

**Assessment, Accountability, Research,
and School Improvement Division**



**2010-2013
DISTRICT IMPROVEMENT
AND AMAO PLAN
Year 1**

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**Clark County School District
2010-2013 District Improvement and AMAO Plan (Year 1)
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DISTRICT IMPROVEMENT and AMAO PLAN

for Implementation in 2010-2013 (Year 1)

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Stanley, Karen	Assistant Superintendent	Curriculum and Professional Development
Tittle, Martha	Chief Officer	Human Resources
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BOARD OF SCHOOL TRUSTEES
<p>Terri Janison, President Carolyn Edwards, Vice-President Linda E. Young, Clerk Chris Garvey, Member Larry P. Mason, Member Sheila Moulton, Member Deanna L. Wright, Member</p>

CLARK COUNTY SCHOOL DISTRICT MISSION STATEMENT

All students will graduate from high school
having the knowledge, skills, attitudes, and values necessary
to achieve academically, prosper economically, and participate in democracy.

STRATEGIC PLANNING FRAMEWORK

Climate

- C-1 Recruit and retain effective employees.
- C-2 Provide a safe, caring, and educationally stimulating physical and social environment.
- C-3 Ensure the organization is customer-focused at all levels.

Achievement

- A-1 Meet individualized needs of all students so they can achieve academically.
- A-2 Provide relevant professional development programs.
- A-3 Provide educational opportunities to sufficiently prepare all students for post-secondary endeavors.

Participation

- P-1 Ensure clear, regular, and meaningful two-way communications.
- P-2 Provide substantial opportunities for all stakeholders to engage in the educational process.
- P-3 Provide schools with the resources and support needed to achieve the District mission.



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. Representation from all stakeholders participated in the revision of the 2010-2013 Clark County School District Improvement Plan. Through this process, goals and objectives were established, and action plans were developed to ensure the continued progress of all Clark County students.

In conjunction with the Nevada Department of Education (NDE), CCSD provided technical assistance, professional development, resources, and on-going support in the development of District, Area/Division, and school improvement plans. The School Improvement Department and Area Data Coordinators provided targeted assistance by focusing on data analysis and empowering schools to make data-driven instructional decisions to increase student achievement. The revised NDE SAGE manual and the CCSD School Improvement Planning (SIP) manual, revised July 2010, continue to provide guidance in the development of improvement plans.

The District's professional development practice requires all service providers to deliver professional development that is based on identified need and is aligned with district initiatives. Therefore, CCSD continues to provide job-embedded, differentiated, and meaningful professional development targeted toward improving achievement for all students. In response to the need to better plan/deliver targeted assistance to schools between divisions and departments within the District, the CCSD School Support Collaborative was created. Team members include: Assessment, Accountability, Research and School Improvement Division; Curriculum and Professional Development Division; Student Support Services Division; and Teacher Induction and Mentoring Development Department. The School Support Collaborative believes in aligning instructional support, technical assistance, and professional development by ensuring that all messages, tools, and strategies aimed at supporting identified school needs are consistent and share a unified vision for quality teaching. This will be accomplished by:

- creating a collaborative and transparent approach to sharing information and resources to schools needing targeted assistance;
- providing a venue for key personnel to collaborate in an ongoing basis regarding how to move a school forward and meet the identified needs of the students and staff;
- establishing a central area on InterAct to serve as a warehouse for school support calendars, service databases, and school contact logs.

Driven by district summarized results from the Nevada Comprehensive Curriculum Audit and other quantitative and qualitative data, the District Improvement Plan addresses strengths, areas of concern, and prioritization of needs identified through a thorough analysis of data as part of the inquiry process. Resources needed, timelines established, positions responsible, and evidence required are addressed in the following components: Action Plan, Monitoring Plan, and Evaluation Plan.

Mindful of the goals outlined in the District Strategic Planning Framework: Climate, Achievement, and Participation, the District reaffirmed its three priority goals of increasing student achievement, providing targeted professional development, and recruiting/retaining highly qualified staff. With the participation of varied stakeholders, the District Improvement Plan committee developed the plan, infusing the District Strategic Planning Framework within each objective. 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 goals/objectives. The District continues to seek excellence by promoting growth in school improvement as it works cooperatively with NDE to increase overall student achievement. ***The purpose of this plan is to improve the achievement of pupils enrolled in the school district (NRS 385.348.1).***

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. During the 2010-2011 school year, the District will operate 357 schools, 217 elementary schools, 59 middle schools, 49 high schools, 24 alternative schools, and 8 special needs schools. CCSD is divided into four geographic areas: Area 1, Area 2, Area 3, and Area 4, and three non-geographic divisions: Superintendent's Schools (which includes Magnet Schools, Empowerment Schools, Language Acquisition Schools, Career and Technical Academies, and Professional Practice Schools), Education Services Division (which includes alternative education and prison schools), and Student Support Services Division (which includes charter and special needs schools).

Under its own leadership, each Area/Division is responsible for developing programs and services tailored to meet the needs of its community. Each Area/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 assist student achievement. Student achievement is also 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.

The current valley population is approximately 2 million and the District is the fifth largest in the nation serving 309,893 students. As the District has grown, so too has the composition of the student population. CCSD is now a minority - majority district with 41.9% of the students Hispanic/Latino, 31.9% White/Caucasian, 12.4% Black/African American, 7.1% Asian, 4.7% Multiracial, 1.3% Native Hawaiian/Other Pacific Islander, and 0.7% Native American (2010-2011 Demographic Profile).

DISTRICT HIGHLIGHTS

- 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 a minimum, Biology I.
- Enrollment at UNLV has increased, with students enrolled in college remedial classes dropping to 24%.
- Unilaterally, the first-time pass rates for 10th grade students on the High School Proficiency Exam (HSPE) increased from 77.3% to 78.1%.
- Students attending magnet schools increased from 12,005 to 14,006.
- 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 work-based learning activities and the number participating in CTE student organizations.
- Increases in proficiency on the Criterion Referenced Test (CRT) were demonstrated in 3rd through 8th grade reading and math; and both grades 5 and 8 increased in writing, 54.5% to 55.5% and 44.2% to 46.8% respectively.
- Percentage of classroom instructional computers with Internet access increased to 97.4%.
- Districtwide Survey results indicate:
 - o Positive parent responses regarding high academic expectations, safe environment, and academic assistance opportunities increased 4.5, 12.2, and 9.0 percentage points respectively from the previous year.
 - o 92% of the 15,438 parents responded "agree" or "strongly agree" that schools assist students in developing positive qualities, such as honesty and trustworthiness, and 91% for positive qualities such as kindness and caring.
 - o 90% of the schools implemented strong character education programs that included recognition and rewards for students who demonstrated academic and behavioral achievement, improvement, and initiative.
- Percent of LEP students that increased proficient in English by one level was 49.8%, while another 13% increased proficiency in English by two levels.
- High school students passing a secondary foreign language Level III or IV course was 93.9%.
- 104 students in grades 6, 7, and 8 competed in the Area Spelling Bee.

PERSONNEL

The Human Resources Division is dedicated to the recruitment and retention of a quality workforce in support of student success. The District currently employs 37,341 staff as of October 2010 (including full-time, part-time, substitute, and temporary employees). The recruitment and retention of high-quality licensed staff are ongoing priorities, and national recruitment is necessary due to the limited number of available local candidates. This year, like last year, the recruitment and retention planning process was approached differently than in past years due to various factors, including the slow-down in the local economy and resulting reduction in student enrollment growth in the District, a decrease in state funding for the District, and subsequently an anticipated reduction in the work force. The Human Resources Division has targeted teacher recruitment and retention efforts in the designated critical labor shortage areas. Additionally, as part of the District's continued goal to expand diversity in the workforce, recruitment efforts are geared toward diversifying the applicant pool. A positive outcome of the recent decline in hiring is an increase in competition among teacher applicants in areas such as K-5. This has resulted in an increase in the number of teachers who meet "highly-qualified" status prior to employment. Plans are in place to continue to expand the quality and diversity of the applicant pool and the placement of more experienced teachers in high-needs schools during this period of slower growth and greater retention.

The Clark County School District continues to use various innovative strategies to recruit a pool of qualified teacher candidates, especially in the areas of science, mathematics, and special education. A number of initiatives including Teach for America, Alternative Routes to Licensure (ARL) for labor shortage areas, partnerships with local universities for cohort experiences in the high-need area of special education, collaboration with the Nevada Department of Education regarding licensure, mentor teacher programs, and online recruiting are a part of the District's efforts to attract and retain teachers. The District has expanded incentives, such as additional Empowerment Schools and Magnet Schools that are designed to attract and retain experienced teachers and administrators in high-needs schools. Annual staff surveys are administered to solicit input regarding school climate.

NEW TEACHERS

School Year	Number of New Teachers
2010-11*	938
2009-10	1,014
2008-09	1,811

* Data Source: Contracting Services Database as of 11.10.10

TEACHER DIVERSITY PROFILE

Year	Total Teachers		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		Black/African American		White		Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2009-10 **	18,183	100	158	0.9	686	3.8	1,267	6.9	1,188	6.5	14,138	77.8	746	4.1
2008-09	18,411	100	171	0.9	691	3.7	1,243	6.7	1,217	6.6	14,306	77.8	778	4.3
2007-08	18,622	100	164	0.9	687	3.7	1,219	6.5	1,216	6.5	14,517	78.0	819	4.4

** Data Source: CCSD Diversity and Affirmative Action Programs Office, 2009-2010 CCSD Work Force Profile as of 10.31.09.

STUDENT TEACHER RATIO

Year	All Schools	Kindergarten*	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
2009-10	19:1	20:1	16:1	16:1	18:1	24:1	24:1
2008-09	21:1	24:1	17:1	17:1	20:1	27:1	27:1
2007-08	21:1	24:1	17:1	17:1	19:1	27:1	27:1

* Kindergarten ratios are based on number of classes, not teachers.

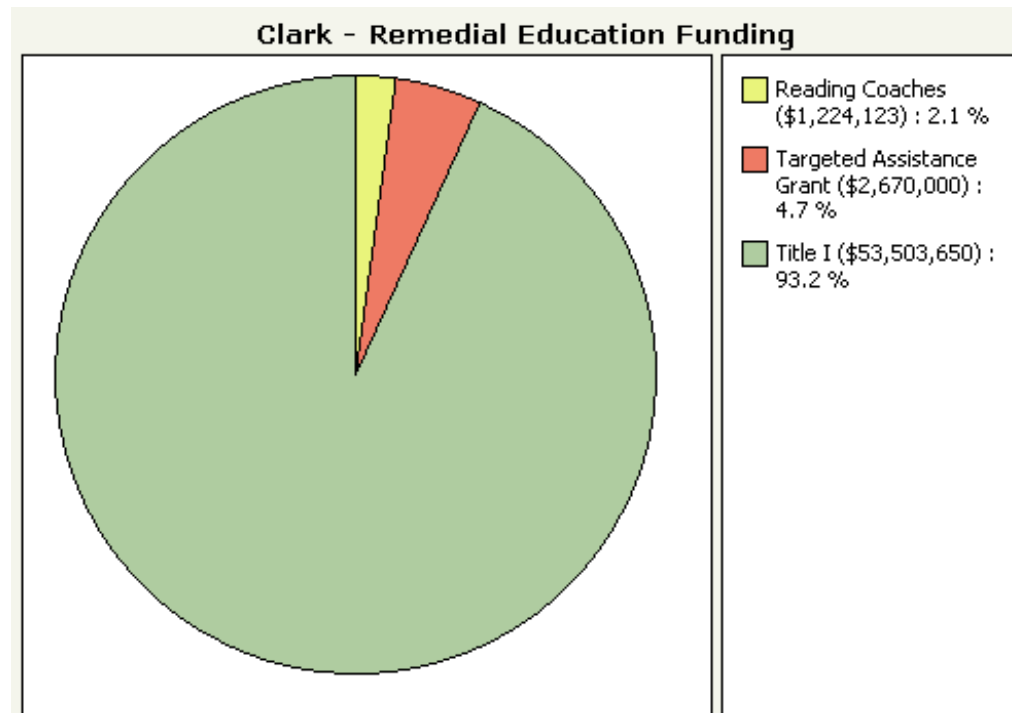
PARAPROFESSIONALS

Year	Paraprofessionals Employed	Paraprofessionals Not NCLB Qualified	
	#	#	%
2009-10	2,863	1,283	41.3
2008-09	2,841	1,923	67.7
2007-08	2,909	2,011	69.1

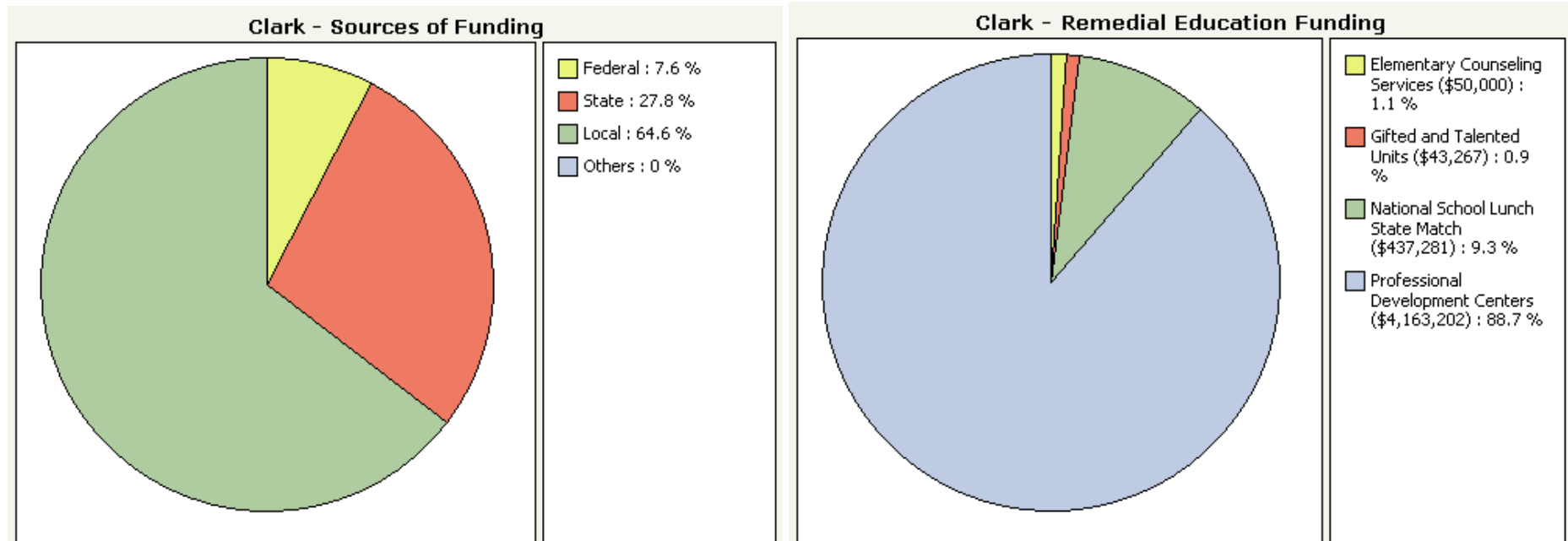
FISCAL DATA

PER PUPIL EXPENDITURES

	District Total	Instruction	Instructional Support	Operations	Leadership
2009-10	\$8,246	60.3%	9.4%	21.2%	9.0%
2008-09	\$7,546	63.4%	9.8%	19.1%	7.8%
2007-08	\$6,913	59.4%	14.6%	18.0%	8.0%



PROFESSIONAL DEVELOPMENT FUNDING



PARENT AND COMMUNITY INVOLVEMENT

Parents and community members are encouraged to be active participants in the educational process. The District promoted frequent two-way communication with parents, family, and the community through a variety of meetings, forums, publications and media.

- Superintendent 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 Areas they served.
- The Board of School Trustees initiated an interactive television program, "School Matters," on Vegas PBS that allows community members to ask questions and receive real-time answers on a variety of important district topics. "School Matters" airs several times throughout each school year.
- The Board of School Trustees made video coverage of the regular meetings available online with live streaming during the meetings and archived videos afterward.
- Video messages from the Superintendent, district staff, and the Board were made available online.
- The District hosted a number of news conferences in order to expand the information provided to the community.
- The District developed series of grade-specific learning activities for parents, to assist with learning over the summer. The series was available online in its entirety.
- The Board of School Trustees held Community Linkage meetings to gather community input.
- The Board of School Trustees also provided monthly newsletters as well as special edition newsletters to their districts, which included calendar events, helpful information, and articles on a variety of topics.
- Surveys were distributed to more than 230,000 households requesting feedback from parents regarding all aspects of their child's schooling.
- The District hosted a variety of forums on specific topics at various locations throughout the school year.
- The CCSD website contained timely information for parents and provided links to individual school's web sites. The online "Straight Talk" feature enabled the community to send comments, suggestions, and concerns directly to the Board of School Trustees and Superintendents.
- The District presented "Inside Education," a 30-minute news program highlighting activities in the District, made weekly presentations on Vegas PBS, and included weekly segments of "Parent Talk" that provided ways to engage families in their students' academic success.

- Schools throughout the District produced and distributed newsletters about their specific school programs, activities and events.
- The District's parental online communication systems, ParentLink, provided a means in both English and Spanish for parents and guardians to quickly and securely track their children's academic progress. In addition, most schools utilized outgoing voice messaging to inform parents of student progress or other important matters.
- Parents and community members regularly participated and provided input to critical committees, such as:
 - o Career and Joint Technical Skills Committee
 - o Attendance Zone Advisory Commission (AZAC)
 - o CCSD Textbook Commission
 - o Sex Education Advisory Council
 - o Nevada Partnership for Inclusive Education
 - o Area Child Development Centers
- Several district publications provided important information and a means to communicate with district personnel. Those publications were posted on the District's website.
- A parent liaison position is in place and is actively involved with numerous parent organizations to increase parent involvement and communication.
- The following initiatives were coordinated through the Parent Services office:
 - o Applied for and received a United Way World Wide Grant to create Family Engagement Centers in five high schools.
 - o Coordinated the Second Family Enrichment Day at the University of Nevada Las Vegas with over 500 participants.
 - o Participated in various schools' Parent Information Night.
 - o Participated in the City of Las Vegas Councilman Ross Family Information Night.
 - o Coordinated and recruited participants for the Parent School Partnership Training - included teachers, parents and support staff in collaboration with Nevada State Parent Information Center.
 - o Coordinated and recruited participants for the Math and Parent Partnership Training in collaboration with Nevada State Parent Information Resource Center.
 - o Coordinated the CCSD Administrator Training with Anne Henderson. Coordinated and planned the Third State Wide Parent Involvement Summit, hosted at the University of Nevada Reno.
 - o Participated in various schools' Health and Wellness Fairs.
 - o Conducted Behavioral Communications Workshops at the Nevada State Parent Teacher Association's Annual Convention and the First Emerging Minorities Leadership Conference.
 - o Coordinated the Districtwide Parent Engagement Forum which meets monthly throughout the school year.
 - o Participated with and advised the Statewide Parent Advisory Council created in 2007.

DISTRICTWIDE PARENT SURVEY

Yearly Districtwide Parent Surveys are mailed to parent and/or guardian households of students within the District. In the 2009-2010 school year Parent Surveys were made available online. Parents were contacted by various methods to maximize the number of parents responding to the survey, including contact via phone through ParentLink, television promos and news segments, newspaper online links, billboards, posters and flyers at local community centers and libraries. A telephone help line was made available to answer questions and respond to requests for a hard copy of the survey. Survey data is aggregated and disseminated to the District as a whole, areas, and schools, and used in site-based decision-making and composition of school improvement plans. The number of usable returned surveys for each group is as follows:

Group Surveyed	2007-08	2008-09	2009-10
Parents	15,550	15,438	14,275
Students	105,066	113,358	121,423
Staff	7,593	11,138	9,499

The 2008 - 2010 Districtwide Survey results are reflected in the following table. The figures represent the percent of parents who responded with a positive answer (strongly agree or agree) for each question.

