Nevada Department of Education

AB 447 Victory Schools Report – Year 3

School Year 2017-2018

Submitted To:

- The Nevada Department of Education
- The Nevada State Legislative Committee on Education

Victory School Information Submitted By:

-Clark County School district
-Democracy Prep at the Agassi Campus
-Elko County School district
-Humboldt County School District
-Nye County School District
-Washoe County School District

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Introduction

The purpose of this Victory Report is to present evidence of the implementation of key focus items related to the Victory initiative:

- Victory strategies,
- Evidence-based programs and services,
- Professional development,
- Essential personnel, and
- Recommendations.

Each district provides an overview of the Victory expenditures, cost per strategy, and number of students served as required by AB 447 §2.16(a-f). The structure of this report is sectioned alphabetically by Victory School Districts: Clark County, Democracy Prep, Elko, Humboldt, Nye, and Washoe.

Victory Program Summary

The Victory Schools initiative promotes both academic and social/emotional well-being of students, families and communities involved with the Victory Schools. These schools receive funding to provide equitable programs, wrap-around services, and high-quality curriculum and instruction opportunities focusing on improving student achievement outcomes. The initiative specifically targets three goals:

a) The provision of high quality instruction so students are reading at or above the third- grade level by the end of grade three,

b) Prepare students for a rigorous high school curriculum by the end of eighth grade, and

c) Graduation from high school with the skills necessary to be college or career ready as students enter a global society (SB 432 §1.3).

Victory Schools were first identified in Senate Bill 432 during the 2015 Nevada legislative session and was renewed as Assembly Bill 447 during the 2017 Nevada legislative session. As shown in Table 1, Victory Schools remained the same, with no new schools added, and were originally identified as the 35 lowest performing schools (1- and 2-stars) in the highest poverty zip codes in Nevada.

Table 1 List of Victory Schools

District	School	School
Clark County	Booker ES	Monaco MS
	Desert Rose HS	Reid ES
	Fitzgerald ES	Smith MS
	Hollingsworth ES	Snyder ES
	Innovations ES	Sunrise Acres ES
	Jeffers ES	Valley HS
	Kelly ES	Vegas Verdes ES
	Lake ES	West Prep Acad
	Long ES	West Prep Sec
	Lowman ES	Williams, W. ES
	Manch ES	Woolley ES
	McCall ES	
Democracy Prep (Achievement School District)	Agassi ES	
Elko County	Owyhee ES	West Wendover ES
	Owyhee HS	West Wendover MS
Humboldt County	McDermitt ES (combined)	McDermitt MS (combined)
Nye County	Amargosa Valley ES	
Washoe County	Bailey Charter ES	Hug HS
	Booth ES	Natchez ES

The Victory Grant is $50 million per biennium, $25 million per year. Table 2 shows the per pupil amounts Victory Schools have received for *all students* enrolled on the validation day count of the previous school year:

Table 2 Victory Grant Per Pupil Allocations

School Year	Total Victory School Student Enrollment Count	Victory Grant Per Pupil Allocation	Difference in Enrollment Count from previous year
2015-2016	21,847	$1137.45	--
2016-2017	21,982	$1137.29	**+135**
2017-2018	22,256	$1123.29	**+274**

Victory Strategy Shifts

With the transition from SB 432 to AB 447, the Victory strategies that schools must choose to implement as outlined in subsections 2.8 and 2.9 have been revised. When selecting strategies, schools applied at least 51% of their Victory funding to strategies listed in subsection 8(a-h), and a maximum of 49% of the funding applied to strategies listed in subsection 9(a-d). Table 3 provides a list of the strategies for the 2015-17 biennium and the 2017-18 biennium. A crosswalk is provided as a reference point in each district section of this report.

Table 3 Victory Program Strategies

Victory Program Strategy	Abbreviated Strategy for Data Reference	SB 432 Strategies 2015-2017 Biennium	AB 447 Strategies 2017-2019 Biennium
Prekindergarten program free of charge, if not paid for by another grant or funding source.	Prekindergarten	2.8a	2.8a
An expansion of full-day kindergarten classes, if not paid for through legislative appropriation.	Full-day kindergarten	2.8b	*Not designated
A summer academy or other instruction for pupils free of charge at times during the year when school is not in session.	Summer Academy	2.8c	2.8b
Additional instruction or other learning opportunities free of charge at times of day when school is not in session.	Additional Instruction	2.8d	2.8c
Professional development for teachers and other licensed educational personnel concerning instructional practices and strategies that have proven to be an effective means to increase pupil achievement in populations of pupils similar to those served by the school.	Professional Development	2.8e	2.8d
Incentives for hiring and retaining teachers and other licensed educational personnel who provide any of the programs or services set forth in this section. ● Document is found in *Appendix C, NDE Guidance Memorandum, August 8, 2017*	Incentives for Hiring & Retention	2.8f	2.8e
Employment of paraprofessionals, other educational personnel and other persons who provide any of the programs or services set forth in this subsection.	Employment of Personnel	2.8g	2.8f
Reading Skills Centers	Reading Skills Center	2.8h	2.8g

Victory Program Strategy	Abbreviated Strategy for Data Reference	SB 432 Strategies 2015-2017 Biennium	AB 447 Strategies 2017-2019 Biennium
Integrated student supports, wrap-around services, and evidence-based programs designed to meet the needs of pupils who attend the school, as determined using the needs assessment. ● The law defines integrated student supports as "supports developed, secured or coordinated by a local school to promote the academic success of pupils enrolled in the school by targeting academic and nonacademic barriers to pupil achievement." ● The law defines wrap-around services as "supplemental services provided to a pupil with special needs or the family of such a pupil that are not otherwise covered by any federal or state program of assistance. (SB 432, §2.20(d))	Evidence-based Programs & Wrap-around Services	(see 2.9a & 2.9d)	2.8h
Provide evidence-based social, psychological, or health care services to pupils and their families, including, without limitation, wrap-around services. ● The law defines wrap-around services as "supplemental services provided to a pupil with special needs or the family of such a pupil that are not otherwise covered by any federal or state program of assistance. (SB 432, §2.20(d))	Health care Services	2.9a	2.9a (see 2.8h)
Provide programs and services designed to engage parents and families.	Family Engagement	2.9b	2.9b
Provide programs to improve school climate and culture.	School Climate & Culture	2.9c	2.9c
Provide evidence-based programs and services specifically designed to meet the needs of pupils who attend the school, as determined by the needs assessment or; ● SB 432 defines "Evidence-based programs and services" as practices, interventions and services that have been proven,	Evidence-based Programs	2.9d	(see 2.8h)

Victory Program Strategy	Abbreviated Strategy for Data Reference	SB 432 Strategies 2015-2017 Biennium	AB 447 Strategies 2017-2019 Biennium
through scientifically based research, as defined in 20 U.S.C. §7801(37), to be effective in improving outcomes for pupils when implemented with fidelity.			
If the Victory School is a high school, provide additional instruction or other learning opportunities for pupils and professional development for teachers at an elementary school, middle school, or junior high school that is located within the zone of attendance of the high school, but is not designated as a Victory School.	Zone-in Learning	Not Applicable	2.9d
Any combination thereof.	Not used for data collection	2.9e	2.9e

*Table provided by Washoe County School District

Data Collection

Victory Schools are beginning to see a return on investment. A review of Victory School data over the past three fiscal years (FY 16, FY17, and FY18) involves several approaches. The Nevada Department of Education (NDE) collected qualitative data through on-site monitoring meetings, classroom observations, desktop monitoring, and Victory school performance plans and addenda. Quantitative data reviews were conducted using the Nevada Department of Education's Nevada Accountability Portal website.

It is important to understand that the Victory data currently available should be viewed at this time as a means to assist the schools in continuing on the path to improvement. Should the Victory grant continue into the next biennium (2019-2021), more targeted assistance will be provided for schools remaining in a one or two-star status with little or no improvement.

Evidence and Findings of Victory Program Implementation

Victory Strategies Implemented at School Sites

The purpose of reflecting on the Victory strategies implemented in each school district and school site, is to determine if the strategies outlined in AB 447 §2.8 and 2.9 are utilized as a means to improve school and student outcomes or if the strategies should be revised. The strategies are presented in three sets: students, personnel, and students and families.

Student strategies. Figure 1 indicates the district cumulative totals for FY 16, FY17, and FY18 of Victory strategies related to *students* (AB 447 8a, 8b, 8c, 8g, 8h). Each district section in this report further discusses the most frequently utilized strategies implemented in their schools.

Figure 1 FY16 – FY18 Victory Student Strategies-All Districts
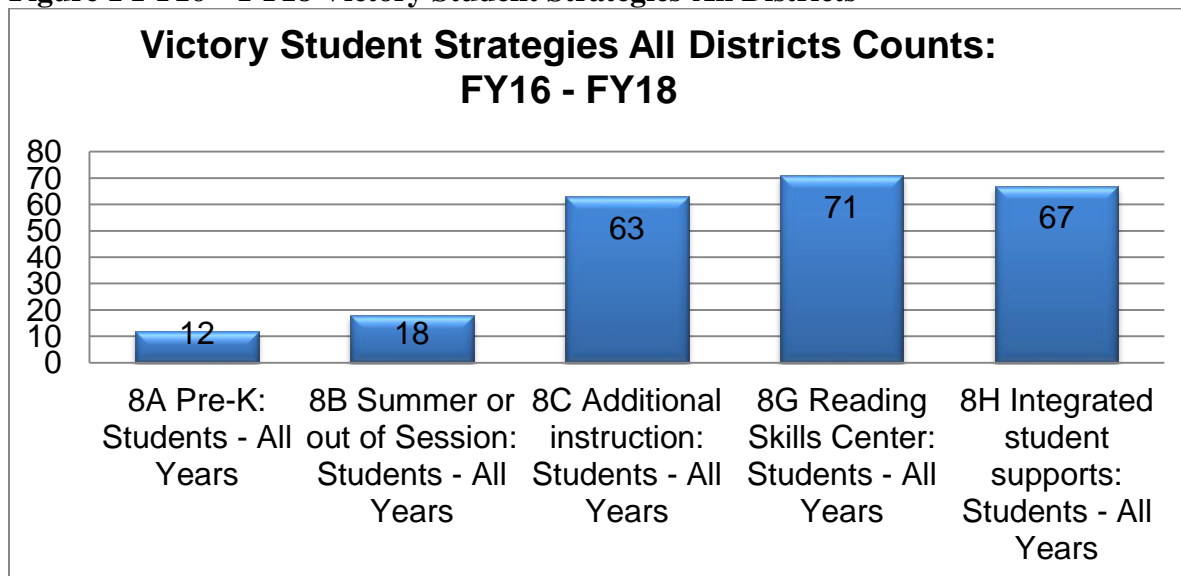
Findings: A closer look at Figure 1 above shows strategy 8G, implementing a Reading Skills Center, was selected 71 times during school years 2015-2016 (FY16), 2016-2017 (FY17), and 2017-2018 (FY18). This translates to at least 23 out of 35 Victory Schools choosing to implement a Reading Skills Center each year of the three years of the Victory Program. Strategy 8H is a combination of integrated student supports and evidence-based programs and services. This strategy was chosen to be implemented 67 times during the past three fiscal years. This translates to at least 22 schools utilizing this strategy over the past three fiscal years. Strategy 8C, additional instruction for students, was implemented 63 times over the past three fiscal years. Additional instruction includes before or after school tutoring, educational field trips, Saturday school, etc. This translates to at least 21 schools utilizing this strategy. The least utilized strategy is 8A, implementing a Pre-K program. One reason for this could be the Victory School is leveraging its other funding streams such as Title I monies to fund the Pre-K programs. Reflecting on this data shows that Victory Schools are implementing the strategies focusing on student academics.

Recommendation: Because two different types of programs were offered within one strategy (8H), integrated student supports (Communities in Schools services) and evidence-based programs and services (usually referring to materials and technology), it is difficult to disaggregate the information in order to track the data more clearly. It is recommended to revise language in the strategies to categorically separate specific expenditures such as purchases of evidence-based curriculum materials, technology purchases, and remove the integrated student support services from strategy 8H and place it back with strategy 9A.

Personnel strategies. The second set of Victory strategies focuses on personnel strategies for the Victory Schools: 8D, professional development; 8E, incentives for hiring and retaining teachers and other licensed educational personnel; and 8F, employment of paraprofessionals, other educational personnel and other persons who provide any of the programs or services. Figure 2 indicates the district cumulative totals for FY 16, FY17, and FY18 of Victory strategies related to *personnel* (AB 447 AB 447 8D, 8E, 8F). Each district section in this report further discusses the most frequently utilized strategies implemented in their schools.

Figure 2 FY16 –FY18 Victory Personnel Strategies Total District Counts
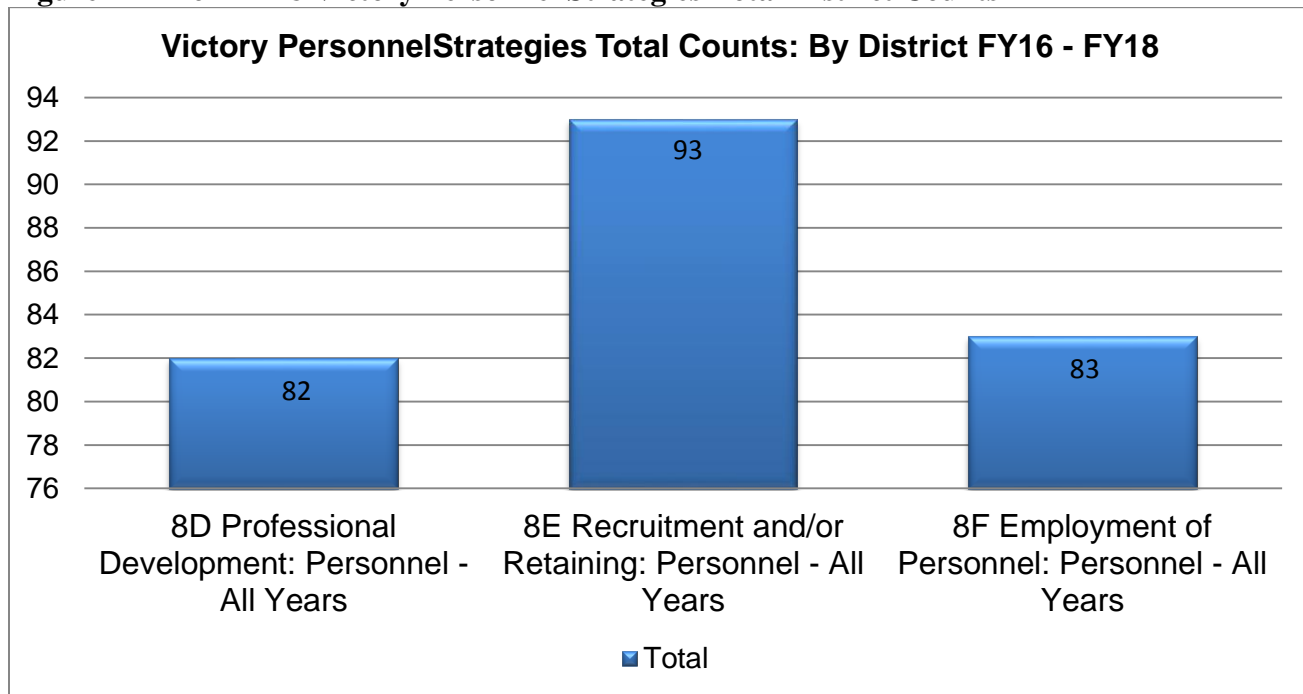
Findings. Although Victory strategy 8E, the hiring, recruitment, and retention of personnel, was the most frequently selected personnel strategy over the past three years, it is important to note Victory School Districts applied different criteria for hiring, recruiting, and retaining personnel. For example, Elko County School District provided a monetary recruitment incentive when first hired to teach at their rural and remote Victory Schools. Clark County School District used a tiered incentive system for educators employed at Victory Schools. For more detailed information on this system, please contact the Clark County School District. The employment of personnel and professional development strategies are also selected frequently, concluding these strategies are beneficial to the Victory program.

