners • Public Education Foundation (PEF)
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school FRL students by 3, 6, or 9 percentage points by 2009 in ELA.		-15.7%	-13.7%	-12.3%	-13.7%	-12.7%	-11.7%		3% = 92 6% = 184 9% = 276	
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> Hispanic students by 3, 6, or 9 percentage points by 2009 in ELA.		-25.3%	-24.7%	-23.7%	-23.3%	-22.3%	-21.3%		3% = 822 6% = 1,643 9% = 2,465	
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school Hispanic students by 3, 6, or 9 percentage points by 2009 in ELA.		-25.8%	-25.8%	-24.8%	-23.8%	-22.8%	-21.8%		3% = 756 6% = 1,513 9% = 2,269	
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school Hispanic students by 3, 6, or 9 percentage points by 2009 in ELA.		-12.1%	-10.4%	-10.2%	-10.1%	-9.1%	-8.1%		3% = 119 6% = 237 9% = 356	
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> black students by 3, 6, or 9 percentage points by 2009 in ELA.		-25.3%	-24.5%	-24.6%	-23.3%	-22.3%	-21.3%		3% = 798 6% = 1,596 9% = 2,393	






Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school black students by 3, 6, or 9 percentage points by 2009 in ELA.		-24.7%	-26.1%	-25.8%	-22.7%	-21.7%	-20.7%		3%=801 6%=1,602 9%=2,403	<ul style="list-style-type: none">• Data Driven Decision-Making• Data Availability & Analysis• Focus on Standards• STPT/PLC/BAM• Formative Assessments• Curriculum Alignment• SBRC - ES• School Support for Parents• After School Programs• Adult ELL• 21st Century Grant• Pre-Kindergarten• Full Day Kindergarten• Consistency in resources• Individualized Data – consistent across district• Articulation-Grade Level• Title I• HQSI• Family Math & Literacy Nights• AVID• Community Partnerships<ul style="list-style-type: none">• CC Reads• Kids to Kids• Reading Counts• APPLE Partnership• Community In Schools• NV Partners• Public Education Foundation (PEF)• NHSE
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school black students by 3, 6, or 9 percentage points by 2009 in ELA.		-12.3%	-10.6%	-10.0%	-10.3%	-9.3%	-8.3%		3% = 203 6% = 406 9% = 609	
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> Asian students by 3, 6, or 9 percentage points by 2009 in ELA.		1.0%	NA	NA	NA	NA	NA		3% = 182 6% = 365 9% = 547	
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school Asian students by 3, 6, or 9 percentage points by 2009 in ELA.		2.5%	NA	NA	NA	NA	NA		3% = 175 6% = 350 9% = 525	
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school Asian students by 3, 6, or 9 percentage points by 2009 in ELA.		-3.3%	-0.9%	-1.9%	-1.3%	-0.3%	0.0%		3%=47 6%=94 9%=141	
f. Other										
Increase the percent of middle school students enrolled in accelerated English courses by 3, 6, or 9 percentage points by 2009.			20.0%	22.7%	22.0%	24.0%	26.0%		3%=2,190 6%=4,381 9%=6,571	MS Enrollment = 73,015 <ul style="list-style-type: none">• Summary of Answers and Skills (SOAS) Professional Development (PD)• PreAP Summer Institutes• Saturday Tutorials for SAT• PSAT for all 10th Graders• Ongoing PD• Differentiated Instruction








Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
PSAT: Increase the reading mean score on the 10th grade PSAT by 3, 6, or 9 points by 2009.		37.5	38.2	37.9	39.5	40.5	41.5		NA	PSAT Number Participating = 2726 <ul style="list-style-type: none"> AVID College Board Plan of Action GEAR UP Program District-wide PSAT for 10th graders Saturday Classes for SAT 21st Century Course of Study Freshman Academic Plan College & Career Transitional Planning Guide Freshman and Sophomore Academics/Smaller Learning Communities Increase in ACT participation
PSAT: Increase the writing mean score on the 10th grade PSAT by 3, 6, or 9 points by 2009.		40.5	36.1	36.9	42.5	43.5	44.5		NA	
PSAT: Increase the number of 11th graders participating in the PSAT by 3, 6, or 9 points by 2009.	3,232	2,726	3,505	4,378	2,781	2,836	2,891		3% = 82 6% = 164 9% = 245	
SAT: Increase the verbal mean score on the SAT by 3, 6, or 9 points by 2009.	501	491	491	489	501	511	521		NA	
ACT: Increase the English score on the ACT by 0.3, 0.6, or 0.9 points by 2009.	20.4	20.6	20.5	20.2	20.8	21.0	21.2		NA	
ACT: Increase the Reading score on the ACT by .3, .6 or .9 points by 2009.	21.3	21.9	21.7	21.3	22.1	22.3	22.5		NA	AP FL Enrolled Students = 4275 <ul style="list-style-type: none"> 21st Century Course of Study AP Professional Development – RPDP AP Extended Study Courses PSAT Early Identification AP Potential Software SOAS Professional Development Block Scheduling AVID Virtual High School AP Grants <ul style="list-style-type: none"> National Governors Assoc AP Fee Waiver Language Immersion Schools AP Summer Institutes for Teachers Saturday Classes for SAT College Board Plan Global Studies Program AVID Post Secondary Math Initiative AP Scholarships
AP: Increase the number of students enrolling in language arts Advanced Placement courses by 3, 6, or 9 percentage points by 2009. (2nd semester)			2,781	3,070	2,837	2,865	2,921		AP Enroll. = 3070 3% = 92 6% = 184 9% = 276	
AP: Increase the percent of students passing the language arts Advanced Placement Exams with a 3 or better by 3, 6, or 9 percentage points by 2009.		47.6%	41.5%	53.4%	49.6%	50.6%	51.6%		AP Enroll. = 3070 3% = 92 6% = 184 9% = 276	
Increase the percent of high school students passing level III or IV foreign language courses by 3, 6, or 9 percentage points by 2009.		93.2%	92.8%	93.9%	95.2%	97.2%	99.2%		Enroll. = 4275 3% = 128 6% = 257 9% = 385	
AP: Increase the number of students enrolling in foreign language Advanced Placement courses by 3, 6, or 9 percentage points by 2009. (2nd semester)			354	582	361	368	376		AP Enroll. = 582 3% = 17 6% = 35 9% = 52	
AP: Increase the percent of students passing the foreign language Advanced Placement exams with a 3 or better by 3, 6, or 9 percentage points by 2009.		61.5%	53.7%	60.0%	63.5%	65.5%	67.5%		AP Enroll. = 582	






Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
Increase the percentage of ELL students that make at least one level progress on the ELPA with language acquisition by 3, 6, or 9 percentage points by 2009.		31.2%	61.3%	49.8%	33.3%	35.2%	37.2%		3%=1,432 6%=2,864 9%=4,296	ELL = 47,732 <ul style="list-style-type: none">Targeted School Improvement PlansData Driven Decision-MakingData Availability & AnalysisFocus on StandardsSTPT/PLC/BAMFormative AssessmentsCurriculum AlignmentSBRC - ESHQSIPre-Kindergarten ProgramFull Day KindergartenAnnual LAS AssessmentRTI (Response to Instruction)Dual Language ProgramsNewcomer ProgramsLanguage Acquisition ProgramFamily/Community Programs & Partnerships
Increase the percentage of ELL students that make 2 levels or more progress on the ELPA with language acquisition by 3, 6, or 9 percentage points by 2009.		11.5%	39.6%	13.0%	12.5%	13.5%	14.5%		3%=1,432 6%=2,864 9%=4,296	
Increase the percentage of ELL students move from level 4 to level 5 on the ELPA by 3, 6, or 9 percentage points by 2009. (attainment)		14.5%	17.2%	13.4%	15.5%	16.5%	17.5%		3%=1,432 6%=2,864 9%=4,296	
Increase the percent of ELL students that are eligible to exit the ELL program withinthree years by 3, 6, or 9 percentage points by 2009.	4.30%	NA	8.8%	13.2%	10.8%	12.8%	14.8%		3%=1,432 6%=2,864 9%=4,296	
B. Mathematics										
a. Criterion Referenced Tests										
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 3 mathematics CRTs by 3, 6, or percentage points by 2009.	49.7%	49.4%	55.0%	60.0%	50.4%	51.4%	52.4%		3% = 722 6%=1,443 9%=2,165	3rd Grade Enrollment = 24,050 4th Grade Enrollment = 23,639 5th Grade Enrollment = 23,601 6th Grade Enrollment = 24,449 7th Grade Enrollment = 24,203 8th Grade Enrollment = 24,363 <ul style="list-style-type: none">Targeted School Improvement PlansData Driven Decision-MakingData Availability & AnalysisFocus on StandardsSTPT/PLC/BAMFormative AssessmentsCurriculum AlignmentSBRC - ESRPDP-Math Certificate-Middle Level TeacherGuide for Aligning Mathematics Program (GAP) ResourceMath PD
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient, and exceeds levels on the state grade 4 mathematics CRTs by 3, 6, or 9 percentage points by 2009.		55.0%	64.0%	66.0%	56.0%	57.0%	58.0%		3% = 709 6%=1,418 9%=2,128	
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 5 mathematics CRTs by 3, 6, or 9 percentage points by 2009.	49.0%	53.0%	58.0%	62.0%	54.0%	55.0%	56.0%		3% = 708 6 = 1,416 9%=2,124	







Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 6 mathematics CRTs by 3, 6, or 9 percentage points by 2009.		50.0%	57.0%	60.0%	51.0%	52.0%	53.0%		3% = 733 6%=1,467 9%=2,200	<ul style="list-style-type: none">Algebra InitiativePractice ProficiencyCourse Sequence for High School & 21st Century Course StudyInclusive Schools PracticeRead 180 ProgramTiered InterventionTitle I Funds & Title IIA FundsMath Specialists & StrategistsMentors & CoachesRegion & School-Project FacilitatorsDifferentiated InstructionFOSL – Walk ThroughTargeted PD FundsSchool Support<ul style="list-style-type: none">CPDRPDPSSSDHQSICRT CampCommon Semester ExamsBenchmark CalendarRegion Math Success PlansNew Teacher MentorsExpert Math Committee
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 7 mathematics CRTs by 3, 6, or 9 percentage points by 2009.		49.0%	57.0%	57.0%	50.0%	51.0%	52.0%		3% = 726 6%=1,452 9%=2,200	
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient, and/or exceeds levels on the state grade 8 mathematics CRTs by 3, 6, or 9 percentage points by 2009.	45.0%	47.0%	51.0%	50.0%	48.0%	49.0%	50.0%		3% = 731 6 =1,462 9%=2,193	
b. High School Proficiency Exam										
HSPE Proficiency: Increase the percentage of 12th grade credit-sufficient students passing the math portion of the HSPE by 3, 6, or 9 percentage points by 2009.	91.5%	88.4%	87.9%	89.9%	89.4%	90.4%	91.4%		3% = 443 6% = 886 9%=1,329	12th Grade Enrollment = 14,770 12th Grade Enrollment = 14,770
First Time Pass Rate HSPE: Increase the percent of 10th grade CCSD students passing the math portion of the HSPE by 3, 6, or 9 percentage points by 2009.	40.0%	45.0%	47.8%	45.6%	46.0%	47.0%	48.0%		3% = 443 6% = 886 9%=1,329	
c. Norm-Referenced Tests										
Iowa Test of Basic Skills: Increase the national percentile rank of 4th-grade students on the mathematics portions of the ITBS by 3, 6, or 9 percentage points by 2009.	54	55	55	55	56	57	58		3% = 709 6% 1,418 9%=2,128	4th Grade Enrollment = 23,639 7th Grade Enrollment = 24,203 10th Grade Enrollment = 23,425






Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
Iowa Test of Basic Skills: Increase the national percentile rank of 7th-grade students on the mathematics portions of the ITBS by 3, 6, or 9 percentage points by 2009.	44	44	44	44	45	46	47		3% = 726 6%=1,452 9%=2,200	
Iowa Test of Educational Development: Increase the national percentile rank of 10th-grade students on mathematics portions of the ITED by 3, 6, or 9 percentage points by 2009.	40	41	40	39	42	43	44		3% = 703 6%=1,406 9%=2,108	
d. Achievement Gap: This figure indicates the difference between the percentage of proficient white students and the percentage proficient students in the cited group.										
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> IEP students in mathematics by 3, 6, or 9 percentage points by 2009.		-38.0%	-37.0%	-33.5%	-37.0%	-36.0%	-35.0%		3% = 241 6% = 483 9% = 724	<div>ES IEP Enr. in Assessed Pop = 8047</div> <div>MS IEP Enr. in Assessed Pop. = 7049</div> <div>HS IEP Enr. in Assessed Pop. = 1278</div> <ul style="list-style-type: none">Targeted School Improvement PlansData Driven Decision-MakingData Availability & AnalysisFocus on StandardsSTPT/PLC/BAMFormative AssessmentsCurriculum AlignmentSBRC - ESDifferentiated InstructionRTI (Response to Instruction)Inclusive Schools PracticesTitle I & Title IIA FundsTiered InterventionAccess to General Ed. CurriculumCo-Teaching ModelArticulation Regular & Special EducationProficiency TutoringAIMS Web for all IEP students
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school IEP students in mathematics by 3, 6, or 9 percentage points by 2009.		-49.5%	-51.7%	-42.1%	-48.5%	-47.5%	-46.5%		3% = 211 6% = 723 9% = 634	
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school IEP students by 3, 6, or 9 percentage points by 2009 in mathematics.		-59.5%	-54.1%	-51.9%	-58.5%	-57.5%	-56.5%		3% = 38 6% = 77 9% = 115	
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> LEP students by 3, 6, or 9 percentage points by 2009 in mathematics.		-26.9%	-25.2%	-21.6%	-25.9%	-24.9%	-23.9%		3% = 578 6% = 1,157 9%=1,735	
										<div>ES LEP Enr. in Assessed Pop. = 19,279</div> <div>MS LEP Enr. in Assessed Pop. = 18,212</div> <div>HS LEP Enr. in Assessed Pop. = 2,770</div> <ul style="list-style-type: none">Language Acquisition Models

Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school LEP students by 3, 6, or 9 percentage points by 2009 in mathematics.		-28.7%	-30.6%	-27.3%	-27.7%	-26.7%	-25.7%		3% = 546 6% = 1,093 9% = 1,639	<ul style="list-style-type: none"> HQSI Newcomer Programs Dual Language Programs Technology After School Tutoring Common Assessments Formative Assessments Family Math & Literacy Nights Parent & Family Support Proficiency Tutoring
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school LEP students by 3, 6, or 9 percentage points by 2009 in mathematics.		-26.5%	-30.0%	-26.2%	-25.5%	-24.5%	-23.5%		3% = 83 6% = 166 9% = 249	
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> FRL students by 3, 6, or 9 percentage points by 2009 in mathematics.		-26.2%	-23.1%	-20.6%	-25.2%	-24.2%	-23.2%		3% = 1,058 6% = 2,115 9% = 3,173	ES FRL Enr. in Assessed Pop. = 35,252 MS FRL Enr. in Assessed Pop. = 29,591 HS FRL Enr. in Assessed Pop. = 3068
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school FRL students 3, 6, or 9 percentage points by 2009 in mathematics.		-28.2%	-28.1%	-25.8%	-27.2%	-26.2%	-25.2%		3% = 888 6% = 1,775 9% = 2,663	<ul style="list-style-type: none"> Targeted School Improvement Plans Data Driven Decision-Making Data Availability & Analysis Focus on Standards STPT/PLC/BAM Formative Assessments Curriculum Alignment SBRC - ES School Support for Parents After School Programs Adult ELL Programs 21st Century Grant Program Pre-Kindergarten Full Day Kindergarten Consistency in resources Individualized Data – consistent across district Articulation-Grade Level
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school FRL students by 3, 6, or 9 percentage points by 2009 in mathematics.		-28.3%	-28.3%	-25.6%	-27.3%	-26.3%	-25.3%		3% = 92 6% = 184 9% = 276	
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> Hispanic students by 3, 6, or 9 percentage points by 2009 in mathematics.		-23.4%	-20.7%	-18.3%	-22.4%	-21.4%	-20.4%		3% = 822 6% = 1,643 9% = 2,465	ES His. Enr. in Assessed Pop. = 27,388 MS His. Enr. in Assessed Pop. = 25,215 HS His. Enr. in Assessed Pop. = 3954







Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school Hispanic students by 3, 6, or 9 percentage points by 2009 in mathematics.		-27.1%	-27.1%	-24.6%	-26.1%	-25.1%	-24.1%		3% = 756 6% = 1,513 9% = 2,269	SAME AS PREVIOUS INDICATORS
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school Hispanic students by 3, 6, or 9 percentage points by 2009 in mathematics.		-24.0%	-25.9%	-22.1%	-23.0%	-22.0%	-21.0%		3% = 119 6% = 237 9% = 356	
Decrease the percent difference between white percent proficient and the percent proficient <u>elementary</u> black students by 3, 6, or 9 percentage points by 2009 in mathematics.		-30.0%	-27.7%	-27.0%	-29.0%	-28.0%	-27.0%		3% = 798 6% = 1,596 9% = 2,393	ES Black Enr. in Assessed Pop. = 26,594 MS Black Enr. in Assessed Pop. = 26,699 HS Black Enr. in Assessed Pop. = 676
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school black students by 3, 6, or 9 percentage points by 2009 in mathematics.		-28.6%	-30.5%	-30.4%	-27.6%	-26.6%	-25.6%		3% = 801 6% = 1,602 9% = 2,403	
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school black students by 3, 6, or 9 percentage points by 2009 in mathematics.		-32.7%	-32.4%	-29.7%	-31.7%	-30.7%	-29.7%		3% = 203 6% = 406 9% = 609	
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> Asian students by 3, 6, or 9 percentage points by 2009 in mathematics.		3.0%	NA	NA	NA	NA	NA		3% = 182 6% = 365 9% = 547	ES Asian Enr. in Assessed Pop. = 6081 MS Asian Enr. in Assessed Pop. = 583S HS Asian Enr. in Assessed Pop. = 1566
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school Asian students by 3, 6, or 9 percentage points by 2009 in mathematics.		6.3%	NA	NA	NA	NA	NA		3% = 175 6% = 350 9% = 525	






Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
Decrease the percent difference between district white percent proficient and the percent proficient high school Asian students by 3, 6, or 9 percentage points by 2009 in mathematics.		-7.7%	NA	-1.8%	-6.7%	-5.7%	-4.7%		3% = 47 6% = 94 9% = 141	SAME AS PREVIOUS INDICATORS
e. Other										
Increase the percent of middle school students passing Algebra I Honors (and Algebra I beginning 2007) by 3, 6, or 9 percentage points by 2009. ("D" or better)		95.4%	93.2%	94.1%	96.4%	97.4%	98.4%		3% = 112 6% = 224 9% = 336	Enrollment MS Students in Algebra I Honors = 3736 <ul style="list-style-type: none">Algebra InitiativeInterim AssessmentsCommon Mathematics Semester AssessmentsIncrease teacher content knowledgeRPDP Middle School Math Certification ProgramSTPT
Increase the percent of middle school students enrolled in accelerated math courses by 3, 6, or 9 percentage points by 2009.			31.2%	43.5%	33.2%	35.2%	37.2%		3%=2,190 6%=4,381 9%=6,571	MS Enrollment = 73,015 <ul style="list-style-type: none">Intervention strategiesCRT Math CAMPSPre-AP WorkshopsSTPTDifferentiated InstructionFOSAVIDRegion Math Success Plans
21st Century Course of Study: Increase the percentage of students taking four years of math by 3, 6, or 9 percentage points by 2009.	34.3%	37.3%	41.6%	60.6%	38.3%	39.3%	40.3%		3% = 443 6% = 886 9% = 1,329	12th Grade Enrollment = 14,770 <ul style="list-style-type: none">AVIDCollege Board Plan of ActionGEAR UP ProgramDistrict-wide PSAT for SophomoresSaturday Classes for SATCourse sequence for HS and 21st Century Course of StudyTOSS: Teachers of Struggling Students TrainingLanguage Acquisition ModelsHQSINewcomer Programs
PSAT: Increase the math mean score on the PSAT by 3, 6, or 9 points by 2009.	38.5	38.8	39.0	38.3	39.8	40.8	41.8		NA	








Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
PSAT: Increase the number of 11th graders participating in the PSAT by 3, 6, or 9 points by 2009.	3,232	2,726	3,505	4,378	2,753	2,780	2,807		3% = 82 6% = 164 9% = 245	<ul style="list-style-type: none"> Dual Language Programs Technology After School Tutoring Common Assessments Formative Assessments Family Math & Literacy Nights Parent & Family Support Proficiency Tutoring
SAT: Increase the mathematics mean score on the SAT by 3, 6, or 9 points by 2009.	520	504	499	497	515	516	517			
ACT: Increase the mathematics score on the ACT by 0.3, 0.6, or 0.9 points by 2009.	21.1	21.6	21.3	21.0	21.7	21.8	21.9			
AP: Increase the number of students enrolling in mathematics Advanced Placement courses by 3, 6, or 9 percentage points by 2009. (2nd semester)		1,537	1,502	1,785	1,552	1,567	1,583			AP Enrollment = 1785 <ul style="list-style-type: none"> AP Professional Development – RPDP PSAT Early Identification AP Extended Study Courses AP Potential College Board Plan of Action AP Scholarships
AP: Increase the percent of students passing the mathematics Advanced Placement exams with a 3 or better by 3, 6, or 9 percentage points by 2009.		55.7%	53.8%	51.5%	56.7%	57.7%	58.7%			AP Enrollment = 1785 <ul style="list-style-type: none"> SOAS Professional Development Block Scheduling AVID Virtual High School National Governors AP Fee Waiver Language Immersion Schools AP Summer Institutes for Teachers Saturday Classes for SAT/ACT
C. Science										
a. Criterion Referenced Tests										
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 5 science CRTs by 3, 6, or 9 percentage points by 2009.	46.0%	46.0%	48.0%	51.0%	47.0%	48.0%	49.0%		3% = 708 6%=1,416 9%=2,124	5th grade enrollment = 23,601 8th Grade Enrollment = 24,363 <ul style="list-style-type: none"> 21st Century Course of Study Non-fiction Literacy & Writing Science Vocabulary Emphasis HQSI Elementary Science Specialists Revised MS Curriculum Full year of 7th grade science Interim Assessments Science Notebooks Region Science Plans School Support <ul style="list-style-type: none"> CPDD RPDP SSSD
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient, and/or exceeds levels on the state grade 8 science CRTs by 3, 6, or 9 percentage points by 2009.	51.0%	50.0%	54.0%	55.0%	51.0%	52.0%	53.0%		3% = 731 6%=1,462 9%=2,193	

Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
b. High School Proficiency										
HSPE Proficiency: Increase the percentage of 12th grade credit-sufficient students passing the science portion of the HSPE by 3, 6, or 9 percentage points by 2009. (data available in 2009-10)	NA	NA	NA	NA	NA	NA	NA		3% = 443 6% = 886 9%=1,329	12th Grade Enrollment = 14,770 10th Grade Enrollment = 23,425 <ul style="list-style-type: none">• 21st Century Course Study• Interim Assessments• Recommended Science Course Sequencing (HS)• Proficiency Tutoring• School Support<ul style="list-style-type: none">• CPDD• RPDP• SSSD
First Time Pass Rate HSPE: Increase the percent of 10th grade CCSD students passing the science portion of the HSPE by 3, 6, or 9 percentage points by 2009. (data available in 2007-08)	NA	NA	NA	56.8%	58.8%	60.8%	62.8%		3% = 703 6%=1,406 9%=2,108	
Norm-Referenced Tests										
Iowa Test of Basic Skills: Increase the national percentile rank of 4th-grade students on science portions of the ITBS by 3, 6, or 9 percentage points by 2009.	51	52	53	54	53	54	55		3% = 709 6%=1,418 9%=2,128	4th Grade Enrollment = 23,639 7th Grade Enrollment = 24,203 10th Grade Enrollment = 23,425 <ul style="list-style-type: none">• Targeted School Improvement Plans• Inclusive Schools Practices• Read 180 Program• Tiered Intervention• Title I Funds & Title IIA Funds• Mentors & Coaches• Region& School Project Facilitators• Focus on Standards• STPT• Formative Assessments• SBRC - ES• Differentiated Instruction• FOSL – Walk Through• Targeted Professional Development Funds• School Support<ul style="list-style-type: none">• CPDD• RPDP• SSSD• HQSI• Emphasis on Non-fiction Text
Iowa Test of Basic Skills: Increase the national percentile rank of 7th-grade students on science portions of the ITBS by 3, 6, or 9 percentage points by 2009.	43	43	43	43	44	45	46		3% = 726 6%=1,452 9%=2,200	
Iowa Test of Educational Development: Increase the national percentile rank of 10th-grade students on science portions of the ITED by 3, 6, or 9 percentage points by 2009.	39	39	38	37	40	41	42		3% = 703 6%=1,406 9%=2,108	

Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
d. Other										
21st Century Course of Study: Increase the percentage of students taking three years of science by 3, 6, or 9 percentage points by 2009.	63.5%	63.4%	66.0%	77.4%	64.4%	65.4%	66.4%	↑	3% = 443 6% = 886 9% = 1,329	12th Grade Enrollment = 14,770 <ul style="list-style-type: none"> 21st Century Course of Study Course Sequencing Teacher Professional Development Full year of 7th grade science
AP: Increase the number of students enrolling in science Advanced Placement courses by 3, 6, or 9 percentage points by 2009. (2nd semester)		1,260	1,341	1,358	1,273	1,285	1,298	↑	3% = 41 6% = 81 9% = 122	AP Enrollment = 1358 <ul style="list-style-type: none"> AP Professional Development – RPDP College Board Plan of Action AP Extended Study Courses AP Potential SOAS Professional Dev Block Scheduling AVID Virtual High School Emphasis on lab work AP Grants National Governors Fee Waiver
21st Century Course of Study: Increase the percentage of students taking three years of science by 3, 6, or 9 percentage points by 2009.	63.5%	63.4%	66.0%	77.4%	64.4%	65.4%	66.4%	↑	3% = 443 6% = 886 9% = 1,329	
D. Social Studies										
AP: Increase the number of students enrolling in social studies Advanced Placement courses by 3, 6, or 9 percentage points by 2009.			4,689	5,706	4,736	4,783	4,830	↑	3% = 171 6% = 342 9% = 514	AP Enrollment = 5706 <ul style="list-style-type: none"> Language Immersion Schools AP Summer Institutes for Teachers Saturday Classes for SAT
AP: Increase the percent of students passing the social studies Advanced Placement exams with a 3 or better by 3, 6, or 9 percentage points by 2009. (2nd semester)		46.4%	44.2%	41.1%	47.4%	48.4%	49.4%	↓	3% = 171 6% = 342 9% = 514	
Increase the percent of middle school students passing (“C” or better) US/ Nevada History by 3, 6, or 9 percentage points by 2009.		69.3%	70.9%	72.4%	70.3%	71.3%	72.3%	↑	3% = 726 6% = 1,452 9% = 2,200	7th Grade Enrollment = 24,203 8th Grade Enrollment = 24,363 <ul style="list-style-type: none"> Requirement for promotion to High School as of 2008/09 Professional Development Thinking Maps
Increase the percent of middle school students passing (“C” or better) World Geography by 3, 6, or 9 percentage points by 2009.		70.2%	70.8%	71.1%	71.2%	72.2%	73.2%	↔	3% = 731 6% = 1,462 9% = 2,193	
Increase the percent of high school students passing (“C” or better) World History by 3, 6, or 9 percentage points by 2009.		64.5%	62.9%	62.5%	65.5%	66.5%	67.5%	↓	3% = 703 6% = 1,406 9% = 2,108	10th Grade Enrollment = 23,425 <ul style="list-style-type: none"> 21st Century Course of Study Will provide students with option of World History or World Geography

Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
Increase the percent of high school students passing (“C” or better) U.S. History by 3, 6, or 9 percentage points by 2009.		71.1%	68.1%	69.2%	72.1%	73.1%	74.1%		3% = 504 6%=1,007 9%=1,511	11th Grade Enrollment = 16,790 12th Grade Enrollment = 14,770 <ul style="list-style-type: none">• Block Scheduling• AVID• Review Instructional Practices• Professional Development• Multicultural Education/Culture Proficiency
Increase the percent of high school students passing (“C” or better) U.S. Government by 3, 6, or 9 percentage points by 2009.		80.0%	80.4%	80.3%	81.0%	82.0%	83.0%		3% = 443 6% = 886 9%=1,329	
II. Students meet state and district guidelines in the following areas:										
A. Arts										
Increase the percent of middle school students participating in fine and performing arts by 3, 6, or 9 percentage points by 2009.		20.4%	36.2%	51.6%	21.4%	22.4%	23.4%		3%=2,190 6%=4,381 9%=6,571	MS Enrollment = 73,015 HS Enrollment = 83,717 AP Enrollment = 433 AP Enrollment = 433 <ul style="list-style-type: none">• National Recognition• District Support• Diverse Offerings• Excellent Elementary ORFF Programs• Inclusive Schools Practice• Festivals• Board Meeting Performances• Articulated Programs• Block Scheduling• Magnet Programs• Parent Involvement• AP Professional Development – RPDP• PSAT Early Identification• AP Extended Study Courses• AP Potential• NE Region Fine Arts Festival• Block Schedule• Multicultural Education/Culture Proficiency
Increase the percent of high school students participating in fine and performing arts by 3, 6, or 9 percentage points by 2009.		50.3%	54.8%	52.1%	51.3%	52.3%	53.3%		3%=2,512 6%=5,023 9%=7,535	
AP: Increase the number of students enrolling in fine arts Advanced Placement courses by 3, 6, or 9 percentage points by 2009.			314	433	317	320	323		3% = 13 6% = 26 9% = 39	
AP: Increase the percent of students passing the fine arts Advanced Placement exams with a 3 or better by 3, 6, or 9 percentage points by 2009.		41.0%	54.8%	63.6%	42.0%	43.0%	44.0%		3% = 13 6% = 26 9% = 39	
B: Career & Technical Education										
Increase the percentage of students participating in career and technical education and career related activities by 3, 6, or 9 percentage points by 2009.	36,908	42,202	61,751	85,694	42,624	43,046	43,468		3% = 647 6%=1,894 9%=2,840	11th and 12th Gr. Enroll. = 31,560 HS Enrollment = 83,717 12th Graders Reporting = 11,202 <ul style="list-style-type: none">• 21st Century Course of Study

Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
Increase the percentage of students participating in 2 + 2 teach prep courses by 3, 6, or 9 percentage points by 2009.	5.0%	4.7%	5.0%	4.9%	5.7%	6.7%	7.7%		3% = 647 6% = 1,894 9% = 2,840	<ul style="list-style-type: none"> Partnerships, Business & Community Industry Certification CTE Endorsement on Diploma CTE Student Activities Focus on Careers at Middle Level College Board Plan of Action CTE Student Organization Work based student opportunities HS Career Fair CTE Professional Dev CCSD/CSN Articulation SB151 (1 year only) Career and Technical Academies
Increase the percentage of students attending magnet schools and career technical academies by 3, 6, or 9 percentage points by 2009.	11,494	12,370	12,340	12,571	12,617	12,865	13,110		3% = 2,512 6% = 5,023 9% = 7,535	
Post Secondary: Increase the percentage of students reporting their intention to attend a trade school or enlist in the military by 3, 6, or 9 percentage points by 2009.	12.0%	10.0%	8.0%	CPD	12.0%	14.0%	16.0%		3% = 443 6% = 886 9% = 1,329	
Increase the number of students receiving industry competency certificates by 3, 6, or 9 percentage points by 2009.	NA	NA	3,145	3,156	3,208	3,271	3,334			<ul style="list-style-type: none"> NSHE Articulation Project-based learning 21st Century Course of Study Partnerships, Business & Community Industry Certifications CTE Endorsement on Diploma Student Activities Focus at Middle Level on Increased Opportunities for Students CTE student organizations HS Career Fair CTE Professional Dev CCSD/CSN articulation SB151 (1 year only) Career and Technical Academies
C. Physical Education and Life-Long Wellness										
Increase the percent of students in elementary schools participating in physical fitness programs by 3, 6, or 9 percentage points by 2009.	66%	70.0%	75.4%	82.0%	71.0%	72.0%	73.0%		3% = 4,369 6% = 8,737 9% = 13,106	ES Enrollment = 145,618 Secondary Enrollment = 156,732 <ul style="list-style-type: none"> Focus on one fitness program District-wide in-services Addition of new schools Increased instructor professional development Review of reporting procedures National and district-wide emphasis on fitness
Increase the percent of schools at the secondary level participating in physical fitness programs by 3, 6, or 9 percentage points by 2009.	99.0%	89.0%	93.0%	95.0%	91.0%	93.0%	95.0%		3% = 4,702 6% = 9,404 9% = 14,106	

Indicator	2004-05	2005-06 (Baseline)	2006-07	Results 2007-08	Adequate Growth	Moderate Growth	Superior Growth	Status	Approx. Counts	Quality Assurance
III. Students demonstrate positive character traits which include:										
Decrease the percent of students suspended, referred to alternative schools, or expelled by 0.3, 0.6, or 0.9 percentage points by 2009.	4.5%	2.8%	2.4%	2.5%	2.7%	2.6%	2.5%		3%=2,512 6%=5,023 9%=7,535	HS Enrollment = 83,717 <ul style="list-style-type: none"> • Positive Behavioral Supports • Instructional Academic Plan • Character Education Programs • Differentiated Instruction • Capturing Kids Hearts • Star On Program Pilot
Increase the percentage of elementary school "O" and "S" citizenship grades by 3, 6, or 9 percentage points by 2009. (data available in 2007-08)			NA	92.9%	NA	NA	NA			
Increase the percentage of middle school "O" and "S" citizenship grades by 3, 6, or 9 percentage points by 2009.			87.5%	87.4%	88.5%	89.5%	90.5%			<ul style="list-style-type: none"> • Baseline Year • K-12 Counselors • Character Education Programs • Progressive Discipline Plan
Increase the percentage of high school "O" and "S" citizenship grades by 3, 6, or 9 percentage points by 2009.			82.2%	82.4%	83.2%	84.2%	85.2%			
IV. Treatment of staff, students, and parents										
Increase the percent of students reporting overall satisfaction with the school based on the district-wide survey by 3, 6, or 9 percentage points by 2009.	60.2%	81.0%	88.0%	78.0%	82.0%	83.0%	84.0%			<ul style="list-style-type: none"> • Keep Your Eye on the C.A.P. • Board Community Linkage & Outreach • Parent Outreach • District, Region & School PAC/PTA/PTOs • ParentLink • CCSD Website • District/School Publications • Vegas PBS • District /Region/School Strategic Plans • Budget Crisis • Customer Service Initiatives • Professional Development for Customer Service
Increase the percent of staff reporting overall satisfaction with the school based on the district-wide survey by 3, 6, or 9 percentage points by 2009.	74.6%	83.0%	89.2%	78.9%	84.0%	85.0%	86.0%			
Increase the percent of parents reporting overall satisfaction with the school based on the district-wide survey by 3, 6, or 9 percentage points by 2009.	73.7%	80.0%	87.3%	80.3%	81.0%	82.0%	83.0%			

CRITERION REFERENCED TEST DATA

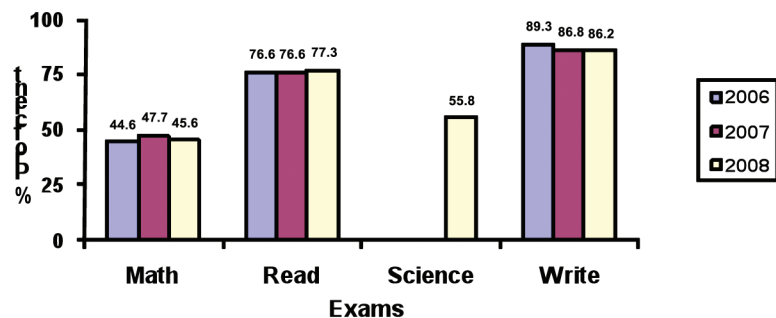
(Source Data: www.nevadareportcard.com)

Proficiency Level	Reading									Mathematics							
	Year	Target ES	Grade 3	Grade 4	Grade 5	Target MS	Grade 6	Grade 7	Grade 8	Target ES	Grade 3	Grade 4	Grade 5	Target MS	Grade 6	Grade 7	Grade 8
Meets and Exceeds	07/08	51.7%	58.4%	55.9%	45.2%	51.7%	56.2%	62.9%	51.6%	54.6%	60.0%	65.7%	61.5%	54.6%	59.4%	57.3%	50.1%
	06/07	39.6%	58.0%	56.1%	50.0%	39.6%	52.5%	62.6%	54.0%	43.3%	55.0%	63.8%	58.0%	43.3%	56.6%	56.3%	51.0%
	05/06	39.6%	49.0%		37.0%	47.5%			46.0%	45.4%	50.0%		53.0%	43.3%			47.0%
	04/05	39.6%	42.4%		39.4%	47.5%			45.2%	45.4%	49.7%		48.8%	43.3%			44.7%
	03/04	27.5%	42.7%		41.0%	37.0%			43.8%	34.5%	44.5%		47.9%	32.0%			44.1%
	02/03	30.0%	49.0%		46.0%	37.0%			N/A	36.0%	50.0%		51.0%	32.0%			N/A
Exceeds Standards	07/08		25.2%	15.2%	7.2%		17.1%	12.0%	11.2%		24.3%	27.5%	13.5%		21.2%	20.5%	10.3%
	06/07		16.0%	15.4%	6.0%		11.3%	13.6%	12.0%		22.0%	29.0%	12.0%		17.7%	18.8%	10.0%
	05/06		20.0%		4.0%				12.0%		18.0%		13.0%				10.0%
	04/05		13.5%		5.0%				10.5%		21.9%		11.9%				10.1%
	03/04		15.5%		5.3%				11.0%		20.4%		9.3%				9.4%
	02/03		22.0%		8.0%				N/A		19.0%		13.0%				N/A
Meets Standards	07/08		33.2%	40.7%	38.4%		39.1%	50.9%	40.4%		35.7%	38.2%	48.0%		38.2%	36.8%	39.8%
	06/07		43.0%	40.7%	43.0%		41.2%	49.0%	43.0%		33.0%	34.8%	46.0%		38.8%	37.5%	41.0%
	05/06		29.0%		33%				34.0%		32.0%		40.0%				37.0%
	04/05		28.9%		34.4%				34.7%		27.8%		36.9%				34.6%
	03/04		27.2%		35.7%				32.8%		24.1%		38.6%				34.7%
	02/03		27.0%		38.0%				N/A		31.0%		38.0%				N/A
Approaches Standards	07/08		35.4%	31.8%	42.1%		29.4%	26.0%	38.5%		31.6%	24.6%	32.5%		26.3%	27.0%	31.3%
	06/07		34.0%	30.0%	40.0%		33.6%	27.9%	38.0%		35.0%	25.8%	35.0%		21.1%	27.0%	29.0%
	05/06		39.0%		47.0%				44.0%		39.0%		38.0%				34.0%
	04/05		43.9%		44.3%				41.9%		37.0%		40.8%				32.3%
	03/04		45.6%		45.2%				42.2%		41.9%		43.0%				34.8%
	02/03		42.0%		43.0%				N/A		36.0%		40.0%				N/A
Emerging / Developing	07/08		6.3%	12.3%	12.3%		14.4%	11.0%	9.8%		8.4%	9.7%	6.0%		14.3%	15.7%	18.6%
	06/07		7.0%	16.5%	10.0%		12.9%	9.6%	8.0%		10.0%	10.4%	7.0%		16.4%	16.8%	21.0%
	05/06		12.0%		17.0%				10.0%		12.0%		9.0%				19.0%
	04/05		13.8%		16.4%				13.0%		13.4%		10.7%				22.9%
	03/04		11.7%		13.7%				13.9%		13.6%		9.1%				21.1%

CRITERION REFERENCED TEST DATA

NEVADA HIGH SCHOOL PROFICIENCY EXAMINATION DATA

NHSPE Pass Rates
Students' First Attempt 2006 - 2008



Clark County School District by Subgroups
Grade 10 Students' First Attempt on the NHSPE Math, Reading, & Science Exams
Grade 11 Students' First Attempt on the NHSPE Writing Exam

CCSD	Percent Proficient											
	Mathematics			Reading			Science			Writing		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Female	42.9%	46.1%	44.7%	80.1%	80.2%	81.3%	---	---	52.3%	92.1%	89.9%	89.3%
Male	46.2%	49.4%	46.5%	73.2%	73.0%	73.4%	---	---	59.3%	86.2%	83.6%	83.0%
African-American	24.9%	27.8%	27.2%	65.9%	65.1%	68.6%	---	---	36.0%	84.1%	80.1%	78.7%
American Indian	39.5%	43.3%	37.1%	70.0%	78.5%	71.3%	---	---	53.5%	88.0%	81.7%	83.6%
Asian	59.9%	62.3%	63.9%	84.7%	83.8%	86.6%	---	---	68.2%	93.4%	92.0%	90.0%
Hispanic	30.1%	33.2%	31.7%	64.7%	65.8%	67.3%	---	---	42.1%	81.0%	77.7%	78.2%
White	59.0%	63.8%	60.8%	87.5%	87.9%	87.1%	---	---	70.9%	94.9%	93.2%	93.6%
IEP	7.2%	8.8%	8.6%	27.6%	30.3%	30.1%	---	---	14.7%	52.7%	43.3%	45.6%
Former IEP	43.2%	42.7%	52.0%	75.2%	78.1%	86.2%	---	---	60.7%	91.0%	88.7%	56.0%
LEP	13.8%	16.4%	14.2%	31.2%	33.6%	32.0%	---	---	13.2%	31.6%	34.8%	35.3%
Former LEP	38.8%	43.3%	44.5%	78.4%	81.5%	83.9%	---	---	55.4%	88.9%	88.8%	90.7%
FRL	29.8%	33.5%	32.8%	64.6%	66.7%	67.1%	---	---	41.7%	72.7%	77.7%	77.2%