2008-10 DISTRICTWIDE PARENT SURVEY RESULTS Comparative Percent Positive Responses Percent Strongly Agree and Agree Responses			
	2008	2009	2010
Safe Environment	81.4	93.2	94.2
Clean Environment	92.6	93.9	95.3
Adequate Facilities	88.9	92.4	94.2
Welcome at School	89.5	94.1	95.1
Shared Decision Making	74.7	84.9	85.2
Staff Accessibility for Parents	87.5	91.2	92.8
Area Accessibility	82.9	87.1	91.4
Fair Treatment of Students	89.8	92.5	93.2
Special Needs Programs Availability	88.3	94.8	95.4
High Academic Expectations	85.0	90.5	90.5
Basics - Reading, Writing, Math	95.2	97.0	97.3
Learning Other Subjects	95.3	96.9	97.7
Academic Progress Communication	94.2	91.6	92.7
Attend. & Behavior Communication	96.1	94.7	94.6
Transportation Communication	83.4	78.1	75.7
Academic Assistance Opportunities	81.5	90.5	91.3
Student Technology Use	89.5	93.1	94.2
Student Recognition	87.1	90.4	90.9
Extra Curricular Activities	85.9	89.1	90.5
Responsible Citizenship	91.6	92.3	92.6
Enthusiasm/Excitement for Learning	89.8	90.8	91.1
Full Day Kindergarten Beneficial	86.2	89.1	90.0
Recommend School to a Friend	85.5	90.7	91.4
Homework Relates to Class Work	93.73	95.7	95.7
Creativity and Innovation	84.83	90.2	90.5
Critical Thinking/Problem Solving	85.23	91.9	92.0
Leadership Skills	80.23	87.8	88.2
Interpersonal Skills	81.63	89.9	90.5
Organizational Skills	81.43	88.6	88.7
Courtesy and Respect	89.83	93.7	94.2
Honesty and Trustworthiness	87.43	92.3	93.0
Fosters Kindness and Caring	86.03	91.0	91.7
Report Card Helps		91.8	93.9
ParentLink			69.1

SCHOOL / COMMUNITY ACTIVITIES AND PARTNERSHIPS

CAREER AND TECHNICAL EDUCATION: Career and Technical Education serves students in over forty comprehensive high schools and seven career and technical academies. Students have a wide variety of opportunities organized under the national career cluster model. Program areas include: Business and Marketing, Culinary Arts, Engineering, Health Occupations, Human Services, Informational Technology, Public Services and Trades and Industrial. By mastering designated Career and Technical Education courses (82) that are articulated with the College of Southern Nevada, the Nevada Art Institute, and the Culinary Institute, students may earn Tech Prep or college credit. A total of 2,855 students earned Tech Prep college credit during the 2009-2010 school year. CCSD offered 102 courses that allowed students to earn Nevada competency certificates. Students participating in career and technical programs had a significantly lower dropout rate of 1.03% compared to the District average of 4.6%. A total of five career and technical academies have been constructed and opened between 2007 and 2010. These five new schools added an additional 8,000 seats for professional, career, and technical students interested in a modern, rigorous, and relevant education.

Business partners provide input into career and technical curriculum and equipment standards through active participation on one or more of 16 technical skills committees. These committees serve both the district and college programs as “joint” advisory groups which review 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 which support work-based learning experiences such as career fairs, job shadowing and cooperative work experiences.

Additionally, students participate in various industry-sponsored competitions like Future City, ProStart Culinary Competition, and Broadcast and Video Competition. These activities provide students with opportunities to participate in mock job interviews, industry tours, goal setting presentations, Career Discovery Day, Your Educational Success, Inc., mentoring and student leadership organizations (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.

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: *Moving On College and Career Transitional Planning Guide for High School Students*, and *Moving On Transitional Planning Guide for High School Students*, and *Moving on to the Middle School Transitional Planning Guide* for 5th grade students. These documents focus on assisting students in preparing for transitioning to the next level, 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.

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 each month. The Kids to Kids organization distributes more than 20,000 books a month to at-risk children. Once a school is adopted into the Kids to Kids family, they benefit by having access to our additional programs. They are as follows:

- **Breakfast with Books** helps instill the importance of reading with the children in partnership with their families. Each month, students and their parents, grandparents, guardians, and siblings are invited to share in a light breakfast and story reading at the elementary schools we serve. All participants leave with a book of their choice and an extension activity.
- **Books & Buddies** is a reading mentorship program which partners our volunteers with the children attending our at-risk elementary schools. The volunteers work individually with students to focus on further developing the child's reading proficiency, comprehension and verbal recitation skills.

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.

NV PIE is a partnership of the Clark County School District, the Washoe County School District, the Nevada System of Higher Education, The Public Education Foundation and the community. It works collaboratively on the following initiatives which are designed to accelerate progress toward more inclusive education: The Inclusion Partnership (TIP), which pairs college students with teachers to facilitate inclusive classrooms and The Inspiration Awards program, which recognizes and celebrates exemplary inclusive schools.

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.

SCHOOL PARTNERSHIP OFFICE: The Clark County School District provides many opportunities for community involvement. The CCSD School-Community Partnership Program is guided by a group of dedicated community and business volunteers. The Partnership Program office 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 Day, Class Act, Drive for Excellence, Stay in School Mentoring Project, Environmental Essay Contest, Financial Literacy, Hugh O'Brian Youth (HOBY) Leadership Seminar, Kennedy Center Partnership, Kids Voting, Latin Chamber of Commerce Scholarships, Literary Luncheons, PAYBAC, Stay in School Mentoring Project, Stock Market Simulation, UNLV Performing Arts Master Series Performances, Atomic Testing Museum, Las Vegas Philharmonic Concerts, Focus School Project, Las Vegas Natural History Museum, Newspapers in Education, Reading Rocks, Shakespeare in the Park, Test for Excellence, and various incentive programs for students.

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.

THE PUBLIC EDUCATION FOUNDATION PARTNERSHIPS: The Public Education Foundation is an independent Nevada nonprofit organization dedicated to implementing effective instruction, testing promising ideas and developing best practices in Southern Nevada's public schools through a portfolio of innovative initiatives and programs targeting various aspects of teaching and learning. The Foundation's strategic use of educationally relevant community resources and public-private partnerships is designed to improve student performance, advance quality educational opportunities for all children and deliver measurable results. Working in collaboration with the Clark County School District, the Foundation provides private sector funding to develop and implement programs and initiatives, identify and replicate best practices, produce and improve results and prepare students to be successful in life.

- The literacy initiative of The Public Education Foundation is Clark County READS, which was established in 2001. More than 87 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 11 school libraries with more than 3,000 new non-fiction library books valued at \$48,500 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 130 first-year teachers with books for their classrooms this year. 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 WorldWide Learning Connection 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. All CCSD schools have been invited to participate with almost 7,900 teachers enrolled since inception receiving more than 224,000 items just in the last year for use in their classrooms.
- The Foundation encourages graduates to continue their education. Approximately 252 students were awarded over \$478,000 in scholarships through the Foundation's Scholarship program last year. The Foundation also provides full accounting services and secured accreditation as a United Way Partner Agency.
- Students in thirteen *We R Community* program high schools will award \$65,000 to local nonprofits this year. This service-learning initiative teaches students about the world of philanthropy and volunteerism by transforming them into donors.
- Artists 4 Kidz is an organized effort that connects the creative energy of the Las Vegas community with students in the Clark County School District to enrich their exposure to the arts and improve their education experience. Last year, nearly 3,000 students from 40 schools benefited from the Shakespeare in the Schools program under Artists 4 Kidz.

STUDENTS

STUDENT DEMOGRAPHICS

		American Indian / Alaskan Native		Asian / Pacific Islander		Hispanic / Latino		Black / African American		White / Caucasian		IEP		LEP		FRL	
Year	Total	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2009-10	309,335	2,234	0.7	29,750	9.6	126,692	41.0	43,515	14.1	107,144	34.6	30,898	10.0	56,232	18.2	135,083	43.7
2008-09	311,039	2,413	1.5	29,401	9.5	125,817	40.5	43,682	12.0	109,726	35.3	31,860	10.2	62,734	20.2	132,587	42.6
2007-08	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

AVERAGE DAILY STUDENT ATTENDANCE

Year	Total Students	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic/ Latino	Black / African American	White / Caucasian	IEP	LEP	FRL
2009-10	94.5%	93.4%	96.2%	94.5%	93.2%	94.7%	92.8%	94.9%	94.1%
2008-09	94.5%	93.0%	96.3%	94.5%	92.9%	94.8%	92.8%	95.2%	94.0%
2007-08	94.2%	92.8%	96.0%	94.2%	92.8%	93.9%	92.4%	94.9%	93.2%

STUDENT RETENTION RATE

Year	Kindergarten		1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2009-10	308	1.3	546	2.2	321	1.3	213	0.9	108	0.4	27	0.1	364	1.5	533	2.2	292	1.2
2008-09	391	1.7	595	2.4	321	1.3	193	0.8	106	0.4	41	0.2	252	1.1	405	1.7	339	1.4
2007-08	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

CREDIT DEFICIENCY / ALTERNATIVE SCHOOLS / OPTIONS AVAILABLE TO STUDENTS

Year	Grade 9 Percent	Grade 10 Percent	Grade 11 Percent	Grade 12 Percent
2009-10	0.0	27.2	16.8	15.4
2008-09	17.4	16.5	3.6	1.9
2007-08	18.4	14.3	3.6	1.9

DROPOUTS

Year	Total Students Grades 9-12		Male		Female		American Indian / Alaskan Native		Asian / Pacific Islander		Hispanic / Latino		Black / African American		White / Caucasian	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2009-10	4,155	4.5	2,282	4.9	1,873	4.2	59	8.1	269	3.0	1,840	5.5	703	5.0	1,284	3.8
2008-09	5,187	5.8	2,821	6.2	2,366	5.4	58	8.0	308	3.5	2,207	7.0	929	6.8	1,685	4.9
2007-08	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

DISCIPLINE

Year	Violence to Other Students	Violence to Staff	Possession of Weapon	Distribution of Controlled Substance	Possession / Use of Controlled Substance	Possession / Use of Alcohol
2009-10	4,998	72	270	104	771	135
2008-09	5,150	109	370	108	770	219
2007-08	6,019	126	501	82	820	163

*Data reported as of school year end. District totals do not include state or district sponsored charter school data.
Differences in the reporting process and requirements set by NDE may result in inconsistent data from year to year.*

ADVANCED PLACEMENT COURSE AVAILABILITY AND ENROLLMENT

Year	AP Courses Semester Classes	Number of AP Exams Administered	Number of Exams with Scores of 3, 4, 5 (college credit)
2009-10	Data Not Yet Available	Data Not Yet Available	Data Not Yet Available
2008-09	14,619	10,988	4,810
2007-08	12,904	9,124	4,278

CURRICULUM & INSTRUCTION

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 found at www.ccsd.net/cpd. CCSD has clarified and expanded these standards through development of a Curriculum Essentials Framework (CEF) for elementary grades and by course syllabi for middle schools 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 Clark County School District has identified K-12 Power Standards, highly focused areas of instructional emphasis essential for student proficiency in identified subject areas. Additionally, Benchmarks for Language Arts/Reading and Mathematics Grades K-5, Language Arts Grades 6-12, Mathematics Grades 6-8, Algebra, and Geometry provide teachers with a clearly delineated, paced format that outlines student proficiency expectations for specific skills and concepts during each nine-week or twelve week period, while course syllabi include embedded skills for technology, cultural connections, and 21st century skills. These documents assist teachers with the planning and implementation of an aligned curriculum.

INSTRUCTIONAL PRACTICES

The Clark County School District core curriculum, the highest curricular priority, consists of language arts, mathematics, science, and social studies. Support is also provided so students may demonstrate proficiency in the full curriculum: technology, arts, career and technical education, and physical education and life-long wellness. With implementation of the 21st Century Course of Study, students are scheduled into a fourth year of mathematics, which includes Algebra II, and a third year of science, including Biology. The District expects its students to be competitive in higher education and the workforce.

TEXTBOOKS & MATERIALS

The Clark County School District believes in increasing student achievement and closing the achievement gap for all students. In order to achieve this priority, an aligned curriculum is offered using adopted textbooks and support materials to meet the Nevada Content Standards and District Initiatives. A variety of methods, materials, and contexts are used to meet the instructional needs and extend learning opportunities for our students.

INSTRUCTIONAL TECHNOLOGY

Year	Classrooms	Classrooms with Internet Access	Labs, Libraries, Media Centers	Labs, Libraries, Media Centers with Internet Access	Classrooms with Instructional Computers	Classroom Computers with Internet Access
2009-10	16,212	16,171	317	316	89,182	89,182
2008-09	15,951	15,920	1,704	1,700	92,263	90,045
2007-08	15,728	15,672	1,430	1,410	80,855	77,749

SUCCESSFUL PRACTICES

CLASSROOM ASSESSMENT FOR STUDENT LEARNING INITIATIVE (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.

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:

- 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.
- Child Assault Prevention (CAP) - Offered by the Rape Crisis Center, CAP focuses on a child's right to be free, safe, and strong.
- 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.
- Students Against Violence Everywhere (SAVE) - A K-College, student-driven, violence prevention program which focuses on three essential components: conflict resolution, crime prevention, and service learning.
- 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.

FOCUS ON STUDENT LEARNING (FOSL): CCSD provides professional development 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.

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; targeting 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 participating 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) has 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.

INTERVENTION & REMEDIATION 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 aligns the curriculum with the new requirements of the Governor Guinn 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 went into effect for the graduating class of 2010.

ACTION RESEARCH INITIATIVE: The Action Research Initiative will begin its fifth cycle in the 2010-2011 academic year, building leadership and support among CCSD staff by improving the school experience. Action research projects focus on school or classroom practices or initiatives. The purpose of these educator-driven action research projects is to support teachers in evaluating the impact of classroom-based practices. To build instructional networks and teacher capacity in instruction and leadership, trained CCSD teacher mentors will support teacher researchers by facilitating team meetings and through online collaborations. Teacher researchers will also participate in large-group workshops, and present their research to colleagues and community partners at a culminating data fair in May 2011. This sharing of information about the effectiveness of practices assists school personnel in developing and implementing best instructional practices leading to enhanced student achievement. The Assessment, Accountability, Research and School Improvement Division directs this project with support from University of Nevada, Las Vegas faculty. Financial support for this initiative is provided by Title II and general funds.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID): During the fall of 2010, the AVID program will be offered in six (6) high schools and three (3) middle schools. Each school site will develop a team of educators that support the mission of AVID, which is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID's systemic approach is designed to improve teaching and learning throughout the entire school. The AVID academic elective class supports students as they enroll in rigorous curriculum with structured tutorials. Professional development will be provided to restructure the teaching methods of the school sites and to open access to the curricula that will ensure four-year college eligibility to all students.

COMMUNITIES IN SCHOOLS OF SOUTHERN NEVADA's mission is to surround students with a community of support, empowering them to stay in school and prepare for life. They are part of the Communities In Schools national network of affiliates that connects over 1.4 million students and families every year to needed resources. Communities in Schools has become the nation's leading dropout prevention organization and is proven to both decrease dropout rates and increase graduation rates. In the Clark County School District, Communities In Schools of Nevada supports nearly 30,000 students in 30 school sites by providing no cost student services including medical and dental care, counseling, clothing, food and mentoring programs.

DIBELS: Dynamic Indicators of Basic Early Literacy Skills are individual standardized assessments designed to assess and monitor a student's development of critical literacy skills.

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. A total of 30 Empowerment Schools are operating in CCSD for the 2010-2011 school year.

HIGH SCHOOL CURRICULUM INITIATIVE: CCSD, in an effort to increase rigor among students in grades 9-12, is moving students toward a college-based 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 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 seniors who need to pass the Nevada High School Proficiency Examination (NHSPE) in mathematics. This course builds on the concepts of algebra, geometry, and data analysis while solidifying and extending mathematical concepts, problem solving, and procedures. Concepts are explored through the use of manipulatives, mathematical tools, and hands-on applications.

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 a scientifically-research based intensive reading intervention program inclusive of adaptive instructional software, high-interest literature materials, and whole group and small group direct instruction and guided practice in reading and writing. This program specifically targets 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. Utilizing the research-based implementation model and reading strategies embedded in the teaching system, students make significant gains in reading.

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 Word World, Word Girl, Between the Lions, Sid the Science Guy, Martha Speaks, Curious George, Electric Company, Super WHY, 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 free children's books. Spanish language books are also available as part of the program. Nine workshop curricula are offered including seven focused on basic reading literacy skills, one on oral health, and one on nutrition, exercise and obesity.

REMEDIATION OPPORTUNITIES FOR THE NEVADA HIGH SCHOOL PROFICIENCY EXAM (NHSPE) IN ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE: Students who have failed the NHSPE in English language arts, mathematics, and/or science 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
- Proficiency preparation classes through the Department of Adult Education
- Tutoring at select Las Vegas-Clark County Library District locations
- Teacher resources on InterAct
- Student and parent resources on ccscd.net

SCIENCE INITIATIVE: Through a review of data, CCSD has identified areas in which students show significant weaknesses on tests measuring academic achievement in science, specifically CRTs in grades 5 and 8, and the NHSPE in Science. The District has developed 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. A new course entitled Science Foundations has been designed specifically for non-proficient seniors. In addition, a science proficiency tutoring program has been developed and construction of practice on-line science proficiency exams is in progress.

SMALLER LEARNING COMMUNITIES: Several CCSD 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.

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

DISTRICTWIDE OPPORTUNITIES

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

AREA-WIDE OPPORTUNITIES

The Clark County School District utilizes its staff development days to support 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. Administrators use the supervision and evaluation process to ensure the implementation and alignment of Area/Division and school-centered professional development opportunities with School Improvement Plans. Administrators use a protocol of frequent, brief classroom visits as one of several means to collect schoolwide trend data related to alignment of curriculum and standards, student engagement, and implementation of effective instructional practices.

RPDP







Content training in literacy, math, and science is the main thrust of the Southern Nevada Regional Professional Development Program. Depth of Knowledge (DOK), the Components of an Effective Lesson (5+1 Emphasis), teacher expectancies, and the Backwards Assessment Model (BAM) serve as the foundation for professional development. To reach teachers more frequently and further address the professional development needs of classroom teachers, the SNRPDP publishes a number of newsletters in regard to content and instructional strategies.

EVIDENCE OF PLAN DEVELOPMENT



COMPREHENSIVE NEEDS ASSESSMENT

*All QAF (Quality Assurance Framework) data pulled from December 1, 2010 update.