Recommendation: The strategies relating to personnel should be continued, but a stronger focus should be placed on strategic professional development that supports building the knowledge capacity of personnel. These strategies should continue in the Victory program.

Students and Families. The final set of Victory strategies focuses on programs and services for students and families. A maximum of 49% of a Victory School's funding can be applied to these strategies. Figure 3 indicates the district cumulative totals for FY 16, FY17, and FY18 of Victory strategies related to ***personnel*** (AB 447 9A, 9B, 9C, 9D). Each district section in this report further discusses the most frequently utilized strategies implemented in their schools.

Figure 3 FY16 – FY18 Victory Student and Family Engagement Strategies Total Counts
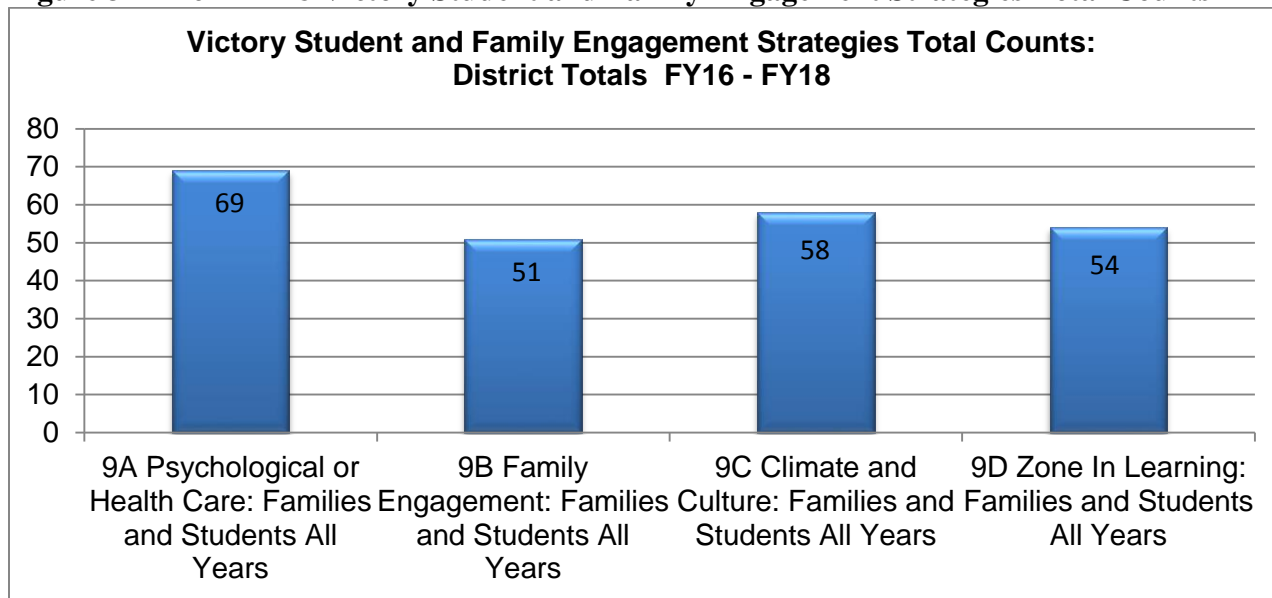
Findings: Strategy 9A, implementing some type of health care worker, became one of the most utilized strategies for Victory Schools. The strategy was selected 69 times over the past three years, indicating that at least 23 of the 35 Victory Schools applied this strategy. Most schools hired a social worker, behavior specialist, Communities in Schools, or mentors to work with their students and families. It is possible that Victory Schools could have used other funding streams to hire for this position. During qualitative interviews, school staff and students described the positive impact this strategy was having on their school community. Some schools now have food and clothing pantries to support their low-income students and families.

Strategy 9C, programs to improve the climate and culture of the school was used to implement programs such as PBIS or The Leader in Me which supports students' character and academic development. The family engagement strategy (9B) was also applied frequently over the past three years as a means for welcoming families into the school community. Unfortunately, with the strategy changes from SB 432 to AB 447, it was difficult to accurately track strategy 9D which included evidence-based programs and services during the 2015 – 2017 biennium but not during the 2017 – 2019 biennium. Therefore, strategy 9D represents the number of times evidence-based programs and services were chosen to implement for SY

2015-2016, 2016-2017, and 2018-2019. Only one school in the Clark County School District utilized strategy AB 447 9D, zone-in learning.

Recommendation: These strategies have proven to be beneficial for students and families and should continue. It is recommended that strategy AB 447 9D be revised. The intent was to allow Victory Schools to fund and work with their feeder schools (non-Victory Schools) on aligning programs, curriculum, and professional development.

Implementation of Aligned Tier I Curriculum

One of the most powerful factors of school improvement is an evidence-based Tier I curriculum aligned to rigorous grade-level state standards. A Tier I curriculum is a primary resource for teachers to utilize when teaching students the standards that need to be mastered during a lesson or unit. During SY 2015-2016, 2016-2017, and 2017-2018, NDE focused on whether or not an ELA and Math Tier I curriculum, instruction, and assessment system aligned to the Nevada Academic Content Standards was in place at each elementary school site. While conducting on-site visits, classroom observations, and desktop monitoring, it was observed that schools did not have an aligned Tier I curriculum in place. NDE provided technical assistance to support schools in implementing a strong curriculum aligned to standards. Table 4 indicates the number of elementary Victory Schools with an ELA and Math Tier I curriculum available and implemented during each of the previous three school years (2015-2016, 2016-2017, and 2017-2018).

Table 4 Elementary Victory Schools with Aligned Tier I Curriculum

Number of Schools	2015-2016 School Year	2016-2017 School Year	2017-2018 School Year
Elementary Schools	6 out of 26	16 out of 26	20 out of 26

Findings: A significant number of elementary schools are now implementing an aligned Tier I curriculum (what will be taught), but schools need to focus on improving instructional strategies (how the curriculum will be taught) and assessment alignment (outcomes of curriculum and instruction). All five Victory middle schools now have an aligned curriculum and all four Victory High Schools have curriculum aligned to the standards or the needs of the students (Desert Rose High School is an alternative high school meeting the needs of at-risk students). The focus should now be on redesigning the instruction that will engage students in 21st Century learning.

Recommendations: Victory Schools continue implementing an aligned Tier I curriculum that focuses on instructional shifts and strategies designed to meet the needs of their students. Staff should continue to receive professional development on the Nevada Academic Content Standards and the best means for students to master the standards. It is also recommended that Victory Schools use one common assessment to track student achievement.

Evidence of Academic Movement in Victory Schools

Victory Schools SBAC Proficiency Results Grades Three - Eight

Although there are several variables that have a part for improving academic outcomes, some schools, at all grade levels, recognize the importance of effective instructional strategies and have made instructional shifts that engage students in the learning utilizing brain-based instructional strategies, project-based learning, and STEM activities. These schools have also experienced increases in overall school academic performance as indicated on the state summative SBAC assessments for English-Language Arts (ELA) and Math in grades three through eight. Table 5 indicates each school's overall academic performance in ELA and Math at the end of FYs 16, 17, and 18.

Table 5 Victory Schools SBAC Proficiency Scores in ELA and Math Grades 3 - 8

District/School	2016	2017	2018	2016	2017	2018
Clark County	ELA	ELA	ELA	Math	Math	Math
Booker ES	28.2	33.6	36.7	19.8	22.5	27
Fitzgerald ES	18.5	38.7*	43.4	14.8	23*	28
Hollingsworth ES	36.3	33.3	21.5	23	23.7	17.7
Innovations ES	33.9	36.2	37.1	21.1	26	28.9
Jeffers ES	32.3	27.5	30.8	31.7	26.5	33.6
Kelly ES	14.2	8	22.1	16.8	10	15.6
Lake ES	46.9	38.7	44*	39.2	28.7	37.8*
Long ES	32.3	30.9	24.2	18	22.2	16.4
Lowman ES	25.8	32.6	37.7	17.1	27.3	28.8

District/School Clark County	2016 ELA	2017 ELA	2018 ELA	2016 Math	2017 Math	2018 Math
Manch ES	24.9	24.2	24.2	17.7	18	15.6
McCall ES	39	34	20.4	24.4	18.6	19.3
Monaco MS	22.6	19.7	18.8	5.1	12.2	12.8
Reid ES	28.6	NR	7.1	57.1	NR	14.2
Smith MS	26.7	26.8	22.4	14.9	14.1	18.9
Snyder ES	34	34.3*	44*	29.5	31.8*	34.8*
Sunrise Acres ES	32.7	44**	43.4*	38.1	42.4**	44.6*
Vegas Verdes ES	59.8	57.2**	55.4	53.6	61.2**	49
West Prep Acad ES	34.2	36.5*	38.9*	24.2	35.1*	38.4*
West Prep Sec MS	19.7	24.9	21	8.9	12.5	15.4
Williams Wendell ES	13.4	21.9	20.2	11.6	24.5	13.7
Woolley ES	41.8	51.9*	50.1	30.6	39*	29.7
Democracy Prep						
Agassi ES	52.3	47.3*	43.8	22.4	31.1*	38.1
Elko CSD						
Owyhee ES	18.4	5.5	13.4	1.9	2.7	4.8
West Wendover ES	13.5	12.6	18.8	11.9	10.3	14.4
West Wendover MS	22.7	21.6	27.9	9.8	11.3	15.4
Nye CSD						
Amargosa Valley ES	27.9	44.4	31.5	37.2	37.7	42.1
Humboldt CSD						
McDermitt ES	12.5	6.2	3.3	0	3.1	0
McDermitt MS	9.5	18.7	4.7	0	0	0
Washoe CSD						
Bailey Charter ES	30.9	29.4	16.5	34.6	33.8	27
Booth ES	28.2	24.6	36.7	27.6	28.3	27
Natchez ES	21.2	16.4	13.7	12.9	9.1	6.2

*Indicates a 3-star school rating
**Indicates a 4-star school rating

Findings: A reflection of the data in the table above reveals nine elementary or middle schools over the past three years are on an upward movement in both English-Language Arts (ELA) and Math. Ten elementary or middle schools are showing upward movement in at least one of the content areas, ELA or Math. Please note, this table refers only to the summative proficiency scores for grades three through eight and does not consider the other Nevada State Performance Framework (NSPF) Indicators such as closing the opportunity gap.

Recommendation: It is recommended that Victory Schools take a closer look at the NSPF indicators to determine next steps for academic improvement.

Nevada State Performance Framework (NSPF) Star Ratings

As the Nevada Department of Education continues to increase the rigor of the NSPF performance indicators, some fluctuation of the NSPF index scores and star rating status is to be expected. See Table 6 below.

Table 6 Victory Schools NSPF Star Rating Index Scores

District	School	2017 Index Score	2018 Index Score	School	2017 Index Score	2018 Index Score
Clark County	Booker ES	24	29	Monaco MS	22.5	19
	Desert Rose HS	NR*	APF*	Reid ES	NR**	NR**
	Fitzgerald ES	53	37	Smith MS	22	30.5
	Hollingsworth ES	25	23.5	Snyder ES	62.5	62.5
	Innovations ES	49	49	Sunrise Acres ES	69	54
	Jeffers ES	32	36.5	Valley HS	NR*	46.5
	Kelly ES	10	27	Vegas Verdes ES	81	49.5
	Lake ES	34.5	58.5	West Prep Acad	63.5	60
	Long ES	37	15	West Prep Sec	31.5	26.5
	Lowman ES	23.5	23.5	Williams, W. ES	28.5	21
	Manch ES	11	20.5	Woolley ES	57.5	34.5
	McCall ES	36.5	15			
Democracy Prep (Achievement School District)	Agassi ES	50.5	44			
Elko County	Owyhee ES	12	16	West Wendover ES	24.5	28
	Owyhee HS	NR*	47.56	West Wendover MS	26.5	45.5
Humboldt County	McDermitt ES (combined)	11	20.7	McDermitt MS (combined)	16	12.34
Nye County	Amargosa Valley ES	46.5	38			
Washoe County	Bailey Charter ES	42.5	38	Hug HS	NR*	47

District	School	2017 Index Score	2018 Index Score	School	2017 Index Score	2018 Index Score
	Booth ES	25	22.5	Natchez ES	11	12

*APF indicates the school falls under the Alternative Performance Framework intended to collect and report additional performance data for alternative schools that serve a high-needs population of students. Desert Rose HS falls into one of four qualifying categories: schools offering credit recovery programs.

*NR indicates high schools for FY 2017 were not provided star ratings under the new NSPF.

**NR indicates the n-size was not large enough to provide a school performance rating. Reid ES is a small rural school in the Clark County School District.

Findings: Currently, four schools, Lake ES, Snyder ES, Sunrise Acres ES, and West Prep Academy ES all from Clark County School District, have a three-star NSPF rating. Six schools, Innovations ES (Clark), Valley HS (Clark), Vegas Verdes ES (Clark), West Wendover MS (Elko), Hug HS (Washoe), and Agassi ES (Democracy Prep-Achievement School District), are within six points from reaching a three-star NSPF rating status.

Victory High Schools Graduation Rates

One final data point focuses on the four Victory high schools. Figure 4 compares the Cohort 4-year graduation rates of each Victory high school with the state average graduation rate.

Figure 4 Victory High School Graduation Rates Compared to State
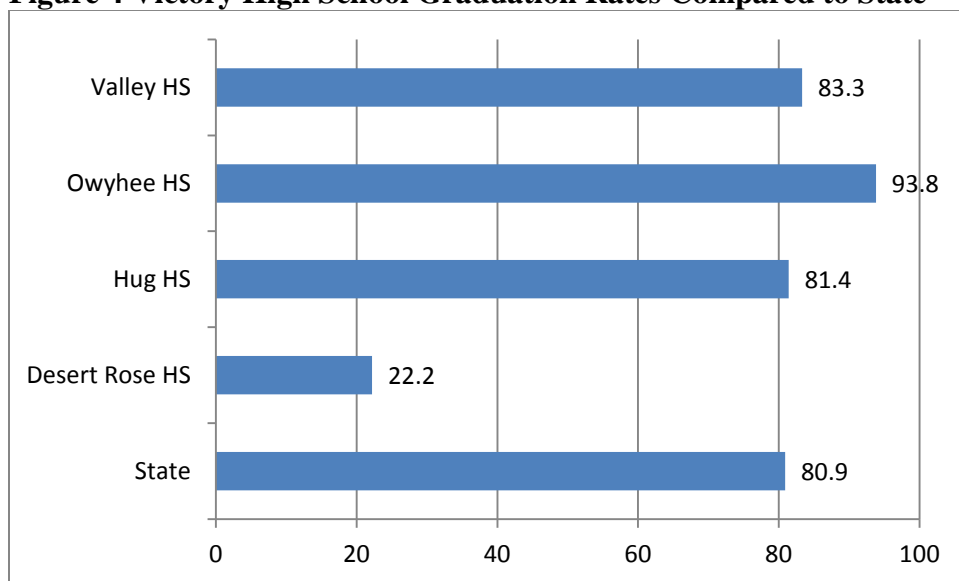
Findings: With the exception of Desert Rose HS, the alternative high school, three of the four Victory high schools have a graduation rate higher than the state average. It should be noted that Desert Rose HS (Clark) did have a graduation increase of 8% and Owyhee HS is a smaller high school located in the Elko School District enrolling 100% Native American students.

Final Recommendations

The Victory School program is in the beginning stages of seeing a return on investment at the Victory Schools. It is recommended for this program to continue with revised language that will support accurate data tracking and sustain programs and services Victory Schools have provided for students and families enrolled in these schools located in high poverty zip codes. Specific recommendations are listed here:

1. Revise language in the strategies to categorically separate specific expenditures such as purchases of curriculum materials and technology purchases as separate categories.
2. Revise language in the bill to include supports for Victory Schools that are improving to a three, four, or five-star status.
3. Remove the integrated student support services from strategy 8H and place it back with strategy 9A.
4. Review the district recommendations and accommodate where appropriate.
5. Provide an administrative set-aside amount for NDE to properly conduct on-site monitoring and provide technical assistant visits.

Conclusion

Victory Schools are beginning to see improvements in the climate and culture of their schools, family and community engagement, and student academic performance. Because the Victory grant addresses the needs of the whole child and is allocated for all pupils at a school and not just one specific subgroup, it is beneficial to the Victory Schools and their communities for this grant to continue.