Nevada High School Proficiency Examination in Science administered for first time in Spring 2008

ANALYSIS OF STUDENT NEEDS BASED ON CRITERION-REFERENCED DATA

Lowest Performance- Reading/English language arts- Content and Cognitive Level		
CRT/NHSPE		
Grade	Content Cluster	Cognitive Level
3	Comprehend, Interpret & Evaluate Informational Text	Demonstrating a Critical Stance
4	Comprehend, Interpret & Evaluate Informational Text	Demonstrating a Critical Stance
5	Comprehend, Interpret & Evaluate Literature	Demonstrating a Critical Stance
6	Comprehend, Interpret & Evaluate Informational Text	Developing An Interpretation
7	Comprehend, Interpret & Evaluate Literature (within .5%) Comprehend, Interpret & Evaluate Informational Text	Developing An Interpretation
8	Comprehend, Interpret & Evaluate Informational Text	Demonstrating a Critical Stance
10	Comprehend, Interpret, and Evaluate Literature (within .6%) Comprehend, Interpret and Evaluate Informational Text	Demonstrating a Critical Stance

Lowest Performance- Mathematics- Content and Cognitive Level		
CRT/NHSPE		
Grade	Content Cluster	Cognitive Level
3	Measurement & Geometry	Problem Solving
4	Measurement & Geometry	Problem Solving
5	Measurement & Geometry	Problem Solving
6	Measurement & Geometry	Problem Solving
7	Measurement & Geometry	Problem Solving
8	Algebra & Functions	Problem Solving
10	Measurement and Geometry Data Analysis: Statistics and Probability (within .1%)	Procedural Knowledge Problem Solving (within .4%)

Lowest Performance- Science- Content and Cognitive Level		
CRT/NHSPE		
Grade	Content Cluster	Cognitive Level
5	Physical Science	Practical Reasoning
8	Earth and Space Science	Practical Reasoning
10	Physical Science	Practical Reasoning

ACT / SAT DATA

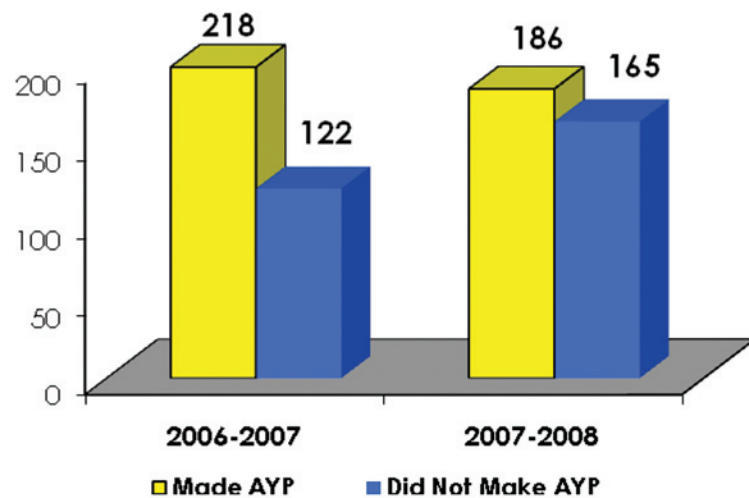
Scores/Percentage of Students Who Took SAT and ACT

Year	SAT			ACT	
	Verbal Score	Math Score	Percentage	Score	Percentage
2007-2008	*	*	*	20.9	20.8%
2006-2007	491	499	32.6%	21.3	17.8%
2005-2006	491	504	28.9%	21.5	16.6%
2004-2005	503	509	30.9%	21.2	27.7%
2003-2004	500	509	29.0%	21.0	20.0%
2002-2003	502	513	27.8%	21.0	21.7%
2001-2002	501	515	23.5%	21.0	21.0%

*Data unavailable as of November 1, 2008

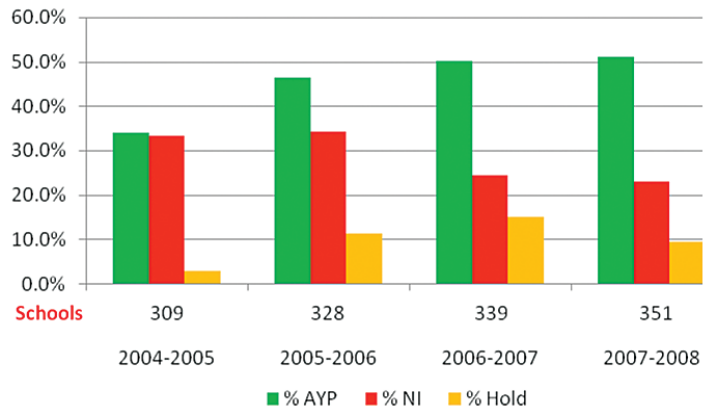
The PSAT scores are used by counselors to identify students for enrollment in advanced placement classes. All high school media centers and counseling offices have SAT and ACT preparation materials available for student checkout and study.

ADEQUATE YEARLY PROGRESS



The number of schools that did not meet proficiency targets, as measured by NRS 385 for determining AYP, increased by 43 from the previous year.

- Of the schools that did not meet AYP targets, 69 schools (42%) missed the target in three or less categories.
- Of the schools that did not meet AYP targets, 67 schools (41%) missed the target in four to eight categories.
- The number of schools that missed the target in more than 8 categories represents 8% of all CCSD schools.

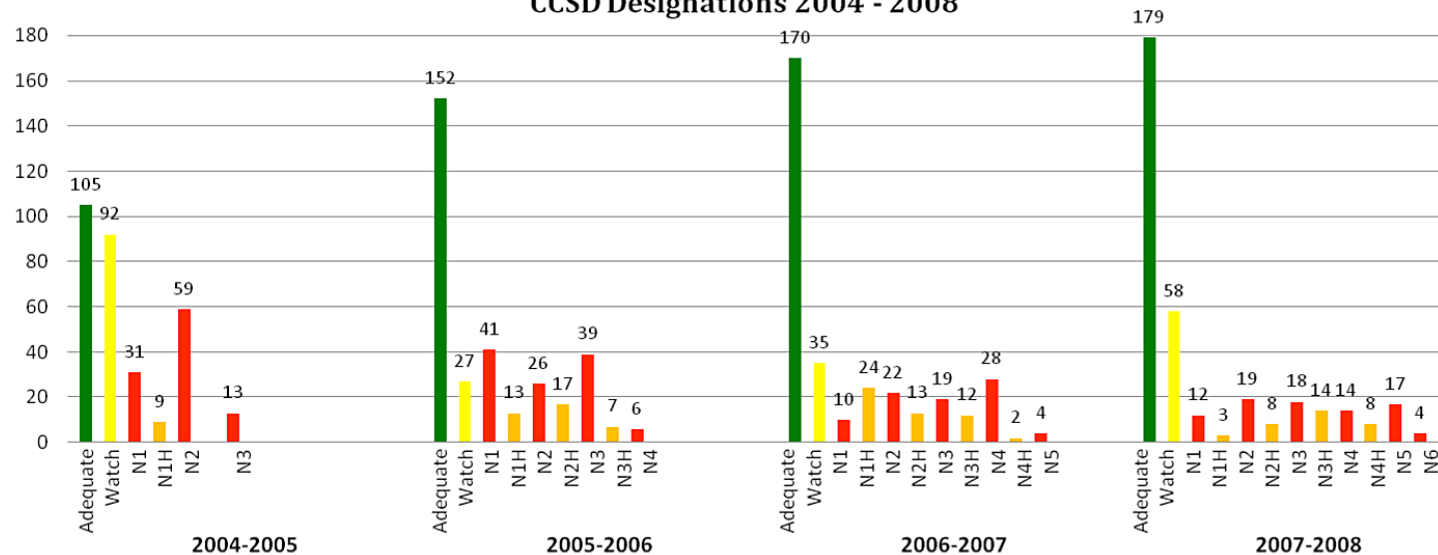


The Clark County School District has seen a consistent increase in the percentage of schools making AYP during the past four years with more than 50% of schools meeting the targets in 2007-2008.

Consistent with this data, there has also been a steady decrease of schools in Needs Improvement status moving from $\frac{1}{3}$ of all schools in 2004-2005 to less than $\frac{1}{4}$ of all schools in 2007-2008.

For those schools that did not make AYP in the previous year, the trend toward making “Hold” in the following year has also increased from less than 3% in 2004 – 2005 to 11%, 15%, and 9.5% in consecutive years.

ADEQUATE YEARLY PROGRESS CCSD Designations 2004 - 2008



The Clark County School District has shown consistent growth during the past four years in the number of schools making Adequate Yearly Progress with 179/351 (51%) schools making AYP in the 2007-2008 school year. There has also been a consistent decrease in the number of schools in Needs Improvement status (excluding schools in “Hold”) since the 04/05 school year. In addition to these positive trends, CCSD schools continue to demonstrate a reduction in the percentage of non-proficient students in one or more of the 16 English language arts and Mathematics academic subgroup categories.

Reduction of 1 to 4 Categories	Reduction of 5 to 8 Categories	Reduction of 9 to 16 Categories
54	11	4
Number of schools demonstrating improvement by category		

INQUIRY PROCESS: EVIDENCE OF PLAN DEVELOPMENT

Increasing student achievement and closing the gap through the school improvement process continues to be the first priority of all stakeholders in the Clark County School District. Through comprehensive data analysis, the inquiry methodology outlined in the SAGE process, and the engagement of all members of the school community, three priority goals addressing the diverse needs of all students were identified. The District set aggressive goals and measurable objectives to address these needs and to meet the 2014 timeframe established by the No Child Left Behind Act. These priority goals were categorized in three specific areas: student achievement, professional development, and the recruitment and retention of highly qualified personnel. They compliment the CCSD Strategic Plan Unifying Strategy, Climate, Achievement, Participation.

During the course of the 2007-2008 year, the District School Improvement Plan was a working document, evolving to meet the needs of the school community. To that end, the District continuously monitored, evaluated and re-evaluated the actions necessary to increase achievement and close the gap between subgroups. An analysis of the data indicates that although goals and measurable objectives were not completely met, substantial progress has been made, AND THE CLARK COUNTY SCHOOL DISTRICT MADE AMAO AND ADEQUATE YEARLY PROGRESS for two consecutive years.

The state revision of the SAGE process for school improvement planning highlighted the need to focus on the inquiry process, especially the alignment of priority concerns, root causes, and solutions to close the achievement gap. In an effort to model this process and the continuous improvement cycle, modifications to the 2007-2008 goals and objectives have been made for the 2008-2009 school year, and the Clark County School District Improvement and AMAO Plan uses the revised format.

INQUIRY PROCESS: COMPREHENSIVE NEEDS ASSESSMENT

INQUIRY PROCESS

KEY STRENGTHS

Student Achievement

- CCSD made Adequate Yearly Progress and met all AMAO targets for the second consecutive year.
- CCSD was commended for the improvement in student achievement for all student subgroups over the past 9 years.
- In 2007-2008 1 school received exemplary status and 19 received the designation of high achieving.
- NDE recognized CCSD's curriculum alignment and distribution of documents.
- NDE commended CCSD for its clearly articulated curriculum (horizontal alignment) within each grade level.

Professional Development

- Collaboration across the many divisions and regions in the District increased, resulting in professional development efforts that were focused on standards-based instruction.

- Nevada is the only state that met the rigorous criteria in the Reading First legislation based on the Nevada Reading First Schools of which the majority is in CCSD.
- The MGT Audit commended CCSD for providing a comprehensive program of training and orientation to new teachers including program processes and content in keeping with best practices.
- NDE commended CCSD for its system to routinely review district curriculum including revisions as necessary to ensure alignment with state standards.
- The District has a system that involves teachers and administrators in developing the standards-based scope, sequence, and depth of content considered essential for all students.

Human Resources

- The MGT Audit commended CCSD for implementing ongoing and aggressive efforts to recruit teachers by offering incentives and alternative routes to licensure.
- The MGT Audit recognized the intensive support provided to new teachers working in high needs schools, reflective of best practices.

PRIORITY CONCERNS

Student Achievement

- Although progress has been made and the District has made AYP through Safe Harbor two years in a row, there still exists a significant performance gap between subgroups in many schools in the District, as well as a performance gap among schools in the District.
- The Dropout Rate increased and credit deficiencies and middle school retentions will continue to put students at risk for graduation.

The District needs to continue to identify key issues related to students' failure to attain a high school diploma and address them through a plan of graduation enhancement.
- Analysis of student performance demonstrates that Ability Level 2 and 3 questions across all assessed content areas continue to be a challenge.
- Programs addressing the needs of ELL students have been implemented district-wide, nevertheless the District must emphasize the acquisition of English language skills to meet proficiency and AMAO objectives.

Professional Development

- Although district practices highly correlate with student achievement, additional strategies need to be employed to address areas that are not being practiced effectively.
- The ability of staff to address learning through multiple pathways and provide differentiated instruction to increase performance of all students with a specific focus on our lowest performing subgroups and program groups remains a challenge.

- CRT data indicated a need to focus on instruction of higher order thinking skills to increase performance on Ability Level 2 and 3 questions.
- The NCCAT indicated that the District standards-based curriculum is not clearly articulated (vertical alignment) from elementary to middle to high school to ensure a smooth transition between school levels and between grade levels in each school.

Human Resources

- Although the District was commended for aggressive recruitment procedures, mathematics, science, special education, and highly-qualified bilingual and/or TESL endorsed positions remain difficult to fill.
- The District's continued growth combined with the continued transience of staff at all levels results in a concern for retaining quality staff at high-risk schools.
- As a result of the District's continued growth rate, there continues to be a need for mentoring of new staff.

ROOT CAUSES AND SOLUTIONS

Root Cause Analysis: What are the causes/factors that may impact or impede student achievement for each priority concern, and what are the solutions/strategies that will address each priority concern and the underlying causes/factors?

When selecting solutions/strategies for the District Improvement & AMAO Plan, consider four requirements for school improvement plans under NRS 385: School Improvement Plans must include:

- Research- based research strategies and materials to strengthen core academic subjects.
- Strategies to promote effective parental involvement.
- As appropriate, programs of remedial education or tutoring offered before/after school or summer school and intersession activities.
- Strategies to improve academic achievement, including the following:
 - Instruct pupils who are not achieving to their fullest potential
 - Increase student attendance and reduce the number of dropouts
 - Integrate technology into the instructional and administrative programs
 - Manage effectively the discipline of pupils

Priority Concerns	Root Causes	Solutions
STUDENT ACHIEVEMENT:		
Although progress has been made and the District made AYP through Safe Harbor, there still exists a significant performance gap between subgroups in within schools in the District, as well as a performance gap among schools in the District.	<ol style="list-style-type: none"> 1. The NCCAT indicated that the District has designed and initiated instructional systems aligned with scientifically-based research coupled with training and administrative support to close the achievement gap between subgroups and program groups, but has yet to achieve full implementation with fidelity. 2. Instructional programs have not been consistently differentiated in all classrooms across the District in order to provide targeted assistance to students through standards-based instruction, intervention, remediation, and enrichment based on data-driven, identified needs. 	<ol style="list-style-type: none"> 1. Implement with fidelity core instructional systems, strategies, and interventions aligned with scientifically-based research, and monitor by using data from the Student Profile Database (SPD) and QAF as well as other sources. 2. Consistently implement and monitor differentiated instructional systems, programs, strategies (i.e., HQSI, ISP and RTI), interventions, and operations (Best Practices) based on multiple, triangulated Tier I, Tier II, and Tier III assessment results to more effectively address the issues of all learners.
<p>The Dropout Rate increased and credit deficiencies and middle school retentions will continue to put students at risk for graduation.</p> <p>The District needs to continue to identify key issues related to students' failure to attain a high school diploma and address them through a plan of graduation enhancement.</p>	<ol style="list-style-type: none"> 1. The District has not consistently implemented multiple pathways with fidelity to engage students in rigorous and relevant instructional programs in order to reduce the number of retentions, credit-deficient students, and dropouts, as well as to increase graduation rate for all identified subgroups. 2. Instructional strategies, attendance programs, and school climate are not sufficiently meeting the needs of the under served and/or the non-traditional learner. 	<ol style="list-style-type: none"> 1. Continue to develop and monitor systems and interventions to more effectively address the issues of middle school retention, dropout rates, and graduation. 2. Apply a consistent system based in policy and procedure to better address and intervene on issues regarding attendance, absenteeism, truancy, and removal for disciplinary reasons.
Analysis of student performance demonstrates that Ability Level 2 and 3 questions across all assessed content areas continue to be a challenge.	The District has initiated, supported, and implemented instructional programs focusing on improved performance at A2 and A3 cognitive levels, especially for students with disabilities and students with English language needs, but has yet to achieve full implementation.	Increase instructional focus on higher order thinking skills across all content areas for all students by creating multiple pathways for students to engage in a rigorous and relevant instructional program.
Programs addressing the needs of LEP students have been implemented district-wide, nevertheless the District must emphasize the acquisition of English language skills to continue to meet proficiency and AMAO objectives.	The District struggles to consistently implement standards-based instruction, and provided targeted intervention, remediation, and enrichment to engage LEP students.	Continue to develop and monitor systems and interventions to more effectively address the issues of English language learners.
PROFESSIONAL DEVELOPMENT:		
Although district practices highly correlate with student achievement, additional strategies need to be employed to address areas that are not being practiced effectively.	Although professional development is rich in scope, instructional strategies are not implemented with fidelity and monitored consistently in all schools.	Continue to provide differentiated professional development to expand systemic implementation of best practices and continuous monitoring of student progress.
The ability of staff to address learning through multiple pathways and provide differentiated instruction to increase performance of all students with a specific focus on our lowest performing subgroups and program groups remains a challenge.	<p>Strategies presented through professional development to address the specific and divergent needs of students have not been consistently implemented in classrooms.</p> <p>Although professional development has been specifically designed to address the needs of LEP and IEP students, the strategies are not universal, not implemented with fidelity.</p>	<p>Continue to provide differentiated professional development to expand systemic implementation of best practices and continuous monitoring of student progress.</p> <p>Continue to provide sustained professional development for all instructional staff and school site administration, including but not limited, to Response to Instruction (RTI) and High Quality Sheltered Instruction (HQSI), and monitor implementation with fidelity in all classrooms.</p>

PROFESSIONAL DEVELOPMENT:

CRT data indicated a need focus on instruction of higher order thinking skills to increase performance on Ability Level 2 and 3 questions.	Strategies have not consistently been implemented re: higher order thinking skills within all content standards for all student populations.	Continue to provide professional development to support programs and services focusing on the instruction of higher order thinking skills.
The NCCAT indicated that the District standards-based curriculum is not clearly articulated (vertical alignment) from elementary to middle to high school to ensure a smooth transition between school levels and between grade levels in each school.	The District has not always effectively implemented its transition program between grade levels within each school and between school levels.	Identify new professional development initiatives and continue to expand existing structures that support teacher collaboration between and among buildings, departments, regions, and divisions.

HUMAN RESOURCES:

Although the district was commended for aggressive recruitment procedures in all areas, mathematics, science, special education, and highly-qualified bi-lingual and/or TESL endorsed positions remain difficult to fill.	The District has not been able to attract, support, and retain a qualified staff including teachers, administrators and paraprofessionals in the necessary quantities to support instruction and student achievement.	Continue to expand the ability of existing staff to meet the needs of diverse learners by providing educational opportunities in high needs certifications, by continuing to promote alternative routes to licensure, and by expanding the best practices in Human Resources to analyze data.
Due to the District's continued high growth rate combined with the transience of staff at all levels, there remains a priority concern regarding the retention of quality staff at at-risk schools.	There are limited incentives to remain in challenging positions at high-risk schools along with numerous opportunities that allow for movement.	Continue to work collaboratively with association leadership to establish early hiring and transfer practices concentrating on at-risk schools.
As a result of the District's continued high growth rate, there continues to be a need for mentoring of new staff.	The district continues grow at a rapid pace and has difficulty retaining teachers in the necessary quantities to support instruction and student achievement.	Continue to implement district-wide teacher recruitment and retention programs.

PRIORITY NEEDS (GOALS): A priority need is the overall or big picture outcome for a content area. Based on the review and analysis of the school district's data, identify *priorities (goals) for improvement*.