CRITERION REFERENCE TEST DATA


INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 3 reading CRTs by 3, 6, or 9 percentage points by 2012.	58.0%	60.0%	59.8%	61.0%	62.0%	63.0%		90%-100%	<ul style="list-style-type: none"> ▪ Academic Support & Community Service Center Proficiency Tutoring ▪ Adolescent Reading Academy ▪ AIMSweb ▪ Area Tutoring Funds ▪ Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC) ▪ Components of an Effective Lesson ▪ Customized Training for Special Educators in Explicit Phonics ▪ Data Driven Decision-Making ▪ Depth of Knowledge Professional Development ▪ Elementary Reading Academy ▪ Emphasis on Nonfiction Text ▪ English Language Proficiency Assessment (ELPA) ▪ Focus on Standards Model ▪ Formative Assessments ▪ High Quality Sheltered Instruction (HQSI) ▪ Inclusive Practices ▪ Instructional Programs <ul style="list-style-type: none"> ○ Compass Learning ○ Earobics ○ Fast ForWORD ○ Imagine Learning ○ Read 180 ○ ReadWell ○ Rosetta Stone ▪ Instructional Programs (continued) <ul style="list-style-type: none"> ○ Skills Tutor ○ Study Island ○ Systems 44 ▪ Literacy Specialists & Strategists ▪ Maintenance of Effort (MOE) Menu Options ▪ Moapa Educational Support Center Proficiency Tutoring ▪ Response to Instruction (RTI) ▪ School Support & Professional Development <ul style="list-style-type: none"> ○ CPDD ○ RPDP ○ SSSD ▪ Site-Based Language Support provided by ELL Specialists
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 4 reading CRTs by 3, 6, or 9 percentage points by 2012.	56.0%	61.0%	64.1%	62.0%	63.0%	64.0%		90%-100%	
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 5 reading CRTs by 3, 6, or 9 percentage points by 2012.	46.0%	51.0%	52.4%	52.0%	53.0%	54.0%		90%-100%	
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 6 reading CRTs by 3, 6, or 9 percentage points by 2012.	56.0%	59.0%	62.8%	60.0%	61.0%	62.0%		90%-100%	
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 7 reading CRTs by 3, 6, or 9 percentage points by 2012.	63.0%	68.0%	72.9%	69.0%	70.0%	71.0%		90%-100%	
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 8 reading CRTs by 3, 6, or 9 percentage points by 2012.	52.0%	59.0%	65.0%	60.0%	61.0%	62.0%		90%-100%	




INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
									<ul style="list-style-type: none"> Schoolwide Instructional Support Systems (SWISS) Team Customized Assistance Standards-Based Report Card (SBRC) - Elementary School Structured Teacher Planning Time (STPT) Professional Learning Communities (PLC) Title I Support Staff Instructional Assistants Training in Language Arts Turnaround Team Planning and Development Voyager Program
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 3 mathematics CRTs by 3, 6, or 9 percentage points by 2012.	60.0%	61.0%	65.3%	62.0%	63.0%	64.0%	↑	90%-100%	<ul style="list-style-type: none"> 21st Century Course of Study Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC) Common Semester Exams in 4 Core Classes Common Unit Assessments Components of an Effective Lesson (5+1) CRT Camps CRT Math Posters Data Driven Decision-Making Depth of Knowledge Professional Development Elementary Mathematics Site Leaders Expert Math Committee Focus on Standards Model Formative Assessments FOSL - Walk Through Guide for Aligning Mathematics Program (GAP) Resource
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 4 mathematics CRTs by 3, 6, or 9 percentage points by 2012.	66.0%	64.0%	65.8%	65.0%	66.0%	67.0%	↑	90%-100%	<ul style="list-style-type: none"> High Quality Sheltered Instruction (HQSI) Inclusive Practices Mathematics Lesson Studies New Teacher Mentors Pacing Calendars Response to Instruction (RTI) RPDP/Exeter Summer Math Institutes RPDP Middle School Math Certificate Program RPDP Quarterly Training for Middle Schools Math, Algebra and Geometry RPDP Website Materials School Improvement Plans
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 5 mathematics CRTs by 3, 6, or 9 percentage points by 2012.	62.0%	62.0%	65.7%	63.0%	64.0%	65.0%	↑	90%-100%	<ul style="list-style-type: none"> School Support & Professional Development <ul style="list-style-type: none"> CPDD RPDP SSSD Standards-based Report Card (SBRC) Teachers of Struggling Students Training (TOSS) Test-taking Strategies Training Title I Program Support
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 6 mathematics CRTs by 3, 6, or 9 percentage points by 2012.	60.0%	66.0%	61.1%	67.0%	68.0%	69.0%	↓	90%-100%	
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 7 mathematics CRTs by 3, 6, or 9 percentage points by 2012.	57.0%	61.0%	63.7%	62.0%	63.0%	64.0%	↑	90%-100%	
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and/or exceeds levels on the state grade 8 mathematics CRTs by 3, 6, or 9 percentage points by 2012.	50.0%	53.0%	55.7%	54.0%	55.0%	56.0%	↑	90%-100%	

INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
Criterion-Referenced 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 2012. *NEW TEST	51.0%	54.0%	49.2% *	55.0%	56.0%	57.0%		90%-100%	<ul style="list-style-type: none"> 21st Century Course of Study ARRA-Funded Class Size Reduction for Co-Taught Classes Components of an Effective Lesson Data-Driven Decision Making Depth of Knowledge Professional Development Elementary Science Site Leaders Formative Assessments High Quality Sheltered Instruction (HQSI) Inclusive Practices Nonfiction Literacy and Writing Practice CRT Resources RPDP Middle School Science Certificate Program RPDP Web site materials School Support & Professional Development <ul style="list-style-type: none"> CPDD RPDP SSSD Teacher Expectancies Test Taking Strategies Training
Criterion-Referenced 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 2012. *NEW TEST	55.0%	59.0%	47.6% *	60.0%	61.0%	62.0%		90%-100%	






NEVADA HIGH SCHOOL PROFICIENCY EXAMINATION DATA

INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
HSPE Proficiency: Increase the percentage of 12 th grade credit-sufficient students passing the reading portion of the HSPE by 3, 6, or 9 percentage points by 2012.	97.0%	96.7%	96.3%	97.7%	98.7%	99.7%		95%-100%	<ul style="list-style-type: none"> Academic Support & Community Service Center Proficiency Tutoring Advancement Via Individual Determination (AVID) ARRA-Funded Class Size Reduction for Co-Taught Classes Customized Training for Special Educators in Explicit Phonics GEAR UP Program HSPE Tutoring Inclusive Practices Individual Academic Plan Instructional Programs <ul style="list-style-type: none"> Compass Learning Read 180 Rosetta Stone Skills Tutor Systems 44 Moapa Educational Support Center Proficiency Tutoring School Support & Professional Development <ul style="list-style-type: none"> CPDD RPDP
HSPE Proficiency: Increase the percentage of 12 th grade credit-sufficient students passing the writing portion of the HSPE by 3, 6, or 9 percentage points by 2012. (05-06 baseline targets)	95.8%	94.9%	93.5%	97.1%	98.1%	99.1%		95%-100%	

INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
									<ul style="list-style-type: none"> o SSSD ▪ Transitional Planning Guide ▪ Academic Support & Community Service Center Proficiency Tutoring ▪ Area Differentiated Funds ▪ ARRA-Funded Class Size Reduction for Co-Taught Classes ▪ Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC) ▪ Customized Training for Special Educators in Explicit Phonics ▪ High Quality Sheltered Instruction (HQSI) ▪ HSPE Tutoring ▪ Inclusive Practices ▪ Moapa Educational Support Center Proficiency Tutoring ▪ School Support & Professional Development <ul style="list-style-type: none"> o CPDD o RPDP o SSSD ▪ Targeted Writing Modules ▪ Writing Programs - Site Based
First Time Pass Rate HSPE: Increase the percent of 10 th grade CCSD students passing the reading portion of the HSPE by 3, 6, or 9 percentage points by 2012.	77.3%	78.1%	77.6%	79.1%	80.1%	81.1%		85%-100%	<ul style="list-style-type: none"> ▪ Academic Support & Community Service Center Proficiency Tutoring ▪ ARRA-Funded Class Size Reduction for Co-Taught Classes ▪ Customized Training for Special Educators in Explicit Phonics ▪ High Quality Sheltered Instruction (HQSI) ▪ HSPE Tutoring ▪ Inclusive Practices ▪ Instructional Programs <ul style="list-style-type: none"> o Compass Learning o Read 180 o Rosetta Stone o Skills Tutor o Systems 44 ▪ Moapa Educational Support Center Proficiency Tutoring ▪ School Improvement Plans ▪ School Support & Professional Development <ul style="list-style-type: none"> o CPDD o RPDP o SSSD

INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
HSPE Proficiency: Increase the percentage of 12 th grade credit-sufficient students passing the mathematics portion of the HSPE by 3, 6, or 9 percentage points by 2012.	89.9%	89.8%	89.0%	90.8%	91.8%	92.8%		95%-100%	<ul style="list-style-type: none"> Academic Support Courses ARRA-Funded Class Size Reduction for Co-Taught Classes Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC) Common Semester Exams in 4 Core Math Classes Common Unit Assessments Components of an Effective Lesson (5+1) Data-Driven Decision Making Depth of Knowledge Professional Development District Formative Assessments Math Camps Mathematics Lesson Studies Classes Practice Proficiency Exams RPDP/CCSD Silver State Advanced Placement Summer Institute RPDP High School Math Certificate Program RPDP Math Certificate HS Level Teacher RPDP Quarterly Training for Middle Schools Math, Algebra and Geometry RPDP Website Materials School Support & Professional Development <ul style="list-style-type: none"> CPDD RPDP SSSD SuperMathTutor.com Teachers of Struggling Students Training (TOSS) Test-taking Strategies Training Unit Demonstration Lessons
First Time Pass Rate HSPE: Increase the percent of 10 th grade students passing the mathematics portion of the HSPE by 3, 6, or 9 percentage points by 2012.	45.6%	46.4%	49.6%	47.4%	48.4%	49.4%		70%-100%	
HSPE Proficiency: Increase the percentage of 12 th grade credit-sufficient students passing the science portion of the HSPE by 3, 6, or 9 percentage points by 2012. *1st Year for Science	NA	NA	90.2%	*	*	*	*	95%-100%	<ul style="list-style-type: none"> 21st Century Course of Study Expectations Academic Support Course ARRA-Funded Class Size Reduction for Co-Taught Classes Components of an Effective Lesson Data-Driven Decision Making Formative Assessments HSPE Tutoring Inclusive Practices Recommended Science Course Sequencing (HS) RPDP Middle School Science Certificate Program RPDP Web site materials School Support & Professional Development <ul style="list-style-type: none"> CPDD RPDP SSSD Teacher Expectancies <ul style="list-style-type: none"> Test Taking Strategies Training
First Time Pass Rate HSPE: Increase the percent of 10 th grade students passing the science portion of the HSPE by 3, 6, or 9 percentage points by 2012. *NEW TEST	56.8%	58.4%	44.0% *	59.4%	60.4%	61.4%		60%-100%	

ACT / SAT DATA




INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
SAT: Increase the verbal mean score on the SAT by 3, 6, or 9 points by 2012.	489	492	489	493	494	495		500*-800	<ul style="list-style-type: none"> Individual Academic Plan PSAT for all 10th Graders PSAT for All Sophomores Silver State AP Summer Institute
ACT: Increase the English score on the ACT by 0.3, 0.6, or 0.9 points by 2012. (2005-06 baseline)	20.2	20.5	20.4	20.7	20.8	20.9		20.7*-36	
ACT: Increase the reading score on the ACT by 0.3, 0.6, or 0.9 points by 2012. (2005-06 baseline)	21.3	21.5	21.5	22.0	22.1	22.2		21.5*-36	
SAT: Increase the mathematics mean score on the SAT by 3, 6, or 9 points by 2012. (2005-06 baseline)	497	498	497	505	506	507		509*-800	<ul style="list-style-type: none"> College Board Plan of Action College Readiness Educational Workshop (CREW) Components of an Effective Lesson/Teacher Expectancies Formative Assessments
ACT: Increase the mathematics score on the ACT by .03, .06, or .09 points by 2012. (2005-06 baseline)	21.0	21.1	21.1	21.7	21.8	21.9		21.0*-36	

ADEQUATELY YEARLY PROGRESS

CCSD 2009-2010 AYP Designation	Adequate
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Number of schools In Need of Improvement: 162

Percentage of schools In Need of Improvement: 44.1

INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
District Elementary School AYP: Increase the percentage of District elementary schools making AYP by 3, 6, or 9 percentage points by 2012. (05-06 baseline targets)	49.0%	55.8% *change in target	38.4% *change in tests	64.0%	65.0%	66.0%		90%-100%	<ul style="list-style-type: none"> Area/Division Proficiency Tutoring Funding Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC) Data Driven Decision-Making Dual Language, Content Based Instruction, Language Acquisition Summer Program Graduation Advocate Program HSPE Tutoring Inclusive Practices Language Acquisition Models - Dual Language, Content Based Instruction, Language Acquisition Summer Program, High Quality Sheltered Instruction (HQSI) Maintenance of Effort (MOE) Menu Options Response to Instruction (RTI) School/Area Improvement Process (SIP) Summer School Tuition Assistance Super Tutor Math
District Middle School AYP: Increase the percentage of District middle schools making AYP by 3, 6, or 9 percentage points by 2012.	51.3%	46.2% *change in target	29.9% *change in tests	47.2%	48.2%	49.2%		90%-100%	
District High School AYP: Increase the percentage of District high schools making AYP by 3, 6, or 9 percentage points by 2012. (05-06 baseline targets)	66.7%	50.0% *change in target	63.4% *change in tests	51.8%	52.8%	53.8%		90%-100%	

								<ul style="list-style-type: none"> Title I - Supplemental Educational Services (SES); Learning Together Peer Tutoring Program; Before/After School Tutoring; Funded Summer School Title I and Title I ARRA Funds Tutoring for Proficiency Vertical Articulation
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AREAS OF STRENGTH

According to the QAF, CCSD students made the following gains in 2009-2010. In ELA - fourth, sixth, seventh, and eighth graders made superior growth, while fifth graders made adequate growth. In Math - third and fifth graders demonstrated superior growth, while fourth graders made adequate growth and seventh and eighth graders made moderate growth. Tenth graders reflected superior growth in math on the HSPE.

The LEP subgroup made adequate yearly progress as determined by Title I. The previous year's District Improvement Plan targets were surpassed with 57.86% of all LEP students achieving a 25 point gain in overall ELPA scaled scores and 17.24% of LEP students achieving English language proficiency.

CCSD provided over 1,700 trainings consisting of over 250,000 hours to over 48,000 participants in the areas of the arts, career and technical education, literacy, guidance, mathematics, PDE, student activities, science, health, and foreign languages, with a range of 80%-99% positive responses from participant evaluations.

Furthermore, District Improvement Plan targets were attained, with an annual attrition rate of 3.9% and a 1% increase of highly qualified teachers in Title I schools and 2% in non-Title I schools.

Priority Concerns	Root Causes	Solutions
STUDENT ACHIEVEMENT:		
<p>Although progress has been made across the District in ELA and Math, there are still grade levels that are reflecting decreases in student achievement. This is true for all tested grades in the area of science.</p> <p>The IEP subgroup continues to fail to achieve Safe Harbor in any subject. The LEP subgroup only makes Safe Harbor in Elementary Math.</p> <p>Credit deficiencies and middle school retentions continue to put students at risk for graduation.</p>	<p>Most commonly identified areas of concern on NCCAT-S throughout the district:</p> <ul style="list-style-type: none"> 1.3 All instructional staff members do not use effective instructional strategies to meet the learning needs of all students. 1.2 All instructional staff members do not deliver the standards-based curriculum to all students. 1.4 All instructional members do not routinely collaborate to review the impact of instructional strategies and to modify instruction accordingly. 1.6 All instructional staff members do not provide students with additional instruction and intervention as needed to improve student achievement. 	<p>A School Support Team Collaborative, whose membership includes district-level division/department level administrators, will be created for the purpose of aligning instructional support, technical assistance, and professional development for schools by ensuring that all messages, tools, and strategies aimed at supporting identified school needs are consistent and share a unified vision for quality teaching.</p> <p>This collaborative team will: create a collaborative and transparent approach to sharing information and resources to schools needing targeted assistance; provide a venue for key personnel to collaborate in an ongoing basis regarding how to move a school forward and meet the identified needs of the students and staff; and establish a central area on InterAct to serve as a warehouse for school support calendars, service databases, and school contact logs.</p>

Priority Concerns	Root Causes	Solutions
PROFESSIONAL DEVELOPMENT:		
<p>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.</p> <p>The ability of staff to address learning through multiple pathways and provide differentiated instruction to increase performance of all students remains a challenge.</p>	<p>The District has not effectively implemented its transition program between grade levels within each school and between school levels. Strategies presented through professional development to address the specific and divergent needs of students or technological advances have not been consistently implemented or monitored in classrooms.</p> <p>Although professional development has been specifically designed to address the needs of LEP and IEP students, the strategies have not always been universal or implemented with fidelity.</p>	<p>Identify research-based professional development initiatives and continue to expand existing structures that support administrator, teacher, paraprofessional, and parent collaboration between and among buildings, Departments, Areas, and Divisions.</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) Focus on Standards (FOS) High Quality Sheltered Instruction (HQSI), instructional technology, and monitor implementation with fidelity in all classrooms.</p>
HUMAN RESOURCES:		
<p>1. Due to the transiency of staff at all levels, there remains a priority concern regarding the recruitment and retention of highly effective, experienced staff at high-needs schools.</p> <p>Additionally, although the District has been recognized for targeted recruitment efforts and successfully addressed recruitment needs in previous critical labor shortage areas, such as middle school mathematics, staff shortages continue in designated areas of special education and related student services, high school mathematics, and middle and high school science.</p> <p>2. As a result of staff transfers and employee attrition, there continues to be a need for training and mentoring of District employees, especially those in their first three years of service.</p> <p>3. Current Human Resources Division technology systems/software do not provide timely access to employment data that is needed for monitoring staff recruitment, retention, qualifications, and costs, as well as ongoing, effective communication.</p> <p>4. Reliable, effective evaluation systems are needed to assess the performance of licensed employees and school administrators as it relates to student achievement progress.</p>	<p>Student/school demographics, student attendance zoning, student and staff transiency, and educational programming impact recruitment and retention of staff.</p> <p>Due to the national and local labor shortage in special education, mathematics, science, and related student services, and a lack of targeted incentive programs, the District continues to experience challenges in attracting and retaining needed staff for some of these areas.</p> <p>High rate of growth over the past ten years, ongoing staff transfers and employee attrition, and a past competitive labor market have resulted in the need for ongoing training and mentoring of staff.</p> <p>Changing technology infrastructure, systems, and software that do not interface, and significant costs for upgrades limit the Human Resources Division staff in analyzing and providing timely employment data.</p> <p>Previously, state law did not permit inclusion of student achievement progress data in the evaluation systems of licensed employees and school administrators in order to analyze effectiveness.</p>	<p>Increase recruitment and retention of highly effective, experienced staff at high-needs schools through targeted recruitment, training, and collaboration with other divisions.</p> <p>Continue to address educational needs by working with the Nevada Department of Education (NDE) to expand certification opportunities by promoting alternative routes to licensure and by enhancing technology systems for further analysis of recruitment and retention efforts.</p> <p>Continue to develop and implement targeted, high-quality training and professional development for all employee groups.</p> <p>Continue to conduct needs analysis, develop/implement updated programs, and plan for a new Human Capital Management System in collaboration with Technology and Information Systems Services (TISS) Division, as outlined in the District's Technology Plan.</p> <p>Conduct a comprehensive review and revision process that includes all stakeholders to develop a revised system for evaluating licensed employees and school administrators for implementation.</p>

ACTION/MONITORING/EVALUATION PLAN DESIGN

MASTER PLAN DESIGN GOAL #1: The District will increase student achievement in English Language Arts, mathematics, and science; decrease the percentage of students identified as at risk of dropping out through participation in the Graduate Advocate Program; decrease the number of high school dropouts; and increase achievement of LEP students. (A-1, A-3)

MEASURABLE OBJECTIVE 1: The percent of proficient students on state mandated assessments will increase, as demonstrated by adequate growth as specified on the Quality Assurance Framework. (A-1, A-3)

MEASURABLE OBJECTIVE 2: The number of overall high school dropouts as well as those identified as at risk of dropping out of school will decrease, as specified on the Quality Assurance Framework. (A-1,A-3)