Please note: Clark County School District and Washoe County School District have provided reports with additional data information that is not included in this report. The information was not included because it could not be aligned with ADA compliance regulations for the posting of this report. The district reports are available upon request from the Nevada Department of Education, Office of Student and School Supports, Dr. Susan Ulrey: sulrey@doe.nv.gov.

Clark County School District

Crosswalk of Victory Strategies from FY16 through FY18

SB 432 (2015), Nevada's Victory Schools, was set forth during the 2015-2017 biennium, and the initiative was continued through the implementation of Nevada's AB 447(2017) for the 2017-2019 biennium. Although funding for full-day kindergarten was originally offered as an option in SB 432, the Legislature approved separate funding to expand that program across the state in the 2015-2017 biennium, therefore, eliminating the strategy in AB 447. This is important to note because the designations of the Victory Schools program strategies were revised between SB 432 and AB 447. The addition of the zone-in learning strategy also relocated strategies to new indicators as captured in the crosswalk. The crosswalk shows the shorter name of the strategy. Full strategy descriptions are found in the Executive Summary pages 8 – 11.

Group	Strategy Short Name	FY16 & FY17 Strategy Number	FY18 Strategy Number
Students	PRE-K	8A	8A
	FULL DAY KINDERGARTTEN (FY16; FY17)	8B	_
	SUMMER ACADEMY	8C	8B
	ADDITIONAL INSTRUCTION	8D	8C
	READING SKILLS CENTER	8H	8G
	INTEGRATED STUDENT SUPPORTS, EVIDENCE BASED PROGRAMS, WRAPAROUND SERVICES (FY18)	_	8H
	EVIDENCE BASED PROGRAMS TO MEET THE NEEDS OF STUDENTS (FY16; FY17)	9D	_
	ZONE IN LEARNING (FY18)	_	9D
Staff	PROFESSIONAL DEVELOPMENT	8E	8D
	INCENTIVES FOR HIRING AND RETAINING	8F	8E
	EMPLOYMENT OF PERSONNEL	8G	8F
Families	HEALTH AND PSYCHOLOGICAL (NO WRAPAROUND) (FY18)	_	9A
	WRAPAROUND, PSYCHOLOGICAL, HEALTH CARE (FY16; FY17)	9A	_
	FAMILY ENGAGEMENT	9B	9B
	SCHOOL CLIMATE AND CULTURE	9C	9C

CCSD District Overview of victory Schools and Expenditures Related to Students

Table 7 CCSD District Overview of victory Schools and Expenditures Related to Students AB 447 Section 2.8 (a, b, c, g, and h)

Victory Schools	Expenditures and Number of Students who participated	8(a) Pre-K	8(b) Summer academy	8(c) Additional instruction or other learning opportunities	8(g) Reading Skills Center	8(h) Integrated student supports, wrap around services and evidence-based programs	9(d) Zone-in Learn-ing
Booker, Sr., Kermit R. ES	Expenditure	__	__	$9,424	__	$95,312	__
	Students Participating	__	__	100	__	486	__
Desert Rose HS	Expenditure	__	__	$38,712	__	$21,923	__
	Students Participating	__	__	100	__	760	__
Fitzgerald, H.P. ES	Expenditure	__	__	__	$21,262	$35,541	__
	Students Participating	__	__	__	406	406	__
Hollingsworth, Howard ES	Expenditure	__	$30,226	$30,444	__	$114,038	__
	Students Participating	__	172	147	__	620	__
Innovations ES	Expenditure	__	$42,120	$164,976	$169,195	__	__
	Students Participating	__	200	465	360	__	__
Jeffers, Jay ES	Expenditure	$219,861	__	__	$3,770	$93,762	__
	Students Participating	63	__	__	138	830	__
Kelly, Matt ES	Expenditure	__	$54,019	$7,657	__	$25,378	__
	Students Participating	__	56	40	__	300	__
Lake, Robert E. ES	Expenditure	__	__	$4,109	__	$206,183	__
	Students Participating	__	__	100	__	950	__
Long, Walter V. ES	Expenditure	__	$14,321	$21,473	__	$88,233	__
	Students Participating	__	200	150	__	850	__
Lowman, Mary & Zel	Expenditure	__	$45,345	__	$7,230	$120,309	__
	Students Participating	__	235	__	1000	130	__

School							
Manch, J.E. ES	Expenditure	—	$50,231	$50,852	$9,898	$271,397	—
	Students Participating	—	100	75	969	969	—
McCall, Quannah ES	Expenditure	—	—	—	$62,824	$62,824	—
	Students Participating	—	—	—	403	403	—
Monaco, MS	Expenditure	—	—	$59,578	—	$362,839	—
	Students Participating	—	—	250	—	1300	—
Reid, Harry ES	Expenditure	—	—	—	—	$1,368	—
	Students Participating	—	—	—	—	1	—
Smith, J.D. S	Expenditure	—	—	$10,752	—	$74,255	—
	Students Participating	—	—	600	—	948	—
Snyder, William E. ES	Expenditure	—	—	$17,800	—	$82,022	—
	Students Participating	—	—	330	—	920	—
Sunrise Acres ES	Expenditure	—	$99,853	$59,966	$1,958	$149,565	—
	Students Participating	—	250	360	789	789	—
Valley HS	Expenditure	—	—	$70,634	—	$318,813	$31,504
	Students Participating	—	—	600	—	2812	2812
Vegas Verdes ES	Expenditure	—	—	$1,936	$41,151	$45,725	—
	Students Participating	—	—	97	521	173	—
West Prep Acad ES	Expenditure	—	$19,583	$2,027	$510	$22,614	—
	Students Participating	—	135	124	124	462	—
West Prep Sec	Expenditure	—	$87,839	$22,299	$3,345	$446,967	—
	Students Participating	—	168	1316	100	1316	—
Williams, Wendell ES	Expenditure	—	—	—	—	$58,402	—
	Students Participating	—	—	—	—	340	—
Woolley, Gwendolyn ES	Expenditure	—	$49,091	—	—	$103,117	—
	Students Participating	—	200	—	—	748	—
Total Victory Expenditure per Strategy	—	$219,861	$492,629	$572,638	$258,318	$2,800,588	$31,504

Total Number of Students Participating	__	63	1,716	4,854	4,407	16,513	2812
Cost per Pupil	__	$3,490	$287	$118	$59	$170	$11

CCSD District Overview of Victory Schools and Expenditures Related to Personnel

Table 8 CCSD District Overview of Victory Schools and Expenditures Related to Personnel
Section 2.8 (d, e, f)

Victory Schools	Expenditures and Number of Personnel who participated	8(d) Professional Development	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-professionals and other Personnel
Booker, Sr., Kermit R. ES	Expenditure	$24,612.46	$110,065.31	$209,223.26
	Personnel Participating	38	38	9
Desert Rose HS	Expenditure	$16,031.82	$44,522.25	$224,442.52
	Personnel Participating	56	56	3
Fitzgerald, H.P. ES	Expenditure	$18,962.70	$21,309.13	$301,008.94
	Personnel Participating	35	35	7
Hollingsworth, Howard ES	Expenditure	$39,986.46	$11,644.68	$295,551.63
	Personnel Participating	45	45	45
Innovations ES	Expenditure	$24,000	$122,000	__
	Personnel Participating	65	40	__
Jeffers, Jay ES	Expenditure	$4,955.45	$62,009.24	$462,920.41
	Personnel Participating	28	60	13
Kelly, Matt ES	Expenditure	$300.88	$119,546.79	$21,047.11
	Personnel Participating	2	31	1
Lake, Robert E. ES	Expenditure	$7,019.43	$56,800.05	$523,325.30
	Personnel Participating	80	50	12
Long, Walter V. ES	Expenditure	$25,400.26	$14,835.80	$450,036.95
	Personnel Participating	50	50	4
Lowman, Mary & Zel	Expenditure	$61,093.55	$77,338.75	$417,525.32
	Personnel Participating	61	61	11
Manch, J.E.	Expenditure	$66,235.87	$76,994.80	$282,246.46

Victory Schools	Expenditures and Number of Personnel who participated	8(d) Professional Development	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-professionals and other Personnel
ES				
	Personnel Participating	50	50	5
McCall, Quannah ES	Expenditure	$10,800.77	$21,745.33	$315,032.55
	Personnel Participating	30	30	5
Monaco, MS	Expenditure	$22,855.90	$119,467.13	$899,253.92
	Personnel Participating	75	78	39
Reid, Harry ES	Expenditure	$14,869.14	$5,116.88	$1,419.18
	Personnel Participating	4	4	4
Smith, J.D. S	Expenditure	$1,150.00	$17,003.35	$954,353.51
	Personnel Participating	50	50	5
Snyder, William E. ES	Expenditure	$7,837.72	$58,995.24	$806,341.81
	Personnel Participating	65	68	16
Sunrise Acres ES	Expenditure	$61,218.75	$85,871.65	$173,809.23
	Personnel Participating	55	55	8
Valley HS	Expenditure	$259,824.50	$176,090.49	$1,535,636.36
	Personnel Participating	146	145	10
Vegas Verdes ES	Expenditure	$25,191.19	$24,103.43	$412,544.01
	Personnel Participating	47	47	6
West Prep Acad ES	Expenditure	$11,700.60	$8,570.02	$304,357.12
	Personnel Participating	33	33	5
West Prep Sec	Expenditure	$15,505.36	$28,274.18	$589,547.24
	Personnel Participating	82	82	13
Williams, Wendell ES	Expenditure	$27,676.65	$40,940.00	$209,193.62

Victory Schools	Expenditures and Number of Personnel who participated	8(d) Professional Development	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-professionals and other Personnel
	Personnel Participating	26	26	3
Woolley, Gwendolyn ES	Expenditure	$62,413.93	$38,274.04	$428,727.22
	Personnel Participating	64	64	10
Total Victory Expenditure per Strategy	__	$809,643	$1,341,519	$9,817,544
Total Number of Personnel Participating	__	1,187	1,198	234

CCSD District Overview of Victory Schools and Expenditures Related to Students and Families

Table 9 CCSD District Overview of Victory Schools and Expenditures Related to Students and Families Section 2.9(a, b, c, d)

Victory Schools	Expenditures and Number of Students Participating	9(a) Provide evidence-based social, psychological or health care services to pupils and their families	9(b) Provide programs and services designed to engage parents and families	9(c) Provide programs to improve school climate and culture
Booker, Sr., Kermit R. ES	Expenditure	—	$55,894.39	$14,809.59
	Students Participating	—	486	486
Desert Rose HS	Expenditure	—	—	$45,884.07
	Students Participating	—	—	760
Fitzgerald, H.P. ES	Expenditure	—	$28,087.75	$8,796.18
	Students Participating	—	406	406
Hollingsworth, Howard ES	Expenditure	$5,000	$30,055.00	$67,586.79
	Students Participating	620	620	620
Innovations ES	Expenditure	—	$52,694.00	$5,659.00
	Students Participating	—	500	600
Jeffers, Jay ES	Expenditure	—	—	$4,016.14
	Students Participating	—	—	830
Kelly, Matt ES	Expenditure	$762.20	$31,829.69	$8,130.34
	Students Participating	300	300	300
Lake, Robert E. ES	Expenditure	—	$8,442.59	$77,053.25
	Students Participating	—	300	100
Long, Walter V. ES	Expenditure	$5,000.00	$33,784.04	$81,572.68
	Students Participating	850	850	850
Lowman, Mary & Zel	Expenditure	$84,918.64	—	$50,328.35
	Students Participating	1000	—	1000

Victory Schools	Expenditures and Number of Students Participating	9(a) Provide evidence-based social, psychological or health care services to pupils and their families	9(b) Provide programs and services designed to engage parents and families	9(c) Provide programs to improve school climate and culture
Manch, J.E. ES	Expenditure	$59,443.54	$1,782.00	$4,923.49
	Students Participating	181	969	969
McCall, Quannah ES	Expenditure	—	—	—
	Students Participating	—	—	—
Monaco, MS	Expenditure	$8,727.62	$10,556.76	$9,939.72
	Students Participating	50	500	35
Reid, Harry ES	Expenditure	—	—	$1,500.00
	Students Participating	—	—	26
Smith, J.D. S	Expenditure	—	—	—
	Students Participating	—	—	—
Snyder, William E. ES	Expenditure	—	—	$9,804.17
	Students Participating	—	—	920
Sunrise Acres ES	Expenditure	$70,667.73	—	$8,846.89
	Students Participating	789	—	789
Valley HS	Expenditure	$123,215.91	—	$187,952.81
	Students Participating	2812	—	2812
Vegas Verdes ES	Expenditure	—	—	$52,181.64
	Students Participating	—	—	663
West Prep Acad ES	Expenditure	$57,900.00	—	$3,038.65
	Students Participating	416	—	416
West Prep Sec	Expenditure	$60,000.00	$822.77	$26,678.05

Victory Schools	Expenditures and Number of Students Participating	9(a) Provide evidence-based social, psychological or health care services to pupils and their families	9(b) Provide programs and services designed to engage parents and families	9(c) Provide programs to improve school climate and culture
	Students Participating	1316	1316	1398
Williams, Wendell ES	Expenditure	—	—	—
	Students Participating	—	—	—
Woolley, Gwendolyn ES	Expenditure	$97,064.45	—	$1,066.01
	Students Participating	748	—	748
Total Victory Expenditure per Strategy	—	$572,700	$253,949	$669,768
Total Number of Students Participating	—	9,082	6,247	14,728
Cost per Pupil	—	$63	$41	$45

Clark County District Narrative

Established in 1956, Clark County School District[1] (CCSD) is the fifth largest school district in the United States, serving more than 320,000 students enrolled in kindergarten through 12th grade. CCSD represents nearly 75% of all students in Nevada, having 358 schools and more than 42,000 employees. There is a total of 226 elementary schools, 59 middle schools, 49 high schools, 19 alternative schools, 7 special schools, and 7 sponsored charter schools (that are not part of CCSD).

The District offers a variety of schools, including nationally recognized Magnet Schools and Career and Technical Academies, as well as an online secondary school. An innovative new model, The Franchise Model, was initiated within CCSD in 2015. Three Victory Schools-- Hollingsworth Elementary, Long Elementary, and Vegas Verdes Elementary Schools-- are implementing this model. The model assigns a successful principal who has demonstrated academic growth and achievement to supervise one or more additional Franchise Schools using the same or similar practices that have led to success. The Franchise Model also supports the implementation of a succession plan for leaders and future principals by using a systems approach. Achievement has been enhanced at Franchise Schools by retaining teachers and eliminating large numbers of vacant teaching positions.

CCSD serves students who are 46.4% Hispanic/Latino, 24.5% White/Caucasian, 14.1% Black/African American, 6.4% Asian, 6.6% Multiracial, 1.6% Hawaiian/Pacific Islander, and 0.4% Native American. There is a range of programs available to meet the broad spectrum of students' educational needs. CCSD has 63.84% students qualify for Free and Reduced Lunch, 24.77% English Language Learners, and 11.80% receiving special education services to age 21, and 2.10% Gifted Education.

The mission of the CCSD Board of Trustees is to ensure "all students progress in school and graduate prepared to succeed and contribute in a global diverse society." The district's new Superintendent, Dr. Jesus F.