GOAL 1: The District will demonstrate increased student achievement in English language arts, mathematics, and science, reduce the achievement gap between disaggregated populations, decrease the number of high school dropouts, and increase achievement of ELL and IEP students by institutionalizing scientifically research-based instructional systems as evidenced in the Quality Assurance Framework baseline data. (A-1, A-2, A-3, P-1, P-2, P-3)

MEASURABLE OBJECTIVE 1: CCSD students will demonstrate increased academic achievement in English language arts, Mathematics, and science as measured by Nevada AYP standards in June 2009, such that there will be at least a 10% decrease in non-proficient students. (A-1, A-2, A-3, P-1, P-2, P-3)

MEASURABLE OBJECTIVE 2: The District will demonstrate a reduction in the achievement gap between disaggregated populations. (A-1, A-2, A-3, P-1, P-2, P-3)

MEASURABLE OBJECTIVE 3: The District will demonstrate a decrease in the percentage of high school dropouts. (A-1, A-2, A-3, P-1, P-2, P-3)

MEASURABLE OBJECTIVE 4: The District will demonstrate increased achievement as measured by the AMAO objectives such that:

- 50% of all LEP students must achieve a 25 point gain in overall ELPA scaled scores each year,
- 14% of all LEP students must achieve English language proficiency each year, and
- LEP students must make adequate yearly progress (AYP) as determined by Title I. (A-1, A-2, A-3, P-1, P-2, P-3)

GOAL 2: The District will coordinate, design, deliver and evaluate ongoing professional development aligned to District instructional initiatives. (A-1, A-2, A-3, P-1, P-2, P-3, C-1, C-2, C-3)

MEASURABLE OBJECTIVE 1: The District will align professional development to meet District instructional initiatives and identified student needs. (A-1, A-2, A-3, P-1, P-2, P-3, C-1, C-2, C-3)

GOAL 3: The District will expand recruitment, support, and retention of qualified staff including teachers, administrators, and support staff. (C-1, C-3, A-2, P-3)

MEASURABLE OBJECTIVE 1: The District will improve retention of qualified teachers such that there will be a decrease in the attrition of teachers by 10%. (C-1, A-2, P-3)

MEASURABLE OBJECTIVE 2: The District will recruit qualified staff such that there will be a 10% decrease in unfilled positions. (C-1, C-3, P-3)

MEASURABLE OBJECTIVE 3: The District will increase retention of teachers in at-risk schools. (C-1, A-2)

2008 - 2009 MASTER PLAN DESIGN

GOALS AND MEASURABLE OBJECTIVES

MASTER PLAN DESIGN GOAL #1

GOAL 1: The District will demonstrate increased student achievement in English language arts, mathematics, and science, reduce the achievement gap between disaggregated populations, decrease the number of high school dropouts, and increase achievement of ELL and IEP students by institutionalizing scientifically research-based instructional systems as evidenced in the Quality Assurance Framework baseline data. (A-1, A-2, A-3, P-1, P-2, P-3)

MEASURABLE OBJECTIVE 1: CCSD students will demonstrate increased academic achievement in English language arts, mathematics, and science as measured by Nevada AYP standards in June 2009, such that there will be at least a 10% decrease in non-proficient students. (A-1, A-2, A-3, P-1, P-2, P-3)

MEASURABLE OBJECTIVE 2: The District will demonstrate a reduction in the achievement gap between disaggregated populations. (A-1, A-2, A-3, P-1, P-2, P-3)

MEASURABLE OBJECTIVE 3: The District will demonstrate a decrease in the percentage of high school dropouts. (A-1, A-2, A-3, P-1, P-2, P-3)

MEASURABLE OBJECTIVE 4: The District will demonstrate increased achievement as measured by the AMAO objectives such that:

- a. 50% of all LEP students must achieve a 25 point gain in overall ELPA scaled scores each year,
- b. 14% of all LEP students must achieve English language proficiency each year, and
- c. LEP students must make adequate yearly progress (AYP) as determined by Title I. (A-1, A-2, A-3, P-1, P-2, P-3)

Goal 1	Action Plan			Monitoring Plan		
Action Steps To address causes and implement the solutions	Resources Needed for Implementation	Timeline to implement action steps	Person(s) Responsible (Who will insure these action steps happen?)	Information (Data) that will verify the action step has occurred.	Timeline for collecting data	Person(s) Responsible (Who will insure these action steps happen?)
1. The District will address student achievement concerns at all levels by completing a comprehensive needs assessment using quantitative and qualitative measures, triangulating data, and creating a climate fostering student achievement and participation to implement with fidelity core instructional systems aligned with State Standards, using scientifically-based research strategies and interventions. School audits will be conducted in "Needs Improvement Year 4" schools to ensure root causes and solutions are accurately identified. (increased academic achievement in English language arts, mathematics, and science) (A-1, A-3, P-2, P-3)	<ul style="list-style-type: none"> General Funds Grant Funds QAF NCCAT MGT Audit State Standards Benchmarks CCSD Curriculum documents CEF 21st Century Curriculum Middle Schol Initiative School Audits Scientifically Based Instructional Programs (HQSI, RTI, Voyager Passport, ELLIS, Moogie Math, Read 180, CASL, etc.) Professional Development NGA Model Schools Restructuring Planning 	<ul style="list-style-type: none"> August 2008 – July 2009 	<ul style="list-style-type: none"> Region Superintendents SSSD – Charlene Green ESD – Edward Goldman CPD – Jhone Ebert NS – Karlene Lee 	<ul style="list-style-type: none"> QAF Interim Assessment Data Universal Practices Data Curriculum Reviews SSTL Reports School Improvement Plans 	<ul style="list-style-type: none"> Continuous 	<ul style="list-style-type: none"> Region Superintendents SSSD – Charlene Green ESD – Edward Goldman CPD – Jhone Ebert NS – Karlene Lee

Goal 1		Action Plan		Monitoring Plan		
Action Steps	Resources Needed for Implementation	Timeline to implement action steps	Person(s) Responsible (Who will insure these action steps happen?)	Information (Data) that will verify the action step has occurred.	Timeline for collecting data	Person(s) Responsible (Who will insure these action steps happen?)
Tied to Solution(s): <ul style="list-style-type: none"> Implement with fidelity core instructional systems, strategies, and interventions aligned with scientifically-based research, and monitor by using data from the QAF and other sources. Continue to develop and monitor systems and interventions to more effectively address the issues of English language learners. 						
2. The District will identify students at-risk for dropping out of school and implement effective transition plans between grade levels as well as strategic interventions to increase achievement and lower the dropout rate by focusing on Keeping Your Eye on the CAP.(Dropout rate) (A-1, A-2, A-3, P-2, P-3)	<ul style="list-style-type: none"> General Funds Grant Funds Professional Development Transition Plans Community Resources Differentiated instructional systems, programs, strategies, interventions, and operations, Best Practices Guidance & Counseling Initiatives AVID Character Education Programs Desert Rose HS Alternative HS 	<ul style="list-style-type: none"> August 2008 – July 2009 	<ul style="list-style-type: none"> Region Superintendents SSSD – Charlene Green ESD – Edward Goldman CPD – Jhone Ebert NS – Karlene Lee 	<ul style="list-style-type: none"> Disaggregated trend data on dropout rates QAF 	<ul style="list-style-type: none"> Continuous 	<ul style="list-style-type: none"> Region Superintendents SSSD – Charlene Green ESD – Edward Goldman CPD – Jhone Ebert NS – Karlene Lee
Tied to Solution: <ul style="list-style-type: none"> Continue to develop and monitor systems and interventions to more effectively address the issues of middle school retention, dropout rates, and graduation. 						
3. The District will increase the graduation rate and ensure a solid foundation for success by developing and implementing an enhanced high school curriculum (21st Century) which includes the new science regulations, a rigorous senior year, increased opportunities for concurrent enrollment, career/technical certification, transition opportunities for pre/post high school, freshmen academies (including but not limited to smaller class size, teaming, and remedial/readiness courses). (Graduation rate) (A-1, A-2, A-3, P-2)	<ul style="list-style-type: none"> General Funds Grant Funds Professional Services Professional Development Science Power Standards Science Interim Assessments Additional student interventions (i.e. tutorials, online simulations, etc.) 	<ul style="list-style-type: none"> August 2008 – July 2009 	<ul style="list-style-type: none"> Region and School Personnel SSSD – Charlene Green ESD – Edward Goldman NS – Karlene Lee CPD-Jhone Ebert 	<ul style="list-style-type: none"> Test Data (NRT, CRT, IA) QAF HS Transcripts SASI Curriculum Offerings Student Placements Student Statistics (Dropout, Graduation, Enrollment, etc.) 	<ul style="list-style-type: none"> August 2008 – July 2009 	<ul style="list-style-type: none"> Region and School Personnel SSSD – Charlene Green ESD – Edward Goldman NS – Karlene Lee CPD – Jhone Ebert
Tied to Solution(s): <ul style="list-style-type: none"> Continue to develop and monitor systems and interventions to more effectively address the issues of middle school retention, dropout rates, and graduation. Apply a consistent system based in policy and procedure to better address and intervene on issues regarding attendance, absenteeism, truancy, and removal for disciplinary reasons. 						

Goal 1		Action Plan		Monitoring Plan		
Action Steps To address causes and implement the solutions	Resources Needed for Implementation	Timeline to implement action steps	Person(s) Responsible (Who will insure these action steps happen?)	Information (Data) that will verify the action step has occurred.	Timeline for collecting data	Person(s) Responsible (Who will insure these action steps happen?)
4. The District will identify the non-proficient ELL and IEP students and provide targeted interventions, extended and alternative learning opportunities, to increase achievement for identified non-proficient students to meet AYP and AMAO targets and reduce the achievement gap between subgroups. (AMAO Targets) (A-1, A-2, P-3)	<ul style="list-style-type: none"> General Funds Grant Funds Professional Development Best Practices ISP RTI HQSI TESL Dual Language before/after school programs intersession tutoring summer school language acquisition centers 	<ul style="list-style-type: none"> August 2008 – July 2009 	<ul style="list-style-type: none"> Region/Division and School Personnel SSSD – Charlene Green ESD – Edward Goldman CPD – Jhone Ebert 	<ul style="list-style-type: none"> Disaggregated AYP and AMAO data QAF Interim Assessment data School-based data Nevada ELPA 	<ul style="list-style-type: none"> Continuous 	<ul style="list-style-type: none"> Region/Division and School Personnel SSSD – Charlene Green ESD – Edward Goldman CPD – Jhone Ebert
Tied to Solution(s): <ul style="list-style-type: none"> Consistently implement and monitor differentiated systems, programs, strategies (i.e. HQSI, ISP, and RTI), interventions, and operations (Best Practices) based on multiple, triangulated Tier I, Tier II, and Tier III assessment results to more effectively address the issues of all learners. Continue to develop and monitor systems and interventions to more effectively address the issues of English language learners. 						
5. The District will develop and implement Best Practices programming for before, during, and after school instruction to address student achievement, and will develop information and to monitor progress and share information. (Best Practices) (A-1, A-3, P-1, P-2)	<ul style="list-style-type: none"> General Funds Grant Funds APQC 	<ul style="list-style-type: none"> August 2008 – July 2009 	<ul style="list-style-type: none"> Region/Division Administration Instructional Unit – Lauren Kohut-Rost CPD – Jhone Ebert NS – Karlene Lee 	<ul style="list-style-type: none"> Completed database of Best Practices Best Practices Network website Student data Grant Evaluations 	<ul style="list-style-type: none"> May 2009 	<ul style="list-style-type: none"> Region/Division Administration Instructional Unit – Lauren Kohut-Rost CPD – Jhone Ebert NS – Karlene Lee
Tied to Solution(s): <ul style="list-style-type: none"> Implement with fidelity core instructional systems, strategies, and interventions aligned with scientifically-based research, and monitor by using data from the QAF and other sources. Increase instructional focus on higher order thinking skills across all content areas for all students by creating multiple pathways for students to engage in a rigorous and relevant instructional program. 						
6. The District will create multiple systems to accurately assess growth in individual students and subgroups, collect and analyze multiple measures, allocation of resources, and operational data to further drive and refine data-driven decision making. (QAF, ERP, e-Page, Growth Model) (Growth Measurement) (C-3, P-1, P-3)	<ul style="list-style-type: none"> General Funds Grant Funds IDMS ERP 	<ul style="list-style-type: none"> August 2008 – July 2009 	<ul style="list-style-type: none"> Technology – Jeff Weiler Superintendent's Schools - Karlene Lee 	<ul style="list-style-type: none"> QAF IDMS Reports Human Resources data Facilities data Operations data Fiscal data 	<ul style="list-style-type: none"> August 2008 – July 2009 	<ul style="list-style-type: none"> Technology – Jeff Weiler Superintendent's Schools - Karlene Lee

Goal 1	Action Plan			Monitoring Plan		
Action Steps To address causes and implement the solutions	Resources Needed for Implementation	Timeline to implement action steps	Person(s) Responsible (Who will insure these action steps happen?)	Information (Data) that will verify the action step has occurred.	Timeline for collecting data	Person(s) Responsible (Who will insure these action steps happen?)
Tied to Solution: • Consistently implement and monitor differentiated systems, programs, strategies (i.e. HQSI, ISP, and RTI), interventions, and operations (Best Practices) based on multiple, triangulated Tier I, Tier II, and Tier III assessment results to more effectively address the issues of all learners.						
7. The District will expand the Empowerment Program increasing the autonomy and decision making at levels closest to students ensuring that resources meet the needs of the individual student. (A-1, A-2, A-3, C-2, C-3, P-2, P-3) (Empowerment)	<ul style="list-style-type: none"> General Funds Grant Funds Professional Development 	<ul style="list-style-type: none"> August 2008 – July 2009 	<ul style="list-style-type: none"> NS – Karlene Lee 	<ul style="list-style-type: none"> Empowerment Study Student Achievement Data Working Conditions Survey Data Parent Survey Data 	<ul style="list-style-type: none"> August 2008 – July 2009 	<ul style="list-style-type: none"> NS – Karlene Lee
Tied to Solution: • Consistently implement and monitor differentiated systems, programs, strategies (i.e. HQSI, ISP, and RTI), interventions, and operations (Best Practices) based on multiple, triangulated Tier I, Tier II, and Tier III assessment results to more effectively address the issues of all learners.						
8. The District will enhance and increase parent participation by providing multiple opportunities for parent education, involvement, and language acquisition to foster increased student achievement (C-3, P-1, P-2, P-3) (Parent Accord).	<ul style="list-style-type: none"> General Funds Grant Funds Title I Funds PSTAPT Guides Standards Based Report Cards Adult English Language Acquisition Services Community Partners ParentLink 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Region/Division and School Personnel CPD – Jhone Ebert 	<ul style="list-style-type: none"> Title I Choice Letters Parenting Centers Records District Surveys PAC Meetings PTA/PTO Meetings Trustee Parent Advisory Group Meetings PSTAPT 	<ul style="list-style-type: none"> Continuous 	<ul style="list-style-type: none"> Region/Division and School Personnel CPD – Jhone Ebert
Tied to Solution(s): • Continue to develop and monitor systems and interventions to more effectively address the issues of middle school retention, dropout rates, and graduation. • Increase instructional focus on higher order thinking skills across all content areas for all students by creating multiple pathways for students to engage in a rigorous and relevant instructional program.						

MASTER PLAN DESIGN GOAL #2

GOAL 2: The District will coordinate, design, deliver and evaluate ongoing professional development aligned to District instructional initiatives. (A-1, A-2, A-3, P-1, P-2, P-3, C-1, C-2, C-3)

MEASURABLE OBJECTIVE 1: The District will align professional development to meet District instructional initiatives and identified student needs. (A-1, A-2, A-3, P-1, P-2, P-3, C-1, C-2, C-3)

Goal 2	Action Plan			Monitoring Plan		
Action Steps To address causes and implement the solutions	Resources Needed for Implementation	Timeline to implement action steps	Person(s) Responsible (Who will insure these action steps happen?)	Information (Data) that will verify the action step has occurred.	Timeline for collecting data	Person(s) Responsible (Who will insure these action steps happen?)
1. CPD staff will collaborate with representatives of all Regions and Divisions through the Professional Development Consortium to analyze current data and develop a plan to deliver professional development aligned with District goals and measurable objectives that will impact student achievement. (Collaboration & Design & PD Consortium) (P-1, P-2, P-3)	<ul style="list-style-type: none"> General Funds Grant Funds RPDP Vegas PBS Representatives of all Regions and Divisions NASA QAF Survey information CCSD PD and staff reports Post-secondary data 	<ul style="list-style-type: none"> August 2008 – July 2009 	<ul style="list-style-type: none"> CPD – Jhone Ebert Region/Division Administration 	<ul style="list-style-type: none"> Pathlore Recommendations to the PD Consortium PD Strategic Plan, agendas and meeting notes CPD Website InterAct™ 	<ul style="list-style-type: none"> August 2008 – July 2009 Semi-annually 	<ul style="list-style-type: none"> CPD – Jhone Ebert Vegas PBS – Lee Solonche Region/Division Administration
Tied to Solution(s): <ul style="list-style-type: none"> Identify new professional development initiatives and continue to expand existing structures that support teacher collaboration between and among buildings, departments, regions, and divisions. Continue to provide differentiated professional development to expand systemic implementation of best practices and continuous monitoring of student progress. 						
2. CPD staff will assist Regions/ Divisions in conducting curriculum alignment reviews in schools identified as being at-risk to embed targeted professional development. (Curriculum Audits & Reviews) (A-1)	<ul style="list-style-type: none"> General Funds Grant Funds RPDP Vegas PBS MGT audit NCCAT audit Teacher mentors & coaches ELLP Professional Personnel PD auditors School improvement facilitators Rubrics for instructional reviews 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Region /Division Administration CPD – Jhone Ebert 	<ul style="list-style-type: none"> Student achievement data Classroom Walk Through data & FOSL ELLP School Review Reports Responses to NCCAT and MGT audits Instructional Database 	<ul style="list-style-type: none"> August 2008 – July 2009 	<ul style="list-style-type: none"> Region/Division Administration CPD – Jhone Ebert
Tied to Solution(s): <ul style="list-style-type: none"> Continue to provide differentiated professional development to expand systemic implementation of best practices and continuous monitoring of student progress. Continue to provide professional development to support programs and services focusing on the instruction of higher order thinking skills. Identify new professional development initiatives and continue to expand existing structures that support teacher collaboration between and among buildings, departments, regions, and divisions. 						

Goal 2	Action Plan			Monitoring Plan		
Action Steps To address causes and implement the solutions	Resources Needed for Implementation	Timeline to implement action steps	Person(s) Responsible (Who will insure these action steps happen?)	Information (Data) that will verify the action step has occurred.	Timeline for collecting data	Person(s) Responsible (Who will insure these action steps happen?)
3. The District will provide coordinated professional development opportunities grounded in research-based practices for administrators, teachers, paraprofessionals, and parents/guardians to meet the needs of all students. (ALL Research-Based Practices Professional Development Courses) (A-2)	<ul style="list-style-type: none"> General Funds Grant Funds RPDP Vegas PBS CPD Staff ELLP Staff RSI Staff SSSD Staff HR Staff 	<ul style="list-style-type: none"> August 2008 – July 2009 	<ul style="list-style-type: none"> Region /Division Administration CPD - Jhone Ebert 	<ul style="list-style-type: none"> Calendar of PD development Pathlore Training agendas TESL courses Structured Teacher Planning Time Minutes Professional Learning Communities Minutes Evaluations of selected professional development activities Focus Groups Competitive and entitlement grant funded program evaluations (e.g. Safe and Drug Free Schools, Homeless, and Title I Parent Education) 	<ul style="list-style-type: none"> Quarterly 	<ul style="list-style-type: none"> Region /Division Administration CPD - Jhone Ebert HR –Martha Tittle
Tied to Solution(s): <ul style="list-style-type: none"> Continue to provide sustained professional development for all instructional staff and school site administration, including but not limited, to Response to Instruction (RTI) and High Quality Sheltered Instruction (HQSI), and monitor implementation with fidelity in all classrooms. Identify new professional development initiatives and continue to expand existing structures that support teacher collaboration between and among buildings, departments, regions, and divisions. 						
The District will provide additional professional development for instructional support for targeted students before, during, and after school. (A-1)	<ul style="list-style-type: none"> General Funds Grant Funds RPDP Vegas PBS ELLP 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Region /Division Administration CPD - Jhone Ebert 	<ul style="list-style-type: none"> Calendar of PD development Financial report (ERP) 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Region /Division Administration CPD - Jhone Ebert
Tied to Solution: <ul style="list-style-type: none"> Continue to provide sustained professional development for all instructional staff and school site administration, including but not limited, to Response to Instruction (RTI) and High Quality Sheltered Instruction (HQSI), and monitor implementation with fidelity in all classrooms. 						