MEASURABLE OBJECTIVE 3: The District will demonstrate increased achievement as measured by the AMAO objectives such that: a) 52% of all LEP students achieve a 25 point gain in overall ELPA scaled scores each year; b) 14.4% of all LEP students achieve English language proficiency each year; and c) LEP students make AYP as determined by Title I. (A-1, A-3)

GOAL 1	ACTION PLAN		MONITORING PLAN		EVALUATION PLAN
Action Steps	Resources	Timeline/Position	Evidence of Implementation	Timeline/Position	Evidence of Results
1. The District will assist with and ensure Area and Division personnel support schools in increasing student achievement at all levels.	Comprehensive needs assessment including analysis of: <ul style="list-style-type: none"> • General and grant funds • QAF • NCCAT-S • State Standards • CCSD Curriculum Documents • Research-Based Instructional Programs and Strategies • Professional Development • Restructuring Plans • IDMS • AMAO Report 	August-July Division Superintendents: AARSI CPD SSSD Technology Area Associate Superintendents	<ul style="list-style-type: none"> • QAF • State mandated assessments • Interim Assessment Data Analysis and Intervention Plan • Audit Data • School Restructuring Plans • AYP Reports 	December, February, April, and June Area and Division Academic Managers	QAF
2. The District will assist with and ensure Area and Division personnel support schools with developing and implementing data-driven best practice programs.	<ul style="list-style-type: none"> • General and grant funds • Before, during and after school programs • Process Management Systems • Curriculum and Professional Development • AMAO Report 	August-July Division Superintendents: CPD SSSD Technology Area Associate Superintendents	<ul style="list-style-type: none"> • QAF • Pathlore reports • Schools Everything Database • IDMS reports • Grant Evaluations • Highly Qualified Teacher Reports • Accountability Reports • NCCAT-S Reports 	August-July Area and Division Academic Managers	QAF

GOAL 1	ACTION PLAN		MONITORING PLAN		EVALUATION PLAN
Action Steps	Resources	Timeline/Position	Evidence of Implementation	Timeline/Position	Evidence of Results
3. AARSI will create multiple monitoring systems to accurately assess individual student and subgroup growth to drive and refine data-driven decision making.	<ul style="list-style-type: none"> General and grant funds IDMS ERP QAF Graduate Advocacy Program Class Size Reduction Report AMAO Report 	August-July AARSI-Assistant Superintendent	<ul style="list-style-type: none"> QAF IDMS Student At Risk Tracking System Student data Grant Evaluations Accountability Reports AYP Data 	August-July Area and Division Academic Managers	QAF
4. The District will assist with and ensure Area and Division personnel support schools with promoting parent participation.	Providing opportunities for: <ul style="list-style-type: none"> Parent education Involvement Language acquisition AMAO Report 	August-July Division Superintendent: SSSD Area Associate Superintendents	<ul style="list-style-type: none"> Title I reports Parent Accords Parent Center Newsletters and offerings District-wide Survey (DWS) 	August-July Area and Division Academic Managers	QAF
5. The District will assist with and ensure Area and Division personnel support schools in identifying students at-risk for not meeting graduation requirements.	Support will include: <ul style="list-style-type: none"> General and Grant Funds Dropout Prevention Programs Professional Development Transition Plans between 8th and 9th grades Graduate Advocacy Student At Risk Tracking System Differentiated instructional strategies AVID Character Education Programs Alternative Secondary School Programs Student Academic Plans Schools of choice Career Technical Academies AMAO Report 	August-July Division Superintendents: AARSI Instruction Unit SSSD CPD Technology Area Associate Superintendents	<ul style="list-style-type: none"> Disaggregated trend data on dropout rate QAF Student At Risk Tracking System 	November and January December-June Area and Division Academic Managers	QAF

GOAL 1	ACTION PLAN		MONITORING PLAN		EVALUATION PLAN
Action Steps	Resources	Timeline/Position	Evidence of Implementation	Timeline/Position	Evidence of Results
6. The District will assist with and ensure Area and Division personnel will support schools with increasing graduation rates.	<ul style="list-style-type: none"> General and Grant Funds Professional Development 21st Century Curriculum Reading, Math and Science Curriculum Documents Nevada State Standards Tutoring and remediation Alternative Secondary School programs Schools of choice Career Technical Academies Graduate Advocacy Program Student Academic Plans AMAO Report 	<p>August-July</p> <p>Division Superintendents: AARSI Instruction Unit SSSD CPD Technology</p> <p>Area Associate Superintendents</p>	<ul style="list-style-type: none"> NHSPE Assessment data Common Assessment Data QAF Dropout data Student At Risk Tracking System Graduation Rate 	<p>December and April</p> <p>January and June</p> <p>November</p> <p>December-June</p> <p>July</p> <p>Area and Division Academic Managers</p>	QAF
7. The District will assist with and ensure Area and Divisions personnel support schools with identifying the non-proficient LEP and IEP students.	<ul style="list-style-type: none"> General and Grant funds Professional Development Inclusive Practices Response to Intervention High Quality Sheltered Instruction strategies Teaching English as a Second Language Endorsement programs for teachers Extended school day programs (before/after school, Saturday, intersession and summer school) Summer Language Programs AMAO Report 	<p>August-July</p> <p>Division Superintendents: SSSD CPD Technology</p> <p>Area Associate Superintendents</p>	<ul style="list-style-type: none"> Disaggregated AYP AMAO data 	<p>August and September</p> <p>Area and Division Academic Managers</p>	AMAO data

GOAL 1	ACTION PLAN		MONITORING PLAN		EVALUATION PLAN
Action Steps	Resources	Timeline/Position	Evidence of Implementation	Timeline/Position	Evidence of Results
8. 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)	<ul style="list-style-type: none"> General Funds Grant Funds AACS Personnel CPD Personnel RPDP Instructional Technology Partnership for 21st Century 	August-July Division Superintendents: SSSD CPD AARSI Technology VEGAS PBS-Director	<ul style="list-style-type: none"> District Technology Plan ECS PD Logs Pathlore 	Annually Division Superintendents: CPD Technology	Pathlore records PD Evaluations -Zoomerang Surveys
9. The District will deliver targeted professional development opportunities based on identified staff needs.	<ul style="list-style-type: none"> General Funds Grant Funds CPD, AARSI, RPDP, Vegas PBS, & SSSD Personnel 	August-July Division Superintendents: SSSD CPD AARSI VEGAS PBS-Director	<ul style="list-style-type: none"> Pathlore Vegas PBS 	Annually CPD VEGAS PBS-Director	Pathlore records PD Evaluations -Zoomerang Surveys

MASTER PLAN DESIGN GOAL #2: The District will coordinate, design, deliver, and evaluate ongoing professional development aligned to District instructional initiatives and identified student needs. (A-2)

MEASURABLE OBJECTIVE 1: The District will align professional development to meet District instructional expectations and identified student needs based on data measured by a professional development tracking system and professional development evaluations. (A-2)

GOAL 2	ACTION PLAN		MONITORING PLAN		EVALUATION PLAN
Action Steps	Resources	Timeline/Position	Evidence of Implementation	Timeline/Position	Evidence of Results
1. The District will enhance the communication of identified instructional initiatives and student needs.	<ul style="list-style-type: none"> Parent Survey Results TLC Survey Professional Development Evaluations QAF Back to School Reporter Instruction Unit Admin Weekly E-Mail School Matters Mathematics Parent Brochure Curriculum Overviews Student Opportunities Website Parent Advisory Committees ParentLink 	August-July <ul style="list-style-type: none"> AARSI-Assistant Superintendent Area Associate Superintendents Communications Office-Director Community and Government Relations-Associate Superintendent CPD-Assistant Superintendent HR-Deputy Human Resources Officer Instruction Unit Deputy Superintendent RPDP-Director SSSD-Deputy Superintendent TISS-Chief Technology Officer 	<ul style="list-style-type: none"> Professional Development Evaluations QAF Parent Survey Results Board Meeting Agendas (Policy Governance) CCSD Strategic Plan 	August-July <ul style="list-style-type: none"> AARSI-Assistant Superintendent Area Associate Superintendents CPD-Assistant Superintendent HR-Deputy Human Resources Officer RPDP-Director SSSD-Deputy Superintendent Vegas PBS-Director 	<ul style="list-style-type: none"> Pathlore Records Professional Development Evaluations QAF TLC Survey Results

GOAL 2	ACTION PLAN		MONITORING PLAN		EVALUATION PLAN
Action Steps	Resources	Timeline/Position	Evidence of Implementation	Timeline/Position	Evidence of Results
2. The District will collaborate with representatives of all Areas and Divisions through the Professional Development Consortium (PDC)/School Support Collaborative to analyze current data and develop a plan to deliver targeted professional development aligned with District goals and measurable objectives that will impact student achievement.	<ul style="list-style-type: none"> • General Funds • Grant Funds • RPDP • Vegas PBS • AARSI,CPD, & SSSD Personnel • Vegas PBS • NASA • QAF • Professional Development Evaluations • CCSD PD and Staff Reports • Post-Secondary Data • New Teacher/Leadership Development 	August -July <ul style="list-style-type: none"> • CPD-Assistant Superintendent • RPDP-Director • AARSI-Assistant Superintendent • Area Associate Superintendents • HR-Deputy Human Resources Officer • SSSD-Deputy Superintendent • Vegas PBS-Director 	<ul style="list-style-type: none"> • Pathlore • Recommendations to the PDC/School Support Collaborative • Agendas and Meeting Notes • InterAct™ • School AYP Reports • QAF • School Support Collaborative Action Plan • Site Visit Logs 	August-July <ul style="list-style-type: none"> • AARSI-Assistant Superintendent • Area Associate Superintendents • CPD-Assistant Superintendent • HR-Deputy Human Resources Officer • RPDP-Director • SSSD-Deputy Superintendent • Vegas PBS-Director 	<ul style="list-style-type: none"> • Pathlore Records • Professional Development Evaluations • Survey Results • QAF • Site Visit Logs
3. The District will embed targeted professional development based on Areas/Divisions curriculum alignment reviews in INOI schools.	<ul style="list-style-type: none"> • General Funds • Grant Funds • RPDP • Vegas PBS • NCCAT Audit • ELLP Professional Personnel • PD Reviewers • School Improvement Facilitators • SSSD Personnel 	August-July <ul style="list-style-type: none"> • AARSI-Assistant Superintendent • Area Associate Superintendents • CPD-Assistant Superintendent • MGT Audit Personnel • School Site Administrators • Teachers 	<ul style="list-style-type: none"> • Student Achievement Data • ELLP School Review Reports • Instructional Database (IDMS) • NCCAT Audit 	August-July <ul style="list-style-type: none"> • AARSI-Assistant Superintendent • Area Associate Superintendents • CPD-Assistant Superintendents 	<ul style="list-style-type: none"> • Pathlore Records • Professional Development Evaluations • QAF • Survey Results
4. 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)	<ul style="list-style-type: none"> • General Funds • Grant Funds • RPDP • Vegas PBS • CPD, AARSI, SSSD, & HR Personnel • AYP Results 	August-July <ul style="list-style-type: none"> • AARSI-Assistant Superintendent • Area Associate Superintendents • Community and Government Relations-Associate Superintendent • CPD-Assistant Superintendent 	<ul style="list-style-type: none"> • Calendar of PD Development • Pathlore • Training Agendas • TESL Courses • Structured Teacher Planning Time Minutes • PLC Minutes • Evaluations of Selected PD • Focus Groups 	Quarterly <ul style="list-style-type: none"> • AARSI-Assistant Superintendent • Area Associate Superintendents • CPD-Assistant Superintendent • HR-Deputy Human Resources Officer • SSSD-Deputy Superintendent 	<ul style="list-style-type: none"> • Pathlore Records • Professional Development Evaluations • Survey Results

GOAL 2	ACTION PLAN		MONITORING PLAN		EVALUATION PLAN
Action Steps	Resources	Timeline/Position	Evidence of Implementation	Timeline/Position	Evidence of Results
		<ul style="list-style-type: none"> • HR-Deputy Human Resources Officer • Paraprofessionals • School Site Admin • Support Staff • Teachers 	<ul style="list-style-type: none"> • Competitive and Entitlement Grant Funded Program Evaluations 		
5. The District will provide additional professional development for site-based instructional support for targeted students before, during, and after school.	<ul style="list-style-type: none"> • General Funds • Grant Funds • RPDP • Vegas PBS • ELLP • SSSD • Title I • Title II • ARRA • MOE • CPD 	August-July <ul style="list-style-type: none"> • AARSI-Assistant Superintendent • Associate Superintendents • CPD-Assistant Superintendent • HR-Deputy Human Resources Officer • Instruction Unit-Deputy Superintendent • Paraprofessionals • School Site Admin • SSSD-Deputy Superintendent • Teachers 	<ul style="list-style-type: none"> • Calendar of PD • School Support Collaborative Action Plans 	August-July <ul style="list-style-type: none"> • AARSI-Assistant Superintendent • Associate Superintendents • CPD-Assistant Superintendent • HR-Deputy Human Resources Officer • SSSD-Deputy Superintendent 	<ul style="list-style-type: none"> • Pathlore Records • Professional Development Evaluations
6. 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)	<ul style="list-style-type: none"> • General Funds • Grant Funds • CPD Personnel • RPDP • Vegas PBS • ASI & SSSD Personnel • ELL Personnel 	August-July <ul style="list-style-type: none"> • AARSI-Assistant Superintendent • CPD-Assistant Superintendent 	<ul style="list-style-type: none"> • Calendar of Staff Development • Attendance Rosters • Training Agendas • Pathlore 	Quarterly <ul style="list-style-type: none"> • AARSI-Assistant Superintendent 	<ul style="list-style-type: none"> • Pathlore Records • Professional Development Evaluations
7. The District will initiate, support, and maintain multiple mechanisms to provide information (e.g. Standards Based Report Card, ParentLink, Student Opportunities Website, and RPDP Website) to CCSD staff, parents/guardians, students, and community members regarding student achievement and parent engagement supporting school improvement. (Communication)	<ul style="list-style-type: none"> • General Funds • Grant Funds • Pathlore • AARSI, CPD, TISS, & SSSD Personnel • Communications Office • Government and Community Relations • Nevada PEP, PTA, & PAC • PAALS Meetings 	August-July <ul style="list-style-type: none"> • AARSI-Assistant Superintendent • Area Associate Superintendents • Communications Office-Director • Community and Government Relations-Deputy Superintendent • CPD-Assistant Superintendent • SSSD-Deputy Superintendent • TISS-Chief Technology Officer 	<ul style="list-style-type: none"> • Professional Development Evaluations • Parent Surveys • SBRC • PEP/PTA/PAC Feedback • Evidence of Communications to Parents • CCSD and ELLP Website • CCSD Documents and Publications 	August-July <ul style="list-style-type: none"> • AARSI-Assistant Superintendent • Area Associate Superintendents • CPD-Assistant Superintendent • Community and Government Relations-Deputy Superintendent • SSSD- Deputy Superintendent • TISS-Chief Technology Officer 	<ul style="list-style-type: none"> • Pathlore Records • Professional Development Evaluations • ParentLink Usage Reports • SBRC Parent-Teacher Conference Participation Logs

GOAL 2	ACTION PLAN		MONITORING PLAN		EVALUATION PLAN
Action Steps	Resources	Timeline/Position	Evidence of Implementation	Timeline/Position	Evidence of Results
8. The District will enhance the use of instructional technology by educators to ensure a rigorous and relevant instruction program to meet the 21st century needs of students through professional development. (Technology)	<ul style="list-style-type: none"> • AARSI, CPD, SSSD, & TISS Personnel • ECS Personnel • General Funds • Grant Funds • Instructional Technology • Partnership for 21st Century RPD • Vegas PBS 	August-July <ul style="list-style-type: none"> • AARSI-Assistant Superintendent • CPD-Assistant Superintendent • SSSD- Deputy Superintendent • TISS-Chief Technology Officer • Vegas PBS-Director 	<ul style="list-style-type: none"> • District Technology Plan • ECS PD Logs • Pathlore • Site Visitation Logs 	Annually <ul style="list-style-type: none"> • AARSI-Assistant Superintendent • CPD-Assistant Superintendent • SSSD-Deputy Superintendent • TISS-Chief Technology Officer • Vegas PBS-Director 	<ul style="list-style-type: none"> • Pathlore Records • Professional Development Surveys • Site Visitation Logs

MASTER PLAN DESIGN GOAL #3: The District will continue targeted recruitment, support, and retention of qualified staff including teachers, administrators, and support staff. (C-1)

MEASURABLE OBJECTIVE 1: The District will recruit qualified staff resulting in an increase of teachers with highly-qualified status. (C-1, C-3, P-3)

MEASURABLE OBJECTIVE 2: The District will retain qualified teachers resulting in an annual attrition rate of less than 8%. (C-1, A-2, P-3)

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

MEASURABLE OBJECTIVE 4: The District will revise the system for evaluating licensed employees and school administrators in collaboration with the Instruction Unit, Employee Management Relations, and association representatives. (C-1, A-2, P-1)

GOAL 3	ACTION PLAN		MONITORING PLAN		EVALUATION PLAN
Action Steps	Resources	Timeline/Position	Evidence of Implementation	Timeline/Position	Evidence of Results
1. The District will establish targets for improving the recruitment and retention of diverse, highly-qualified teachers.	Attrition statistics will be compiled annually.	September-November Chief Human Resources Officer and appropriate HR Directors	<ul style="list-style-type: none"> • Data regarding staff transfers and separation • Recruitment Reports 	Fall transfer period Spring-Summer transfer period Chief Human Resources Officer, Deputy Human Resources Officer, Executive Director, Licensed Personnel Services, Director, Teacher Induction, Mentoring, and Development	Retention data and separation data Number of applicants Number of vacancies Recruitment Report School Transfer Summary Report CCSD Staff Survey CCSD Parent Survey Licensed Personnel New Hire Survey Working Conditions Survey

GOAL 3	ACTION PLAN		MONITORING PLAN		EVALUATION PLAN
Action Steps	Resources	Timeline/Position	Evidence of Implementation	Timeline/Position	Evidence of Results
2. The District will continue to analyze current processes and procedures to identify and implement best practices in Human Resources.	<ul style="list-style-type: none"> Research of current practices in HR Best practices for retention 	August-June Chief Human Resources Officer and appropriate HR Directors	<ul style="list-style-type: none"> Summary of retention strategies Recognition programs CCSD Staff Survey 	July Deputy Human Resources Officer, Executive Director, Licensed Personnel Services, Executive Director, Support Staff Personnel Services, Director, Teacher Induction, Mentoring, and Development, Director of Leadership Development	
3. The District will disseminate the results of the 2010 working conditions survey, initiate a new survey in 2011, compile and analyze information related to teacher retention, including surveys.	<ul style="list-style-type: none"> Exit survey(s) Working Conditions Survey (TLC) CCSD Staff Survey 	September-August Chief Human Resources Officer, Deputy Human Resources Officer, Director, Teacher Induction, Mentoring, and Development, HR Coordinator of Compliance TLC Team CCEA CCASAPE	<ul style="list-style-type: none"> Completed analysis Disseminate plan Analyze exit survey data Recommendations for strategies to enhance retention 	August Chief Human Resources Officer, and appropriate HR Directors CCEA CCASAPE	
4. The District will continue to maximize the effectiveness of the HR Division to recruit applicants, process applications, and complete the hiring process.	<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 	August-July Chief Human Resources Officer, Deputy Human Resources Officer, Executive Director, Licensed Personnel Services, Executive Director, Support Staff Personnel Services, Director, Administrative Personnel Services	<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 	August-July Deputy Human Resources Officer, Executive Director, Licensed Personnel Services, Executive Director, Support Staff Personnel Services, Director, Administrative Personnel Services	