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[1] https://newsroom.ccsd.net/wp-content/uploads/2018/10/Fast-Facts-2018-19-Eng.pdf

Jara, is beginning to implement the Board's vision by focusing on the areas identified in his 90-day entry plan[2], with emphasis on the following Focus Goal areas:

ENGAGEMENT, COMMUNITY SUPPORT GOALS

- Seek to understand the culture, history, and expectations of the entire community

- Proactive outreach to all stakeholders, particularly those underrepresented in public engagement

- Enhance relationships with outside groups

- Develop clear focus on openness and transparency in all communication systems and protocols

GOVERNANCE STRUCTURE AND PARTNERSHIP

- Join with the Trustees as a cohesive governance team with a singular agenda focused on improving the achievement of all students through adoption and implementation of Balanced Governance policies

- Ensure appropriate communication protocols between the Trustees and Superintendent

- Work collaboratively with Trustees on Balanced Governance focused on improving student achievement

STUDENT ACHIEVEMENT

- Raise expectations for all students

- Conduct deep review of curriculum alignment

- Identify chronically underperforming schools

- Conduct deep review of English Language Learner Master Plan

- Conduct deep review of Gifted and Talented Education

- Determine methods currently used to monitor student achievement

HUMAN CAPITAL

- Review employee evaluation system

- Strengthen collaborative relations with labor unions

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[2] https://https://www.ccsd.net/district/superintendent/pdf/dr-jara-entry-plan.pdf

- Fully staff every classroom by first day of school

- Invest in ongoing teacher professional development

- Create a process for common understanding of quality instruction

- Review process for Professional Learning Communities

- Review and/or develop succession planning and leadership pipeline

EFFICIENT OPERATIONS AND FINANCE Focus Goals

- Align budget and operation decisions to District priorities

- One-on-one reviews with all department heads

- Assess cross-functional capacity and begin customer service goals

- Review operational systems – Transportation, Food Service, Facilities, Technology, Human Resources

- In-depth review of all federal programs

ORGANIZATIONAL CAPACITY AND ALIGNMENT

- Communicate expectations to all schools

- Conduct retreat with senior staff to review department improvement plans and metrics

- Review anticipated administrative vacancies across the District

- Discuss leadership team structures, protocols, practices

- Outline communications protocol and decision making with executive staff

Of the 35 Victory Schools in Nevada, twenty-three of them are CCSD schools. Victory funding supports those schools that have received either a one or two star ranking based on the Nevada School Performance Framework (NSPF) and have a high number of pupils living in poverty. Many CCSD Victory Schools have seen an increase in student achievement throughout the 2017-2018 school year based on a variety of assessments, including the state mandated Smarter Balanced Assessment (SBAC), Measures of Academic Performance (MAPS), and the American College Testing (ACT) for students in high school.

Other data to assess progress in Victory plans include, but are not limited to, Evaluate, TSG (Teaching Strategies GOLD) scores, student attendance, parent attendance at school events and participation in family activities, climate survey, teacher evaluations, and teacher turnover. By utilizing the teacher recruitment and retention dollars, Victory Schools have been able to stabilize teacher retention this year indicating no increase in the number of teachers needed for vacancies. Many CCSD Victory Schools-reported that the staff, students, parents, and community perceived an increase in the climate and culture of Victory Schools. The increased perception has been achieved through the inclusion of programs for students such as Leader in Me, fraternities and other civic organizations on campus interacting with students, and through school beautification projects including murals, landscaping and playground refreshment.

Focus Item #1: Clark County School District's Victory Strategies

Victory Schools held School Organization Team (SOT) meetings to provide participants an overview of the CCSD Victory Schools' progress and to gain input regarding school improvement. Victory Plans were discussed in detail and time was spent gathering ideas and suggestions for strengthening the subsequent year's plan. Each Victory School conducted a comprehensive needs assessment to determine which allowable strategies would best address the identified needs of the school. Those strategies included pre-kindergarten programs, summer academies or tutoring before/after school hours, professional development, hiring and retention incentives, employment of paraprofessionals, reading centers and wrap-around and other services. Many CCSD Victory Schools reported that the staff, students, parents, and community have noticed an increase in the climate and culture of the Victory Schools. This is in part of programs implemented through Victory allocations (such as Leader in Me) and school beautification projects (such as murals on the school walls). This enhanced sense of climate has contributed to a decrease in expulsions and Behavior School recommendations.

Table 10 summarizes the frequency of ESSA evidence-based strategies implemented by Clark County School District for the last three school years: 2015-2016, 2016-2017, and 2017-2018. The most frequently implemented strategies during the last three school years were professional development, incentives for hiring, recruiting, and retaining personnel, the employment of personnel, additional instruction, evidence-based

programs and services, and programs to improve school climate and culture. Figure 5 portrays the frequency implementation of all Victory strategies as outline in AB 447 §2.8 and 2.9 (2017).

Table 10: FY16 – FY18 CCSD Cumulative Total Count of Victory Strategies Implemented

Strategy Short Name	Group	FY16	FY17	FY18	Totals
PRE-K	Student	6	4	1	**11**
FULL DAY KINDERGARTTEN (FY16; FY17)	Student	1	1		**2**
SUMMER ACADEMY	Student	13	19	10	**42**
ADDITIONAL INSTRUCTION	Student	17	19	16	**52**
READING SKILLS CENTER	Student	12	10	9	**31**
EVIDENCE BASED PROGRAMS TO MEET THE NEEDS OF STUDENTS (FY16; FY17)	Student	22	23		**45**
INTEGRATED STUDENT SUPPORTS, EVIDENCE BASED PROGRAMS, WRAPAROUND SERVICES (FY18)	Student			22	**22**
ZONE IN LEARNING (FY18)	Student			1	**1**
PROFESSIONAL DEVELOPMENT	Staff	23	23	23	**69**
INCENTIVES FOR HIRING AND RETAINING	Staff	18	23	23	**64**
EMPLOYMENT OF PERSONNEL	Staff	17	19	22	**58**
WRAPAROUND, PSHYCHOLOGICAL, HEALTH CARE (FY16; FY17)	Families	16	18		**34**
HEALTH AND PSYCHOLOGICAL (NO WRAPAROUND) (FY18)	Families			11	**11**
FAMILY ENGAGEMENT	Families	10	13	10	**33**
SCHOOL CLIMATE AND CULTURE	Families	8	17	20	**45**

Figure 5 FY16 –FY18 Clark County School District Most Implemented Victory Strategies

Clark County School District Most Implemented Strategies FY16 through FY18

(Bar chart values)
- PROFESSIONAL DEVELOPMENT: 69
- INCENTIVES FOR HIRING AND RETAINING: 64
- EMPLOYMENT OF PERSONNEL: 58
- ADDITIONAL INSTRUCTION: 52
- EVIDENCE BASED PROGRAMS TO MEET THE NEEDS OF STUDENTS (FY16; FY17): 45
- SCHOOL CLIMATE AND CULTURE: 45
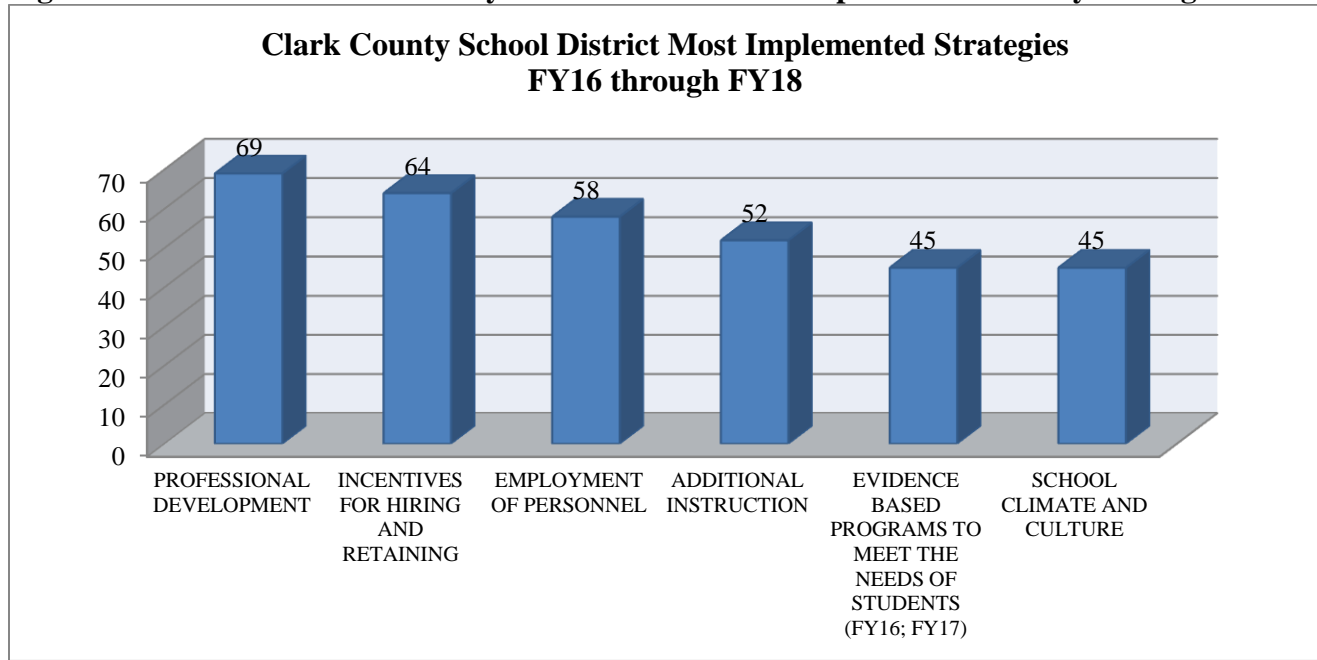
Figure 6 FY16 FY18 CCSD Victory Strategy Cumulative Totals of Victory Strategies Implemented

Clark County School District Victory Strategies Totals FY16 through FY18

(Bar chart values)
- PRE-K: 11
- FULL DAY KINDERGARTTEN…: 2
- SUMMER ACADEMY: 42
- ADDITIONAL INSTRUCTION: 52
- READING SKILLS CENTER: 31
- EVIDENCE BASED…: 45
- INTEGRATED STUDENT…: 22
- ZONE IN LEARNING (FY18): 1
- PROFESSIONAL…: 69
- INCENTIVES FOR HIRING…: 64
- EMPLOYMENT OF…: 58
- WRAPAROUND…: 34
- HEALTH AND…: 11
- FAMILY ENGAGEMENT: 33
- SCHOOL CLIMATE AND…: 45
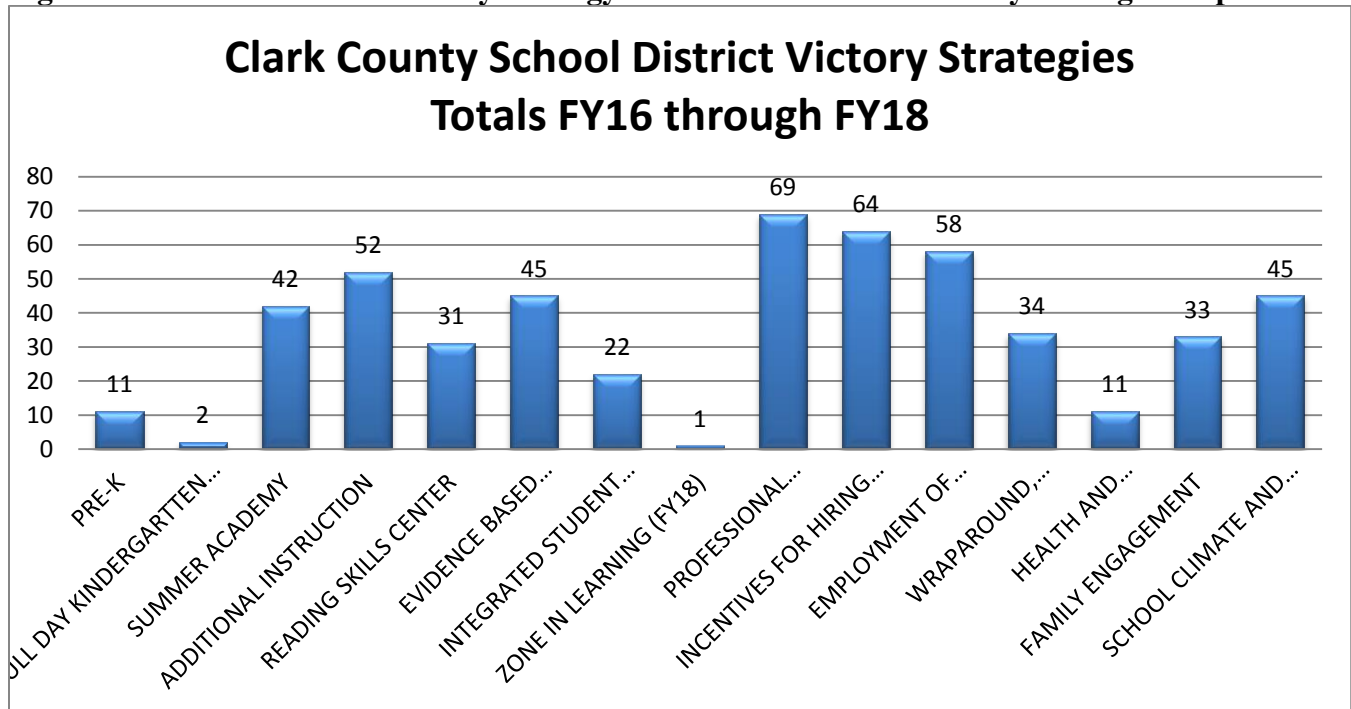
Focus Item #2: Programs and Services

The programs and services implemented, highlights and successes of these programs and services, and the lessons learned during implementation of the programs and services in the Victory Schools in Clark County are shown in Tables 15, 16, and 17. These programs align with the schools' needs assessments and the strategies indicated in AB 447 sections 8(a-h) and 9(a-d).

Table 11 Clark County Victory Schools Programs and Services

Victory School	Programs and/or Services
Booker	- Ready-Gen K-5th - Envision mathematics K-5th - Evaluate - STAR - Aimsweb 1-5th - MAPS 4th and 5th - Accelerated Reader - Estoria - Engineering for kids - Scholastic news - Certified Teacher Tutors (CTT)
Desert Rose HS	- Renaissance Star Math and Star Reading Assessments - Accelerated Math - Bus Passes for Transportation to and from school
Fitzgerald ES	- ST Math - Evaluate - Accelerated Reader - Storia
Hollingsworth ES	- Two Wrap-Around services were purchased: Future Smiles and Truancy Court. Both services were housed at Hollingsworth and available to any student/family in need. - Software programs were purchased for students to practice CCSS and integrated as part of the curriculum: MyOn, Study Island, Reading Eggs, MathSeeds, IXL, MobyMax. - Two programs were purchased for benchmark assessment, progress monitoring and student data tracking: AimsWeb and ESGI. - Additional personnel were employed to implement and support the programs, in addition to providing paid Extra Duty, Professional Development, Substitute Release, and Prep Buyout. - Before School, After-School, and Summer Camp staff/materials were purchased to offer additional instruction to our struggling, high-poverty students.
Innovations ES	The following program(s)/services were purchased. - Summer Academy for students - Before and After School tutoring

Victory School	Programs and/or Services
	• Newcomers Club Kindergarten Program • Reading Skills Centers
Jeffers ES	• Evaluate (Kinder-5th grade) • i-Ready (Kinder - 5th grade) • CIS (Communities in Schools) • Reading Skills Center/Math Center • Pre-K program
Kelly ES	• Personnel to support instructional programming and class size reduction • Wrap-around services and extended learning programs to provide students with extra time outside of the regular school day • Core curriculum and intervention programs and professional development
Lake ES	• ReadyGen reading curriculum • The Leader in Me student books and on-line licenses • ST Math • MyOn on-line books • Truancy Diversion Court • Evaluate Assessment • Retired administrator assistance • Office manager and administrator extra duty pay/stipend, fringes, Technology/general supplies
Long ES	• Software programs were purchased for students to practice CCSS and integrated as part of the curriculum: MyOn, Study Island, Reading Eggs, MathSeeds, IXL, MobyMax. • Two programs were purchased for benchmark assessment, progress monitoring and student data tracking: AimsWeb and ESGI. • Additional personnel were employed to implement and support the programs, in addition to providing paid Extra Duty, Professional Development, Substitute Release, and Prep Buyout. • Before School, After-School, and Summer Camp staff/materials were purchased to offer additional instruction to our struggling, high-poverty students.
Lowman ES	• Leader In Me Training/Collaboration/Student materials • Instructional Coach • School Social Worker • Interventions for Reading and Math • Summer Academy • Behavior Mentoring • Professional Development/travel • Evaluate • zSpace Computers/technology • Web Based Instruction
Manch ES	• Wonders Reading Program