Goal 2	Action Plan			Monitoring Plan		
Action Steps To address causes and implement the solutions	Resources Needed for Implementation	Timeline to implement action steps	Person(s) Responsible (Who will insure these action steps happen?)	Information (Data) that will verify the action step has occurred.	Timeline for collecting data	Person(s) Responsible (Who will insure these action steps happen?)
5. The District will provide continuous professional development to all staff in the use of the Standards Based Reporting System as part of the Focus on Standards (FOS) initiative. (FOS Initiative) (A-2)	<ul style="list-style-type: none"> General Funds Grant Funds CPD Staff RPDP Vegas PBS Assessment & Accountability Staff 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> NS – Karlene Lee CPD - Jhone Ebert 	<ul style="list-style-type: none"> Calendar of staff development Attendance rosters Training agendas 	<ul style="list-style-type: none"> Quarterly 	<ul style="list-style-type: none"> NS – Karlene Lee
Tied to Solution(s): <ul style="list-style-type: none"> Continue to provide sustained professional development for all instructional staff and school site administration, including but not limited, to Response to Instruction (RTI) and High Quality Sheltered Instruction (HQSI), and monitor implementation with fidelity in all classrooms. Continue to provide professional development to support programs and services focusing on the instruction of higher order thinking skills 						
6. The District will initiate, support and maintain multiple mechanisms to provide information (e.g. Standards Based Report Card, ParentLink, Student Opportunities Website, and Grow Network) to CCSD staff, parents/guardians, students, and community members regarding student achievement and parent engagement supporting school improvement. (Communication) (P-1)	<ul style="list-style-type: none"> General Funds Grant Funds ELLP Pathlore SI Facilitators RSI Staff CPD Staff Assessment & Accountability CCSD Communications Government and Community Relations Nevada PEP, PTA, PAC 	<ul style="list-style-type: none"> August 2008– July 2009 	<ul style="list-style-type: none"> Region /Division Administration CPD - Jhone Ebert NS – Karlene Lee Gov't and Community Relations – Joyce Haldeman 	<ul style="list-style-type: none"> Evaluations PD activities SIP Parent surveys SBRC Grow Network District-wide Survey PAC Responses Evidence of communications to parents CCSD and ELLP Website CCSD Documents and Publications FLI Parent Responses 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Region /Division Administration CPD - Jhone Ebert NS – Karlene Lee Gov't and Community Relations – Joyce Haldeman
Tied to Solution: <ul style="list-style-type: none"> Identify new professional development initiatives and continue to expand existing structures that support teacher collaboration between and among buildings, departments, regions, and divisions. 						
7. The District will enhance the use of instructional technology by educators to insure a rigorous and relevant instruction program to meet the 21st century needs of students through professional development. (Technology) (C-2)	<ul style="list-style-type: none"> General Funds Grant Funds ECS Personnel 	<ul style="list-style-type: none"> August 2008 – July 2009 	<ul style="list-style-type: none"> SSSD – Charlene Green CPD - Jhone Ebert NS – Karlene Lee VEGAS PBS – Tom Axtell Technology – Phil Brody 	<ul style="list-style-type: none"> District Technology Plan ECS Professional Development Logs Pathlore 	<ul style="list-style-type: none"> Annually 	<ul style="list-style-type: none"> CPD – Jhone Ebert Technology – Jeff Weiler, Phil Brody

Goal 2	Action Plan			Monitoring Plan		
Action Steps To address causes and implement the solutions	Resources Needed for Implementation	Timeline to implement action steps	Person(s) Responsible (Who will insure these action steps happen?)	Information (Data) that will verify the action step has occurred.	Timeline for collecting data	Person(s) Responsible (Who will insure these action steps happen?)
Tied to Solution: • Continue to provide differentiated professional development to expand systemic implementation of best practices and continuous monitoring of student progress.						
8. The District will deliver targeted professional development opportunities based on identified staff needs. (C-3)	<ul style="list-style-type: none"> General Funds Grant Funds CPD, RSI, A & A, RPDP, Vegas PBS and SSSD Personnel 	<ul style="list-style-type: none"> August 2008 – July 2009 	<ul style="list-style-type: none"> SSSD – Charlene Green CPD - Jhone Ebert NS – Karlene Lee 	<ul style="list-style-type: none"> Pathlore 	<ul style="list-style-type: none"> Annually 	<ul style="list-style-type: none"> CPD – Jhone Ebert Technology – Jeff Weiler, Phil Brody
Tied to Solution: • Continue to provide differentiated professional development to expand systemic implementation of best practices and continuous monitoring of student progress.						

MASTER PLAN DESIGN: GOAL 3

GOAL 3: The District will expand recruitment, support, and retention of qualified staff including teachers, administrators, and support staff. (C-1, C-3, A-2, P-3)

MEASURABLE OBJECTIVE 1: The District will improve retention of qualified teachers such that there will be a decrease in the attrition of teachers by 10%. (C-1, A-2, P-3)

MEASURABLE OBJECTIVE 2: The District will recruit qualified staff such that there will be a 10% decrease in unfilled positions. (C-1, C-3, P-3)

MEASURABLE OBJECTIVE 3: The District will increase retention of teachers in at-risk schools. (C-1, A-2)

Goal 3	Action Plan			Monitoring Plan		
Action Steps To address causes and implement the solutions	Resources Needed for Implementation	Timeline to implement action steps	Person(s) Responsible (Who will insure these action steps happen?)	Information (Data) that will verify the action step has occurred.	Timeline for collecting data	Person(s) Responsible (Who will insure these action steps happen?)
1. The District will establish targets for improving the recruitment and retention of teachers. (C-1)	<ul style="list-style-type: none"> 2008 attrition statistics will be compiled 	<ul style="list-style-type: none"> September - November 2008 	<ul style="list-style-type: none"> HR-Martha Tittle 	<ul style="list-style-type: none"> Data regarding staff transfers and separation 	<ul style="list-style-type: none"> Fall 2008 transfer period Spring-Summer 2009 transfer period 	<ul style="list-style-type: none"> HR – Martha Tittle
Tied to Solution(s): <ul style="list-style-type: none"> Continue to expand the ability of existing staff to meet the needs of diverse learners by providing educational opportunities in high needs certifications, by continuing to promote alternative routes to licensure, and by expanding the best practices in Human Resources to analyze data. Continue to implement district-wide teacher recruitment and retention programs. 						
2. The District will continue to analyze current process and procedures to identify and implement best practices in Human Resources. (C-3)	<ul style="list-style-type: none"> Research of current practices in Human Resources will be conducted Best practices for retention will be identified and implemented 	<ul style="list-style-type: none"> August 2008 – June 2009 	<ul style="list-style-type: none"> HR-Martha Tittle 	<ul style="list-style-type: none"> Summary of retention strategies Recognition programs 	<ul style="list-style-type: none"> July 2009 	<ul style="list-style-type: none"> HR – Martha Tittle
Tied to Solution: <ul style="list-style-type: none"> Continue to expand the ability of existing staff to meet the needs of diverse learners by providing educational opportunities in high needs certifications, by continuing to promote alternative routes to licensure, and by expanding the best practices in Human Resources to analyze data. 						
3. The District will disseminate the results of the 2008 working condition survey, initiate a new survey in 2009, compile and analyze information related to teacher retention, including surveys, and focus groups. (P-3)	<ul style="list-style-type: none"> Focus groups analysis UNLV Exit survey(s) Working conditions survey 	<ul style="list-style-type: none"> September 2009 August 2008 – August 2009 	<ul style="list-style-type: none"> HR- Martha Tittle 	<ul style="list-style-type: none"> Completed analysis Disseminate plan Analyze exit survey data Recommendations for strategies to improve retention 	<ul style="list-style-type: none"> August 2009 	<ul style="list-style-type: none"> HR – Martha Tittle CCEA CCASA

Goal 3	Action Plan			Monitoring Plan		
Action Steps To address causes and implement the solutions	Resources Needed for Implementation	Timeline to implement action steps	Person(s) Responsible (Who will insure these action steps happen?)	Information (Data) that will verify the action step has occurred.	Timeline for collecting data	Person(s) Responsible (Who will insure these action steps happen?)
Tied to Solution: • Continue to expand the ability of existing staff to meet the needs of diverse learners by providing educational opportunities in high needs certifications, by continuing to promote alternative routes to licensure, and by expanding the best practices in Human Resources to analyze data.						
4. The District will continue to maximize the effectiveness of the HR Division to recruit applicants, process applications, and complete the hiring process. (C-1)	<ul style="list-style-type: none"> • Process mapping and work flow analysis to review time between applications and hiring • Weekly reports regarding staff employment • Cost analysis of recruitment effort and number of offers made and accepted • Data from previous recruitment year, including vacancies and budget • Funding • Technology • Staffing 	<ul style="list-style-type: none"> • August 2008– July 2009 	<ul style="list-style-type: none"> • HR– Martha Tittle 	<ul style="list-style-type: none"> • Results of analysis of recruiting efforts • Recruitment reports and schedules • Applications • Vacancies • Employment records • Analysis of work flow, process, and cost 	<ul style="list-style-type: none"> • Continuous 	<ul style="list-style-type: none"> • HR – Martha Tittle
Tied to Solution: • Continue to expand the ability of existing staff to meet the needs of diverse learners by providing educational opportunities in high needs certifications, by continuing to promote alternative routes to licensure, and by expanding the best practices in Human Resources to analyze data.						
5. The District will continue to work with NDE, universities, and colleges to develop and implement alternative routes to licensure for persons with college degrees desiring to become teachers in critical shortage areas, and teachers expanding their credentials to include HQ status. (C-1)	<ul style="list-style-type: none"> • Funding • UNLV • Nevada State College • Private universities • Additional funding Sources • SSSD 	<ul style="list-style-type: none"> • August 2008 – July 2009 	<ul style="list-style-type: none"> • HR–Martha Tittle • SSSD – Charlene Green 	<ul style="list-style-type: none"> • Enrollment data • Program plans 	<ul style="list-style-type: none"> • July 2009 	<ul style="list-style-type: none"> • HR – Martha Tittle
Tied to Solution: • Continue to expand the ability of existing staff to meet the needs of diverse learners by providing educational opportunities in high needs certifications, by continuing to promote alternative routes to licensure, and by expanding the best practices in Human Resources to analyze data.						

Goal 3	Action Plan			Monitoring Plan		
Action Steps To address causes and implement the solutions	Resources Needed for Implementation	Timeline to implement action steps	Person(s) Responsible (Who will insure these action steps happen?)	Information (Data) that will verify the action step has occurred.	Timeline for collecting data	Person(s) Responsible (Who will insure these action steps happen?)
6. The District will target training for new teachers to provide professional development, and assist new staff in meeting the needs of at-risk students. (A-2)	<ul style="list-style-type: none"> Funds for professional development Instructors 	<ul style="list-style-type: none"> August 2008-July 2009 	<ul style="list-style-type: none"> HR-Martha Tittle CCEA 	<ul style="list-style-type: none"> Program plans Recruiting materials Agendas Evaluations 	<ul style="list-style-type: none"> February 2009 March 2009 August 2009 	<ul style="list-style-type: none"> HR – Martha Tittle CCEA
Tied to Solution: <ul style="list-style-type: none"> Continue to enhance and support mentoring programs. 						
7. The District will continue implementation of mentoring programs and district-wide school climate initiatives. (A-2)	<ul style="list-style-type: none"> General funds Grant funds Professional development UNLV 	<ul style="list-style-type: none"> August 2008 – July 2009 	<ul style="list-style-type: none"> HR Martha Tittle CCASA CCEA 	<ul style="list-style-type: none"> Monitoring plans Implementation plans and schedules Retention statistics for schools involved 	<ul style="list-style-type: none"> Continuous 	<ul style="list-style-type: none"> HR – Martha Tittle CCASA Leadership CCEA Leadership
Tied to Solution: <ul style="list-style-type: none"> Continue to enhance and support mentoring programs. 						
8. The District will employ, support, and retain highly qualified teachers and will work with local association leadership to place transfers and new hires in at-risk schools by April 1 of each year. (C-1)	<ul style="list-style-type: none"> Grant funds General funds Memorandum of Understanding 	<ul style="list-style-type: none"> August 2008 – July 2009 	<ul style="list-style-type: none"> HR-Martha Tittle SSSD – Charlene Green 	<ul style="list-style-type: none"> Employment records Professional development records Recognition documentation Memorandum of Understanding 	<ul style="list-style-type: none"> Continuous 	<ul style="list-style-type: none"> HR-Martha Tittle SSSD-Charlene Green Instruction Unit – Lauren Kohut-Rost Region Administration ESD – Edward Goldman CPD-Jhone Ebert SS/RSI- Karlene Lee
Tied to Solution: <ul style="list-style-type: none"> Continue to work collaboratively with association leadership to establish early hiring and transfer practices concentrating on at-risk schools. Continue to expand the ability of existing staff to meet the needs of diverse learners by providing educational opportunities in high needs certifications, by continuing to promote alternative routes to licensure, and by expanding the best practices in Human Resources to analyze data. 						

MASTER PLAN DESIGN: EVALUATION PLAN GOAL 1

GOAL 1: The District will demonstrate increased student achievement in English language arts, mathematics, and science, reduce the achievement gap between disaggregated populations, decrease the number of high school dropouts, and increase achievement of ELL and IEP students by institutionalizing scientifically research-based instructional systems as evidenced in the Quality Assurance Framework baseline data.

MEASURABLE OBJECTIVE 1: CCSD students will demonstrate increased academic achievement in English language arts, Mathematics, and science as measured by Nevada AYP standards in June 2009, such that there will be at least a 10% decrease in non-proficient students.

MEASURABLE OBJECTIVE 2: The District will demonstrate a reduction in the achievement gap between disaggregated populations.

MEASURABLE OBJECTIVE 3: The District will demonstrate a decrease in the percentage of high school dropouts.

MEASURABLE OBJECTIVE 4: The District will demonstrate increased achievement as measured by the AMAO objectives such that:

- a. 50% of all LEP students must achieve a 25 point gain in overall ELPA scaled scores each year,
- b. 14% of all LEP students must achieve English language proficiency each year, and
- c. LEP students must make adequate yearly progress (AYP) as determined by Title I.

Outcome Data Assessment tools used to measure success at the end of the SIP	Measures of Success Analysis of anticipated outcomes to be shared with the stakeholders	Person(s) Responsible Person(s) to analyze the data, provide evidence of progress, and connect solutions and action steps to success
<ul style="list-style-type: none"> • CRT Data for grades 3 - 8 • Initial HSPE pass rate for grades 10 and 11 • QAF • AMAO data • Graduation Rates • Dropout Rates • Interim Assessments • SBRC 	<ul style="list-style-type: none"> • 10 % reduction in the number of non-proficient students across all subgroups • Determine the change in performance between and among subgroups and program groups • Review Interim Assessment reports for all subgroups and program groups to analyze student performance relative to item difficulty. • Identify levels of performance on SBRC • Determine level of performance and increases on the ELPA. 	<ul style="list-style-type: none"> • Instruction Unit – Lauren Kohut-Rost • Region and Division Leadership • Assessment and Accountability – Karlene Lee

MASTER PLAN DESIGN: EVALUATION PLAN GOAL 2

GOAL 2: The District will coordinate, design, deliver and evaluate ongoing professional development aligned to District instructional initiatives.

MEASURABLE OBJECTIVE 1: The District will align professional development to meet District instructional initiatives and identified student needs.

Outcome Data Assessment tools used to measure success at the end of the SIP	Measures of Success Analysis of anticipated outcomes to be shared with the stakeholders	Person(s) Responsible Person(s) to analyze the data, provide evidence of progress, and connect solutions and action steps to success
<ul style="list-style-type: none"> • Pathlore data • Professional development evaluations • QAF • Classroom Walk-Through, FOSL data • ELLP Review Reports • Title I Professional development plans • STPT and PLC data • Grant program evaluations • Parent Communication tools • District Technology Plan Outcomes 	<ul style="list-style-type: none"> • Pathlore report to demonstrate diversity of course offerings and participation. • Examination of PD evaluations • Summary of implementation of identified PD • Analysis of Classroom Walk-Through, FOSL, STPT, and PLC data to determine levels of implementation • Analysis of effectiveness of grant implementation with associated student outcomes • Determine increases in use of parent communication tools • Evaluate technology based programs relative to increased student achievement and graduation rates. 	<ul style="list-style-type: none"> • Region and Division Administration • SSSD – Charlene Green • CPD – Jhone Ebert • NS – Karlene Lee • Gov't. & Community Relations – Joyce Haldeman • Technology

MASTER PLAN DESIGN: EVALUATION PLAN GOAL 3

GOAL 3: The District will expand recruitment, support, and retention of qualified staff including teachers, administrators, and support staff.

MEASURABLE OBJECTIVE 1: The District will improve retention of qualified teachers such that there will be a decrease in the attrition of teachers by 10%.

Outcome Data Assessment tools used to measure success at the end of the SIP	Measures of Success Analysis of anticipated outcomes to be shared with the stakeholders	Person(s) Responsible Person(s) to analyze the data, provide evidence of progress, and connect solutions and action steps to success
<ul style="list-style-type: none"> • Retention data 	<ul style="list-style-type: none"> • Analyze changes in rates of teacher retention using October 2005 baseline data 	<ul style="list-style-type: none"> • Human Resources – Martha Tittle

MEASURABLE OBJECTIVE 2: The District will recruit qualified staff such that there will be a 10% decrease in unfilled positions.

<ul style="list-style-type: none"> • Number of applicants • Number of vacancies 	<ul style="list-style-type: none"> • Analyze changes in number of teacher applicants and vacancies using October 2007 baseline data 	<ul style="list-style-type: none"> • Human Resources – Martha Tittle
---	--	---

MEASURABLE OBJECTIVE 3: The District will increase retention of teachers in at-risk schools.

<ul style="list-style-type: none"> • Retention data 	<ul style="list-style-type: none"> • Analyze differences in rates of teacher retention for teachers who complete district training vs. those who do not, using October 2007 baseline data 	<ul style="list-style-type: none"> • Human Resources – Martha Tittle • Student Support Services, Title 1 – Susan Wright • Region Superintendents • Principals
--	--	---

COMPLETING THE PLAN

SECTION A: REQUIRED ELEMENTS FOR ALL DISTRICTS

1. Strategies to Improve the Allocation of Resources to Improve Student Achievement

The strategies to improve student achievement are categorized by priority need and linked to the following resources:

Priority Need 1: Improvement of Instruction

The CCSD employs numerous strategies to optimize resources to increase student achievement and close the gap. Strategies have been identified within the following areas: best practices, instructional resources, and extended learning. Best practices utilized include but are not limited to: Block Scheduling, Full-day Kindergarten, Collaborative Planning, TESL, AVID, High Quality Sheltered Instruction (HQSI), Focus on Student Learning, Inclusive Schools Practices, Model Schools/Nevada Honor Grant Schools Practices and Character Education. Algebra, Balanced Literacy, Distance Education, ELL programs, GATE, Select (Magnet) Schools, Early Reading First, Reading First, Early Childhood Education Comprehensive Plan Preschools, Gear Up, Mathematics Applications, Ready to Learn, Smaller Learning Communities, Read 180, Voyager, Writing Instruction, LightSpan, Fast ForWord, and Moogie Math are instructional practices targeted for improved student achievement. Before and after school programs, intersession opportunities, tutoring, summer school, language acquisition centers, transition programs, high school fundamental mathematics courses, and expanded opportunities for parents and students to work with teachers are examples of extended learning.

Priority Need 2: Professional Development

Aligned and embedded professional development and onsite instructional support are measures employed by the CCSD to target learning needs in order to improve student achievement. Mentors, coaches, and facilitators skilled in numerous strategies, including Structured Teacher Planning Time (STPT), are trained and assigned to schools throughout the District. Professional Learning Communities (PLC) have been established to increase teacher and administrator knowledge and collaboration. Professional development is embedded at all levels within the District. The use of behavior strategists, school level program monitors, highly qualified instructional paraprofessionals, and school improvement facilitators enhance the instructional delivery at schools maximizing the corresponding achievement of all students.

Priority Need 3: Human Resources

CCSD is actively pursuing the attraction, retention, and support of a highly qualified work force to improve student achievement. Examples of practices employed include improved recruiting strategies, using data to analyze District efforts, greater interaction with universities, expansion of the application process, improved teaching environment in all buildings, and pursuit of alternative routes to licensure.

2. Resources Available to the School District to Implement Plan

The 2007-2008 Amended Final Budget reflects a per student basic support of \$4,891 which is an increase of \$402 or 9% over the 2006-2007 support of \$4,489. The Nevada State budget, as well as the District's final budget, reflect several significant improvements including funding for a 2% salary schedule increase, inflationary increases for utilities and motor fuel, and staffing and support costs for the enrollment growth. Increases in employee health insurance premiums are expected to exceed \$15.9 million. There is grave concern regarding the proposed budget cuts for successive years.

The District follows a course of financial planning to provide long-range as well as short-term fiscal equilibrium. The initiatives to improve educational services, combined with growth in student enrollment and limited revenues per student, result in new challenges upon the budget process to control expenditures within the limits of available resources. The District has realized cost reductions, department reorganizations, and budget adjustments totaling over \$100 million since the 2000-2001 school year. The District has directed significant efforts toward energy management and conservation realizing over \$8 million in cost savings and efficiency for the 2006-2007 school year. The continuing ability of the District to successfully manage budget pressures and still maintain instructional service levels has been a major factor in the District's high investment grade bond rating. The District is the first Nevada school district to hold a high grade rating from all three major rating agencies.