GOAL 3	ACTION PLAN		MONITORING PLAN		EVALUATION PLAN
Action Steps	Resources	Timeline/Position	Evidence of Implementation	Timeline/Position	Evidence of Results
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.	<ul style="list-style-type: none"> Funding UNLV NSC Private universities Additional funding sources SSSD 	<p>August-July</p> <p>Chief Human Resources Officer, Deputy Human Resources Officer, Executive Director, Licensed Personnel Services, Director, Teacher Induction, Mentoring, and Development, and Director of Leadership Development</p> <p>SSSD Deputy Superintendent</p>	<ul style="list-style-type: none"> Enrollment data Program plans 	<p>July</p> <p>Deputy Human Resources Officer, Executive Director, Licensed Personnel Services, Director, Teacher Induction, Mentoring, and Development, Director of Leadership Development</p>	
6. The District will collaborate with the Instruction Unit and the local association leadership to conduct an early transfer period and place new hires in high-needs schools.	<ul style="list-style-type: none"> Grant funds General funds Instruction Unit CCEA Incentive Programs Additional Funding School Climate Surveys 	<p>August-July</p> <p>Chief Human Resources Officer, Deputy Human Resources Officer, Executive Director, Licensed Personnel Services, Director, Teacher Induction, Mentoring, and Development</p> <p>Area Associate Superintendents</p> <p>SSSD Deputy Superintendent</p> <p>ESD Associate Superintendent</p>	<ul style="list-style-type: none"> Employment records Professional development records School designation documentation 	<p>August-July</p> <p>Chief Human Resources Officer</p> <p>SSSD Deputy Superintendent</p> <p>Instruction Unit Deputy Superintendent</p> <p>Area Associate Superintendents</p> <p>CPD Assistant Superintendent</p> <p>AARSI Assistant Superintendent</p>	<p>Retention data and separation data</p> <p>Title I Schools Listing</p> <p>HQ Status and Licensure Report</p> <p>Empowerment Schools Annual Report</p>
7. The District will employ, support, and retain highly-qualified teachers in high needs schools.	<ul style="list-style-type: none"> Grant funds General funds Memorandum of Understanding CCEA CCASAPE Incentive Programs Additional funding School Climate Surveys 	<p>August-July</p> <p>Chief Human Resources Officer, Deputy Human Resources Officer, Executive Director, Licensed Personnel Services, Director, Teacher Induction, Mentoring, and Development</p>	<ul style="list-style-type: none"> Employment records Professional development records Recognition Documentation Memorandum of Understanding 	<p>August-July</p> <p>Chief Human Resources Officer</p> <p>SSSD Deputy Superintendent</p> <p>Instruction Unit Deputy Superintendent</p> <p>Area Associate Superintendents</p>	<p>Retention data and separation data</p> <p>Number of applicants</p> <p>Number of vacancies</p> <p>Recruitment Report</p> <p>School Transfer Summary Report</p> <p>CCSD Staff Survey</p>

GOAL 3	ACTION PLAN		MONITORING PLAN		EVALUATION PLAN
Action Steps	Resources	Timeline/Position	Evidence of Implementation	Timeline/Position	Evidence of Results
		Area Associate Superintendents ESD Associate Superintendent SSSD Deputy Superintendent		CPD Assistant Superintendent AARSI Assistant Superintendent	CCSD Parent Survey Licensed Personnel New Hire Survey Working Conditions Survey Title I Schools Listing HQ Status and Licensure Report Empowerment Schools Annual Report
8. The District will target training for teachers in their first three years of service to provide professional development, and assist staff in addressing the needs of at-risk students.	<ul style="list-style-type: none"> Funds for professional development Instructors 	August-July Deputy Human Resources Officer, Director, Teacher Induction, Mentoring, and Development CPD Assistant Superintendent RPDP Director SSSD Directors Title I Services Director Area Associate Superintendents	<ul style="list-style-type: none"> Program plans Agendas Evaluations 	Ongoing Deputy Human Resources Officer, Director, Teacher Induction, Mentoring, and Development CPD Assistant Superintendent RPDP Director SSSD Director Title I Services Director Area Associate Superintendents	Professional development records and evaluations Retention, separation, and transfer data
9. The District will target initial service training for administrators.	<ul style="list-style-type: none"> Funds for professional development Instructors 	August-July Deputy Human Resources Officer, Director of Leadership Development CPD Assistant Superintendent Design Teams Instruction Unit Deputy Superintendent Area Associate Superintendents	<ul style="list-style-type: none"> Program plans Agendas Evaluations Development of Academies Training for deans and assistant principals Training for principals 	Ongoing Deputy Human Resources Officer, Director of Leadership Development CPD Assistant Superintendent Instruction Unit Deputy Superintendent Area Associate Superintendents	Professional development records and evaluations Retention, separation, and transfer data

GOAL 3	ACTION PLAN		MONITORING PLAN		EVALUATION PLAN
Action Steps	Resources	Timeline/Position	Evidence of Implementation	Timeline/Position	Evidence of Results
10. The District will target training for Instructional Assistants in Title I schools.	<ul style="list-style-type: none"> Funds for professional development Instructors 	August-July Director, Support Staff Training and Development CPD SSSD Title I Services	<ul style="list-style-type: none"> Program plans Agendas Evaluations 	Ongoing Deputy Human Resources Officer, Executive Director, Support Staff Personnel Services, Director, Support Staff Training and Development SSSD Deputy Superintendent	Professional development records and evaluations Input from mentor teachers
11. The District will continue implementation of districtwide school climate initiatives through targeted professional development.	<ul style="list-style-type: none"> General funds Grant funds Professional development 	August-July Chief Human Resources Officer, and appropriate HR Directors Instruction Unit Area Associate Superintendents ESD SSSD School Principals Government and Community Relations CCASAPE CCEA	<ul style="list-style-type: none"> Monitoring plans Implementation plans and schedules Retention statistics for schools involved 	August-July Chief Human Resources Officer and appropriate HR Directors CCASAPE Leadership CCEA Leadership Instruction Unit Deputy Superintendent Area Associate Superintendents Government and Community Relations AARSI Assistant Superintendent School Principals	Retention and transfer data Survey results including: Working Conditions Survey CCSD Staff Survey Professional development records and evaluations
12. Establish a District Steering Committee to develop the process/plan for revision of the evaluation systems for licensed employees and school administrators.	<ul style="list-style-type: none"> Human Resources Division Instruction Unit Superintendent's Schools CPD Legal Office AARSI 	September 2010-Ongoing Chief Human Resources Officer, and appropriate HR Directors Director, Teacher Induction, Mentoring, and Development Instruction Unit Superintendent's Schools CPD, AARSI Legal Office	<ul style="list-style-type: none"> Pilot Plan Revised evaluation systems 	November 2010 Chief Human Resources Officer, and appropriate HR Directors Director, Teacher Induction, Mentoring, and Development Instruction Unit Superintendent's Schools CPD, AARSI Legal Office	Completed Evaluations Employee Feedback

GOAL 3	ACTION PLAN		MONITORING PLAN		EVALUATION PLAN
Action Steps	Resources	Timeline/Position	Evidence of Implementation	Timeline/Position	Evidence of Results
13. Establish a steering sub-committee for review of the licensed employee appraisal system and a steering sub-committee for the review of the school administrator appraisal system that will include multiple stakeholders in the development and implementation of the revised evaluation systems under the direction of the District Steering Committee.	<ul style="list-style-type: none"> Human Resources Division Instruction Unit Superintendent's Schools CPD Legal Office AARSI EMR CCEA CCASAPE Selected teachers and principals 	<p>December 2010-Ongoing</p> <p>Human Resources Division Instruction Unit Superintendent's Schools CPD Legal Office AARSI EMR CCEA CCASAPE Selected teachers and principals</p>	<ul style="list-style-type: none"> Pilot Plan Revised evaluation systems 	<p>December 2010-Ongoing</p> <p>Chief Human Resources Officer, and appropriate HR Directors Director, Teacher Induction, Mentoring, and Development Director of Leadership Development</p> <p>Instruction Unit</p> <p>Superintendent's Schools CPD Legal Office AARSI</p>	<p>Completed Evaluations</p> <p>Employee Feedback</p>
14. Gather research and data and revise the existing systems to reflect statutory requirements and research-based criteria.	<ul style="list-style-type: none"> Research on best practices and samples from other large urban school districts, institutes, and education agencies. 	<p>October 2010-Ongoing</p> <p>Human Resources Division Instruction Unit Superintendent's Schools CPD Legal Office AARSI</p>	<ul style="list-style-type: none"> Findings and samples Draft documents for evaluation systems 	<p>March 2011-Ongoing</p> <p>Human Resources Division Instruction Unit Superintendent's Schools CPD Legal Office AARSI</p>	<p>Analysis of research and findings</p> <p>Draft evaluation forms for licensed employees</p>
15. Implement a pilot of the revised evaluation systems in selected schools to include professional development for impacted staff and analyze results.	<ul style="list-style-type: none"> Human Resources Division Instruction Unit Superintendent's Schools CPD Legal Office AARSI 	<p>August 2011-June 2012</p> <p>Chief Human Resources Officer, and appropriate HR Directors Director, Teacher Induction, Mentoring, and Development</p> <p>Instruction Unit CPD School Principals</p>	<ul style="list-style-type: none"> Targeted professional development Distribution and collection of revised evaluation forms 	<p>June 2012</p> <p>Chief Human Resources Officer, and appropriate HR Directors</p> <p>Director, Teacher Induction, Mentoring, and Development Director of Leadership Development Instruction Unit CPD School Principals</p>	<p>Professional development and employee feedback</p> <p>Completed evaluation forms</p>
16. Implement new districtwide evaluation systems for licensed employees and school administrators.	<ul style="list-style-type: none"> Human Resources Division Instruction Unit Superintendent's Schools CPD Legal Office AARSI 	<p>June 2012-Ongoing</p> <p>Human Resources Division Instruction Unit Superintendent's Schools CPD, AARSI Legal Office School Principals</p>	<ul style="list-style-type: none"> Analysis of pilot 	<p>Ongoing</p> <p>Human Resources Division Instruction Unit Superintendent's Schools CPD, AARSI Legal Office School Principals</p>	<p>Revision and implementation of revised evaluation systems</p>

OTHER REQUIRED ELEMENTS OF A DISTRICT IMPROVEMENT PLAN

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

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 (FOSL), Inclusive Schools Practices (ISP), 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, 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.

The districtwide School Support Team Collaborative will implement, monitor, and evaluate its initiative to align instructional support, technical assistance, and professional development to identified schools. Team members include: Assessment, Accountability, Research and School Improvement Division; Curriculum and Professional Development Division; Administrative Leadership Development Department, Teacher Induction and Mentoring Development Department, Student Support Services Division, and the Area Service Leadership Team. The initiative will create a collaborative and transparent approach to sharing information and resources to schools needing targeted assistance, provide a venue for key personnel to collaborate in an ongoing basis regarding how to move a school forward and meet the identified needs of the students and staff, and establish a central area on the District's InterAct system to serve as a warehouse for school support calendars, service databases, and school contact logs.

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 continues to increase recruitment, retention, and support of a highly-qualified workforce to improve student achievement. These efforts include targeted recruitment strategies, greater collaboration with universities, expansion of the online application process, improved teaching environment, pursuit of alternative routes to licensure, and using relevant data to analyze District efforts.

2. Resources Available to the School District to Implement Plan

The 2010-11 Final Budget reflects a per student basic support of \$5,036 which is an increase of \$74 or 1.5% over the 2009-10 support of \$4,962. There are serious concerns regarding projected future revenue shortfalls and/or budget cuts which may be necessary due to funding instability. 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 \$200 million since the 2000-01 school year. The District has directed significant efforts toward energy management and conservation realizing over \$10 million in cost savings and efficiency through the 2009-10 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 (\$39,768 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 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 buildings 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

The Clark County School District utilizes all legislative appropriations to assist in reaching its District Improvement Plan goals/objectives.

BUDGET			
GOAL	Total Amount Needed to Implement Goal	Funds Specifically Set Aside for the Implementation of the Goal	Funds Still Needed to Implement the Goal
1 ACHIEVEMENT	\$134,090,061	\$134,090,061	\$0
2 PROFESSIONAL DEVELOPMENT	\$29,341,749	\$29,341,749	\$0
3 HUMAN RESOURCES	\$26,050,000	\$26,050,000	\$0

Source of Funds	Amount Available during 2009-10 School Year	Purposes For Which Funds Are Used		
		Goal 1	Goal 2	Goal 3
ARRA---Title I---grant 975	19,173,011	19,173,011		
ARRA---Neglected & Delinquent---grant 976	23,162	23,162		
ARRA---Homeless Assistance---grant 977	99,178	99,178		
ARRA---IDEA---grant 978	17,928,735	17,928,735		
ARRA---Early Childhood---grant 979	924,900	924,900		
ARRA---Pathways Project---grant 980	1,737,072	1,737,072		
Career Technical Education---Arbor View HS---grant 910	1,295,666	1,295,666		
Career Technical Education---Competitive---grant 914	440,658	440,658		
Desert Rose HS---grants 954 & 973	470,566	470,566		
Early Reading First---grant 566	407,926	407,926		
Educating Preschool---grant 665	1,465,356	1,465,356		
Empowerment Schools---Lincy Foundation Grants	4,520,000	4,520,000		
GEAR Up---grant 610	675,147	550,147	125,000	
Indian Education: Title VII---grant 635	190,389	185,389	5,000	
VEGAS PBS: NCTE/KLVX Distance Learning Satellite Service---grant 456 (Multi-Year project)	485,212	485,212		
IDEA Local Plan---grant 639	40,151,988	37,976,988	1,925,000	250,000
IDEA District Improvement---grant 924	277,175		277,175	
IDEA Project Improve Facilitator/Trainer---grant 926	121,257		121,257	
McKinney Homeless Assistance Act---grant 688	124,764	124,764		
NCET---Educational Tech Implementation---grant 484	1,289,173	1,289,173		
Nevada Reading First Grant---grants 757 & 947	2,694,422	1,694,422	1,000,000	
NV Early Childhood Ed Program---grant 407	1,632,382	1,622,382	10,000	
Non Title School Team---grant 497	27,103	27,103		
Occupational Education---grants 631 & 962	3,493,415	1,993,415	1,500,000	
Peer Mediation & Conflict Resolution---grant 450	9,461	4,461	5,000	
Project MIST---grant 930	254,881	254,881		
Reading & Emergency Mgt Schools--567	468,605	468,605		
Refugee School Impact---grant 722	162,239	147,239	15,000	
Safe Schools/Healthy Students---grants 505 & 582	119,640	119,640		
Safe & Drug Free Schools, Title VI---grant 720	1,037,198	937,198	100,000	
Title I---grant 633	65,798,452	25,000,000	15,798,452	25,000,000
Title I, School Support Team Leaders---grant 832	1,742,903		1,742,903	
Title I, School Improvement---grant 929	609,413	609,413		
Title I, Part D Neglected & Delinquent---grant 630	297,394	297,394		
Title I, Correctional Neglected & Delinquent---grant 629	109,638	109,638		
Title II, A Teacher & Principal Training & Recruiting--668	10,310,713	4,310,713	5,200,000	800,000
Title II, D, Enhancing Ed thru Tech---grants 765 & 981	1,042,691	1,042,691		
Title III, Eng Lang Acquisition, LEP Program---grant 658	5,384,962	4,000,000	1,384,962	
Title IV, 21st Century - District Incentive	218,968	218,968		
Title IV, 21st Century - Brown MS	81,456	76,456	5,000	
Title IV, 21st Century - Cashman MS	91,285	86,285	5,000	
Title IV, 21st Century - Elbert Edwards ES	93,431	88,431	5,000	

Source of Funds	Amount Available during 2009-10 School Year	Purposes For Which Funds Are Used		
		Goal 1	Goal 2	Goal 3
Title IV, 21st Century - Fay Herron ES	15,620	13,620	2,000	
Title IV, 21st Century - Frank Garside MS	96,497	91,497	5,000	
Title IV, 21st Century - Fyfe ES	85,434	80,434	5,000	
Title IV, 21st Century - Hancock ES	81,797	76,797	5,000	
Title IV, 21st Century - Harris ES	81,989	76,989	5,000	
Title IV, 21st Century - J D Smith ES	100,959	95,959	5,000	
Title IV, 21st Century - Laughlin HS	69,527	64,527	5,000	
Title IV, 21st Century - Lunt ES	83,456	78,456	5,000	
Title IV, 21st Century - Martinez ES	92,433	87,433	5,000	
Title IV, 21st Century - Matt Kelly ES	70,306	65,306	5,000	
Title IV, 21st Century - Moapa Valley HS	57,326	52,326	5,000	
Title IV, 21st Century - Orr MS	101,548	96,548	5,000	
Title IV, 21st Century - Rex Bell ES	96,186	91,186	5,000	
Title IV, 21st Century - Robison ES	92,188	87,188	5,000	
Title IV, 21st Century - Roundy ES	116,985	111,985	5,000	
Title IV, 21st Century - Rowe ES	113,821	108,821	5,000	
Title IV, 21st Century - Sewell ES	92,073	87,073	5,000	
Title IV, 21st Century - Squires & Smith ES	72,977	67,977	5,000	
Title IV, 21st Century - Cowan Sunset SE HS	35,711	30,711	5,000	
Title IV, 21st Century - Wendell Williams ES	103,653	98,653	5,000	
Title IV, 21st Century - Wynn ES	92,699	87,699	5,000	
Total 21st Century	2,238,325	2,121,325	117,000	
Title V, Improving America--grant 670	246,638	231,638	15,000	
Grand Total	189,481,810	134,090,061	29,341,749	26,050,000

Grant Name	Approximate Grant Amount	Project Dates	Primary Funding Agency	Secondary Funding Agency
American Recovery and Reinvestment Act (ARRA) - Communities Putting Prevention to Work	\$514,886.40	5/1/2010 - 3/18/2012	US Dept of Health & Human Svcs	Southern Nevada Health District
American Recovery and Reinvestment Act (ARRA) - Individuals with Disabilities Education Act (IDEA) Part B	\$49,070,266.00	7/1/2009 - 6/30/2011	US Dept of Ed	NV Dept of Ed
American Recovery and Reinvestment Act (ARRA) - Pathway Project	\$2,367,578.98	8/15/2009 - 6/30/2011	US Dept of Ed	NV Dept of Ed
American Recovery and Reinvestment Act (ARRA) - Special Education Early Childhood	\$1,748,092.00	7/1/2009 - 6/30/2011	US Dept of Ed	NV Dept of Ed
American Recovery and Reinvestment Act (ARRA) - Title I School Improvement Grant (SIG) Sec 1003(g)	\$5,309,226.00	7/1/2010 - 6/30/2013	NV Dept of Ed	N/A
Career and Technical Education (CTE) - Competitive	\$304,011.98	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Advanced Technologies Academy (ATA)	\$40,018.17	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Arbor View High School	\$40,187.71	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Basic High School	\$30,697.73	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Bonanza High School	\$17,126.92	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Boulder City High School	\$6,109.43	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Canyon Springs High School	\$64,310.99	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Centennial High School	\$58,765.70	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Chaparral High School	\$27,210.62	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Cheyenne High School	\$57,213.89	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Cimarron-Memorial High School	\$20,855.98	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Clark High School	\$39,160.71	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A

Grant Name	Approximate Grant Amount	Project Dates	Primary Funding Agency	Secondary Funding Agency
Career and Technical Education (CTE) Allocation - Coronado High School	\$34,748.10	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Del Sol High School	\$27,240.93	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Desert Oasis High School	\$18,315.07	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Desert Pines High School	\$46,333.26	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Desert Rose High School	\$1,908.45	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Desert Willow Achievement Center	\$324.08	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Durango High School	\$38,380.12	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - East Career Technical Academy	\$59,401.87	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Eldorado High School	\$11,450.67	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Foothill High School	\$40,941.54	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Green Valley High School	\$29,582.09	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Las Vegas Academy	\$12,999.03	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Las Vegas High School	\$33,055.70	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Laughlin High School	\$5,005.17	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Legacy High School	\$55,560.95	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Liberty High School	\$18,364.27	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A