Victory School	Programs and/or Services
	- Leader In Me - Kagan
Mc Call ES	- Go Math Curriculum and Training 1/27/18 - Monthly Teacher Collaboration (STPT) - Three Instructional Assistants to assist with implementation of Go Math - Three Licensed Teachers for Class size reductions in grades 5, 4, and 3. - Incentive pay for retention and hiring of staff - Early return training for new teachers and staff assigned to McCall.
Monaco MS	- SpringBoard ELA 6-8 - Glencoe Math 6-8 - Cengage Inside (Intervention) - READ180 (Intervention) - Achieve3000 - AimsWeb progress monitoring - Evaluate assessment - Criterion Writing - Communities in School - MyPerspectives (ELA 6-8)
Reid ES	- Leader in Me - Mileage for a Certified Temporary Tutor - Retention incentives were implemented with Victory funds
Smith (J.D.) MS	- Community In School Coordinator - Six additional Math Teachers 727 hours of Professional Development - After-school programming supplies - Licensed prep buy-outs for remediation and enrichment
Snyder, W ES	Teachers, interventionists, assistant principal, Communities in Schools, student incentives, teacher incentives, web-based programming, tutoring/after-school activities.
Sunrise Acres ES	- Supplemental/intervention web-based instruction programs: Lexia, Accelerated Reader, and ST Math - STEAM integration programs: FOSS, and Engineering is Elementary - Positive climate and culture program: Leader in Me - Educational/Wrap-around services: Communities in Schools, Future Smiles, and Truancy Diversion Program
Valley HS	- Springboard & Consultants for professional development - ELA and Math - NAEP- National Academic Educational Partners - DataInstight Partners- School-wide Data Dashboard for progress monitoring

Victory School	Programs and/or Services
	- Prep buy-outs- for class size reduction (remediation and enrichment) - Certified Teacher Tutors- Cooperative Consultative push into ELL transition classes - Extra duty pay for teacher collaboration (Vertical alignment and common assessments) - Achieve 3000- ELL Intervention - Technology purchased (Blending Learning) - Apex credit retrieval - Saturday School & Summer Academy - Instructional Supplies - License Substitutes for professional development - Student incentives for improving attendance and culture/climate- (PBIS) Positive Behavior Supports - Parent Center materials- parenting books and language materials - Professional Development Conferences for administrators and teachers - ELL Consultant for professional development at Valley High School and feeder middle schools - Software licenses (Managebac, Renaissance Math, Gizmos, Cengage, Playposit, Nearpod, Question Bank, Edgenuity, Edulastic and JAMP) - Wraparound Services: Social worker(s) - Testing Fees (AP exams for FRL students)
Vegas Verdes ES	- Purchase general education staff - Community In Schools and Truancy Diversion Program (CIS & TDP) - Purchase research based program Ready (Reading and Math) and iReady - Provide PD to staff regarding Evaluate and iReady (data based decision making) - Retention Pay for staff
West Prep ES	- ReadyGen - ELA curriculum for Kinder through 5th grades - Achieve 3000 - 2nd through 5th grades - iReady - Kinder through 5th grades - Accelerated Reader - Kinder through 5th grades - Everyday Math - Math curriculum Kinder through 5th grades - Evaluate - Interim Assessments for 2nd through 5th grades - AIMSweb - progress monitoring tool for Kinder through 5th grades - Learning A-Z - Literacy intervention program for Kinder through 5th grades - Summer Academy - Kinder through 5th grades - Communities in Schools

Victory School	Programs and/or Services
West Prep Sec	- My Perspectives - ELA curriculum for 6th through 8th grades - Achieve 3000 - 6th through 8th grades - iReady - 6th through 8th grades - Evaluate - Interim Assessments for 6th through 8th grades - Summer Academy - 6th through 8th grades - Communities in Schools - CORE Values - ALEKS - 6th through 8th grade math students
Williams, W ES	- Wonders Curriculum - Everyday Math Curriculum - Lexia - Renaissance - Science Studies Weekly - Scholastic News - Classroom Libraries - Saxon Phonics consumables - ST Math - Certified Teacher Tutors - Communities In Schools
Woolley ES	- Additional teachers - Technology - Teacher professional development

Table 12 Highlights/Successes of Programs and/or Services

Victory School	Highlights/Successes of Programs and/or Services
Booker	• The Ready-Gen language program has been implemented in classrooms K-5th. • CTT's continue to focus on interventions with struggling students. • The CTT's have received instructional training to meet the needs of each student receiving their services. • The Envision mathematics program has been received and training is scheduled for implementation next month.
Desert Rose HS	• Student baseline levels were identified in both reading and math, thus providing information necessary to provide response to intervention lessons that were student specific. • Students who received bus passes were able to attend school each day as no transportation is provided by CCSD for the students of Desert Rose High School. • PBIS Student incentives provided rewards for students, school pride t-shirts, supplies for student incentive store
Fitzgerald ES	• Increased schoolwide proficiency in ELA from 38.7% to 43.4% as measured by the SBAC assessment • Increased schoolwide proficiency in Math from 23.0% to 28.0% as measured by the SBAC assessment • Increased 3rd grade proficiency in ELA from 41.2% to 50.9% as measured by the SBAC assessment • Increased 3rd grade proficiency in Math from 30.1% to 50.9% as measured by the SBAC assessment
Hollingsworth ES	• All students had access to the software programs through the use of our 1:1 iPad ratio and hundreds of Series books. The number of books read and quizzes taken increased in grades K-5 as monitored through Accelerated Reader. • Based on Parent Survey results, the Wrap-Around services provided such as Eye-Care for Kids, Pop-up Produce, Fresh Fruits/Vegetables, Future Smiles (dental), free after-school snacks, were rated very high. • Average attendance and participation in the before and after school programs maintained consistent throughout the school year. • Habitual absenteeism decreased by 1% for the school.
Innovations ES	The following growth was witnessed as measured by Evaluate. • School-wide growth of 21.5% in Mathematics • School-wide growth of 11.83% in ELA • Reading Skills Centers were able to add additional technology to provide 1:1 Chromebooks for student use with online text for grades 3-5

Victory School	Highlights/Successes of Programs and/or Services
Jeffers ES	• We had growth on both the ELA and Math MGP and AGP on the NSPF • The percent of EL students meeting AGP increased • The index score on the NSPF increased
Kelly ES	• The school increased in the following areas on the SBAC assessment: ELA and math • The school went from having 10 points on the NSPF to 27, making the school a 2-star school
Lake ES	• The curriculum provided consistency of teaching throughout the school. Teachers started implementing ReadyGen curriculum and continued TLIM curriculum. • Students completed a high percentage of ST Math and read MyOn on-line books. The Evaluate Assessment guided teacher instruction and reteaching. The other programs/resources assisted with overall school performance.
Long ES	• All students had access to the software programs through the use of our 1:1 iPad ratio and hundreds of Series books. The number of books read and quizzes taken increased in grades K-5 as monitored through Accelerated Reader. • Based on Parent Survey results, the Wrap-Around services provide such as Pop-up Produce, Fresh Fruits/Vegetables, Future Smiles (dental), free after-school snacks, were rated very high. • Average attendance and participation in the before and after school programs maintained consistent throughout the school year.
Lowman ES	• Increase of 5% in ELA proficiency and 2% in Math proficiency from the previous year • Increase of 12 % in ELA proficiency and 12% in Math proficiency in the total years of the Victory funding
Manch ES	• An increase in ELA CRT MGP from 37 to 55 • An increase in ELA CRT APG from 32.6 to 36.5 • An increase in ELA CRT non-proficient AGP from 26 to 33.5
Mc Call ES	• McCall ES was able to implement an evidenced-based math curriculum for grades K-5. • Instructional Assistants facilitated the implementation of Go Math in grades K-5 • Teachers were able to attend monthly STPT's in order to review data, plan for strategies, and learn about effective practices. • The early return allowed new teachers to familiarize themselves with curriculum, school-wide practices, and classroom management. • Incentive pay for those teachers that have remained over the years was a welcome incentive. • Three Licensed teachers for class size reduction helped to support the Read by Three initiative and with the implementation of the

Victory School	Highlights/Successes of Programs and/or Services
	evidenced-based Go Math curriculum. Data shows the following: • MAP Math Mean score 178 to 188 in May • MAP ELA Mean score 176 to 186 in May • ELA SBAC Interim 8% to 18% in May, Actual SBAC ELA data showed 21% • Math SBAC Interim 3% to 13% in May, Actual SBAC Math data showed 19%
Monaco MS	• Our Communities in Schools representative was an integral piece of our wrap-around services. She provided a safe place for our students to seek out additional assistance and was always available to provide support. She assisted with simple things like providing backpacks and personal hygiene products to more extensive assistance like guiding families to the proper offices to seek public assistance. • Our Tier I curriculum helped provide grade level instruction. • AimsWeb, used for benchmarking and progress monitoring, was a key piece of our RTI program. We used RTI (along with other data) to determine classes, possible SPED placement and additional monitoring by the RTI team.
Reid ES	Students are becoming much more goal-oriented and are developing leadership skills that are helping them grow academically and socially. Students have improved in specific areas of deficiency through the efforts of the Certified Temporary Tutor.
Smith (J.D.) MS	• Math Evaluate Assessment data indicated 5% estimated proficiency on the September assessment grew to 29% proficiency on the May assessment • SBAC Math data increased from 14.1% in 2017 to 18.9% in 2018 • WIDA data indicated 31.8% of ELL students met Adequate Growth Proficiency in 2017-18 compared to 15.5% for the 2016-17 school year • 2018 Math Median Growth Percentile for Black/African American students increased to 44 from 32 in 2017 • 2018 ELA Median Growth Percentile for English Learners Current students increased to 46 from 42 in 2017
Snyder, W ES	• High-scoring 3-star school • 33.5/35 growth points on the NSPF • Increase of 10% proficiency in ELA • Increase of 5% proficiency in math • Math MGP 68.0, ELA MGP 73.5, ELA AGP 64.0
Sunrise Acres ES	• Core programs provided research-based instructional strategies to implement effective curriculum delivery, thus, improve students' academic achievement. • Intervention programs helped reduce academic achievement gap among subgroups.

Victory School	Highlights/Successes of Programs and/or Services
	• STEAM integration provided 21st century skills to our students.
Valley HS	• Data strengths from SY from 14-15 to 17-18 has shown an increase of the graduation rate from 66.94% (14-15) to 72.71% (15-16) to 83.3% (16-17) to 85.6% (17-18) Note: graduation rate is still be finalized for SY 17-18. • The ACT composite score increased from SY 16-17 14.9 % to 17-18 15.6% • The percentage of English Language Learners Adequate Growth Percentile (AGP) increase from SY 16-17 12.1% to SY 17-18 15.8%. Note that the total enrollment of VHS ELL student population is one-third of the total student population. There has been an increase of refugee students at level 1-2 of language proficiency, yet students continue to meet proficiency and grow despite these challenges. • The 4-year graduating cohort for the SY 17-18 improved in all subgroups except IEP was Above the Measured Interim Progress percentage, note: English Learners Current and Former was 84.5% compared to 81.7 (MIP) and the Economically Disadvantaged was 82.7% compared to 76.8% (MIP). • Credit Sufficiency increased in grade 9 SY 16-17 84.4% to SY 85.3% District Avg. is 88.2% • The Black/African-American subgroup was above District average in earning 13.9% Advanced Diplomas compared to the District average of 11.2%. • The Two or more Races subgroup was slightly above District average in earning 28.5% Advanced Diplomas compared to the District average of 28%. • An increase of students in all subgroups were provided the opportunity to participate in Advanced Placement coursework which is a more rigorous curriculum. Noting that 36.1% of our Economically disadvantaged students were exposed to AP classes and assistance to pay for the cost of the AP exam. • Reduction in behavior incidents has been a focus for Valley HS, in SY 16-17 VHS was the initial HS to implement Positive Behavior Supports (PBIS). This focus has significantly reduced behavior from SY 15-16 36 expulsions, 395 suspensions, 790 required parent conferences to SY 17-18 10 expulsions, 363 suspensions, and 681 required parent conferences. • Participation on State Assessments was 99.8% for both math and ELA. The staff and administration have focused on the whole child (social/emotional learning skills) knowing the student population is over 77% Free-Reduced Lunch and one of the highest homeless student populations in CCSD with a transient rate of over 33%. The focus on the whole child has significantly improved the safety, climate and culture

Victory School	Highlights/Successes of Programs and/or Services
	which has shown growth of student performance and outcomes. It needs to be noted that students of poverty come with significant trauma (ACES) and encounter social/environmental barriers which impede their academic success. Wraparound services and Valley High School's Wellness Center has afforded many students assistance with basic needs, mental-health counseling, and additional resources to provide stability in order to retain them in school. Hence, Victory resources are a necessity due to the fact that more resources are needed to accommodate students with trauma.
Vegas Verdes ES	55.4% proficiency in ELA (3rd-5th) 11.3% students "Chronically Absent" 5% below CCSD average 49.1% of ELPA students meeting AGP 48% proficiency in third grade ELA (RBG3)
West Prep ES	- West Prep ES - 3-star Elementary - Student growth and achievement in Math
West Prep Sec	Student AGP and MGP rates increased in math
Williams, W ES	- Everyday Math and Wonders were used to provide Tiered instruction to meet the individual needs of all students. - Saxon Phonics was used to enhance students' phonological, phonemic awareness, and decoding skills. - Lexia and ST Math were used to provide interventions and well as enrichment. - Classroom Libraries were purchased to meet the individual reading levels of students. Renaissance was used as a motivational tool to increase reading stamina and develop students' reading comprehension skills. - Certified teacher tutors (CTTs) consistently met with students in small groups to hone in on skills that students were deficient in. - With a focus on habitual absenteeism, our Communities In Schools liaison was instrumental in contacting families throughout the school year to ensure that students came to school and arrived to school on time. As a result of this effort, we were able to increase the Average Daily Attendance rate by 1%.
Woolley ES	Blended learning now occurs in 100% of our K-5 general education classrooms.