The Nevada Legislature has declared that the proper objective of state financial aid to public education is to ensure each Nevada child a reasonably equal educational opportunity. Recognizing wide local variations in wealth and costs per pupil, the state supplements local financial ability to whatever extent necessary in each district to provide programs of instruction in both compulsory and elective subjects that offer full opportunity for every Nevada child to receive the benefit of the purposes for which public schools are maintained.

Special Revenue Funds – The District maintains one major governmental and four non-major governmental Special Revenue Funds. In addition to the basic support guarantee per pupil, the Legislature also establishes funding for state supported special education program units (\$36,541 each).

- The Special Education Fund is the major governmental special revenue fund used to account for the costs and operations of education and related services to students with disabilities. Sources of the Fund are state monies received specifically for the special education of disabled students and transfers from the General Fund.
- The District Projects Fund is used to account for the costs and operations of programs supported by special purpose grants and reimbursements from the state or other non-federal governmental entities, reimbursements for school operations, private and governmental gifts, grants, and grant-related indirect cost recovery.
- The VEGAS PBS Fund is used to account for the transactions and operations of the District's educational media services channel.
- The Federal Projects Fund is used to account for the costs and operations of programs and projects funded by Federal grants.
- All assets in the Fund are to be applied exclusively toward the purposes for which the resources have been generated, taking into account all restrictions imposed by the grant or contract.
- The Medicaid Fund is used to account for the receipt and expenditure of grants or reimbursements from the Medicaid Program for services rendered on behalf of eligible students and the Administrative Claiming Program for Medicaid eligible outreach services. Resources in the Fund are comprised of grants or reimbursements received by the District under the guidelines and regulations governing the Medicaid Program.

Debt Service Fund – This Fund is used to account for the costs and payment of debt service obligations. Resources deposited into the Fund include ad valorem taxes, investment earnings, reimbursements, good faith deposits, bond premiums, and other permissible sources.

Capital Project Funds – The District maintains one major governmental and three non-major governmental capital projects funds to account for all resources used exclusively for acquiring and improving school sites, constructing and equipping new school facilities, and renovations.

- The Bond Fund is the major governmental fund used to account for the costs of capital construction and improvements financed from bond proceeds.
- The Building and Sites Fund is used to account for the costs of construction, purchases, modernization, or furnishing of school building or sites.

- The Governmental Services Tax Fund is used to account for the costs of capital projects funded from Governmental Services Taxes.
- The Extraordinary Maintenance and Capital Replacement Fund is used to account for the costs of capital projects ordinarily undertaken not more frequently than once every five years to maintain District facilities and equipment in a fit operating condition.

Other Funds – Federal Funds, Special Revenue Funds, Internal Service Funds, and Enterprise Funds comprise a small percentage of the total budget. In addition the District receives substantial funds through competitive grants such as SB 185. (See attached)

3. Summary of Effectiveness of Legislative Appropriations

Grant Name	Approximate Grant Amount	Project Dates	Primary Funding Agency	Secondary Fund Agency
Alternative Drop Out Prevention Program (ADOPP) Fund for Improvement of Education Earmark	\$386,880.00	8/1/2005 - 7/31/2008	US Dept of Ed	N/A
Alternative Program of Education Disruptive Pupil - Bunker ES	\$120,000.00	7/1/2007 - 6/30/2009	NV Dept of Ed	N/A
Alternative Program of Education Disruptive Pupil - Miley Achievement Center	\$111,276.00	7/1/2007 - 6/30/2009	NV Dept of Ed	N/A
Alternative Program of Education for Disruptive Pupils (APEDP)-Southwest Behavior	\$21,192.00	7/1/2007 - 6/30/2009	NV Dept of Ed	N/A
Carl D. Perkins-Base Plan, Career and Technical Education, and Competitive Reserve	\$3,268,682.30	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Clean School Bus USA	\$200,000.00	3/1/2008 - 2/28/2009	Environmental Protection Agency	N/A
Early Childhood Education Comprehensive Plan	\$1,429,975.00	7/1/2008 - 6/30/2009	NV Dept of Ed	N/A
Early Reading First	\$4,017,656.00	10/1/2005 - 9/30/2009	US Dept of Ed	N/A
Edna Crane Foundation	\$25,500.00	2/15/2008 - 9/4/2008	Edna Crane Foundation	N/A
Education Executive Leadership - Earmark	\$383,187.00	8/19/2008 - 8/18/2010	US Department of Education	N/A
Enhancing Education Through Technology-Competitive	\$521,896.57	7/1/2007 - 9/30/2008	US Dept of Ed	NV Dept of Ed
Enhancing Education Through Technology-Competitive	\$247,804.07	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Full Day Kindergarten	\$20,672,739.00	7/1/2008 - 6/30/2009	NV Dept of Ed	N/A
Gang Resistance Education and Training	\$45,603.00	6/1/2008 - 11/30/2009	US Dept of Justice	N/A
GEAR UP	\$758,000.00	9/1/2007 - 8/31/2008	US Dept of Ed	NV Dept of Ed
GEAR UP	\$650,000.00	9/1/2008 - 8/31/2009	US Dept of Ed	NV Dept of Ed
IDEA: District Improvement Plan	\$285,755.32	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Inside American History Program (TAH) Teaching American History	\$1,993,687.00	7/1/2007 - 6/30/2010	US Dept of Ed	N/A
JASON Project	\$50,000.00	9/1/2007 - 6/30/2009	NV Dept of Ed	N/A
KLVX Distance Learning Project	\$220,000.00	7/1/2007 - 6/30/2009	NV Dept of Ed	N/A
Local Plan -Disabilities Education Act	\$45,799,152.74	8/1/2007 - 7/31/2008	US Dept of Ed	NV Dept of Ed

Grant Name	Approximate Grant Amount	Project Dates	Primary Funding Agency	Secondary Fund Agency
Magnet Schools	\$5,587,422.00	9/15/2004 - 10/15/2008	US Dept of Ed	N/A
NeCOTIP - Communication and Problem Solving Using Lesson Study (CAPSULeS)	\$60,520.00	6/1/2008 - 8/30/2009	US Dept of Ed	NV System of Higher Ed
NeCOTIP - Intensive Content Area Literacy Professional Development Through Teacher	\$57,982.00	6/1/2008 - 8/30/2009	US Dept of Ed	NV System of Higher Ed
Newcomer Academy - Del Sol High School	\$238,755.00	7/7/2008 - 7/6/2010	US Dept of Ed	N/A
Peer Mediation & Conflict Resolution	\$20,820.00	9/1/2007 - 6/30/2009	NV Dept of Ed	N/A
Project (MIST) Mathematics Integrated with Science using Technology	\$260,000.00	3/1/2008 - 9/30/2009	US Department of Education	NV Dept of Ed
Project (PASS) Proficiency and Success in Science	\$308,806.00	10/1/2007 - 9/30/2008	US Dept of Ed	NV Dept of Ed
Reading First	\$3,520,000.00	7/1/2007 - 7/31/2008	US Dept of Ed	NV Dept of Ed
Reading First	\$2,534,400.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Refugee School Impact Aid	\$194,894.12	8/15/2007 - 8/14/2008	US Dept of Ed	NV Dept of Ed
Refugee School Impact Aid	\$134,000.00	8/15/2008 - 8/14/2009	US Dept of Ed	NV Dept of Ed
Response to Instruction (RTI) Progress Monitoring	\$115,780.20	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Safe Routes To School	\$78,390.00	7/18/2008 - 6/30/2010	Federal Highway Commission	NV Department of Transportation
Safety Lockup Program-(JAG) Federal Justice Assistance Program	\$28,610.00	1/2/2008 - 3/30/2010	US Dept of Justice	CC Community Resources Div
School-Based Student Drug-Testing	\$149,999.00	6/16/2008 - 6/15/2009	US Dept of Ed	N/A
Smaller Learning Communities-Round 2	\$1,450,000.00	10/1/2004 - 9/30/2008	US Dept of Ed	N/A
Special Ed Mentoring & Retention Facilitator Grant	\$156,321.98	9/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Special Education Caseload Reduction	\$152,246.00	8/1/2007 - 7/31/2008	US Dept of Ed	NV Dept of Ed
Special Education Early Childhood	\$1,497,777.54	8/1/2008 - 7/31/2009	US Dept of Ed	NV Dept of Ed
Special Olympics Nevada	\$180,198.00	9/1/2007 - 8/31/2009	Special Olympics Northern CA and NV	N/A
Substance Abuse Prevention McCall Elementary School	\$34,744.00	7/1/2008 - 6/30/2009	Goshen Cmty. Dev. Coalition	N/A
The Readiness And Emergency Management For Schools Program	\$942,994.00	9/1/2007 - 2/28/2009	US Dept of Ed	N/A
Title I Neglected or Delinquent	\$153,502.00	7/1/2008 - 6/30/2009	US Department of Education	NV Dept of Ed
Title II-A Teacher and Principal Training & Recruiting	\$10,317,775.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed

Grant Name	Approximate Grant Amount	Project Dates	Primary Funding Agency	Secondary Fund Agency
Title II-D/Enhancing Education Through Technology-Formula	\$570,662.89	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title III English Language Learner	\$5,489,073.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Brown JHS	\$100,000.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Cashman MS	\$100,000.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - District Initiative	\$251,459.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Edwards ES	\$100,000.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Fremont MS	\$72,900.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Fyfe ES	\$100,000.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Garside MS	\$72,900.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Harris ES	\$90,000.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Herron ES	\$72,900.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - J.D. Smith MS	\$100,000.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Kelly MS	\$72,900.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Laughlin Jr./Sr. HS/Bennett ES	\$93,500.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Lunt ES	\$100,000.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Martinez ES	\$100,000.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Moapa Valley HS	\$60,750.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Orr MS	\$100,000.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Rex Bell ES	\$90,000.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Roundy ES	\$100,000.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Rowe ES	\$100,000.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Sewell ES	\$91,002.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Squires ES	\$100,000.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Cowan/Sunset SE HS	\$81,000.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - W. Williams ES	\$72,900.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title IV-A/Safe & Drug-Free Schools	\$807,009.00	7/1/2008 - 6/30/2009	US Dept of Ed	NV Dept of Ed
Title VII-Indian Education	\$148,327.00	8/1/2007 - 7/31/2008	US Dept of Ed	N/A
Title VII-Indian Education	\$152,020.00	8/1/2008 - 7/31/2009	US Dept of Ed	N/A
Youth Risk Behavior Survey Program (YRBS)	\$32,000.00	3/1/2008 - 2/28/2009	Center for Disease Control	N/A
Zone Safety Coordinator	\$165,228.00	10/1/2006 - 9/30/2008	US Dept of Transportation	NV Dept of Pub Safety & Office of Traffic Safety

BUDGET

All Districts MUST complete this page.

Priority Goal	Total Amount Need to Implement Goal	Funds Specifically Set Aside for the Implementation of the Goal	Funds Still Needed to Implement the Goal
<u>Priority Goal #1</u> The District will demonstrate increased student achievement in English language arts, mathematics, and science, reduce the achievement gap between disaggregated populations, decrease the number of high school dropouts, and increase achievement of ELL and IEP students by institutionalizing research-based instructional systems.		\$114,916,098	
<u>Priority Goal #2</u> The District will coordinate, design, deliver and evaluate ongoing professional development aligned to District instructional initiatives.		\$30,009,139	
<u>Priority Goal #3</u> The District will expand recruitment, support, and retention of qualified staff including teachers, administrators, and support staff.			

Provide the other sources of funds you are currently receiving and identify the purposes for which those funds are spent. Possible sources of funds might include Title I, Title II, Title III, Title IV, Title V, 21st Century, Gear Up, Reading First, Business Partnerships, etc.

BUDGET

All Districts MUST complete this page.

(Several grants were noted as TBD as they will be received this year; the amount has yet to be determined by the State.

Source of Funds	Amount Available during 2007-2008 School Year	Purposes for Which Funds are Used		
		Goal 1	Goal 2	Goal 3
AB580 CTE State Funds--grant 485	317,900	230,000	87,900	
AB580 Program of Performance Pay for Recruitment--grant 483	400,000			400,000
APEDP Miley Achievement--grant 491	55,661	55,661		
APEDP Bunker--grant 492	39,194	39,194		
APEDP Southwest Behavior--grant 493	9,108	9,108		
Career Technical Education	1,827,631	1,827,631		
Consortium Grants	561,740	561,740		
Desert Rose HS—grant 496	51,809	51,809		
Educating Preschool—grant 665	1,186,698	1,186,698		
Empowerment Schools—grant 498	16,998			16,998
GEAR Up--grant 610	655,822	535,822	120,000	
High School Drop Out Prevention--grant 300	50,000	50,000		
Indian Education: Title VII--grant 635	142,261	140,261	2,000	
VEGAS PBS: NCTE/KLVX Distance Learning Satellite Service—grant 456 (Multi-Year project)	400,000	400,000		
IDEA Local Plan—grant 639	38,063,453	35,899,604	1,912,049	251,800
IDEA District Improvement—grant 924	78,245		78,245	
McKinney Homeless Assistance Act—grant 688	114,458	114,458		
NCET-PBS Teacherline—grant 482	TBD			
Nevada Reading First Grant--grant 757	3,954,520	954,520	3,000,000	
NV Early Childhood Ed Program--grant 407	1,264,252	1,259,752	4,500	
Non Title School Team—grant 497	480,217	480,217		
Occupational Education—grant 631	3,483,836	2,033,836	1,450,000	
Peer Mediation & Conflict Resolution--grant 450	4,863	2,432	2,431	
Project Improve Facilitator/Trainer--grant 763	102,121		102,121	
Reading & Emergency Mgt Schools--567	582,687	582,687		
Refugee School Impact--grant 722	72,472	67,472	5,000	
Safe & Drug Free Schools, Title VI--grant 720	877,134	777,134	100,000	
SBI85, Innovation & Prevention of Remediation	13,623,690	12,000,000	1,000,000	623,690
Special Ed Caseload--grant 667	295,578		295,578	
Special Olympics (multi-year project)--grant 325	90,500	90,500		
State Agency Neglected & Delinquent--grant 629	57,041	57,041		

Source of Funds	Amount Available during 2007-2008 School Year	Purposes for Which Funds are Used		
		Goal 1	Goal 2	Goal 3
Tech Funds, NCET HQC, PD, PP –grant 481	TBD			
Tech Funds, NCET TI& TS –grant 480	TBD			
Title I—grant 633	61,296,610	23,000,000	15,296,610	23,000,000
Title I, School Support Team Leaders—grant 831	361,000		361,000	
Title 1, Part D Neglected & Delinquent—grant 630	184,910	184,910		
Title II A Teacher & Principal Training & Recruiting--668	11,528,818	5,490,818	5,238,000	800,000
Title II, D, Enhancing Ed thru Tech—grant 765	1,033,631	1,033,631		
Title III, Eng Lang Acq, LEP Program--grant 658	4,437,618	3,600,000	837,618	
Title IV, 21st Century – District Incentive	129,764	129,764		
Title IV, 21st Century – Cashman MS	58,100	54,600	3,500	
Title IV, 21st Century – Elbert Edwards ES	98,377	91,377	7,000	
Title IV, 21st Century – Fay Herron ES	115,151	113,151	2,000	
Title IV, 21st Century – Frank Garside MS	88,228	86,228	2,000	
Title IV, 21st Century – Fyfe ES	63,944	57,944	6,000	
Title IV, 21st Century – Harris ES	67,027	62,527	4,500	
Title IV, 21st Century – J D Smith ES	76,340	69,340	7,000	
Title IV, 21st Century – John Fremont MS	110,557	105,557	5,000	
Title IV, 21st Century – Katz ES	60,878	53,878	7,000	
Title IV, 21st Century – Laughlin HS	96,735	93,235	3,500	
Title IV, 21st Century – Lunt ES	68,871	66,371	2,500	
Title IV, 21st Century – Lynch ES	90,106	85,106	5,000	
Title IV, 21st Century – Martinez ES	120,584	116,084	4,500	
Title IV, 21st Century – Matt Kelly ES	132,074	126,074	6,000	
Title IV, 21st Century – Moapa Valley HS	75,530	73,530	2,000	
Title IV, 21st Century – Orr MS	80,283	73,283	7,000	
Title IV, 21st Century – Rex Bell ES	84,058	79,558	4,500	
Title IV, 21st Century – Robert Taylor ES	90,272	88,172	2,100	
Title IV, 21st Century – Sewell ES	79,959	74,959	5,000	
Title IV, 21st Century – Squires/Smith ES	89,671	84,671	5,000	
Title IV, 21st Century – Cowan/Sunset SE HS	127,344	121,344	6,000	
Title IV, 21st Century – Wendell Williams ES	72,664	68,664	4,000	
Title IV, 21st Century – Western HS	2,821	2,821		
Total 21st Century	2,079,340	1,978,240	101,100	
Title V, Improving America--grant 670	386,987	372,000	14,987	
Grand Total	170,017,725	114,916,098	30,009,139	25,092,488

APPENDIX

Project Dates	Grant Name	Project Description
8/1/2005 - 7/31/2008	Alternative Drop Out Prevention Program (ADOPP) Fund for Improvement of Education Earmark	The Alternative Dropout Prevention Program (ADOPP) targets students that are new to the United States and/or Clark County School District (CCSD). These students frequently struggle academically and often are at-risk for dropping out of school. A lack of English proficiency is one of the primary barriers to success for many of these students and often prevents them from comprehending and mastering secondary coursework. Grant funds will provide conversational English classes, credit retrieval opportunities, and summer school at a location where a high percentage of English Language Learners (ELL) students live and attend school (Desert Pines HS). Additionally, this grant will expand the existing "Success Through English Program" (STEP) by purchasing a mobile classroom vehicle to bring services into communities and provide leveled English instruction, academic classes, and parenting classes. Finally, this program will provide a Community Advocate for Parents, Employees, and Students (CAPES) to provide advocacy and assistance to newcomer families, and Student Ambassadors, who will provide peer mentoring for these newcomers.
7/1/2007 - 6/30/2009	Alternative Program of Education Disruptive Pupil - Bunker ES	Through participation in the Alternative Program of Education Disruptive Pupil (APEDP) Pilot, Bunker Elementary School seeks to establish the Bunker Elementary School Teaching and Targeted Learning Center (BEST-TLC). Will have two major goals: reducing the severely disruptive behavior and raising the academic achievement of identified students in grades 3-5. The program will be coordinated and implemented by a full time counselor with the assistance of the Bunker Literacy specialist, math strategist, administration and teaching staff. BEST-TLC will include three components: behavior modification, counseling lessons, and differentiated instruction in a small group setting outside of the regular classroom. Active parent/guardian involvement through education and communication will be an integral factor for student success.
7/1/2007 - 6/30/2009	Alternative Program of Education Disruptive Pupil - Miley Achievement Center	Alternative Program of Education Disruptive Pupil (APEDP) funding for the 2007-2008 and 2008-2009 school years will establish the Commitment to Change Program at Miley Achievement Center. This pilot will allow students to receive additional assessment, instruction and support, during and outside of the traditional school day. The Commitment to change program intends two significant outcomes. The first is to decrease the number of teacher initiated discipline referrals resulting in student removal from class. The second is to increase the prevalence of appropriate behavior on the school campus, thereby establishing a learning environment that is consistently conducive to academic achievement.
7/1/2007 - 6/30/2009	Alternative Program of Education for Disruptive Pupils (APEDP)-Southwest Behavior	This program targets students who display recurring disciplinary problems. This program will allow for a disciplinary plan to include detention, in-house suspension, and community service. The program will provide suspended students with an in-house or after-school program whereby academic and character skills would be emphasized. There will also be a counseling aspect, which mandates parent participation and focuses on behavior modification. One additional hour.
7/1/2008 - 6/30/2009	Carl D. Perkins-Base Plan, Career and Technical Education, and Competitive Reserve	The Carl D. Perkins Career and Technical Education Act of 2006 funds career and technical education programs that are of sufficient size, scope, and quality to be effective. The district uses these funds to improve the Agriculture, Food and Natural Resources, Architecture and Construction, Arts, A/V Technology and Communications, Business, Management and Administration, Finance, Health Science, Hospitality and Tourism, Human Services, Information Technology, Law, Public Safety and Security, Transportation, Distribution and Logistics programs in each high school. Funds are used to support curriculum enhancement, professional development, work-based learning, and program improvement.
3/1/2008 - 2/28/2009	Clean School Bus USA	This project will focus on reducing idling and idle emissions through training for bus drivers newly employed with the Clark County School District (CCSD). CCSD will also retrofit 97 school bus diesel engines to reduce particulate matter, carbon monoxide, and hydrocarbons. To accomplish this, CCSD will utilize a combination of diesel oxidation catalysts and crankcase filters. Retrofit equipment that is included on the Environmental Protection Agency's (EPA) Verified Retrofit Technology list or verified by EPA to provide a combined minimum emissions reduction of 30% are being used in this project.