Grant Name	Approximate Grant Amount	Project Dates	Primary Funding Agency	Secondary Funding Agency
Career and Technical Education (CTE) Allocation - Miley Achievement Center	\$432.10	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Moapa Valley High School	\$17,068.45	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Mojave High School	\$19,085.82	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Northwest Career Technical Academy	\$73,933.03	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Palo Verde High School	\$22,576.76	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Rancho High School	\$41,393.69	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Shadow Ridge High School	\$60,833.63	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Sierra Vista High School	\$10,028.73	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Silverado High School	\$22,044.98	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Southeast Career Technical Academy	\$16,599.27	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Southwest Career Technical Academy	\$42,937.32	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Spring Mountain High School	\$1,044.24	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Spring Valley High School	\$13,683.19	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Sunrise Mountain High School	\$29,307.01	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Valley High	\$32,902.46	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Veterans Tribute Career Technical Academy	\$23,369.45	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A

Grant Name	Approximate Grant Amount	Project Dates	Primary Funding Agency	Secondary Funding Agency
Career and Technical Education (CTE) Allocation - Virgin Valley High School	\$29,305.12	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Virtual High School	\$1,584.37	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - West Prep School	\$5,617.31	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Western High School	\$26,466.16	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Career and Technical Education (CTE)-Allocation - Program Services	\$224,246.91	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Carl D. Perkins Career and Technical Education (CTE) - Base Grant	\$3,272,256.25	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Carol M. White Physical Education Program	\$1,305,642.00	7/1/2009 - 6/30/2012	US Dept of Ed	N/A
Differentiated Consequences Grant	\$1,468,469.62	9/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Early Childhood Education Comprehensive Plan	\$1,451,301.43	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Enhancing Education Through Technology (EETT) - Competitive - No Child Left Behind (NCLB)	\$74,157.77	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Environmental Education Grant - Stewardship of Local Ecosystems	\$25,000.00	7/1/2010 - 6/30/2011	Environmental Protection Agency	N/A
Full-Day Kindergarten	\$19,358,520.00	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Fund for the Improvement of Education (FIE) - Counselor Connect	\$856,000.00	9/30/2009 - 9/29/2011	US Dept of Ed	N/A
Fund for the Improvement of Education (FIE) - Education Executive Leadership	\$383,187.00	8/19/2008 - 8/18/2011	US Dept of Ed	N/A
Fund for the Improvement of Education (FIE) - English Language Learners (ELL)	\$600,000.00	8/16/2010 - 8/15/2011	US Dept of Ed	N/A
Fund for the Improvement of Education (FIE) - Family Leadership Initiative (FLI) Program	\$190,000.00	8/10/2009 - 8/31/2011	US Dept of Ed	N/A
Fund for the Improvement of Education (FIE) Highly Gifted	\$600,000.00	9/8/2010 - 8/1/2011	US Dept of Ed	N/A
GEAR UP	\$650,000.00	9/1/2010 - 8/31/2011	US Dept of Ed	NV Dept of Ed
Gifted and Talented Education (GATE) Discretionary Units	\$39,768.00	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A

Grant Name	Approximate Grant Amount	Project Dates	Primary Funding Agency	Secondary Funding Agency
High School Graduation Initiative Program	\$946,090.00	10/1/2010 - 9/30/2015	US Dept of Ed	N/A
Individuals with Disabilities Education Act (IDEA) - District Improvement Grant	\$360,283.78	8/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Inside American History Program - Teaching American History (TAH)	\$1,993,687.00	7/1/2007 - 6/30/2011	US Dept of Ed	N/A
Local Plan - Individuals with Disabilities Education Act (IDEA)	\$43,625,232.00	8/1/2010 - 7/31/2011	US Dept of Ed	NV Dept of Ed
Math Science Partnership (MSP) - Project: Venture Into Science Inquiry Organized around Nevada Standards (VISIONS)	\$215,000.00	3/15/2010 - 7/31/2011	US Dept of Ed	NV Dept of Ed
Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Dr. Deniz	\$26,829.00	1/1/2010 - 9/30/2011	US Dept of Ed	NV System of Higher Ed
Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Dr. Giorgis	\$29,236.00	10/1/2010 - 9/30/2011	US Dept of Ed	NV System of Higher Ed
Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Dr. Olson	\$18,594.00	1/1/2010 - 9/30/2011	US Dept of Ed	NV System of Higher Ed
Nevada College Access Challenge Grant (NVCACG)	\$19,838.96	9/1/2010 - 8/12/2011	NV Dept of Ed	NV System of Higher Ed
Nevada Commission on Educational Technology (NCET) - State Educational Technology Implementation Funds-Consortium	\$1,369,173.06	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Nevada Driver Education Curriculum & Certification Project	\$29,241.00	10/1/2010 - 9/30/2011	NV Dept of Public Safety	N/A
Nevada Schoolyard Habitat - Sewell Elementary School	\$14,900.00	10/1/2010 - 6/30/2012	US Fish & Wildlife Svc	N/A
Peer Mediation and Conflict Resolution Program	\$19,268.11	9/1/2009 - 6/30/2011	NV Dept of Ed	N/A
Peer Mediation and Conflict Resolution Program	\$9,635.00	7/1/2010 - 6/30/2011	NV Dept of Ed	N/A
Project: Mathematics Integrated with Science using Technology (MIST)	\$200,000.00	3/15/2010 - 7/31/2011	US Dept of Ed	NV Dept of Ed
Refugee School Impact Aid	\$150,000.00	8/15/2010 - 8/14/2011	NV Dept of Ed	N/A
Safe Routes To School (SRTS)	\$78,390.00	6/17/2010 - 6/30/2011	Federal Highway Commission	NV Department of Transportation
Safe Routes to School (SRTS) Coordinator	\$416,601.00	8/25/2009 - 9/30/2012	Federal Highway Commission	NV Department of Transportation

Grant Name	Approximate Grant Amount	Project Dates	Primary Funding Agency	Secondary Funding Agency
School-Based Student Drug - Testing	\$417,231.00	6/16/2008 - 6/15/2011	US Dept of Ed	N/A
Special Education Early Childhood	\$1,102,041.00	8/1/2010 - 7/31/2011	US Dept of Ed	N/A
Special Olympics Nevada	\$65,000.00	8/31/2010 - 8/31/2011	Special Olympics Northern CA and NV	N/A
Substance Abuse Prevention Luz Community Development Coalition	\$60,500.00	7/1/2010 - 6/30/2011	Luz Cmty Dev Coalition	NV Dept of Ed
Title II-A Teacher and Principal Training & Recruiting	\$10,420,638.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title II-D/Enhancing Education Through Technology (EETT)-Formula	\$220,914.43	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title III English Language Learners	\$6,249,254.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Cashman Middle School	\$90,000.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Craig Elementary School	\$100,000.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - District Initiative	\$251,459.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Edwards Elementary School	\$81,000.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Fyfe Elementary School	\$90,000.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Garside Junior High School	\$100,000.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Hancock Elementary School	\$100,000.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Harris Elementary School	\$72,900.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - J. D. Smith Middle School	\$73,712.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Kelly Elementary School Preparatory Academy	\$100,000.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed

Grant Name	Approximate Grant Amount	Project Dates	Primary Funding Agency	Secondary Funding Agency
Title IV-21st Century Community Learning Center - Laughlin Junior/Senior High and Bennett Elementary School	\$81,000.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Lunt Elementary School	\$90,000.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Martinez Elementary School	\$90,000.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Mendoza Elementary School	\$100,000.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Orr Middle School	\$81,000.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Rex Bell Elementary	\$72,900.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Roundy Elementary School	\$90,000.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Rowe Elementary School	\$90,000.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Sewell Elementary School	\$73,712.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Squires Elementary School	\$81,000.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Tom Williams Elementary School	\$100,000.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Wendell Williams Elementary School	\$100,000.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Whitney Elementary	\$100,000.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Wynn Elementary School	\$100,000.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title IV-A/Safe & Drug-Free Schools	\$296,570.00	7/1/2010 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Title VII-Indian Education	\$168,615.00	8/1/2010 - 7/31/2011	US Dept of Ed	N/A

Grant Name	Approximate Grant Amount	Project Dates	Primary Funding Agency	Secondary Funding Agency
United Way of Southern Nevada (Family Engagement for High School Success)	\$175,880.00	10/1/2010 - 6/30/2011	United Way of Southern Nevada	N/A
Youthbuild Program Desert Rose High School	\$161,559.99	4/12/2010 - 6/30/2011	NV Dept of Labor	Southern Nevada Workforce Investment Board

Grant Names & Descriptions

Project	Grant Name	Project Description
5/1/2010 - 3/18/2012	American Recovery and Reinvestment Act (ARRA) - Communities Putting Prevention To Work	<p>Communities Putting Prevention to Work is a consortium initiative between the Southern Nevada Health District (SNHD) and multiple partners including the Science, Health, and Foreign Language Department of Clark County School District (CCSD), made possible by the American Recovery and Reinvestment Act (ARRA). The goal of this initiative is to reduce risk factors, prevent/delay chronic disease, promote wellness in children and adults, and provide positive, sustainable health change in communities. The SNHD was successful in obtaining the ARRA grant funds for a two-year project and anticipates funding consortium partners from July 1, 2010, through March 18, 2012. Communities Putting Prevention to Work will address one of the leading preventable causes of death and disability, namely tobacco use, by expanding the use of evidence-based strategies and programs, mobilizing local resources at the community level.</p> <p>CCSD will participate in this initiative by hiring one K-12 Wellness Project Facilitator who will develop and distribute professional development opportunities, prevention strategies and information for parents, and classroom lesson plans and activities. Cooperation with schools, areas, appropriate CCSD committees, community organizations, and the Teacher Health Trust will increase awareness of various wellness topics with a focus on tobacco prevention.</p>
7/1/2009 - 6/30/2011	American Recovery and Reinvestment Act (ARRA) - Individuals with Disabilities Education Act (IDEA) Part B	<p>The overall goal of Individuals with Disabilities Education Act funds under American Recovery and Reinvestment Act is to provide an unprecedented opportunity for local education agencies to implement innovative strategies to improve outcomes for infants, toddlers, children, and youth with disabilities while stimulating the economy.</p> <p>These funds are subject to the same spending restrictions and regulatory guidelines as other IDEA funds. As such, the purpose of this project is to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.</p>
8/15/2009 - 6/30/2011	American Recovery and Reinvestment Act (ARRA) - Pathway Project	<p>The American Recovery and Reinvestment Act (ARRA) "Enhancing Education Through Technology" project entitled Pathway to Nevada's Future Technology grew out of the Nevada Technology Plan in the spring of 2009 and statewide concern about student engagement and achievement. Funds will be used to develop and implement a technology professional development program that will help Nevada teachers address the needs of 21st century students through the framework of the revised Nevada Technology Standards. These align with the National Educational Technology Standards for Students. The professional development modules from the Pathway Project will be available for teacher and administrator training after the end of the project. The Pathway Project will provide participating classrooms with technology in packages that can be used for future budgeting, planning, and technology integration. In addition, this project will provide employment for personnel and extra-duty pay for participating trainers and participants. The overall goal of the Pathway to Nevada's Future Technology Project is to increase technology integration in Nevada classrooms, providing students with 21st century learning experiences. Anticipated outcomes are to:</p>

Grant Names & Descriptions

Project	Grant Name	Project Description
		<p>1. Change teacher behavior through online, collaborative professional development regarding technology integration; and</p> <p>2. Determine packages of effective classroom technology resources and professional development for planning and budgeting purposes.</p>
7/1/2009 - 6/30/2011	American Recovery and Reinvestment Act (ARRA) - Special Education Early Childhood	<p>The purpose of these one-time funds is to stimulate the economy in the short-term, while investing in Nevada's long-term special education goals. The Individuals with Disabilities Education Act (IDEA) Stimulus Funds will be used to improve the performance of students with disabilities as defined by the federally-required indicators and performance targets in Nevada's State Performance Plan and in accordance with the statutory and regulatory requirements of IDEA, Part B. The indicators specifically addressed in the grant are to improve cognitive and social outcomes for preschool children, and improve parents' involvement in their children's special education programs. The primary American Recovery and Reinvestment Act priorities are to improve student achievement through school improvement and reform by establishing pre-kindergarten data systems that track progress and foster continuous improvement; make improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need; and provide intensive support and effective interventions for the lowest-performing schools. The project will measure the quality of literacy and learning environments, including teacher effectiveness at each school site, and subsequently provide focused professional development for teachers in response to the assessment results. The intent is to demonstrate continuous improvement in programming.</p>
7/1/2010 - 6/30/2013	American Recovery and Reinvestment Act (ARRA) - Title I School Improvement Grant (SIG) Sec 1003(g)	<p>The federal flow-through, formula-based School Improvement Grant through the American Recovery and Reinvestment Act, is for the purpose of supporting school improvement activities in schools that have been identified for school improvement, corrective action, or restructuring under Title I.</p>
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) - Competitive	<p>The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.</p>
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Advanced Technologies Academy (ATA)	<p>The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.</p>

Grant Names & Descriptions

Project	Grant Name	Project Description
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Arbor View High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Basic High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Bonanza High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Boulder City High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Canyon Springs High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.

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Project	Grant Name	Project Description
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Centennial High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Chaparral High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Cheyenne High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Cimarron-Memorial High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Clark High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.

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Project	Grant Name	Project Description
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Coronado High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Del Sol High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Desert Oasis High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Desert Pines High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Desert Rose High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.

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Project	Grant Name	Project Description
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Desert Willow Achievement Center	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Durango High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - East Career Technical Academy	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Eldorado High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Foothill High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.

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Project	Grant Name	Project Description
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Green Valley High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Las Vegas Academy	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Las Vegas High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Laughlin High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Legacy High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.

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Project	Grant Name	Project Description
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Liberty High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Miley Achievement Center	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Moapa Valley High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Mojave High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Northwest Career Technical Academy	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.

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Project	Grant Name	Project Description
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Palo Verde High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Rancho High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Shadow Ridge High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Sierra Vista High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Silverado High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.

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Project	Grant Name	Project Description
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Southeast Career Technical Academy	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Southwest Career Technical Academy	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Spring Mountain High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Spring Valley High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Sunrise Mountain High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.

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Project	Grant Name	Project Description
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Valley High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Veterans Tribute Career Technical Academy	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Virgin Valley High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Virtual High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - West Prep School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.

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Project	Grant Name	Project Description
7/1/2010 - 6/30/2011	Career and Technical Education (CTE) Allocation - Western High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Career and Technical Education (CTE)- Allocation - Program Services	The 2009 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula which is based on per student counts and also through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information and Media Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.
7/1/2010 - 6/30/2011	Carl D. Perkins Career and Technical Education (CTE) - Base Grant	The Carl D. Perkins Career and Technical Education Act (CTE) of 2006 provides formula funds for CTE programs that are of sufficient size, scope, and quality to be effective. These funds are used to improve the Agriculture, Food and Natural Resources, Architecture and Construction, Arts, Audio-Visual 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 high schools. Support for curriculum enhancement, professional development, work-based learning, and program improvement is included.
11/20/2009 - 7/31/2010	Carl D. Perkins Career and Technical Education (CTE) - Corrections	Funding was approved through the United States Department of Education and the Carl D. Perkins Career and Technical Education (CTE) Improvement Act of 2006 through the Nevada Department of Education for the purpose of implementing a CTE program at the Spring Mountain Youth Camp. The funding will be used to implement an entrepreneurial venture incorporating all elements of a small school-based enterprise to provide an educational opportunity for incarcerated youth.
7/1/2009 - 6/30/2012	Carol M. White Physical Education Program	Clark County School District (CCSD) will implement the federally-funded Carol M. White Physical Education Program administered by the United States Department of Education's Office of Safe and Drug-Free Schools. The three year project, entitled "Be Fit, Get Healthy" is an initiative that will provide 14 middle and elementary schools with the necessary support to implement physical education (PE) programs that are focused on health and wellness; provide nutritional education; conduct a strong family and community involvement component; incorporate non-traditional physical education activities; involve fitness assessment; and teach students to set personal health and fitness goals. The intent is to encourage students to adopt regular and enduring physical activity practices and healthy eating habits and be able to meet the five established Nevada State Physical Education Content Standards.

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Project	Grant Name	Project Description
		<p>The project will provide extensive professional development for teachers, physical fitness activities outside of the school day for students, research-based nutrition and physical education curricula, family fitness nights, and necessary PE equipment, materials, and supplies. The CCSD has partnered with Vegas Public Broadcasting System, Partners for a Healthy Nevada, and the Southern Nevada Health District on this project and these entities will serve on a "Be Fit, Get Healthy" Steering Committee along with other stakeholders including students, parents, teachers, project facilitators, support staff, site administrators, district administrators, university faculty, and additional business/community members. Diverse membership will be highly encouraged. The committee will engage in an ongoing, continuous cycle of planning, implementation, monitoring, evaluation, and reflection in order to ensure a highly successful outcome to this project.</p> <p>The overarching goal for this project is to increase the percentage of secondary students served by the grant who engage in 225 minutes of moderate to vigorous physical activity per week; and to increase the percentage of elementary students served by the grant who engage in 150 minutes of moderate to vigorous physical activity per week. The second goal is that physical education teachers will have the necessary equipment and professional development needed to teach using a standards-based approach. Goal three is that students served by the grant will improve their individual nutritional knowledge and nutritional habits.</p>
9/1/2010 - 6/30/2011	Differentiated Consequences Grant	<p>Funding from the United States Department of Education through the Nevada Department of Education is provided for Title I schools designated as In Need of Improvement - Year 4 or beyond in the 2010-2011 school year. These funds will support differentiated correction, consequences, actions, or any combination thereof. Services to be provided will include updating the Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S), providing targeted technical assistance, conducting professional development, assisting school support teams, and/or resource acquisition.</p>
7/1/2010 - 6/30/2011	Early Childhood Education Comprehensive Plan	<p>The goal of the Early Childhood Education Comprehensive Plan (ECECP) is to provide high-quality, developmentally-appropriate educational opportunities for pre-kindergarten children who are educationally at-risk or who have been identified as having special needs. Program classes are operated at various elementary school locations throughout Clark County School District. Additional sites are operated through partnerships with Head Start of Las Vegas. All program sites offer extensive parent education programs. ECECP teachers will also benefit 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 ongoing literacy development into the students' kindergarten year.</p>

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Project	Grant Name	Project Description
7/1/2010 - 6/30/2011	Enhancing Education Through Technology (EETT) - Competitive - No Child Left Behind (NCLB)	The goal of this project is to increase the use of formative assessment with classroom response systems and practice tests for students; expand online coursework for teachers piloted during 2008-2009; and align content area curriculum documents with the revised technology standards, including suggestions for integration. In this project, 60 teachers will receive classroom response systems and training on formative assessment, while all 8th-12th grade students will have access to podcasts and online practice tests. Some of this training will take place online as the online coursework for teachers is expanded. A task force of teachers and educational computing strategists will document engaging classroom activities for core content areas that integrate the revised technology standards into curriculum documents for Nevada teachers.
7/1/2010 - 6/30/2011	Environmental Education Grant - Stewardship of Local Ecosystems	West Career and Technical Academy received funding through the United States Environmental Protection Agency. The grant supports environmental education projects that promote environmental stewardship and help in the development of knowledgeable and responsible students, teachers, and citizens. This program provides financial support for innovative projects that design, demonstrate, or disseminate environmental educational practices, methods, and/or techniques. This plan promotes student stewardship of valued public lands surrounding the Las Vegas Valley.
7/1/2010 - 6/30/2011	Full-Day Kindergarten	Assembly Bill 627 provides funding for the continuation and expansion of the Full-Day Kindergarten Program, with the expectation that schools deemed eligible based on free and reduced-price lunch data will have the opportunity to provide full-day kindergarten for their students. Grant funds authorized through this bill have been awarded to Clark County School District to fund Full-Day Kindergarten Programs in 353 classrooms.
9/30/2009 - 9/29/2011	Fund for the Improvement of Education (FIE) - Counselor Connect	The Counselor Connect program goals will focus on students at selected school sites who have disconnected from the educational system by dropping out, displaying excessive absenteeism, or failing classes leading to credit deficiencies. The funds for this grant will be used to decrease student truancy and credit deficiency, and increase academic achievement, thus increasing graduation rates at the targeted high schools. Three full-time counselors will provide specialized counseling services for student populations at nine high-risk high schools. Each counselor will be assigned three high schools to provide individual and group counseling related to academic achievement. The emphasis will be on ninth and tenth grade students who are currently at-risk for educational failure. The program staff will contact students who are reported as not returning to school. The project counselors will assess why students have not returned to school and will attempt to work with these students on strategies for obtaining credits and overcoming barriers to school attendance and academic success. The Guidance and Counseling Department will also create and implement a districtwide Student Credit Deficiency Plan to increase the probability of all students graduating from high school.