Table 13 CCSD Victory School Comments on Lessons Learned

Victory School	Comments on Lessons Learned
Booker	As we introduce two new structural curricula it is imperative teachers receive training to effectively implement both Ready-Gen and Envision mathematics.
Desert Rose HS	The challenge of access to the funds earmarked to pay for programs was unavailable when we wanted to purchase due to funds not being released, or rewarded, in time. This made us begin to plan for alternative assessments to be used before we could secure our partnership through funding with the providing company. Ensuring that those programs identified as "needed" from staff input are being utilized enough to necessitate the expenditure on that program; tracking usage and effectiveness. The system in which we rewarded students was antiquated and easy to manipulate. Therefore, a new method was identified and employed for the 2018-2019 school year.
Fitzgerald ES	We just needed to ensure that all teachers received thorough trainings to effectively implement the programs.
Hollingsworth ES	Additional Core Curriculum materials are needing to be purchased. Some curriculum was not purchased in its' entirety, so teachers were not able to utilize them to the programs' full potential. Additional staff development is needed in areas of unwrapping standards, small group instruction, maximizing rigor and higher-levels of questioning, student engagement, discourse, and aligning curriculum, data, and assessment.
Innovations ES	Innovations' parents increased their presence at the family engagement events. The school held a literacy, mathematics, science, and community resources night each month during the school year. There were family field trips as well. The parent and family participation increased significantly for the lessons that were offered in order to assist their children with learning from home. Our programs were effective as we gave the parents what they believe they needed.
Jeffers ES	• We need to dig deeper, looking at specific subgroups to target interventions and support • Based on classroom walkthrough data and Evaluate/SBAC data, we need to provide more targeted professional development for staff • We need to structure our meetings, SBCT and PLC's differently to make the most of the time we do have
Kelly ES	There is a need for a flexibility in use of funds in terms of making amendments due to the dynamic nature of schools
Lake ES	Due to other district budget cuts, we stopped MyOn as we have a new reading curriculum and on-line library books/classroom room libraries with various titles through grant monies from Striving Reader three years ago. Our digital coach was promoted to assistant principal and we were able to use her salary plus some two-year carry over monies to provide

Victory School	Comments on Lessons Learned
	extra 4th and 5th grade teachers. Additionally, we dropped TLIM curriculum and gave the program responsibility to the specialists with teachers reinforcing TLIM program.
Long ES	Additional Core Curriculum materials are needed to be purchased. Some curriculum was not purchased in its entirety, so teachers were not able to utilize them to the programs' full potential. Additional staff development is needed in areas of unwrapping standards, small group instruction, maximizing rigor and higher-levels of questioning, student engagement, discourse, and aligning curriculum, data, and assessment.
Lowman ES	• By not having effective staff in positions, funding does not make up for it • Paying for behavior mentor programs was not as effective as running our own in house program
Manch ES	• Implement the curriculum with full staff training and fidelity. • Add trainings for Intervention/Acceleration within Wonders
Mc Call ES	Incentive pay for performance neither retains nor attracts teachers to work in a Title 1 Victory school. Seven licensed teachers received retention pay and left at the end of the school year for various reasons. Thus for the 18-19 school year 83% of the staff is Probationary, TFA, ARL and Long-Term Substitutes versus 57% for the 17-18 school year.
Monaco MS	• We found that Achieve3000 was not being utilized effectively in the classroom by our teachers. Unfortunately it was not used consistently, as teachers felt the platform was clumsy, and as a result produced insufficient evidence. • Cengage was not meeting the needs of our ELL students in the Reading Center. It did not provide enough support for our students to effectively gain English skills appropriate for our students struggling with language. • We haven't seen much of an increase in our ELA scores after using both programs for more two years.
Reid ES	One of the four teachers at Reid transferred during voluntary transfer season, so it's worth considering whether the retention pay was meaningful enough to retain staff. With that said, that same teacher also went to Reid through the surplus process last October, so going to Reid wasn't necessarily her preferred work choice in the first place.
Smith (J.D.) MS	Evaluate assessment estimated 29% of students should have been proficient in Math. The actual SBAC percent proficient was 18.9%. This discrepancy is contributed to the fact that Evaluate does not have constructed responses. Short answer response learning activities are now taking place school wide. Teachers also included it as a goal in their Student Learning Goal.
Snyder, W ES	• Hire staff well • Provide on-going and follow-up PD that is meaningful • Keep your staff happy through support, training, and recognition
Sunrise Acres ES	• We already learned and implemented majority of the aspects of Leader in Me program. We will continue the implementation

Victory School	Comments on Lessons Learned
	without purchasing Community Coaching. ● Records show that truancy rate at our school did not decrease with the implementation of Truancy Diversion program.
Valley HS	During the SY 16-17 Valley HS did not continue to purchase eValuate Assessments due to the fact that the tests did not measure the common core standards being taught via Springboard which is aligned to College Board. The data was not aligned to standards being taught in class. It is a challenge to have various consultants simultaneously provide targeted professional development; there must be consistent communication with administration to maintain common language, expectations, and messaging.
Vegas Verdes ES	● Victory money has become more difficult to manage/use based on the EBI Requirements. ● Transition plans for schools losing Victory funds are difficult with budget cuts and a pending hole in your budget for the following year. Victory schools would be better supported with a gradual release of funding in order to alleviate the pressure of a significant loss of funding to support successful programs.
West Prep ES	● 2 years to see growth in program implementation ● Consistency required when looking at student data to determine program effectiveness
West Prep Sec	Consistency required when looking at student data to determine program effectiveness
Williams, W ES	● In the implementation of Wonders and Everyday Math, ongoing professional development was needed. ● In the implementation of Wonders and Everyday Math, ongoing professional development was needed.
Woolley ES	We learned that trying to educate students immediately after school gets out for the summer is not very effective. Due to natural regression learning over the summer should occur before the next school year begins instead of after the current one ends.

Focus Item #3: Professional Development

The professional development implemented, highlights and successes and lessons learned from the professional development implemented in the Victory Schools in Clark County are shown in Tables 18, 19, and 20. These programs align with the schools' needs assessments and the strategies indicated in AB 447 sections 8(a-h) and 9(a-d).

Table 14 Professional Development

Victory School	Professional Development Provided
Booker	• Training for Ready-Gen • Training for Evaluate • Training for Envision mathematics
Desert Rose HS	• PBIS Southeastern Conference • Purchased book: "At the Crossroads of Fear and Freedom" The book was used in a school wide book study aimed at increasing our cultural competency.
Fitzgerald ES	Professional development trainings on Evaluate and ST Math.
Hollingsworth ES	Various opportunities to attend PD Conferences and trainings were offered to staff. These include the National MSA Conference, National ISTE Conference, iTeach Conference, Kagan training, and book studies.
Innovations ES	Professional development was offered in the following areas: • Literacy Development – focusing on informational text and use of context clues to derive meaning • Scaffolding – using differentiated instruction to meet individual student needs
Jeffers ES	ReadyGen and Envisions
Kelly ES	• Catapult Summer Learning Academy Professional Development • McGraw Hill Reading Wonders and EveryDay Math PD • Literacy First Coaching and Literacy PD • Cultural Competency and School Climate
Lake ES	We were able to purchase additional Evaluate Assessment training and TLIM coaching days with monies from Title I and Victory Schools. The staff also received ReadyGen trainings throughout the school year.
Long ES	Various opportunities to attend PD Conferences and trainings were offered to staff. These include the National MSA Conference, National ISTE Conference, iTeach Conference, Kagan training, and book studies.
Lowman ES	• Ron Clark Academy - all about student engagement • Evaluate - Benchmark assessments • Leader In Me - Student culture • zSpace - Science/technology • Literacy First - Literacy Based instruction
Manch ES	• Kagan • Leader In Me
Mc Call ES	• Introduction to Go Math PD 1/27/18 • Early return training for new and returning teachers.

Victory School	Professional Development Provided
	• Monthly STPT's for collaboration
Monaco MS	• Catapult Evaluate • ALEKS • WestED PD • Corwin Publishing • zSpace • MyPerspectives (new ELA curriculum implementation) • STEM Summer Conference – NSTA "Stem Form and Expo"
Reid ES	The teachers and administration received professional development on engaging parents through Leader in Me.
Smith (J.D.) MS	• Evaluate • 727 hours of Professional Development on ELA & Math Constructed Responses, Engagement, PLCs and ELL Strategies
Snyder, W ES	Write From the Beginning
Sunrise Acres ES	• Ron Clark Academy (RCA) Conference • Professional Learning Community (PLC): Collaborative Common Assessments • Model Schools Conference • Leader in Me
Valley HS	• Harvard Leadership; • Link Crew (Boomerang) Conference; • IB CAWS Conference; • NSTA Math Conference; • T3 International Conference; • NABE Conference; • TESOL Conference; • ASCD Conference; • CADA Conference; • IB Online Course; • Google Summit; • CDEA Dance Conference; • FETC Conference; • IB Los Angeles Workshop; • Leadership Network Conference; • PBIS Conference; • CATESOL Conference
Vegas Verdes ES	• Evaluate testing • i-Ready and Ready curriculum and differentiated instruction • Data analysis/Lead Team/Data talks • ST Math • Thinking Map/Write from the Beginning
West Prep ES	• Evaluate training • AVID training • ReadyGen

Victory School	Professional Development Provided
	• Vertical alignment • student data analysis • Everyday Math • Achieve 3000 • iReady
West Prep Sec	• Evaluate training • Vertical alignment • student data analysis • Glencoe Math • Achieve 3000 • iReady
Williams, W ES	Professional development for Wonders and Everyday math was provided. Professional development on Accelerated Reader was provided.
Woolley ES	Teachers learned how to integrate technology into instruction and how to use our Reach for Reading ELA program.

Table 15 Professional Development Highlights/Successes

Victory School	Professional Development Highlights/Successes
Booker	• Teachers have received training on Ready-Gen • Teachers are confident in implementing the program • Evaluate continues to guide teacher in assessment of student progress and preparation for SBAC testing
Desert Rose HS	• Staff members gained additional knowledge about the PBIS program that was implemented at DRHS during the 2017-2018 school year. • Professional discourse was increased through cross curricular discussion groups that answered questions specific to the information discussed in the book.
Fitzgerald ES	These trainings allowed our staff to better analyze formative and summative data, in Math & ELA, to assess progress and make instructional changes. This resulted in the following increases schoolwide: • Increased schoolwide proficiency in ELA from 38.7% to 43.4% as measured by the SBAC assessment • Increased schoolwide proficiency in Math from 23.0% to 28.0% as measured by the SBAC assessment
Hollingsworth ES	The staff that attended the conferences and trainings were able to bring back specific techniques and strategies that they could help the school implement as a way to increase student achievement. Examples are better ways to incorporate technology with the CCSS (ISTE Conference), effective student engagement techniques and classroom management (Kagan and iTeach), STEAM Project-Based Learning lessons and

Victory School	Professional Development Highlights/Successes
	strategies (MSA), and incorporating Science instruction.
Innovations ES	Highlights were found during the PLC process whereby teachers were able to better discern the information gained through formative and summative assessment to devise intervention strategies to be used in the classrooms daily. Professional development assisted teachers in becoming more knowledgeable at working with students focusing on DOK levels 1-4.
Jeffers ES	Staff had a better understanding of how to effectively use the curriculum for both reading and math.
Kelly ES	- Increased teacher knowledge and understanding of teaching the Nevada Academic Content Standards and using the core instructional programs to support them in doing this - Assisting teachers in reflecting on their instructional practices and gaining strategies and feedback to support their instruction of students
Lake ES	The new teachers were able to understand the Evaluate Assessment system through the trainings. TLIM coaching days brought greater insight to the program along with teaching strategies to increase achievement. TLIM coaching days also gave guidance in student goals, classroom goals, grade level goals and school-wide goals. The ReadyGen training allowed better implementation of the curriculum.
Long ES	The staff that attended the conferences and trainings were able to bring back specific techniques and strategies that they could help the school implement as a way to increase student achievement. Examples are better ways to incorporate technology with the CCSS (ISTE Conference), effective student engagement techniques and classroom management (Kagan and iTeach), STEAM Project-Based Learning lessons and strategies (MSA), and incorporating Science instruction.
Lowman ES	- Increases in both Math and ELA SBAC - Increases in growth in MAPs
Manch ES	All staff received Kagan training on cooperative learning strategies that could be implemented throughout the school day.
Mc Call ES	- Teachers attended a Saturday training on Go Math and became familiar with the scope and sequence of the curriculum. - Teachers attending the monthly STPT's were learning to look closely at data to inform instruction. Grade level plans were created and placed on school drive - The early return for new and returning teachers provided the opportunity to begin the school year better organized and familiar with school-wide expectations.
Monaco MS	- First middle school with functional zSpace Lab on campus. PD was used to introduce teachers to the technology, view available lessons and plan for classroom implementation. - WestED worked with teachers to develop common writing assessments and an improved PLC form that assisted teachers to study assessment data in order to make informed instructional

Victory School	Professional Development Highlights/Successes
	decisions.
Reid ES	After the professional development, a plan was created and implemented to train parents in effective leadership habits and to create an attendance incentive program that directly benefited both parents and students.
Smith (J.D.) MS	• Math Evaluate Assessment data indicated 5% estimated proficiency on the September assessment grew to 29% proficiency on the May assessment • SBAC Math data increased from 14.1% in 2017 to 18.9% in 2018 • WIDA data indicated 31.8% of ELL students met Adequate Growth Proficiency in 2017-18 compared to 15.5% for the 2016-17 school year • 2018 Math Median Growth Percentile for Black/African American students increased to 44 from 32 in 2017 • 2018 ELA Median Growth Percentile for English Learners Current students increased to 46 from 42 in 2017
Snyder, W ES	• High-scoring 3-star school • 33.5/35 growth points on the NSPF • Increase of 10% proficiency in ELA • Increase of 5% proficiency in math • Math MGP 68.0, ELA MGP 73.5, ELA AGP 64.0
Sunrise Acres ES	● PLCs among grade levels have improved and teachers started conversations on how to collectively plan for instruction and assessment. ● Our school has established the house system to improve climate and culture and to provide sense of belongingness and ownership for all students. ● Leader in Me program provided our teachers a framework for teaching students many of the 21st century skills necessary to achieve success in school and in their future endeavors. These include leadership, collaboration, communication, and self-discipline skills that are based on the 7 Habits of Highly Effective People.
Valley HS	1. Administrators have implemented leadership professional development to continue to conduct crucial conversations about using data to inform best instructional practices. 2. Administrators have been able to strategically design action plans for continuous school improvement focusing on monitoring student learning goals and holding licensed personnel accountable for student outcomes. 3. Teacher Leaders are expected to present professional development to their colleagues in order to improve current instructional practices. Once they take ownership of their own professional growth, there is investment in implementing the professional development. Due to the culture of being risk-takers at Valley HS, teachers are not inhibited to immediate implement PD or form committees to target a Problem of Practice (POP) to

Victory School	Professional Development Highlights/Successes
	improve student outcomes. Examples of some committees formed have been the ACT Committee, Improved Attendance Committee, AP Society, and Valley Advanced Scholars. They continue to take initiative to develop systems and processes of implementation that improve student-centered learning and performance.
Vegas Verdes ES	• Continued goal setting for grades 3-5 based on data analysis of monthly assessments • Use of the first year curriculum, Ready • Use of MAP data as well as other summative data for all grade levels
West Prep ES	• Increase in student math proficiency • Create teacher leaders to deliver trainings
West Prep Sec	Creation of teacher leaders to deliver trainings
Williams, W ES	As a result of the professional development, students were able to graduate through different reading levels related to Reading Rangers; a structure created through Renaissance. Students improved their reading stamina due to the number of books read.
Woolley ES	Teachers are now more effective at integrating technology into instruction. Additionally, they better understand the many components and features of Reach for Reading.

Table 16 Lessons Learned from Professional Development Implementation

Victory School	Lessons Learned from Professional Development Implementation
Booker	As stated on-going professional development is necessary for continued improvement.
Desert Rose HS	Conferences can be overwhelming with the amount of information that could be used; but could never all be used. Book studies can be difficult to get buy-in from the participants if the activity includes a prescribed book. Given the opportunity to discuss the same question from a book of their own choice was one of the pieces of feedback we received from a few staff members.
Fitzgerald ES	We needed to ensure we scheduled follow-up trainings to answer any pertinent questions from staff that arose during implementation.
Hollingsworth ES	For all conference attendance, we ensured that the attending staff would be at Hollingsworth the following school year. This allows for the continuation of implementation of the skills and strategies learned. Also, not to incorporate everything at one time. Adequate time for the staff to absorb and process is required. Additional follow-up training is needed for new staff.
Innovations ES	The programs implemented through Innovations' programs work best when they are readily complimentary to strategies, programs, and skills taught in the classrooms and when they are directly modeled for parents

Victory School	Lessons Learned from Professional Development Implementation
	and staff members. Professional development needed to be re-visited during the school year and questions about what had been learned needed to be shared at weekly PLC meetings in order to help the staff utilize the strategies as a part of long-term learning.
Jeffers ES	• The staff is continuously growing and changing (transiency). We need to provide more targeted and differentiated professional development for the staff, based on individual and staff needs. • The professional development needs to be on-going
Kelly ES	It is difficult to use pay for subs during the day as it is hard to secure enough subs on any given day- many schedule modifications had to transpire
Lake ES	Although coaching and training provides good insights, sometimes the information was not well received or did not answer all teachers' questions to assist them. We learned it takes time to implement and not to have too much too fast. Go slow to go fast.
Long ES	For all conference attendance, we ensured that the attending staff would be at Long the following school year. This allows for the continuation of implementation of the skills and strategies learned. Also, not to incorporate everything at one time. Adequate time for the staff to absorb and process is required. Additional follow-up training is needed for new staff.
Lowman ES	• Without ongoing funding, many professional development opportunities for a seasoned staff would not be possible • In order to maintain continued increase and growth, the level of professional development must remain consistent and effective
Manch ES	• To create different levels of Kagan training for the experience levels of teachers. • Leader In Me is an effective program for our tier one students but we need better services for our tier 2 and 3 students.
Mc Call ES	• Given that 57% of the staff was comprised of Probationary, ARL, TFA, and Long Term Subs it became difficult for them to implement strategies from the PD's because the pedagogical skills were at various emergent levels. They "didn't know what they didn't know." • Switching curriculum mid-year "Go Math" did not give teachers ample time to cover standards that students would be assessed on in SBAC and withdrawing support for engageNY in ELA did not leave them with an evidence-based ELA curriculum to follow.
Monaco MS	• We want to pick specific PD to move our school forward. As a recently designated Turnaround school, we specifically want to focus on a few key areas: our ELL population, classroom station model, and increasing our overall growth in both math and reading. • We want to continue using WestEd as we feel they have been influential in helping to move our school. They have been very