Project Dates	Grant Name	Project Description
7/1/2008 - 6/30/2009	Early Childhood Education Comprehensive Plan	The goal of the Early Childhood Education Comprehensive Plan (ECECP) program is to provide quality, developmentally appropriate educational opportunities for pre-kindergarten aged children who are educationally at risk or who have been identified as special needs students. Program classes are operated at various elementary school locations throughout the district. Additional sites are operated through partnerships with three community-based pre-schools. All program sites offer extensive parent education programs. ECECP teachers have also benefited from the program by participating in workshops and trainings specifically focused on pre-kindergarten classrooms, at risk children, and children with special needs. A longitudinal study tracks students who have participated in this program in order to document on-going literacy development into the students' kindergarten year.
10/1/2005 - 9/30/2009	Early Reading First	The goal of Early Reading First is to improve the school readiness of young children, especially those from low-income families, by providing support for existing early childhood education programs serving preschool-age children so they may become preschool centers of educational excellence. The district's Preschool Achievement Centers of Excellence (PACE) promotes language and literacy at four school sites that currently hold Title I funded preschool programs for three- and four-year old children: Kermit Booker, Kit Carson, Matt Kelly, and Wendell Williams elementary schools.
2/15/2008 - 9/4/2008	Edna Crane Foundation	This private foundation grant will provide various technologies and related software applications, to create and operate the Virtual Museum at Ruby Thomas ES. Students will use technology in art class for learning and developing instructional presentations. They will engage in internet research, information exchange, and word processing. They will develop publications, including multimedia presentations and digital photography. Students will increase academic skills as a result of these experiences.
8/19/2008 - 8/18/2010	Education Executive Leadership - Earmark	<p>The Education Executive Leadership Program will provide the School Empowerment Teams with professional development activities designed to strengthen their skills around the five autonomies afforded to Empowerment Schools: governance, budget, staffing, instruction, and time. Teams will participate in a two-day seminar prior to the beginning of the 2008-09 and 2009-10 school years. Speakers will offer sessions that include follow-up with the School Empowerment Teams 3-4 times during the school year through job shadowing and school visitations facilitated by the project manager.</p> <p>The key goals of the Education Executive Leadership Program are:</p> <p>Goal 1: CCSD will coordinate professional development designed specifically for the five autonomies available to Empowerment Schools in meeting accountability measures.</p> <p>Goal 2: The unique curriculum for each of the Empowerment Schools will be aligned with the systemic reform initiatives recommended by the U.S. Department of Education and the Nevada State Department of Education so that, by the end of the project period, all project schools will be classified as "Meets Standards" or "Exceeds Standards" by the Nevada State Department of Education and Proficient or Advanced under No Child Left Behind (NCLB).</p> <p>Funding is requested for personnel including one project manager, administrative stipends, teacher extra-duty pay, and fringe benefits; out-of-district consultant payments and facility rental for professional development workshops; travel to visit other locations implementing the Empowerment concept; printing of professional development materials; supplies; and indirect costs.</p>
7/1/2007 - 9/30/2008	Enhancing Education Through Technology-Competitive	This grant is composed of three projects that will promote technology use in the classroom and support effective and ongoing professional development: 1) literacy components: 2) math and science components: and 3) Educational Computing Strategist (ECS) support. The Goals of this project are: a) To increase the use of instructional technology in core content classrooms and enhance instruction while efficiently streamlining current resource. b) To increase early literacy skills in 13 additional Dynamic Indicators of Basic Early Literacy Skills (DIBELS) project schools. c) To provide effective professional development to all ECSs in the district to sustain technology integration into core curricula. This is a Federal Pass-Through Title IID competitive grant.

Project Dates	Grant Name	Project Description
7/1/2008 - 6/30/2009	Enhancing Education Through Technology-Competitive	The goal of this project is to increase the use of instructional technology in core content classrooms and enhance instruction while efficiently streamlining current resources. We propose to accomplish this through forming cadres of teachers prepared to serve as trainers.
7/1/2008 - 6/30/2009	Full Day Kindergarten	Assembly Bill 627 provides funding for the continuation and expansion of Full-day Kindergarten, with the expectation that schools in which at least 55% of the pupils are eligible for free and reduced-price lunch will have the opportunity to provide Full-day Kindergarten to their eligible students. Grant Funds authorized through this bill have been awarded to CCSD to fund Full-Day Kindergarten Programs in 353 classrooms. Funds will be utilized to cover teacher salaries and benefits for the 2007-2008 School year.
6/1/2008 - 11/30/2009	Gang Resistance Education and Training	The Gang Resistance Education and Training (G.R.E.A.T.) Program will be implemented at the Charles I. West Preparatory Academy. Four GREAT program components that will be addressed include: a core middle school component, 6-week elementary curriculum; a 6-session family component; and a summer component. Components will be implemented in West Prep's elementary and middle school classrooms (grades 4, 6, 7, and 8). This program is intended to decrease gang affiliation by program participants thereby increasing student safety on and off the school campus. With an increase in student safety, student achievement in school is expected to improve.
9/1/2007 - 8/31/2008	GEAR UP	The vision of the GEAR UP program is to change the culture of schools located in economically disadvantaged communities so that students are prepared academically and have the resources to attend and succeed in college. Students from the original nine middle schools who were selected to participate in the GEAR UP Program based upon academic need - Cannon MS, Cortney MS, Findlay MS, Fremont MS, Keller MS, Knudson MS, O'Callaghan MS, Robison MS, and Woodbury MS --will matriculate to the following high schools; Basic, Chaparral, Del Sol, Desert Pines, Eldorado Preparatory Academy, Las Vegas, Legacy, Mojave, and Valley. The GEAR UP program aims to raise expectations of teachers, administrators, and parents while increasing academic proficiency of students. Students will be provided with academic support to increase proficiency in the areas of math, English, language arts, and science. Students in the 9th grade cohort at the schools served will be offered the following services: counseling and advising that includes an Individual Learning Plan (ILP) to assure students have an opportunity to understand how high school courses correlate to post-secondary opportunities, exploration of career interest, access to tutoring in math, language arts, and science, mentoring provided by high school or college students, access to college preparatory courses through rigorous preparation in math and language arts, community and parent night events that focus on academic achievement, post-secondary opportunities, financial aid, and college campus visits to gain familiarity with college offerings and opportunities. Additionally, staff development will target specific and identified needs as outlined in the School Improvement Plans (SIPs) and research based understanding of the unique experiences that occur as students matriculate from middle school to high school.
9/1/2008 - 8/31/2009	GEAR UP	The vision of the GEAR UP program is to change the culture of schools located in economically disadvantaged communities so that students are prepared academically and have the resources to attend and succeed in college. Students from the original nine middle schools who were selected to participate in the GEAR UP Program based upon academic need - Cannon MS, Cortney MS, Findlay MS, Fremont MS, Keller MS, Knudson MS, O'Callaghan MS, Robison MS, and Woodbury MS --will matriculate to the following high schools; Basic, Chaparral, Del Sol, Desert Pines, Eldorado Preparatory Academy, Las Vegas, Legacy, Mojave, and Valley. The GEAR UP program aims to raise expectations of teachers, administrators, and parents while increasing academic proficiency of students. Students will be provided with academic support to increase proficiency in the areas of math, English, language arts, and science. Students in the 9th grade cohort at the schools served will be offered the following services: counseling and advising that includes an Individual Learning Plan (ILP) to assure students have an opportunity to understand how high school courses correlate to post-secondary opportunities, exploration of career interest, access to tutoring in math, language arts, and science, mentoring provided by high school or college students, access to college preparatory courses through rigorous preparation in math and language arts, community and parent night events that focus on academic achievement, post-secondary opportunities, financial aid, and college campus visits to gain familiarity with college offerings and opportunities. Additionally, staff development will target specific and identified needs as outlined in the School Improvement Plans (SIPs) and research based understanding of the unique experiences that occur as students matriculate from middle school to high school.

Project Dates	Grant Name	Project Description
7/1/2008 - 6/30/2009	IDEA: District Improvement Plan	<p>This grant is inclusive of two separate initiatives, an Early Childhood Outcomes Assessment project, as well as a Response to Intervention pilot project.</p> <p>Early Childhood Outcomes Assessment: The CCSD has taken specific steps in an effort to comply with the new Office of Special Education Programs requirement that every state document the percent of preschool children with IEPs who: improve social emotional skills; acquire and use knowledge and skills; and use appropriate behaviors to meet their needs. Toward that end, each CCSD Early Childhood teacher will conduct ongoing, observational assessments using the Creative Curriculum Developmental Curriculum (CCDC), on-line assessment system for approximately 500 teacher and speech pathologists as well as approximately 5000 students.</p> <p>Response to Intervention (RTI) Pilots: Staff members from Valley High School, Cambeiro Elementary School, Herron Elementary School and Dearing Elementary School will be trained to serve as the Instructional Consultation (IC) Facilitators at their sites. These IC Facilitators will work closely with the District's Project IMPROVE Facilitator/Trainer and the Nevada Department of Education to develop and implement a response to intervention (RTI) system for assessing and meeting the academic and behavioral needs of individual students. This intervention system will be developed in accordance with the work of Dr. Todd Gravois and associates through the University of Maryland Lab for Instructional Consultation. Additionally, a Project Facilitator will be provided to work closely with the four (4) IC schools and coordinate a larger RTI pilot utilizing AIMS Web software to benchmark the progress of students at 31 schools throughout the district.</p>
7/1/2007 - 6/30/2010	Inside American History Program (TAH) Teaching American History	The overall goal of the "Inside American History Program" is to raise student achievement by improving teacher knowledge, understanding, and appreciation of American history. This program will serve up to 900 elementary school teachers serving grades 3rd through 5th in the provision of professional development.
9/1/2007 - 6/30/2009	JASON Project	The JASON Project is a program conducted through a nonprofit subsidiary of the National Geographic Society. JASON connects young students with great explorers and events to inspire and motivate them to learn science. Its core curriculum units are designed for 5th-8th grade classrooms, but are flexible enough to be adapted for higher or lower grades.
7/1/2007 - 6/30/2009	KLVX Distance Learning Project	Funds will be used to produce video supplements, segments, orientation and promotional videos for the distance learning program.
8/1/2007 - 7/31/2008	Local Plan -Disabilities Education Act	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 children with disabilities. Children who deviate educationally, physically, mentally, emotionally, and/or socially from "normal" are provided programs and services to afford them an opportunity to develop their potential. In accordance with federal regulations pertaining to the education of children with disabilities, populations of unserved and underserved children are identified.
8/1/2008 - 7/31/2009	Local Plan -Disabilities Education Act	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 children with disabilities. Children who deviate educationally, physically, mentally, emotionally, and/or socially from "normal" are provided programs and services to afford them an opportunity to develop their potential. In accordance with federal regulations pertaining to the education of children with disabilities, populations of unserved and underserved children are identified.
9/15/2004 - 10/15/2008	Magnet Schools	Magnet school programs have been established to focus on achieving systemic reform as well as contributing to the elimination, reduction, and prevention of minority isolation. The newest magnet programs are: Jo Mackey Elementary School, Global Academy of Leadership; Canyon Springs High School, Leadership and Law Preparatory Academy; and Desert Pines High School, Academy of Digital Communications. Each program is designed to provide opportunities for students to attend schools with peers from diverse backgrounds, to reduce minority group isolation, and to provide students the opportunity to attend schools with themes that address needs and interests.

Project Dates	Grant Name	Project Description
6/1/2008 - 8/30/2009	NeCOTIP - Communication and Problem Solving Using Lesson Study (CAPSULeS)	Communication and Problem Solving Using Lesson Study (CAPSULeS) is a collaborative effort of faculty in both the College of Education and College of Sciences at the University of Las Vegas, Nevada (UNLV) and the faculty and administration of Robert Lunt Elementary School. The primary foci will be on a) developing teachers' content and pedagogical knowledge of and through the problem solving and communication strands in the Nevada Mathematics standards; b) enhancing teachers' understanding of how students learn and communicate mathematics; and c) increasing students' problem-solving and communication skills, resulting in higher student achievement, especially on problems requiring constructed responses. The project incorporates three components: lesson study, after-school meetings and online discussions, and summer institutes. Lesson study is designed to expand teachers' knowledge of content and pedagogy through participation in an adaptation of professional development process described by Stigler and Heibert (1999) as a potential explanation for achievement differences between American and Japanese students. After-school study groups and online discussions will provide teachers opportunities to debrief and expand on lesson study, mathematical content, and pedagogy. A summer institute will extend teachers' content knowledge via a problem solving approach and will provide teachers with time to collaboratively design lessons and prepare for implementation of lesson studies during the year. Classroom teachers, school content specialists, and UNLV personnel will be involved in all three components.
6/1/2008 - 8/30/2009	NeCOTIP - Intensive Content Area Literacy Professional Development Through Teacher	Clark County School District (CCSD) was invited to continue to work in partnership with the University of Nevada, Las Vegas (UNLV) on a project entitled "Intensive Content Area Literacy Professional Development Through Teacher Learning Communities in Three Middle Schools." CCSD teacher leaders (two per school site) at Mack, Cannon and Orr Middle Schools will be working with a professional development community model organized by three university instructors. They will, in turn, work with interested teachers at their school sites to infuse content area literacy practices and strategies with a potential target group of thirty-two teachers.
7/7/2008 - 7/6/2010	Newcomer Academy - Del Sol HS	<p>The mission of the Newcomer Academy at Del Sol High School is to create an environment enriched with academics that will increase student achievement and enhance the lives of the families in the community. The Academy is a small learning community designed for students with Limited English Proficiency (LEP). This school-within-a-school serves Del Sol's ethnically diverse student body. The Fund for the Improvement of Education (FIE) grant will be used to expand educational opportunities for the English Language Learners (ELL) at Del Sol High School. One additional teacher and two bilingual (Spanish) instructional assistants will be hired to support non-English speakers in the Newcomer Academy. Teachers and assistants use the High Quality Sheltered Instruction (HQSI) model to assist students with language acquisition and academic attainment. The FIE funds will assist the Newcomer Academy at Del Sol High School in meeting the following goal:</p> <p>The goal of the Newcomer Academy at Del Sol High School is to provide new arrivals to the United States with intensive English instruction in an environment that parallels the general education instructional curriculum so students can increase English acquisition concurrently with grade level content in the areas of math, language arts, science, social studies, technology, and physical education.</p>
9/1/2007 - 6/30/2009	Peer Mediation & Conflict Resolution	Funding for Peer Mediation supports individual schools for training and for the establishment or expansion of peer mediation and conflict resolution programs. The five individual schools funded for this 2-year program include: Bailey MS, Jeffers ES, Dondero ES, Hayden ES, and Cambeiro ES.
3/1/2008 - 9/30/2009	Project (MIST) Mathematics Integrated with Science using Technology	The goal of this Mathematics and Science Partnership – Project MIST (Mathematics Integrated with Science using Technology) -- is to produce a leadership group of highly qualified mathematics and science teachers, grades five through eight, who are poised to address issues related to student achievement. Project MIST incorporates mathematics and science content, distance education, teacher-led professional learning communities, and ongoing professional development based on teacher needs and student achievement. Using the model developed for Project PASS (Promoting Academic Success in Students), a comprehensive and integrated approach emphasizing education and sustained professional development for teams of mathematics and science teachers will be applied with four major annual activities: a) a two-week summer institute focusing on mathematics and science content knowledge, b) online graduate coursework, c) professional learning communities, and d) site-based action research.

Project Dates	Grant Name	Project Description
10/1/2007 - 9/30/2008	Project (PASS) Proficiency and Success in Science	The Clark County School District will work in partnership with the University of Nevada, Las Vegas (UNLV) Center for Mathematics and Science Education and Nevada school districts to provide high quality professional development to enhance teacher content knowledge and student performance. A comprehensive and integrated approach emphasizing education and sustained professional development for teams of mathematics and science teachers will be applied with four major annual activities: a) a two-week summer institute focusing on mathematics and science content knowledge, b) online graduate coursework, c) professional learning communities, and d) site-based action research.
7/1/2007 - 7/31/2008	Reading First	The key goals of the district's Reading First plan are to: 1) improve reading skills of students in grades K-3; 2) design appropriate and comprehensive professional development programs for target schools; 3) provide teachers with training, classroom materials and support to realize effectiveness in literacy programs; 4) monitor and reinforce good professional practices to achieve literacy goals; and 5) communicate Reading First experiences to K-3 teachers throughout the district. Reading First schools were selected according to the percentage of students scoring in the bottom quartile in reading on the Iowa Test of Basic Skills, percentage of students receiving free/reduced lunch, and the receipt of little to no external funding. The following schools participate in the district's Reading First program: Will Beckley, Cynthia Cunningham, Elbert Edwards, Ruth Fyfe, E.W. Griffith, Harley Harmon, Edna Hinman, Helen Jystrup, William Moore, Doris Reed, Richard Rundle, Hal Smith, Vegas Verdes, Howard Wasden, and Elaine Wynn elementary schools, as well as David Norman Elementary School in White Pine County.
7/1/2008 - 6/30/2009	Reading First	The key goals of the district's Reading First plan are to: 1) improve reading skills of students in grades K-3; 2) design appropriate and comprehensive professional development programs for target schools; 3) provide teachers with training, classroom materials and support to realize effectiveness in literacy programs; 4) monitor and reinforce good professional practices to achieve literacy goals; and 5) communicate Reading First experiences to K-3 teachers throughout the district. Reading First schools were selected according to the percentage of students scoring in the bottom quartile in reading on the Iowa Test of Basic Skills, percentage of students receiving free/reduced lunch, and the receipt of little to no external funding. The following schools currently participate in the district's Reading First program: E.W. Griffith, Harley Harmon, Edna F. Hinman, Doris M. Reed, Richard Rundle, Hal Smith, Vegas Verde, Howard Wasden, Elbert Edwards, William K. Moore.
8/15/2007 - 8/14/2008	Refugee School Impact Aid	Funded through the Office of Refugee Resettlement, this program assists refugee students in the transition to American culture. The District and Catholic Charities of Southern Nevada partner in the provision of services for refugee students through in-school and after-school programs. Grant funding will support refugee students through the provision of after-school tutoring, needed school supplies, translation of school forms, and interpreters for registration and parent conferences, and field trips to cultural and educational places of interest in the community. Del Sol High School, Orr Middle School, and Valley High School are the targeted sites for school-based programs as they have the highest populations of refugee students to be served.
8/15/2008 - 8/14/2009	Refugee School Impact Aid	Funded through the Office of Refugee Resettlement, this program assists refugee students in the transition to American culture. The District, Ethiopian Community Development Council and Catholic Charities of Southern Nevada partner in the provision of services for refugee students through in-school and after-school programs. Grant funding will support refugee students through the provision of after-school tutoring, needed school supplies, translation of school forms, and interpreters for registration and parent conferences, and field trips to cultural and educational places of interest in the community. Del Sol High School, Orr Middle School, and Valley High School are the targeted sites for school-based programs as they have the highest populations of refugee students to be served.

Project Dates	Grant Name	Project Description
7/1/2008 - 6/30/2009	Response to Instruction (RTI) Progress Monitoring	<p>The Clark County School District (CCSD) is currently developing a district-wide model for establishing comprehensive, school-based intervention systems to improve educational outcomes for all students. Under this “Response to Instruction” model (RTI), focus is placed on maximizing student access to high quality, standards-based instruction and research-based interventions within the general education program. The RTI model is intended to focus more resources on delivery of effective instruction, early intervening services for at-risk students, data based instructional planning and decision making, and an overall reduction in students identified and needing special education services.</p> <p>This subgrant will stimulate the development of a comprehensive universal screening, progress monitoring, and intervention documentation practices in select schools representing the five CCSD Regions and the Superintendent’s Schools. Toward this end, project staff will implement the following:</p> <ul style="list-style-type: none"> * Adequately train staff in appropriate implementation, data analysis, and evaluation of student progress within the model. * Implement universal screening practices (i.e., fall, winter and spring benchmarking) and routine progress monitoring practices for students. * Increase data based decision making regarding the instruction and intervention needs for students. * Provide sufficient ongoing training and technical support to institutionalize universal screening, progress monitoring, intervention documentation, and data based decision making practices in participating schools.
7/18/2008 - 6/30/2010	Safe Routes To School	<p>This project will develop and implement 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. The goal of this pilot initiative is to increase the numbers of and enhance the safety of students who walk or bicycle to project schools. Twenty-three elementary and six middle schools are included in the project and were identified utilizing the following identifiers as primary factors for the need to implement a Safe Routes to Schools Program; 1) schools that have a high population of students who currently walk or bicycle to school, and/or 2) schools that have a high degree of traffic congestion at or around the school facility during drop-off and pick-up times.</p>
1/2/2008 - 3/30/2010	Safety Lockup Program-(JAG) Federal Justice Assistance Program	<p>This grant will provide bicycle helmets and locks for students and provide safety programs to educate children on traffic and school safety.</p>
6/16/2008 - 6/15/2009	School-Based Student Drug-Testing	<p>This is a three-year project to reduce alcohol and substance abuse among student athletes through implementation of a student drug-testing program at eight district high schools.</p> <p>The schools selected for this program are: Eldorado High School (East Region); Mojave High School (Northeast Region); Centennial High School (Northwest Region); Foothill High School and Green Valley High School (Southeast Region); Durango High School (Southwest Region), Desert Pines High School (Education Services Division), and Del Sol High School (Superintendent Schools Unit).</p> <p>The program proposed in this application includes the following components:</p> <ol style="list-style-type: none"> (1) July 1, 2008 – December 31, 2008: A six-month planning period whereby the seven high schools currently without a drug-testing program will form a committee composed of school staff, district administrators, parents, and community partners. The committees at each high school will determine if sufficient school, parental, and community support exists within the high school community and, if so, will generate school-specific random drug-testing procedures for their respective school sites. Green Valley High School’s program will continue during this period; and (2) January 1, 2009 through June 30, 2011: The second phase of program implementation is the commencement of random drug-testing of athletes at the seven new sites, and continuation of random drug-testing at Green Valley High School.