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Project	Grant Name	Project Description
8/19/2008 - 8/18/2011	Fund for the Improvement of Education (FIE) - Education Executive Leadership	<p>The Education Executive Leadership program will provide 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 at the beginning of the 2008-2009, 2009-2010, and 2010-2011, school years. Speakers will offer sessions that will include follow-up with the School Empowerment Teams several times during the school year through job shadowing and school visitations facilitated by the project manager. The key goals of the Education Executive Leadership Program are:</p> <ol style="list-style-type: none"> 1. Clark County School District will coordinate professional development regarding the five autonomies available to Empowerment Schools in meeting accountability measures; and 2. The unique curriculum for each of the Empowerment Schools will be aligned with the systemic reform initiatives recommended by the United States 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.
8/16/2010 - 8/15/2011	Fund for the Improvement of Education (FIE) - English Language Learners (ELL)	<p>These funds will support the expansion of instructional support for English Language Learners (ELL). ELL students in Clark County School District (CCSD) will be assured equitable access to an educational experience designed to enable them to develop academic skills and concepts at the same level as other students in CCSD, while acquiring English language proficiency as rapidly as possible. Funds will be used to compensate existing teachers for prep buy-outs, before/after school tutoring, summer school, and intercessions for the purpose of providing supplemental services for ELL students in K-12 schools with the most need. Teachers will assist an estimated 500-1,000 ELL students with learning English, attaining Nevada State Standards in all content areas, and credit retrieval. There are two goals: 1) increase language acquisition skills of ELL students as demonstrated by a 25 point gain on pre- and post-test administration of the English Language Proficiency Assessment on the part of those students enrolled in additional course sections; and 2) ELL students will increase academic achievement and mastery of grade level state standards in reading and mathematics as demonstrated by 60% of the students enrolled in the additional course sections progressing at least one achievement level on the Nevada Criterion Referenced Test or the Nevada High School Proficiency Exam.</p>
8/10/2009 - 8/31/2011	Fund for the Improvement of Education (FIE) - Family Leadership Initiative (FLI) Program	<p>This grant will enable Clark County School District (CCSD), in collaboration with the Family Leadership Initiative (FLI), to coordinate, implement, monitor and evaluate the progress of the FLI in eight Clark County schools reaching no less than 180 families. The program is a parental involvement leadership program to increase parental involvement and the academic achievement of students consisting of ten modules. The ten modules are:</p>

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Project	Grant Name	Project Description
		<ol style="list-style-type: none"> 1) becoming a leader in the home; 2) understanding past, present, and future educational experiences; 3) understanding diversity while living in two cultures; 4) raising awareness on math, reading, and writing skills to succeed academically; 5) understanding the educational crisis and preparing students to enter higher education; 6) accessing the college campus; 7) building relationships with school personnel and understanding school improvement plans; 8) resolving conflict in the home and accessing family resources in the community; 9) developing a family action plan to ensure success in the home, school and community; and 10) celebrating academic success and contributing back to society. <p>Six CCSD teachers, counselors or parent coordinators will be certified as facilitators to administer the FLI. Parent participants will be provided with transportation, childcare and meals to ensure maximum participation. A mixed method program evaluation will ensue to gauge changes in student efficacy, student achievement, and perceptions of parenting techniques by implementing a time-series design with multiple data.</p>
9/8/2010 - 8/1/2011	Fund for the Improvement of Education (FIE) Highly Gifted	<p>The Highly Gifted project will provide designated students with an appropriate learning environment that is challenging and meaningful. The program will increase the enrollment of highly gifted students in accelerated classes, particularly in grades 6-12. Professional development will be provided for teachers, counselors, and administrators and workshops will be provided for parents regarding ways to address the social and emotional needs of these students so that they can reach their maximum potential. Mentors will be assigned to every participating student to interact with them, help their families to locate accelerated classes and/or additional academic opportunities, assist with the enrollment process, ensure that they are engaged in the advanced classes, report to the Highly Gifted Program Facilitator on any issues that may arise, and engage in problem-solving to address any issues. Staff will be trained to help families of highly gifted students and will conduct parent support groups.</p>
9/1/2010 - 8/31/2011	GEAR UP	<p>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 (MS): Cannon MS, Cortney MS, Findlay MS, Fremont MS, Keller MS, Knudson MS, O'Callaghan MS, Robison MS, and Woodbury MS, will be 11th graders during the 2011 academic year. They will continue to receive GEAR UP services at the following comprehensive high schools (HS): Basic HS, Chaparral HS, Del Sol HS, Desert Pines HS, Eldorado HS, Las Vegas HS, Legacy HS, Mojave HS, Sunrise Mountain HS and Valley HS. Members of the cohort also attend and receive GEAR UP services at schools of choice: Advanced Technologies Academy, Canyon Springs HS, Clark HS, East Career & Technical Academy, Las Vegas Academy, Northwest Career & Technical Academy, Southeast Career & Technical Academy and Veterans Tribute Career & Technical Academy.</p>

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Project	Grant Name	Project Description
		<p>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 mathematics, English, language arts, and science. Students in the 11th grade cohort at the schools served will be offered the following services, counseling and advising that includes an Individual Learning Plan; exploration of career interests; access to tutoring designed to ensure passing scores on the Nevada High School Proficiency Exam (NHSPE) in mathematics, English, language arts, and science; mentoring provided by high school or college students; access to college preparatory courses including honors, Advanced Placement (AP), and International Baccalaureate (IB); 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.</p>
7/1/2010 - 6/30/2011	Gifted and Talented Education (GATE) Discretionary Units	<p>Problem solving and critical thinking are two abilities widely considered to be important outcomes of education. The Clark County School District's (CCSD's) GATE program continues to emphasize critical thinking and problem solving by implementing a curriculum that focuses on integrating technology through two different instructional units. For several years, CCSD has used portable planetariums to provide innovative educational technology and hands-on activities for students. More recently, the GATE program began supporting the use of a robotics curriculum to provide an environment that fosters critical thinking and problem solving skills. This aligns with recently identified areas of emphasis from the United States Department of Education on the promotion of science, technology, engineering, and mathematics. Both units are designed to empower students to expand their knowledge of science through the use of research, problem-based learning, critical thinking, and inquiry.</p>
10/1/2010 - 9/30/2015	High School Graduation Initiative	<p>This federal program supports effective, sustainable, and coordinated dropout prevention and reentry programs in high schools with annual dropout rates that exceed their state average dropout rate. Middle schools (MS) with students who will continue on to these high schools (HS) may also be supported.</p> <p>The high school component for this dropout prevention and intervention program will include a social worker assigned to each identified school to determine students at-risk for dropping out of school; provision of social services and counseling, and referrals to community partners for wraparound services. Social workers will also assist youth who have already dropped out of school to re-enter and complete their secondary education. Parent education and support will be provided. Educational support services will be offered to students, such as tutoring and referrals to various academic and credit-retrieval programs.</p> <p>The middle school component to be implemented is the Truancy Diversion Program designed to support students as they work to improve attendance and grades. Truancy court sessions will be held once a week at the school site with both students and parents, where the presiding judge evaluates attendance records, teacher reports, and weekly grades. Social workers will continue to assess students and coordinate activities and wraparound services that support student attendance and achievement at school and will report weekly to the presiding judge. The Clark County 8th Judicial District Court is an important partner in this program.</p>

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Project	Grant Name	Project Description
		<p>Eight high schools and the largest feeder middle school for each were selected for this program. Those schools are: Canyon Springs HS/Sedway MS, Chaparral HS/Mack MS, Cheyenne HS/Swainston MS, Del Sol HS/Cannon MS, Eldorado HS/O'Callaghan MS, Mojave HS/Findlay MS, Valley HS/Fremont MS, and Western HS/Gibson MS.</p>
8/1/2010 - 6/30/2011	Individuals with Disabilities Education Act (IDEA) - District Improvement Grant	<p>This grant is inclusive of two separate initiatives entitled Project GO Dropout Prevention and the Response to Instruction/Instructional Consultation Pilot Project.</p> <p>Project GO Dropout Prevention will focus on professional development designed to increase educational outcomes and graduation rates of students with disabilities. This will be accomplished through implementation of positive behavioral supports and school improvement efforts targeting the needs of students at risk for dropping out. Two project facilitator positions will make it possible to coordinate efforts across the Clark County School District to track and support at-risk students and conduct ongoing site visits and consultations to ensure program fidelity. These project facilitators will support students with disabilities who are referred for expulsion or placement in a behavior school. They will further work in coordination with the Student Support Services Division, the Education Services Division, school personnel, and parents and community to plan and execute appropriate staff development and intervention.</p> <p>Through the Response to Instruction (RTI)/ Instructional Consultation (IC) Pilot Project, staff members at Arturo Cambeiro Elementary School (ES), Fay Herron ES and Charlotte & Jerry Keller ES will continue to be trained to serve as the IC Facilitators at their sites. These site-based IC Facilitators will work closely with the RTI/IC Project Facilitator and the Nevada Department of Education to develop and implement a RTI system for assessing and meeting the academic and behavioral needs of individual students. Additionally, the RTI/IC Project Facilitator will work closely with 62 schools throughout the district to coordinate a larger RTI pilot utilizing AIMSWeb software to benchmark the progress of students at participating schools.</p>
7/1/2007 - 6/30/2011	Inside American History Program - Teaching American History (TAH)	<p>The overall goal of the federally-funded 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 teaching grades 3 -5.</p>
8/1/2010 - 7/31/2011	Local Plan - Individuals with Disabilities Education Act (IDEA)	<p>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 maximize their potential. In accordance with federal regulations pertaining to the education of children with disabilities, populations of unserved and underserved children are identified.</p>

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Project	Grant Name	Project Description
3/15/2010 - 7/31/2011	Math Science Partnership (MSP) - Project: Venture Into Science Inquiry Organized around Nevada Standards (VISIONS)	<p>Project: Venture Into Science Inquiry Organized around Nevada Standards (VISIONS) is a professional development project that will increase science and mathematics achievement for elementary students in the Clark County School District. Partners included in the project are the CCSD and the University of Nevada, Las Vegas Center for Mathematics and Science Education.</p> <p>Research-based professional development will increase teacher content knowledge and instill inquiry-based pedagogical practices that aid science and mathematics instruction through reflective processes. In addition, collaboration between elementary teachers and high school science teachers will be established to deliver a consistent and articulate curriculum aligned to state standards. Project: VISIONS will develop high school and elementary school teams that will provide ongoing professional development in science content knowledge and the Full Option Science System districtwide.</p> <p>Project: VISIONS will increase science/mathematical content knowledge of elementary school teachers and improve the effectiveness of classroom instruction, thus resulting in increased student achievement in science and mathematics. Project: VISIONS will target schools that are in need of improvement as specified by No Child Left Behind Legislation and have a high percentage of teachers who do not have highly qualified status.</p>
1/1/2010 - 9/30/2011	Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Dr. Deniz	This is a partnership between the Science, Health, and Foreign Language Department in the Curriculum and Professional Development Division and the University of Nevada, Las Vegas (UNLV) through the Nevada Collaborative Teaching Improvement Program. The purpose of this project is to provide content and pedagogical support to approximately 20, K-5 teacher participants. Teachers will reflect on their own instruction and provide peer feedback at professional development sessions. These teachers will serve as teacher leaders to provide instructional support for nonparticipating teachers. The scope of work for Clark County School District on the project involves intensive professional development that will include science integration with reading, writing, and mathematics; instruction on the nature of science and science of inquiry; and collaboration with teachers to design formative assessments.
10/1/2010 - 9/30/2011	Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Dr. Giorgis	The focus of the project entitled Reading, Writing, and Mathematical Thinking at the Elementary Level is to provide professional development in the area of reading, writing, and mathematical thinking to increase student achievement. Thirty-five teachers from kindergarten through fifth grade will be selected to participate in this project based on their capacity for leadership at both the building and district levels. During monthly meetings and through an ongoing online discussion forum, Nevada English/Language Arts and Mathematics Content Standards and District benchmarks will be highlighted.
1/1/2010 - 9/30/2011	Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Dr. Olson	This is a partnership between the Mathematics and Instructional Technology Department in the Curriculum and Professional Development Division and the University of Nevada, Las Vegas through the Nevada Collaborative Teaching Improvement Program (NeCoTIP). The purpose of this project is to provide professional development with a goal of improved algebraic content knowledge and, in particular, the areas of rational numbers, solving equations, and functions.

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Project	Grant Name	Project Description
		<p>Thirty-five teachers from grades 4 through 9 will be selected to participate in the project based on their capacity for leadership at both the building and district levels. During monthly meetings and through an ongoing on-line discussion forum, the use of selected technology components to support instruction aligned to state standards and District benchmarks will be highlighted. The scope of work for Clark County School District (CCSD) on the project involves providing a site for meetings and professional development sessions, tracking hours and distributing payments, monitoring the budget, and maintaining communication with all grant participants. The Curriculum and Professional Development Division will plan additional professional development in support of CCSD initiatives and the NeCoTIP.</p>
9/1/2010 - 8/12/2011	Nevada College Access Challenge Grant (NVCACG)	<p>In collaboration with the University of Nevada, Las Vegas (UNLV); College of Southern Nevada; Nevada State Parent Teachers Association; and the Nevada State Parent Information Resource Center a "Family Enrichment Day" will be held at UNLV. Workshops will focus on providing families with hands-on resources to assist their children with reading, writing, and mathematics. The event will also focus on activities that support students' transition from middle school to high school and support students in their pursuit of higher education.</p>
7/1/2010 - 6/30/2011	Nevada Commission on Educational Technology (NCET) - State Educational Technology Implementation Funds-Consortium	<p>Clark County School District (CCSD) will purchase hardware, software and technical services including Novell Netware Licenses, internet filtering hardware, software, and maintenance. This will increase the capacity of students and teachers to access curricular and instructional content.</p> <p>The Fluency and Automaticity through Systematic Teaching with Technology (FASTT) Math Program will be purchased for schools, as well as up-to-date workstations and servers at the schools where they are needed. FASTT math implementation is in accordance with the high quality content material, professional development, and infrastructure category requirements of the funding. Professional development included with the purchase of the FASTT Math Program will help teachers to have high expectations for ALL students and provide the resources for those students needing improvement.</p> <p>Vegas Public Broadcasting Service provides online TeacherLine courses, including graduate-level courses, many of which have been tailored to the specific needs of CCSD teachers. This allows for flexibility and collaboration among participants. TeacherLine courses focus on 21st century skills for students and provide no-cost opportunities for teachers needing to earn Highly Qualified Teacher status.</p>
10/1/2010 - 9/30/2011	Nevada Driver Education Curriculum & Certification Project	<p>The Nevada Driver Education Curriculum & Certification Project will reduce serious deaths and injuries by motor vehicle crashes, especially for teen drivers, through the implementation of a program to improve driver education programs in Clark County and in the State of Nevada. An advisory committee will be formed to collaborate and work with consultants to develop and implement a standardized Nevada Driver Education Curriculum and engage in curriculum mapping. This project will provide professional development for driver education teachers. Additionally, the project will assist with the development of a three-credit university class leading to driver education teacher certification. This course will initially be delivered via traditional face-to-face instruction, but will also be delivered in an online format in the final year of the proposed project. Various instructional resources for teachers to use with their students will be provided to all Clark County School District high schools.</p>

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Project	Grant Name	Project Description
10/1/2010 - 6/30/2012	Nevada Schoolyard Habitat - Sewell Elementary School	<p>The goals of the C.T. Sewell's "Sprouts Project" are to restore the desert tortoise habitat; create a student developed and managed schoolyard garden that will provide fresh fruits and vegetables to sustain the desert tortoises; and to establish a courtyard demonstration garden of native plant examples that are drought friendly and will provide sheltered habitats for animals such as butterflies and birds. The garden and tortoise habitat will serve as a living laboratory where students engage in collaborative hands-on inquiries into the natural world.</p> <p>The proposed project will provide funding for landscape and gardening supplies such as tools, seeds, plants, shrubbery, trees, walkway, benches, storage shed, and a walking bridge.</p> <p>The Sprouts Project will include the establishment of natural settings natural to integrate instruction in every discipline, including science, math, reading, environmental studies, nutrition, and health. Such interdisciplinary approaches cultivate the talents and skills of all students, while enriching student capacity in observation and thinking. A well-designed schoolyard filled with diverse natural areas will serve as an outdoor classroom and living laboratory to provide opportunities to meet and exceed high academic standards across the curriculum.</p>
7/1/2010 - 6/30/2011	Peer Mediation and Conflict Resolution Program	Funding for the Peer Mediation & Conflict Resolution Program supports individual schools for training and for the establishment or expansion of peer mediation and conflict resolution programs. The five schools funded for this two-year program are: Jeffrey Behavior Jr/Sr High School (HS), Jeffers Elementary School (ES), Dondero ES, Southwest Behavior Jr/Sr HS, and Cambeiro ES.
9/1/2009 - 6/30/2011	Peer Mediation and Conflict Resolution Program	Funding for the Peer Mediation & Conflict Resolution Program supports individual schools for training and for the establishment or expansion of peer mediation and conflict resolution programs. The five schools funded for this two-year program are: Bailey Middle School, Jeffers Elementary School (ES), Dondero ES, Hayden ES, and Cambeiro ES.
3/15/2010 - 7/31/2011	Project: Mathematics Integrated with Science using Technology (MIST)	The goal of this mathematics and science partnership, Project Mathematics Integrated with Science using Technology: (MIST), 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: Promoting Academic Success in Students (PASS), a comprehensive and integrated approach emphasizing education and sustained professional development for teams of mathematics and science teachers will be applied with four 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.