Victory School	Lessons Learned from Professional Development Implementation
	receptive to our needs and assisted in narrowing our focus to best serve our students.
Reid ES	We really gained a lot from this professional development and are applying what we learned. With that, we learned that it is worth taking a couple of days away from the school in order to grow and learn professionally.
Smith (J.D.) MS	• Teachers see the importance of providing short response writing activities in the lessons • Teachers collaborate and discuss the constructed response writing tasks and rubric • ELL students must be identified and teachers need their WIDA scores to see where they are at so they can grow • Students need to take their Math 180 Assessment sooner so they can be placed in the appropriate class
Snyder, W ES	Provide on-going and follow-up PD that is meaningful
Sunrise Acres ES	● We already learned all the aspects of Leader in Me program and will continue the implementation without purchasing Community Coaching. ● We already learned aspects of Ron Clark Academy, which will purposefully fit our student population for effective implementation, thus, we will discontinue sending staff to RCA.
Valley HS	1. These individuals must have the capacity to present and share this learning with their colleagues. The expectation is that they have the will and skill to implement and be reflective learners. 2. It is noted that we have an International Baccalaureate Magnet Program that has been awarded as a School of Excellence from IB International Organization. Therefore, a difficulty has been to retain teachers in the IB program, we have had teachers solicited and hired at other schools that are offering this same IB Program in more affluent communities. 3. Knowing that the teachers in Title I schools like Valley HS have to work significantly harder becomes a challenge for retaining teachers to choose to remain teaching student populations with high needs.
Vegas Verdes ES	• Plan to set aside funds each year to help new staff on campus adjust and learn new programs. • Pay subs as it is very difficult to get the entire staff to trainings during after school hours
West Prep ES	• Schedule trainings early in the year to ensure subs are available • Follow through to ensure lessons learned are being implemented - inspect what you expect
West Prep Sec	• Schedule trainings early in the year to ensure subs are available • Follow through to ensure lessons learned are being implemented - inspect what you expect
Williams, W ES	In regards to professional development, we determined that more

Victory School	Lessons Learned from Professional Development Implementation
	professional development should have been ongoing throughout the school year.
Woolley ES	We have learned that by implementing blended learning into classroom instruction students are motivated to stay engaged at a higher level. This equates to more time on task.

Focus Item #4: Essential Personnel

The essential personnel hired with Victory funds and the explanation for retaining the essential personnel is provided in Tables 21 and 22. The personnel aligns with the schools' needs assessments and the strategies indicated in AB 447 sections 8(a-h) and 9(a-d).

Table 17 Essential Personnel

Victory School	Essential Personnel
Booker	- Learning strategists - Instructional assistants - Community Liaison - CTT's
Desert Rose HS	- Dean of Students (PBIS Focus) - Attendance Counselor - OS II Office Specialist
Fitzgerald ES	We hired three kindergarten aides with Victory funding.
Hollingsworth ES	1 Learning Strategist, 1 Classroom Teacher, 1 School Community Liaison, 3 CTTs
Innovations ES	No personnel were hired with Victory Funds for Innovations.
Jeffers ES	- Two CSR positions (4th and 5th grades) - Two Learning Strategists (Reading Center Facilitator & Math Center Facilitator - Two CTT's (Certified Temporary Tutors) in the Reading/ Math centers - Three support staff tutors in the Reading Center - Two Pre-k Teachers - Two TFA (Teacher Family Assistants) in pre-k - CIS (Communities in Schools)
Kelly ES	- Class Size Reduction Teacher (4th Grade) - Communities in Schools Coordinator (Wrap-around Services)
Lake ES	Instructional Coach (literacy and Read by 3), Behaviorist, Digital Coach, 4th and 5th grade class-size reduction teacher, two instructional assistants and four certified temporary tutors.
Long ES	2 Learning Strategists, 2 Classroom Teacher, 3 CTTs
Lowman ES	School Social Worker; Assistant Principal; 2 CTT's; 3 Teacher family Aides; 4 FTE
Manch ES	Teacher Family Assistant

Victory School	Essential Personnel
	• Assistant Principal
Mc Call ES	• Three Instructional Assistants • Three Licensed Teachers
Monaco MS	• Teachers – 9 • Communities in Schools - 1 • Learning Strategist – 1 • Office Specialist II Bilingual – 1 • Campus Security Monitor – 1 (only funded 1 additional hour) • Prep Buys – 13 • Admin substitutes – 2 • Extended Day - 12
Reid ES	We didn't hire any personnel directly with Victory Funds, however, we paid the mileage for a Certified Temporary Tutor to commute to Searchlight through Victory Funds. I do not believe we would have been able to convince a CTT to drive out to Searchlight twice per week had we not had the funds to pay for the mileage.
Smith (J.D.) MS	• Community in School Social worker • Six additional Math Teachers • Reading Center Strategist • Additional Dean • Extra time for (10) support staff personnel to cover the additional daily class period
Snyder, W ES	4 interventionists, 6 grade level teachers, 1 Communities in Schools, 1 Assistant Principal, 6 instructional aides
Sunrise Acres ES	• Class-size reduction teachers (2 FTEs) • Certified Temporary Tutors (4 CTTs) • Social Worker (1 FTE) • Communities in Schools (CIS) Coordinator (1)
Valley HS	(2) Social Workers; (Note: 1 Social worker removed due to cuts in strategic budget. Licensed position was moved into Victory grant.) (2) Instructional Coaches; (1) Registrar; (2) Office Specialist; (1) Assistant Principal; (Note: The Assistant Principal removed due to cuts in strategic budget. Also, Assistant Principal was promoted.) (36) Prep Buy-Outs; (15) Licensed personnel (Including one counselor)
Vegas Verdes ES	• RTI Strategist • CIS (Community In Schools) representative • Grade level teachers
West Prep ES	• 2.28 licensed positions - 2 class size reductions • Learning Strategist to work with staff on using data to impact instruction • Prep buy-outs - for teacher PLCs

Victory School	Essential Personnel
West Prep Sec	• 2 class size reductions • 1 strategist to work with students and staff using data analysis • Prep buy-outs for teachers to work with PLCs
Williams, W ES	• We purchased an additional learning strategist • A first grade teacher for class size reduction • 50% of a fourth grade teacher, CTT's • A Community in School liaison.
Woolley ES	Technology coach, data strategist, social worker, kindergarten teacher, three CTTs, and 3 instructional aides.

Table 18 Explanation to Retain Personnel

Victory School	Explanation to Retain Essential Personnel
Booker	The addition of a Learning strategist for each grade level has enabled a student focused approach to meeting the academic needs of each student. Instructional assistants and CTT's enable direct student centered academic instruction to targeted students struggling academically. Community Liaison enables school/community outreach for Hispanic parents and students.
Desert Rose HS	The Dean worked with tracking our major and minor behavior incidents and worked to address the high number of behavior referrals we face at DRHS. The Dean worked to create a positive school culture through leading our PBIS program and maintaining Tier I implementation as a school wide initiative. Our Average Daily Attendance has routinely been around 60% the past few years. The attendance counselor serves as an outreach source to increase the ADA for our school. The organization of all materials needed to correctly utilize the Victory grant is a large undertaking. The OS II assists in the collection, coding, and filing of all time sheets, order forms, agendas, and sign-in sheets needed as evidence for the Victory grant.
Fitzgerald ES	These personnel allowed us to work with students one-on-one and in small groups to address kindergarten deficits in early literacy and math skills.
Hollingsworth ES	The Learning Strategist was tasked with all Victory related activities including the before/after school programs, Professional Development, training, Victory budgeting, Victory amendments, Victory purchasing, MakerSpaces, Software programs, Series books, and technology integration. The classroom teacher was an integral part of the Fifth

Victory School	Explanation to Retain Essential Personnel
	grade and provided instruction for students. The School Community Liaison was tasked with the Wrap-Around services, tracking attendance, working with the Truancy Judge, Community in Schools, and other 3rd party community partners. The CTTs provided small group instructional support and intervention for all K-5 classrooms.
Innovations ES	N/A
Jeffers ES	CSR positions lower class sizes in 4th and 5th grades. These classes have reading levels that range from 1st grade to middle school. Jeffers has a high EL population. In order to provide the necessary supports, class sizes need to be smaller than allocated. The Reading Center has been instrumental in providing an additional 30 minutes of guided reading instruction to students who are just below grade level. If students chosen for the reading center are at the correct levels, we have data to show they out-performed their grade level on Evaluate. The pre-k program has provided students an opportunity to receive early intervention. The students who attended the pre-k program were more prepared academically and socially for kindergarten. The pre-k program also provides monthly parent engagement opportunities. CIS (communities in Schools) provides support for the families, students and staff at Jeffers. This may be daily check-ins for students with habitual tardies/absences, providing clothing, food, individual or group meetings with students, classroom visits and outside resources for our families. The CIS coordinator works closely with admin and the school counselor to provide an additional layer of support for our students.
Kelly ES	• In order to have smaller class sizes, it was essential to hire another 4th grade teacher to maximize on instruction • It was essential to hire the Communities in Schools Coordinator because this individual supports the holistic approach we take with students and helping us to ensure students' basic needs are met and provide them with additional academic, behavioral and attendance interventions as needed
Lake ES	• Instructional Coach (literacy and Read by 3) - Assist teachers with teaching strategies and assist with small groups (kindergarten) • Behaviorist - Assist with challenging students, taught skills with behaviors and assist with small groups (1st grade) • Digital Coach - Assist teachers with implementation of technology and assist with small groups (2nd grade) • 4th and 5th grade class-size reduction teacher - Allowed teachers to give more individual attention to students and work with smaller groups • Two instructional assistants - Assisted with 1st and 4th grades small groups • Four certified temporary tutors - Assisted with 3rd and 4th

Victory School	Explanation to Retain Essential Personnel
	• grades small groups • Additional coaches/CTT helped other grade levels through Title I and ELL monies
Long ES	The Learning Strategists were tasked with all Victory related activities including the before/after school programs, Professional Development, training, Victory budgeting, Victory amendments, Victory purchasing, MakerSpaces, Software programs, Series books, and technology integration. The classroom teacher was an integral part of the Fifth grade and provided instruction for students. The CTTs provided small group instructional support and intervention for all K-5 classrooms.
Lowman ES	• The TFAs and FTEs pushed into the primary grades to support small group instruction, tutoring, assist with assessments, behavior management • CTTs pushed into the intermediate grades to support small group instruction, tutoring, assist with assessments, behavior management • School social worker ran support groups for students, assisted with behavior mentoring, met with families and outside providers to help them with medical and basic needs
Manch ES	• TFA were used to pull students and tutor them on reading and math skills • The AP assisted in evaluation of teachers which assisted teachers in giving better tiered instruction.
Mc Call ES	• The three Instructional Assistants provided one-on-one small group instruction with the implementation of the evidenced-based Go Math in the primary and intermediate grade levels. • The three licensed personnel provided assistance to the Read by Three grade initiative and made it possible for the implementation of the evidence-based Go Math in fourth and fifth grades.
Monaco MS	• 8 licensed teachers allowed for class size reduction in ELA, Math, and Social Studies classrooms. • 1 licensed teacher specialized in additional reading instruction to long-term ELL students. • Communities in Schools representative provided wrap-around services to students and families. • The Office Specialist II was able to assist families with communication, our staff with office needs and provide extra supervision for students. • By providing an additional hour for our Campus Security Monitor, we were able to provide a safe and secure campus during our extended day 7th period instruction. Our campus monitor supervised students during their extended school day and afterwards while waiting for transportation home.
Reid ES	The Certified Temporary Tutor was able to work one on one with students who had specific learning gaps in their achievement. Even

Victory School	Explanation to Retain Essential Personnel
	though we have small class sizes at Reid, there is no substitute for having someone who can sit with one student, uninterrupted, on specific skills that he or she is lacking.
Smith (J.D.) MS	These personnel are critical and key for the school to meet the needs of the students to improve their attendance, promotions to the next grade, improve academics and social-emotional development. Without the Victory funds, the school would not have increased by a star on the Nevada School Performance Framework. Our school is 100% Free and Reduced Lunch with a make up of 90% Hispanic students and 43% English Language Learners. Our demographics requires additional supports to improve learning and create lifelong learners.
Snyder, W ES	Interventionists and IA's provided Tier II/III supports through flexible groupings, teachers provided supports for smaller class sizes, CIS provided family supports and behavioral interventions, AP provided teacher coaching and professional development
Sunrise Acres ES	- Class-size reduction teachers were needed to reach out to all students in the classroom effectively. - CTTs provided skill-based small group instruction to students identified as at-risk to bridge academic achievement gap among subgroups. - Social Worker provided multi-tier interventions, aimed at not only providing direct academic support but also assisting students and families with meeting their social, emotional, and physical needs. - CIS provided integrated support to our students through harnessing community resources such as food, clothing, and counseling programs to address the needs of individual students.
Valley HS	**It is imperative that the licensed and support staff are Retained at Valley HS. There are systems and processes in place that have yielded return on investment for the betterment of all students.** Instructional Coaches have mentored and monitored new teachers at a high-risk student population. We have been able to retain approximately 85% of the teachers due to the levels of support and coaching provided. Teachers that remain are able to collaborate in Professional Learning Communities daily and be provided feedback from peers during lesson studies. Instructional Coaches provide professional development and technical supports for novice and struggling teachers. Teachers stated they choose to remain at VHS because of the instructional supports provided. Again noting the needs of this student population is over 77% Free-Reduced Lunch and one of the highest homeless student populations in CCSD with a transient rate of over 33%. The focus on the whole child has significantly improved the safety, climate and culture which has shown growth of student performance and outcomes. It needs to be noted that students of poverty come with significant trauma (ACES) and encounter social/environmental barriers which impede their academic

Victory School	Explanation to Retain Essential Personnel
	success. Wraparound services and Valley High School's Wellness Center has afforded many students assistance with basic needs, mental-health counseling, and additional resources to provide stability in order to retain them in school. Our social worker has literally saved many students' lives preventing self-harm and suicidal tendencies. Hence, Victory resources are a necessity due to the fact that more resources are needed to accommodate students with trauma.
Vegas Verdes ES	• Our school moved from 2 star to 4 star status, which means that Victory money allowed us to hire extra teachers to keep classes smaller • The RTI specialist allowed us a person to monitor and provide support to teachers in order to close gaps of Tier II and III students • The Communities In Schools representative assisted in tracking attendance and keeping track of TDP referrals • The Communities In Schools representative also provided support to families with Three Square food services
West Prep ES	• Keep class sizes small • Literacy intervention period for students • PLC time for collaboration
West Prep Sec	• Keep class sizes small • Literacy intervention period for 6th grade students • PLC time for collaboration
Williams, W ES	The classroom teachers in first and fourth grade served as class size reduction teachers. The CTT's were instrumental in meeting with students to provide intervention supports. The learning strategist assisted with disaggregating data, testing coordinator, and she met with students throughout the school year. The Community in School liaison met with students, conducted home visits, provided resources to parents, planned activities to increase parent involvement, and support schoolwide attendance efforts.
Woolley ES	The additional personnel were able to provide direct support to classroom teachers which benefited the students.

Focus Item #5: Recommendations

Table 19 CCSD Victory School Recommendations

Victory School	Recommendations
Booker	• Schools continue to receive Victory funds to close the achievement gap and target struggling student groups. • Teaching English as Second Language (TESL) endorsement for all teachers. • Continue to provide resources in Tiers 1,2, and 3 instruction delivery.