Project Dates	Grant Name	Project Description
10/1/2004 - 9/30/2008	Smaller Learning Communities-Round 2	This Smaller Learning Communities Grant has a primary goal of helping all students succeed in rigorous academic coursework and increasing the graduation rate at project schools. Project schools are Cimarron-Memorial HS, Durango HS, and Valley HS. Funding was granted for a three year period and extended for a fourth year. Evaluation is conducted to determine long-term results of the implementation. There is an external evaluation provider (UNLV), as required by this grant. Common elements across participating schools include Advanced Via Individual Determination (AVID), READ 180, mentoring, tutoring, and service learning. The project is designed to create smaller learning communities within large urban high schools, so that students might have a more personalized high school experience. It is also the expectation that the strategies incorporated through this grant will lead more students toward pursuit of postsecondary educational experiences.
9/1/2008 - 6/30/2009	Special Ed Mentoring & Retention Facilitator Grant	Clark County School District (CCSD) faces tremendous challenges in recruiting and retaining sufficient special education teachers to provide services for students with disabilities. The research helps us to understand that if those teachers who are hired for special education positions can be retained, many of the challenges we face in recruiting sufficient numbers of teachers would be resolved. The research is also very clear that assigning mentors to first, second, and third year teachers is among the most influential factors in whether a teacher will remain in his or her teaching position. New special education teachers need induction from personnel who can help them understand how to navigate the large, complex school system in which they find themselves working, and mentoring from individuals who can help them plan, deliver, and assess instruction, and successfully assume professional responsibilities. In order to accomplish the district's goal to retain more special education teachers, this subgrant will provide funds for CCSD to hire a mentor trainer to provide training and guidance to site level mentors who in turn support new special education teachers.
8/1/2007 - 7/31/2008	Special Education Caseload Reduction	The number of students receiving speech and language therapy services, resource room support, and early childhood special education services has increased significantly. The goal of the project is to reduce the student/teacher ratio to meet caseload requirement guidelines. To meet this goal, the district would require 26 additional teachers, or the flexibility of contracting for equivalent services, to provide speech-language evaluations, speech-language therapy services, and speech language therapy consultation services to parents and to district staff.
8/1/2008 - 7/31/2009	Special Education Early Childhood	The goal 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. The 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 provision for parent training, identification, and implementation of specific early childhood special education curriculum. 3. Provide staff training in special education procedures and instructional techniques. 4. Develop and implement a plan for dissemination of information to the public regarding early childhood education.
9/1/2007 - 8/31/2009	Special Olympics Nevada	This project will foster the development of a comprehensive Special Olympics program that services Special Education students with developmental disabilities. The CCSD Special Olympics Project Facilitator's responsibilities include: (1) to increase the participation of eligible students in the CCSD school-based Special Olympics program; (2) to organize and manage the Unified Sports program (competition for students with disabilities and non-disabled peers); (3) to recruit, train, and manage school district coaches and volunteers; (4) to administer, in cooperation with Special Olympics, Nevada, the training program for coaches ensuring that each coach is trained and prepared for events; (5) to ensure that all athletes are receiving a quality training program; (6) to organize competitions for trained athletes; maintain the school training and competition calendar; (7) to act as the curriculum consultant to the Adapted Physical Education staff and SSSD; (8) to conduct in-service training on Special Olympics at CCSD staff development days; (9) to develop a transition plan for secondary students to move from school-based programs into Special Olympics programs; (10) to disseminate information on community-based Special Olympic programs and enable access for CCSD students to participate in regional and state championships; (11) to coordinate annual budget with Special Olympics, Nevada. Prepare all paperwork including event reports and year-end summaries; and (12) to collaborate with other community agencies.

Project Dates	Grant Name	Project Description
7/1/2008 - 6/30/2009	Substance Abuse Prevention McCall ES	<p>This proposed initiative seeks to build upon this ongoing partnership, utilizing SPI funds to implement or expand the following initiatives: Parent Patrol; Summer Academy; parent involvement fairs; Second Step Violence Prevention Program; and Saturday School. Through these initiatives, the program will positively impact approximately 536 students and their families each year, achieving the following program objectives:</p> <ol style="list-style-type: none"> 1. Increase student academic skills as evident on CRT's or other test measures by 10%. 2. Increase student social skills as evident by a decrease of 10% on RPC's for discipline based upon 06-07 data with a compounding decrease of 5% every year after. 3. Increase parent awareness of protective factors (Developmental Assets) by 10% as measured by pre and post tests/assessments. 4. Increase parent and community involvement in the Parent Patrol by 5% as measured by sign-in sheets/logs.
9/1/2007 - 2/28/2009	The Readiness And Emergency Management For Schools Program	This program aims to strengthen CCSD's readiness and emergency management preparedness programs. The primary mission of this program is to ensure student safety by developing stronger school-based crisis plans, developing new and/or improved district prevention/mitigation, preparedness, and recovery plans, provide more training and practice opportunities to school staff, improve communication with parents and students about emergencies.
7/1/2008 - 6/30/2009	Title I Neglected or Delinquent	The Neglected or Delinquent program serves inmate students at the facility at Southern Nevada Correction Center in Jean, Nevada. This program will provide inmate students with 1. a hands-on environment to apply math, science, and vocational classroom instruction, 2. a means to gather accurate data regarding their vision, hearing, and learning disabilities and functional reading and math levels, and 3. provide teachers with tools and training to achieve educational success with this population.
7/1/2008 - 6/30/2009	Title II-A Teacher and Principal Training & Recruiting	This is an entitlement grant that provides funding to local education agencies in accordance with educational needs and priorities that are consistent with the improvement of instruction through teacher and administrative training within the twelve projects listed in the three areas specified in the legislation: Teacher & Administration Training - (1) Math/Science;; (2) Social Studies; (3) English/Language Arts Literacy; (4) Leadership; (5) New Teacher Induction; (6) Curriculum & Professional Development; (7) Research and Accountability; (8) Equity & Diversity Education; (9) Achievement Via Individual Determination (AVID); (10) District Improvement Process, and Recruitment - (11) High Quality Teachers; and, (12) Recruitment.
7/1/2008 - 6/30/2009	Title II-D/Enhancing Education Through Technology-Formula	This project supports programs that accelerate the implementation of educational technology plans to enable schools to integrate technology fully into school curricula. The Enhancing Education Through Technology (EETT) program addresses the following goals: (1) all teachers will have the training and support they need to help all students learn through computers and the Internet; and, (2) effective and engaging software and online resources will be an integral part of every school curriculum.
7/1/2008 - 6/30/2009	Title III English Language Learner	This is a grant that is used to assist all second language learners to become proficient in English. The six projects are designed to assist the students at all grade levels. Professional development, dual immersion, elementary education, secondary education, assessment, and parent involvement are the six projects.
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - Brown JHS	<p>21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>The Brown Junior High School (BJHS) Academic and Enrichment Program will umbrella two programs specifically designed to assist our students in becoming more academically and socially developed. The first program will be a transition program geared at helping incoming sixth graders to be positive about their impending middle school experience. The BJHS Transition Program will work collaboratively with our elementary feeder schools and will offer the following events: Club Day and Club Camp.</p>

Project Dates	Grant Name	Project Description
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - Cashman MS	21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening. James Cashman Middle School is an urban school that is 100% free and reduced lunch. We have integrated funds from the 21st Century grant into the Cashman After School Activities (CASA) program for the past five years with great success. Students benefit socially and academically from the effective, research-based learning strategies used in courses within the program. This helps build students' base of knowledge and mastery of the skills outlined in state standards.
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - District Initiative	21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening. The 21st CCLC Program is supervised and supported by the Director of Wraparound Services in the Clark County School District (CCSD). The District Initiative provides support for all school-based 21st CCLC Programs throughout Clark County School District. The 21ST CCLC office will work with GDA to help ensure that the goals and objectives of the after school programs align with School Improvement Plans, and which in turn align with the District Improvement Plan. The 21st CCLC Facilitator supports the 26 current CCSD after school 21st CCLC program sites. The Facilitator provides program support to site leaders and building administration on all 21st CCLC program issues.
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - Edwards ES	21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening. The primary goal of the 21st century grant is to improve student achievement. The school and 21st Century goals are as follows: Students in the IEP groups K-5 will increase the achievement in reading as measured by interims and Nevada CRTs. Improvement will be made specifically in reading comprehension, story elements, and dictionary skills made in the cognitive ability level 3. The program uses the Voyager Extended Day reading program to help the students that are struggling in reading. Also, used is a tutor-tutee program. This program matches fifth grade students with third grade students. The fifth graders prepare and present lessons to the third grade students.
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - Fremont MS	21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening. 21st CCLC will assist the school district in reaching its goals by exploring resources that will develop student knowledge, skills, attitudes, and ethics necessary to succeed academically. Classes include: Southern Nevada Writing Project, Judo, Lights Spinners, Cheer and Dance, Homework Club, Video Game Club, Choir and Art.
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - Fyfe ES	21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening. The Ruth Fyfe 21st Century program is a before school, after school, & summer program encompassing four components: tutoring, enrichment, nutrition, & recreation. Enrichment activities range from basic life skills to anthropology and photography. We will expose our students to several enrichment activities that support our academic requirements. Our project goals center on student achievement.

Project Dates	Grant Name	Project Description
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - Garside MS	<p>21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>The after school program at Garside JHS assures that Garside students have a safe, productive environment beyond their regular school day. As cited in Garside's School Improvement Plan, core academics are targeted in the academic enrichment hour. Garside uses reading programs put in place by the school and the district to provide essential reading and comprehension skills that our students are lacking. Programs used include Read 180, Compass Reading and Compass Math, and Lexia.</p>
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - Harris ES	<p>21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>The first goal of the program is to increase academic achievement in English/language arts, writing and math through structured opportunities that will be offered before and after school. This will be accomplished by providing tutoring access in the academic areas of reading, writing and math twelve hours per week. The second goal of the program is to enhance community members' social, recreational and artistic understanding and appreciation. This will be accomplished by providing culturally enriching recreational programs to students, as well as opportunities for students and parents to experience interactions with various community partners.</p>
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - Herron ES	<p>21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>The plan will include an hour before and after school for academic tutoring and an hour of enrichment activities four days a week, for a total of twelve hours a week for 120 days. The tutoring will vary and have several components. A cross-age tutoring program such as Learning Together will be implemented to assist with math, language arts, and reading skills. Instruction using Success Maker for language arts, reading, and math skills will be continued during the tutoring.</p>
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - J.D. Smith MS	<p>21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>The courses that will be offered that help support the School Improvement Plan in language arts will be Creative Writing, Homework Helpers, Media All-Stars, Nevada State College Reading tutoring, and playwriting. Courses supporting the SIP in math will be: math games, school house chess, mad science, model building, and homework helpers. The Media All-Stars course will have students create videos, which develop writing proficiency in multiple genres, computer literacy, public speaking skills, and collaboration. Enrichment classes include: Computer Craze, Art Club, Fitness and Technology, Dance, Photography, Advanced Media All Stars, Advanced Model Building, Soccer, Advanced Mariachi, Sports and Recreation, Game Time, and J.D. Top Model.</p>

Project Dates	Grant Name	Project Description
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - Kelly MS	<p>21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>Our School Improvement Plan (SIP) focuses on the need for students to meet Adequate Yearly Progress, increase parental involvement, decrease negative student behaviors and increase academic achievement in writing, reading and mathematics. Students require additional instructional time providing Tier II and Tier III interventions both before and after school. In addition, intersession classes during winter and spring break are offered to provide opportunities for students to develop vocabulary through hands-on experiences and increased social interactions with students, staff, and the community.</p>
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - Laughlin Jr./Sr. HS/Bennett ES	<p>21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>The 21st Century Grant will provide Laughlin Junior/Senior High School and Bennett Elementary School an opportunity to complement the existing curriculum by focusing on programs already in place, such as READ 180, Compass Learning and Premier. In addition, enrichment programs will be used to supplement the after school program by providing students with a safe environment in which to experience personal growth. Enrichment programs will include Dance Club, Running Club, Cooking Club, Art Club, Track Club, Basketball, Wrestling and Track, Ceramics, Outdoor Classroom, Piano, Bell Choir, Horseshoes, Outdoor Sports, and Camera Club.</p>
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - Lunt ES	<p>21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>The academic focus for the program for 2008-09 was changed from homework assistance and tutoring in reading, to writing in an effort to raise test scores and student proficiency levels. Besides receiving assistance with homework and tutoring in reading, students have participated in enrichment activities that would not be available to them without the program due to low socioeconomic status.</p>
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - Martinez ES	<p>21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>Reynaldo Martinez Elementary School is a Title I school with a need for the After-School Program. Not only does it give our students a safe place to be after school, it allows them to get the additional academic support they need. This extra academic time is essential in allowing the teachers to focus in on the targeted skills these students need to improve.</p>
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - Moapa Valley HS	<p>21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>The Moapa Educational Support Center (MESCC) Student Success Program operates on the Moapa River Indian Reservation, Moapa, Nevada, as well as within Ute Perkins Elementary School, Moapa, Nevada, and Mack Lyon Middle School, Overton, Nevada. The MESCC Student Success Program is aligned with the CCSD goals and objectives specifically to decrease the achievement gap in all subject areas, improve attendance in all grade levels, and increase student graduation rate.</p>

Project Dates	Grant Name	Project Description
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - Orr MS	<p>21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>The Rocket After Hours program has been designed to expand and reinforce literacy and mathematics skills through student exposure to a variety of experiences related to nature, culture, history, and the environment. The academic and enrichment activities will provide students opportunities to expand their background knowledge and enhance their abilities to analyze, evaluate, and synthesize a variety of newly gained knowledge. Orr plans to increase students' knowledge through a multitude of field trips.</p>
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - Rex Bell ES	<p>21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>Bell ES expects to offer after school intervention classes that specifically address academic areas of need. Proposed reading intervention classes will provide four hours of intense intervention per week and will use the Trophies Intervention Kits for students that are significantly below proficiency. The computer lab will offer additional opportunities for students to practice math skills using math software (FASTT Math and Success Maker) and word analysis skills using a reading intervention program (Lexia). The enrichment classes offered in the after school program through 21st CCLC and After School All-stars will serve as an incentive for students to stay after school and will allow students to apply their academic knowledge across settings. Some of the classes offered will be: Soccer, Dance, Art, Academic chess, Academic Games, and Mad Science.</p>
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - Roundy ES	<p>21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>The Roundy After-School Program strives to create a positive and safe environment for our students to reinforce their academic learning and extend their enrichment opportunities. The purpose is to give students achieving below expectations additional time with a licensed teacher to work on specific reading, writing, and math skills.</p>
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - Rowe ES	<p>21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>Programs will provide our students with rich after-school involvement in a safe atmosphere while extending their learning opportunities. We see the benefits of this program improving students not only academically, but socially as well. We will provide our students with relevant academic instruction and fun and exciting enrichment activities. We are excited to offer enrichment activities in conjunction with our community partners including After-School All-Stars.</p>
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - Sewell ES	<p>21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>Sewell's academic goals for this program are to increase student achievement in reading, writing, and math. The committee plans to involve students in hands-on, small group activities that will increase both their skill and interest in reading, writing, and math. These programs will provide a variety of research-based activities such as Lexia and Voyager reading computer programs, designed to improve student's academic performance in reading, writing, and math.</p>

Project Dates	Grant Name	Project Description
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - Squires ES	<p>21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>IEP and LEP subgroups will demonstrate additional increases in reading fluency and comprehension. Squires After School Goal: Students will increase achievement in English Language Arts as measured by the 2009 CRT. One of our most successful enrichment classes is the computer/technology class. In this class students are allowed to use a variety of software that will assist our students in achieving our school improvement goals.</p>
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - Cowan/Sunset SE HS	<p>21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>The purpose of the 21st Century Teen Character Project is to enable teenage parents to complete their high school education and at the same time develop and practice positive parenting skills.</p>
7/1/2008 - 6/30/2009	Title IV-21st Century Community Learning Center - W. Williams ES	<p>21st Century Community Learning Center programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>The program schedule includes one hour of homework help, one hour of instruction in language arts or math, one hour of enrichment activities, and a nutrition break. These enrichment activities will be age appropriate and consist of sports (flag football, soccer, and softball), art, music appreciation, everyday Spanish, science experiments, science in the kitchen, and technology.</p>
7/1/2008 - 6/30/2009	Title IV-A/Safe & Drug-Free Schools	<p>CCSD staff recognizes that student achievement and success are influenced by personal/social factors. Personal/social domain strategies incorporate the idea of “asset development” by helping students build external assets such as support, empowerment, boundaries, and constructive use of time; and internal assets such as commitment to learning, positive values, social competencies, and positive identity. The counseling component of the Safe & Drug-Free Schools (SDFS) Program will continue to address violence and substance abuse prevention from this personal/social domain perspective. CCSD’s Guidance and Counseling Services Department oversees this component of the program. Three full-time Outlook Counselor positions will provide specialized counseling services for student populations at three high-risk middle schools. Each counselor will be assigned exclusively to one high-risk middle school to provide individual and group counseling. The Safe and Drug-Free Schools Office will continue to oversee other components of this program. Prevention Education will continue through the implementation of research-based classroom curriculum, peer mediation, and prevention clubs at school sites. Prevention Strategists will work with school administrators and staff to assess and target site-based needs for prevention programs. Problem identification and referrals for students found to have substance abuse and/or violence related issues will be supported through the Student Assistance Program, the Substance Abuse Awareness Program, and the services provided by a threat assessment counselor.</p>

Project Dates	Grant Name	Project Description
8/1/2007 - 7/31/2008	Title VII-Indian Education	<p>Funding is available through the No Child Left Behind Act, Title VII, Part A, for programs to assist American Indian/Alaska Native students. The following activities will be conducted during the project period: (1) Native American Indian students throughout the county who qualify under Title VII will be identified; (2) students from elementary, middle, and high schools determined to be in need of tutorial services in accordance with established selection criteria will be targeted for such services;</p> <p>(3) before or after-school tutoring is available to qualified Title VII students throughout the District;</p> <p>(4) Cultural awareness activities will be scheduled districtwide for American Indian/Alaska Native students that enhance and support academic achievement; and (5) a college tour for qualifying students and parents will participate in the project through the Clark County Indian Education Parent Committee.</p>
8/1/2008 - 7/31/2009	Title VII-Indian Education	<p>Funding is available through the No Child Left Behind Act, Title VII, Part A, for programs to assist American Indian/Alaska Native students. The following activities will be conducted during the project period: (1) Native American Indian students throughout the county who qualify under Title VII will be identified; (2) students from elementary, middle, and high schools determined to be in need of tutorial services in accordance with established selection criteria will be targeted for such services; (3) before or after-school tutoring is available to qualified Title VII students throughout the District; (4) cultural awareness activities will be scheduled districtwide for American Indian/Alaska Native students that enhance and support academic achievement; and (5) a college tour for qualifying students and parents will participate in the project through the Clark County Indian Education Parent Committee.</p>
3/1/2008 - 2/28/2009	Youth Risk Behavior Survey Program (YRBS)	<p>CCSD has developed the following performance measures for the proposed program:</p> <ol style="list-style-type: none"> 1. The Clark County School District will add up to 14 questions to the middle school survey to acquire a baseline for future surveys which will continue to include such questions, and will include all middle schools, not just a sample. Local survey administration will also be expanded to include alternative and detention schools, which house many of the district's most at-risk students; 2. The Clark County School District will provide professional development to administrators and teachers regarding the use of the Youth Risk Behavior Survey Program (YRBS) survey results such that 90% of those who participate will indicate that it provided teachers with content knowledge and factual information that will promote instructional activities that help students address risky versus healthy behaviors; and 3. The Clark County School District will utilize at least three methods of dissemination to share results of the YRBS survey (i.e. web page, brochure, professional development, parent seminars).
10/1/2006 - 9/30/2008	Zone Safety Coordinator	<p>This grant funds the salary of the CCSD Traffic Zone Safety Coordinator. The Coordinator will develop and assist with implementation of school safety education programs, act as staff for the district's traffic safety task force, and serve as the Southern Nevada Coordinator for the Safe Routes To School Program. Funding is provided by the State of Nevada Department of Public Safety, Office of Traffic Safety.</p>