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Project	Grant Name	Project Description
8/15/2010 - 8/14/2011	Refugee School Impact Aid	Funded through the Office of Refugee Resettlement, this program assists refugee students in the transition to American culture. The Clark County School 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, interpreters for registration and parent conferences, and field trips to cultural and educational places of interest in the community. Del Sol High School (HS), Orr Middle School, Valley HS, and Ruby Thomas Elementary School, and other refugee schools are the targeted sites for school-based programs as they have the highest populations of refugee students to be served.
6/17/2010 - 6/30/2011	Safe Routes To School (SRTS)	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 determining a need to implement a Safe Routes To School 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.
8/25/2009 - 9/30/2012	Safe Routes To School (SRTS) Coordinator	Safe Routes To School (SRTS) funds are used to support the development and implementation of programs that examine conditions around schools and conduct projects and activities that improve safety and reduce traffic and air pollution in the vicinity of schools. The goal of this proposal is to fund a safety coordinator to oversee and ensure implementation of all SRTS initiatives.
6/16/2008 - 6/15/2011	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 Clark County School District high schools.</p> <p>The schools selected for this program are: Mojave High School (HS) and Centennial HS - Area Service Center 1; Eldorado HS, Foothill HS, and Green Valley HS - Area Service Center 2; Del Sol HS - Area Service Center 3; Durango HS - Area Service Center 4, Desert Pines HS - Education Services Division. A drug-testing program already exists at Green Valley HS.</p> <p>The program includes the following components: July 1, 2008 – December 31, 2008: A six-month planning period whereby the seven high schools currently without a drug-testing program will each 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 for this program within the high school community. If so, the committees will generate school-specific, random drug-testing procedures for their respective school sites. The Green Valley HS program will continue. 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 HS.</p>

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Project	Grant Name	Project Description
8/1/2010 - 7/31/2011	Special Education Early Childhood	<p>The aim of this program is to address the needs of children with disabilities before they are eligible to enter first grade. The funding also enables Clark County School District to implement a continuum of placement options that address the least restrictive education environment.</p> <p>Specified goals and objectives for the proposed program are to:</p> <ol style="list-style-type: none"> 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 provisions for parent training, identification, and implementation of specific early childhood special education curriculum; 3. Provide staff training in special education procedures and instructional techniques; and 4. Develop and implement a plan for dissemination of information to the public regarding early childhood education.
8/31/2010 - 8/31/2011	Special Olympics Nevada	<p>This project will foster the development of a comprehensive Special Olympics program that services special education students with developmental disabilities. The Clark County School District (CCSD) Special Olympics Project Facilitator's responsibilities are to: 1) increase the participation of eligible students in the CCSD school-based Special Olympics program; 2) organize and manage the Unified Sports Program (competition for students with disabilities and non-disabled peers); 3) recruit, train, and manage school district coaches and volunteers; 4) administer, in cooperation with Special Olympics, Nevada, the training program for coaches ensuring that each coach is trained and prepared for events; 5) ensure that all athletes are receiving a quality training program; 6) organize competitions for trained athletes and maintain the school training and competition calendar; 7) act as the curriculum consultant to the Adapted Physical Education Staff and Student Support Services Division; 8) conduct in-service training on Special Olympics at CCSD staff development days; 9) develop a transition plan for secondary students to move from school-based programs into Special Olympics programs; 10) disseminate information on community-based Special Olympic programs and enable access for CCSD students to participate in regional and state championships; 11) coordinate annual budget with Special Olympics, Nevada; 12) prepare all paperwork including event reports and year-end summaries; and 13) collaborate with other community agencies.</p>
7/1/2010 - 6/30/2011	Substance Abuse Prevention Luz Community Development Coalition	<p>Nevada State Prevention Infrastructure grant funds are made available by the Nevada Division of Mental Health and Developmental Services through a sub-grant from the Luz Community Development Coalition to implement substance abuse prevention programs. The Clark County School District submitted this application on behalf of Quannah McCall Elementary School (ES). The anticipated project period is July 1, 2010 through June 30, 2011.</p> <p>Sub-grantees will receive funding to provide one or more of six established strategies: information dissemination, prevention education, alternative activities, problem identification and referral, community-based processes, and environmental strategies. McCall ES will provide information dissemination, prevention education, and alternative activities. The school has been successful at implementing strategies in partnership with the Coalition over the past three years. Activities include after-school programs, summer school, and Saturday classes. Through this initiative, the program will positively impact approximately 630 students and their families.</p>

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Project	Grant Name	Project Description
		The program objectives for this grant are to: 1) increase student achievement; 2) increase student social skills; 3) increase parental awareness of protective factors; and 4) increase parent and community involvement.
7/1/2010 - 6/30/2011	Title II-A Teacher and Principal Training & Recruiting	This entitlement grant 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. Projects for teacher and administrative training are: 1) Curriculum and Professional Development; 2) English/Language Arts Literacy; 3) Math; 4) Science; 5) Social Studies; 6) Achievement Via Individual Determination (AVID); 7) District Improvement Process; 8) Leadership; 9) New Teacher Induction; 10) Research and School Improvement; 11) Equity and Diversity Education; and 12) Gifted and Talented. Projects for recruitment are: 1) High Quality Teachers; and 2) Recruitment.
7/1/2010 - 6/30/2011	Title II-D/Enhancing Education Through Technology (EETT)-Formula	This project supports programs that accelerate the implementation of educational technology plans to enable schools to integrate technology fully into school curricula. The EETT program addresses the following goals: 1) all teachers will have the training and support needed 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.
7/1/2010 - 6/30/2011	Title III English Language Learners	This grant is used to assist all second language learners to become proficient in English. Students at all grade levels are served. Professional development, dual immersion, elementary education, secondary education, assessment, and parent involvement are the six projects.
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Cashman Middle School	<p>21st Century Community Learning Center (CCLC) 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>James Cashman Middle School is an urban school that is 71% free and reduced price lunch. The school has 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. Activities help build student knowledge and mastery of the skills outlined in the Nevada State Standards.</p>
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Craig Elementary School	21st Century Community Learning Center (CCLC) 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.

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Project	Grant Name	Project Description
		<p>The purpose of the Learn-Excel-Overachieve (LEO) Club before and after-school programs at Lois Craig Elementary School (ES) will be to provide programming for the entire school community by servicing a minimum of 100 students. Lois Craig ES is a Title I school currently In Need of Improvement - Year 5. The two-hour after-school program offers an hour of academic instruction followed by an hour of enrichment classes. The Lois Craig LEO Club before and after-school programs will operate Monday through Friday, with the before school programs operating Tuesday through Friday, 7:05 to 8:05 a.m. and after school programs operating Monday through Thursday, 3:20 to 5:20 p.m. The first after school hour will be the academic hour in which instruction will focus on schoolwide learning objectives using programs that supplement those used during the regular school day. The second after school hour will be the enrichment hour in which instruction will focus on activities that will help provide students with unique enrichment experiences and increase overall student attendance.</p>
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - District Initiative	<p>21st Century Community Learning Center (CCLC) 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 CCLC Program is supervised and supported by the Director of Wraparound Services for the Clark County School District (CCSD). The District initiative provides support for all school-based 21st CCLC Programs throughout CCSD. The 21st CCLC office will work with Grants Development and Administration to help ensure that the goals and objectives of the after-school programs align with School Improvement Plans and the District Improvement Plan. The 21st CCLC Facilitator supports the 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.</p>
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Edwards Elementary School	<p>21st Century Community Learning Center (CCLC) 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 primary goal of the 21st CCLC at Elbert Edwards Elementary School is to improve student achievement. The school and 21st CCLC goals are that students having an Individualized Education Program in K-5 will increase their achievement in reading as measured by interims and Nevada's Criterion Referenced Tests. Improvement will be made specifically in reading comprehension, identification of story elements, and dictionary skills. The program uses the Voyager Extended Day Reading Program to help the students who are struggling in reading. This program matches fifth grade students with third grade students. The fifth-graders prepare and present lessons to the third grade students.</p>

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Project	Grant Name	Project Description
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Fyfe Elementary School	<p>21st Century Community Learning Center (CCLC) 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 Ruth Fyfe Elementary School 21st CCLC program is a before school, after-school, & summer program encompassing four components: tutoring, enrichment, nutrition, and recreation. Enrichment activities range from basic life skills to anthropology and photography. Students will be exposed to several enrichment activities that support academic requirements. The project goals will be centered on student achievement.</p>
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Garside Junior High School	<p>21st Century Community Learning Center (CCLC) 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>Frank Garside Junior High School students attend two classes every day: Power Hour, an academic class that supports student needs within the school day and Enrichment Hour, a class that allows the students to explore their favorite sports or other interests. To help meet the needs of struggling readers, teachers use computer-based programs such as LEXIA (software that helps develop reading skills), READ 180 (software that improves reading proficiency and skills), COMPASS Learning (software that provides for customized, interactive lessons based on predetermined learner needs), and Reading Plus (software that provides assessment-based reading remediation) in separate classes based on participant need. Students may also enroll in MANGA, which focuses on Japanese comic book art and storytelling. Students who need assistance with writing can be enrolled in classes such as debate, which focuses on research and discussion; creative writing, which focuses on student-originated writing prompts; or publications, which focuses on writing for specific purposes such as the G-Squared newsletter or other school publications. Students in need of math remediation have options that include math tutoring, math games, or COMPASS Math (software that is customized and interactive based on predetermined learner needs).</p>
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Hancock Elementary School	<p>21st Century Community Learning Center (CCLC) 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>

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Project	Grant Name	Project Description
		<p>The school community of Doris Hancock Elementary School is designated as In Need of Improvement - Year 4 and Title I. The 21st CCLC program supports students and families by offering a variety of engaging and motivating activities and supports the School Improvement Plan goals of increasing reading comprehension, math problem solving, and writing proficiency to reduce the number of students scoring in the "emergent" and "approaches" range of achievement on the Criterion Referenced Tests. Additionally, program goals include a target of 100 students participating 30 plus days, 50% of enrolled students' parents participating in parent activities, and support for improved social skills.</p>
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Harris Elementary School	<p>21st Century Community Learning Center (CCLC) 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 George E. Harris Elementary School program is to increase academic achievement in English/language arts, writing and math through structured opportunities that will be offered before and after school. 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 for students, as well as opportunities for students and parents to experience interactions with various community partners.</p>
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - J. D. Smith Middle School	<p>21st Century Community Learning Center (CCLC) 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 at J. D. Smith Middle School to help support the School Improvement Plan (SIP) in language arts are Creative Writing, Homework Helpers, Media All-Stars, Nevada State College Reading Tutoring, and Playwriting. Courses supporting the SIP in math are: Math Games, School House Chess, Mad Science, Model Building, and Homework Helpers. Media All-Stars allow students to create videos, develop writing proficiency in multiple genres, improve computer literacy, enhance public speaking skills, and collaborate. Enrichment classes include: Computer Craze, Art Club, Fitness, Technology, Dance, Photography, Advanced Media All Stars, Advanced Model Building, Soccer, Advanced Mariachi, Sports and Recreation, Game Time, and J.D. Top Model.</p>
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Kelly Elementary School Preparatory Academy	<p>21st Century Community Learning Center (CCLC) 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>

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Project	Grant Name	Project Description
		<p>Matt Kelly Elementary School Preparatory Academy will allow all stakeholders to begin the school year actively engaged and focused on learning. The regular after-school program which begins the third week of school will include homework assistance, math and reading tutorials and enrichment activities. Among the enrichment activities offered will be those involving gross motor skills, Art Club, recreational games, theater, Cooking Club, scrap-booking and photography, karate, and Science Club. Kindergarten, first, and second-graders will focus on intervention and remediation in literacy and math throughout the entire year. Intermediate grades will concentrate on core skills in preparation for the Nevada Criterion Referenced Tests. Fifth-graders will work on writing proficiency during the first trimester while third and fourth-graders will focus on reading and math. During the second trimester, intermediate grades will concentrate on math and reading. The third trimester will include writing for fourth-graders and English/language arts for third and fifth-graders. A Saturday tutorial program will be offered to identify students to work on math, reading and writing skills, test-taking strategies, written constructed responses, and application activities. The school will promote Scout activities which will serve to strengthen ongoing relationships with community partners.</p>
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Laughlin Junior/Senior High and Bennett Elementary School	<p>21st Century Community Learning Center (CCLC) 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 CCLC will provide Laughlin Junior/Senior High School and William 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>
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Lunt Elementary School	<p>21st Century Community Learning Center (CCLC) 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 of the Robert Lunt Elementary School program 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, students participate in enrichment activities that would not be available to them without the 21st CCLC program due to their low socio-economic status.</p>

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Project	Grant Name	Project Description
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Martinez Elementary School	<p>21st Century Community Learning Center (CCLC) 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 after-school programming. Not only does the 21st CCLC provide students a safe place to be after school, it allows them to get the additional academic support needed. This extra academic time is essential in allowing the teachers to focus in on targeted skills for students with deficiencies.</p>
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Mendoza Elementary School	<p>21st Century Community Learning Center (CCLC) 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 Before and After-School Intervention Camp (BASIC) program at Mendoza Elementary School (ES) is aligned with the goals, objectives and action steps of the 2009-2010 Mendoza ES Improvement Plan. BASIC training will incorporate instruction in reading and writing with various enrichment activities, including those that support good health practices. The students themselves, their families, and the community will be positively impacted. Families will be invited to and will attend Rootin' Tootin' Family Nights where students will showcase their program activities and families will be informed about all available opportunities for learning.</p>
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Orr Middle School	<p>21st Century Community Learning Center (CCLC) 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 is 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. Academic and enrichment activities will provide students with opportunities to expand their background knowledge and enhance their abilities to analyze, evaluate, and synthesize newly gained knowledge. William E. Orr Middle School also plans to increase student knowledge through a multitude of field trips.</p>
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Rex Bell Elementary	<p>21st Century Community Learning Center (CCLC) 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>

Grant Names & Descriptions

Project	Grant Name	Project Description
		<p>Rex Bell Elementary School will 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 level. The computer lab will offer additional opportunities for students to practice math skills using math software entitled Fluency and Automaticity through Systematic Teaching (FASTT) Math and Success Maker and word analysis skills using a reading intervention program entitled 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 enrichment classes offered will be Soccer, Dance, Art, Academic Chess, Academic Games, and Mad Science.</p>
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Roundy Elementary School	<p>21st Century Community Learning Center (CCLC) 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 Dr. Owen C. Roundy Elementary School after-school program strives to create a positive and safe environment for students to reinforce academic learning and extend enrichment opportunities. The purpose is to give students who are achieving below expectations additional time with a licensed teacher to work on specific reading, writing, and math skills.</p>
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Rowe Elementary School	<p>21st Century Community Learning Center (CCLC) 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 at Lewis E. Rowe Elementary School will provide students with after-school involvement in a safe atmosphere while extending their learning opportunities. This program will improve students academically and socially. Students will be provided with relevant academic instruction and fun and exciting enrichment activities. Enrichment activities will be provided in conjunction with community partners including After-School All-Stars.</p>
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Sewell Elementary School	<p>21st Century Community Learning Center (CCLC) 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>C. T. Sewell Elementary School academic goals are to increase student achievement in reading, writing, and math. Students will be involved in hands-on, small group activities, to provide a variety of research-based activities such as LEXIA and Voyager computer programming.</p>

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Project	Grant Name	Project Description
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Squires Elementary School	<p>21st Century Community Learning Center (CCLC) 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>At C. P. Squires Elementary School (ES) Individualized Education Program and Limited English Proficiency subgroups will demonstrate increases in reading fluency and comprehension. The Squires ES after-school program goal is to increase achievement in English/language arts as measured by Criterion Referenced Tests. One successful enrichment class has been a computer/technology class where students are allowed to use a variety of software to assist them in achieving their academic goals.</p>
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Tom Williams Elementary School	<p>21st Century Community Learning Center (CCLC) 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 Tom Williams Elementary School 21st CCLC program is to provide before school and after-school activities encompassing the following major components: tutoring, enrichment activities, pre-kindergarten programs, adult English classes, and sports activities. A motivating and safe environment will be provided offering activities different from those in the regular classroom. All students are welcome to participate, however, staff will make an extra effort to encourage struggling students to take advantage of this opportunity.</p>
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Wendell Williams Elementary School	<p>21st Century Community Learning Center (CCLC) 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 Wendell P. Williams Elementary School (ES) 21st CCLC program is to provide high quality, research-based instructional support and academic enrichment activities for students. It offers support to families by providing adult educational opportunities, including siblings, providing a safe alternative to negative environmental elements, and empowering parents as stakeholders in the planning and development of program components. The goals of the 21st CCLC program are to increase student achievement in reading, mathematics, writing, and in meeting individual academic needs. The program will serve 100 students. Strategies for achieving these goals include: extended school day; low student-teacher ratios (12:1); high quality research-based instructional programs; research-based interventions for reading, mathematics and writing; direct, frequent and continuous student assessment; data driven instructional practices and decisions; differentiated instruction; alignment with state and district benchmarks in reading, mathematics and writing; ongoing professional development; engaging academic enrichment activities; and commitment to increasing student achievement. In addition, educational materials, resources, equipment and space at Williams ES will be available to support the students and staff participating in the 21st CCLC after-school program.</p>

Grant Names & Descriptions

Project	Grant Name	Project Description
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Whitney Elementary	<p>21st Century Community Learning Center (CCLC) 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 implementing the 21st CCLC program entitled Wizards In Training is to offer enhanced learning opportunities for Whitney Elementary School students. Students will build background knowledge through this program to enhance their cognitive and non-cognitive skills. Fast ForWord, one of these programs, develops and strengthens memory, attention, processing rate, and sequencing which are cognitive skills essential for successful reading.</p>
7/1/2010 - 6/30/2011	Title IV-21st Century Community Learning Center - Wynn Elementary School	<p>21st Century Community Learning Center (CCLC) 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 Elaine Wynn Elementary School after-school program allows an opportunity for youth to learn and grow. This program keeps kids safe, improves academic achievement and helps relieve stress on today's working families. Activities will include instructional topics involving technology, reading, math, writing, science and the arts. Parents will also be offered adult education classes to learn English and participate in classes that help them support their children in school. The after-school program will help students meet state and local student standards in core academic subjects, and will offer a broad array of enrichment activities to complement regular academic programs. Students will attend small group intervention sessions with tailored strategies. Ongoing pre- and post-assessments will be used to monitor their progress. The program will also provide classes for students that are approaching proficiency or are at expected levels of achievement. For students approaching proficiency, computer-based instruction and writing classes will provide additional support.</p>
7/1/2010 - 6/30/2011	Title IV-A/Safe & Drug-Free Schools	<p>The District recognizes that student achievement and success are influenced by personal/social factors. Personal/social strategies incorporating the idea of asset development help students build external assets such as support, empowerment, boundaries, and constructive use of time, as well as internal assets such as commitment to learning, positive values, social competencies, and positive identity. Counseling, alternative activities, and prevention components of the project will continue to address violence and substance abuse prevention a from personal/social perspective.</p> <p>The Safe and Drug-Free Schools Office will continue to oversee prevention education 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 Student Assistance Programs already in place.</p>

Grant Names & Descriptions

Project	Grant Name	Project Description
		A site-specific professional development program will continue to provide training for school staff on current topics in the areas of substance abuse and violence prevention. Safe and Drug-Free School staff will provide for the dissemination of important information on the prevention of violence and substance abuse in our schools and communities through newsletters, brochures, health fairs, and speaking engagements.
8/1/2010 - 7/31/2011	Title VII-Indian Education	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 will be made available to qualified Title VII students throughout Clark County School 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 who participate in the project will be provided through the Clark County Indian Education Parent Committee.
10/1/2010 - 6/30/2011	United Way Of Southern Nevada (Family Engagement for High School Success)	Clark High School (HS), Eldorado HS, Silverado HS, Sunrise Mountain HS, and Western HS will each receive funding to establish a parent resource center for families facilitating for an increase in parent engagement with school activities. Topics to be addressed through center resources involve four key areas: 1) access to technology/information for communication; 2) building relationships/self-advocacy; 3) parental roles in promoting school success; and 4) assisting with families' economic and financial burdens.
4/12/2010 - 6/30/2011	Youthbuild Program Desert Rose High School	The Youthbuild program will provide students with basic skills in reading, writing, English, and math. The program will also assist students with General Equivalency Diploma preparation and career and technical education curriculum. Students, who are attending Desert Rose High School and are participants in the Youthbuild Program, will attend on campus academic and career and technical education classes and participate in special projects. The program will provide instruction; materials; basic infrastructure for academic, career, and technical programs; and classroom work areas. All career and technical programs presently meet state and district standards and will provide a combination of classroom instruction and hands-on experiences.