Victory School	Recommendations
Desert Rose HS	The allocation of funds needs to be in step with the timeline that partners (vendors) need to ensure their product is in the school or classroom on day 1 of the school year. The requirement of a social worker as part of the interventions provided by the grant does not take into account the rate of pay designated by each school district for that position and the actual average salary of a social worker outside of the school districts. In short, we can't pay social workers enough to be competitive in the hiring process. We had three applicants during the 2017-2018 school year that declined the position once the salary was discussed.
Fitzgerald ES	My recommendation would be for Principals to have access to the funding during the summer, therefore we would be able to purchase our programs and services in a timely manner and implement them from the first day of the school. It is also critical for Victory funding to continue over the next several years because it's been an important factor in our school making growth in all areas and meeting the needs of our students and parents.
Hollingsworth ES	With the use of Victory funding and other funding sources, Hollingsworth needs to focus on Tier 1 instruction. Using staff to model and train others in best practices, training to utilize the curriculum for implementation of the CCSS, unwrapping standards, vertical alignment, data analysis and tracking, better instructional planning, and incorporating systems like Instructional Rounds or peer observation. Hollingsworth needs to continue to provide Wrap-Around services to meet the needs of the whole child, provide programs outside of the regular school day, offer programs to lead students to be career ready by High School, and have the materials necessary for classrooms to fully meet the expectations and standards.
Innovations ES	For schools that are working through the system to be a 3-star and above, Victory funding is critical to help sustain the skills and learning support taking place. It would be beneficial to ask these schools to highlight what would be beneficial for continued funding to support student learning and not pull all funding away because the appropriate learning had taken place.
Jeffers ES	We will be using classroom walkthrough data, collected by admin and strategists to plan targeted and specific professional development for staff. A variety of professional development opportunities will be provided during staff meetings, grade level PLC's, SBCT, after school and Saturdays. The professional development will focus on the PLC structure, data analysis, effective Tier 1 whole group and small group instruction and engagement strategies. In order for this to happen, we will continue to implement the ReadyGen and Envision curriculum, re-structure our staff meetings and PLC time to ensure time is used effectively, provide professional development and more closely progress monitor student progress and reflect on instructional practices.
Kelly ES	Find additional ways to strategically hire, recruit, and retain staff (licensed and support) with the Pay for Performance
Lake ES	High quality personnel (class-size teachers/assistants/coaches) to assist with

Victory School	Recommendations
	strategies and implementation to increase students' skills. Ability to buy curriculum, technology, general supplies and incentives to build climate. Allow time to implement programs in order to note progress.
Long ES	With the use of Victory funding and other funding sources, Long needs to focus on Tier 1 instruction. Using staff to model and train others in best practices, training to utilize the curriculum for implementation of the CCSS, unwrapping standards, vertical alignment, data analysis and tracking, better instructional planning, and incorporating systems like Instructional Rounds or peer observation. Hollingsworth needs to continue to provide Wrap-Around services to meet the needs of the whole child, provide programs outside of the regular school day, offer programs to lead students to be career ready by High School, and have the materials necessary for classrooms to fully meet the expectations and standards.
Lowman ES	• Maintain the amount of Victory funding to help Lowman ES continue to increase in growth and proficiency • Continue to fund the implementation of the student behavioral structures developed through positive behavior interventions and programs • Increase wrap around services for teachers, students and our community
Manch ES	No Response
Mc Call ES	• Support for implementation of evidence-based curriculum via: purchase of materials, professional development, Instructional Assistants, Licensed Personnel, should be continued. In order for McCall to show academic proficiency, it is critical that time be given for staff and students to familiarize themselves with all aspects of evidence-based curriculum implementation both in ELA and Math. • Support for professional development of the staff via: monthly STPT's, professional development from the evidence-based curriculum consultants, and early return for new teachers and post-probationary teachers to plan for the start of the school year, should be continued. In order for McCall to show academic proficiency, it is critical for the 83% of the staff that are Probationary, TFA's, ARL's and Long Term Subs be trained in the basics of pedagogical instructional practices. • Support for additional staff via: Instructional Assistants and Licensed Personnel for implementation of evidence-base curriculum and class size reductions should be continued. In order for McCall to show academic proficiency, it is critical that these positions be continued in order to meet the differentiated academic needs of students.
Monaco MS	• More freedom in choosing programs/materials/incentives for students • An accurate "running tab" of Victory budget so we know how much money to spend
Reid ES	I do not have any further recommendations for next steps. I think the steps that are currently in place have been very valuable. School leaders have been given a significant amount of autonomy with their Victory Funds, and I believe that has been critically important, as all of our schools have different and unique challenges, yet we've still been given parameters that

Victory School	Recommendations
	we should focus on, such as climate, professional learning, etc.
Smith (J.D.) MS	Over the past few years, classroom sizes continue to increase. JD Smith Middle School has lost six teaching positions since the 2014-15 school year due to budget cuts. The average class size at JD Smith MS is 36. Staff is key to improving learning at schools. Additional support is needed to create appropriate classroom sizes so teachers can effectively impact student learning at a school that faces unique challenges.
Snyder, W ES	Victory Schools that have demonstrated successes should be allowed to gradually step back their strategies/supports so that they can maintain some of the necessary programs/services that have resulted in growth and achievement. Pulling all supports at the end of the biennium could result in greatly reduced results/achievement, especially at highly transient schools that are unable reap the benefit of year-to-year exposure to successful programs. Transient schools must start each school year as if it was a brand new start because half or more of the students come from other schools/states.
Sunrise Acres ES	- The state continues to fund effective programs so Victory Schools can also continue to improve students' mental, social, emotional, and physical aspects of their young life to prepare for college and beyond. - Continue to provide resources in tiers 1, 2, and 3 instruction delivery. - Continue employing personnel for class-size reduction, intervention, and wrap-around services. - Send more teachers to PLC and STEM conferences to prepare our students for 21st century skills.
Valley HS	- It is imperative that the licensed and support staff are Retained at Valley HS. There are systems and processes in place that have yielded return on investment for the betterment of all students. If these positions were removed, it would significantly, adversely impact the improvement trajectory of student achievement at Valley High School. - In order to continue to improve student performance consistently of these strategies, programs/services, professional development, and supports need time to be consistently implemented with a focus on rigorous, standards-based Tier I instruction, in addition to targeted supports to underperforming subgroups. - Continue Lessons studies in math and ELA and expand to Social Studies and Science - Data Insight Partners will provide PD and technical support for teachers to utilize Customized Data Dashboard - Add Dual Enrollment Coursework with a partnership with Nevada State College and UNLV - Revise Career Technical Education courses and pathways - Continue to focus on improving ACT scores & College/Career Readiness - Reduce Chronic Absenteeism
Vegas Verdes ES	Create a tiered funding system for all Victory schools in order to help support the programs and costs that are repetitive each year. This will help

Victory School	Recommendations
	offset some of the budget cuts and keep effective programs and teachers on the most challenging campuses in and around Las Vegas.
West Prep ES	• Allow schools to spend money as they see fit for students for staff, students, and community needs • Release funds in a timely manner to ensure effective spending and implementation of programs
West Prep Sec	• Allow schools to spend money as they see fit for students for staff, students, and community needs • Release funds in a timely manner to ensure effective spending and implementation of programs
Williams, W ES	Our next steps are to plan and provide ongoing professional development throughout the school year on Wonder and Everyday Math. A focus will be placed on purposeful planning whole group and small group instruction. Classroom walk through will be conducted throughout the school year. So that timely meaningful feedback can be provided to teachers and ultimately impact Tier I instruction.
Woolley ES	Change when summer school is offered. Our summer academy will be held in July instead of June. Additionally, since technology does not last very long we need a plan for replenishment so our blended learning program is not diminished when items are no longer able to be used.

Final Thoughts from the Clark County School District

Barriers and Lessons Learned

As with any program, there have been several challenges and unanticipated impediments. Victory School administrators suggested that funds should be made more flexible to meet the unique circumstances of individual schools. At the same time, circumstances and conditions can change mid-year. The needs of schools are known at the beginning of the year via needs assessments, but circumstances and feedback mechanisms throughout the year produce new evidence of unanticipated student and school insufficiencies. One Victory School administrator remarked that "There is a need for flexibility in use of funds in terms of making amendments due to the dynamic nature of schools."

CCSD administrators gained great insights learned through implementation of Victory School professional development. Professional development needs to be re-visited during the school year and questions about what had been learned should be shared at least weekly to help the staff utilize the strategies as a part of long-term learning. Some Victory Schools scheduled follow-up trainings to answer any pertinent questions from staff that arose during implementation, and others would also like to employ similar strategies. Adequate time is necessary for the staff to absorb and process is required to deliver what they learned effectively and efficiently. One Victory principal "learned it takes time to implement and not to have too much too fast. Go slow to go fast." While another stated "Inspect what you expect. Follow through to ensure lessons learned are being implemented." Many professional development opportunities, timely follow up and maintenance strategies would be beneficial.

Some school administrators suggested that the curriculum was not being effectively utilized because it was "clumsy", did not meet the needs of certain subgroups, or provide enough support for student learning. In some cases, additional Core Curriculum materials were needed or some curriculum was not purchased in its entirety, so teachers were not able to use the program fully.

Recommendations

Maintaining Victory Schools funding will be important to school and student success in the upcoming school years. Victory School funding has allowed CCSD to increase critical student programs that positively affect student academic outcomes, but also funding to support other projects that address intermediary factors that are necessary for students to succeed.

Many school administrators felt that it would be ideal to find additional ways to strategically hire, recruit, and retain staff (licensed and support). Also essential to student success are the Victory School programs that strengthen teacher content knowledge and other professional development, and incentives for hiring and retaining our quality teachers. Support for professional development of the staff via "monthly STPT's, professional development from the evidence-based curriculum consultants, and early return for new teachers and post-probationary teachers to plan for the start of the school year" should be continued.

Victory School funding allows schools to improve overall climate and culture, and engagement of parents, families, and the community. Those vital programs and services include wraparound supports, health and psychological services, early childhood education, and more one-on-one instruction for students. Many Victory School principals and program administrators echoed sentiments that were similar with regard to recommendations for future Victory School funding. One elementary principal noted that "is also critical for Victory funding to continue over the next several years because it's been an important factor in our school making growth in all areas and meeting the needs of our students and parents". Meeting the needs of the "whole child" should continue, to provide Wrap-Around services to meet their needs, provide programs outside of the regular school day, offer programs to lead students to be career ready by High School, and have the materials necessary for classrooms to fully meet the expectations and standards. It has been important to fund the implementation of the student behavioral structures developed through positive behavior interventions and programs.

CCSD should also be allowed to continue and expand "sharing" Victory funding within other CSSD Victory Schools. A Victory High School principal suggested that this has been partially accomplished by allowing high

schools to share funds, but allowing all Victory schools to share would allow feeder alignments to work on common goals. Since there are CCSD staff who work on Victory funding, plan developing, monitoring, supporting schools, and determining outcomes, it is recommended that a portion of the salaries for those individuals be paid through Victory funds. This could be accomplished by setting a percentage of time key individuals dedicate to Victory work and covering that portion of their salaries with Victory funds.

Democracy Prep, Agassi Campus

Crosswalk of Victory Strategies from FY16 through FY18

SB 432 (2015), Nevada's Victory Schools, was set forth during the 2015-2017 biennium, and the initiative was continued through the implementation of Nevada's AB 447(2017) for the 2017-2019 biennium. Although funding for full-day kindergarten was originally offered as an option in SB 432, the Legislature approved separate funding to expand that program across the state in the 2015-2017 biennium, therefore, eliminating the strategy in AB 447. This is important to note because the designations of the Victory Schools program strategies were revised between SB 432 and AB 447. The addition of the zone-in learning strategy also relocated strategies to new indicators as captured in the crosswalk. The crosswalk shows the shorter name of the strategy. Full strategy descriptions are found in the Executive Summary pages 8 – 11.

Group	Strategy Short Name	FY16 & FY17 Strategy Number	FY18 Strategy Number
Students	PRE-K	8A	8A
	FULL DAY KINDERGARTTEN (FY16; FY17)	8B	_
	SUMMER ACADEMY	8C	8B
	ADDITIONAL INSTRUCTION	8D	8C
	READING SKILLS CENTER	8H	8G
	INTEGRATED STUDENT SUPPORTS, EVIDENCE BASED PROGRAMS, WRAPAROUND SERVICES (FY18)	_	8H
	EVIDENCE BASED PROGRAMS TO MEET THE NEEDS OF STUDENTS (FY16; FY17)	9D	_
	ZONE IN LEARNING (FY18)	_	9D
Staff	PROFESSIONAL DEVELOPMENT	8E	8D
	INCENTIVES FOR HIRING AND RETAINING	8F	8E
	EMPLOYMENT OF PERSONNEL	8G	8F
Families	HEALTH AND PSYCHOLOGICAL (NO WRAPAROUND) (FY18)	_	9A
	WRAPAROUND, PSYCHOLOGICAL, HEALTH CARE (FY16; FY17)	9A	_
	FAMILY ENGAGEMENT	9B	9B
	SCHOOL CLIMATE AND CULTURE	9C	9C

Democracy Prep, Agassi, District Overview of Victory Schools and Expenditures Related to Students

Table 20 Democracy Prep, Agassi, District Overview of Victory Schools and Expenditures Related to Students
Section 2.8 (b, c, and g)

Victory Schools	Expenditures and Number of Students who participated	8(b) Summer academy or other instruction for pupils free of charge at times during the year when school is not in session	8(c) Additional instruction or other learning opportunities free of charge at times of day when school is not in session	8(g) Reading Skills Center
Democracy Prep, Agassi Campus	Expenditure	$32,368.43	$14,354.90	$61,354.15
	Students Participating	224	527	527
Total Victory Expenditure per Strategy		$32,368.43	$14,354.90	$61,354.15
Total Number of Students Participating		224	527	527
Cost per Pupil		$144.50	$27.24	$116.42

Democracy Prep, Agassi, District Overview of Victory Schools and Expenditures Related to Personnel

Table 21 Democracy Prep, Agassi, District Overview of Victory Schools and Expenditures Related to Personnel
Section 2.8 (d and e)

Victory Schools	Expenditures and Number of Personnel who participated	8(d) Professional Development	8(e) Recruitment for Hiring and/or Retaining Personnel
Democracy Prep, Agassi Campus	Expenditure	$17,212.18	$19,413.43
	Personnel Participating	36	6
Total Victory Expenditure per Strategy		$478.12	$3,235.57
Total Number of Personnel Participating		36	6

Democracy Prep, Agassi, District Overview of Victory Schools and Expenditures Related to Students and Families

Table 22 Democracy Prep, Agassi, District Overview of Victory Schools and Expenditures Related to Students and Families

Section 2.9 (a, b, c, d)

During the 2017 – 2018 school year, Democracy Prep did not implement any of the Victory Strategies outlined in section 2.9 of the Victory Bill (AB 447).

Victory Schools	Expenditures and Number of Students Participating	9(a) Provide evidence-based social, psychological or health care services to pupils and their families	9(b) Provide programs and services designed to engage parents and families	9(c) Provide programs to improve school climate and culture
Democracy Prep, Agassi Campus	Expenditure	n/a	n/a	n/a
	Students Participating			
Total Victory Expenditure per Strategy				
Total Number of Students Participating				
Cost per Pupil				

Focus Item #1: Democracy Prep Victory Strategies

Table 23 and Figure 7 summarize the ESSA evidence-based strategies implemented by Democracy Prep, Agassi Campus for the last three school years: 2015-2016, 2016-2017, and 2017-2018. The most frequently implemented strategies during the last three fiscal years were additional instruction and employment of personnel followed by an equal distribution of student and family-centered strategies.

Table 23 FY16 – FY18 Democracy Prep Cumulative Total Count of Victory Strategies Implemented

Strategy Short Name	Group	FY16	FY17	FY18	Total FY16 through FY18
PRE-K	Student				
FULL DAY KINDERGARTTEN (FY16; FY17)	Student				
SUMMER ACADEMY	Student	1		1	2
ADDITIONAL INSTRUCTION	Student	1	1	1	3
READING SKILLS CENTER	Student	1	1		2
EVIDENCE BASED PROGRAMS TO MEET THE NEEDS OF STUDENTS (FY16; FY17)	Student				
INTEGRATED STUDENT SUPPORTS, EVIDENCE BASED PROGRAMS, WRAPAROUND SERVICES (FY18)	Student				
ZONE IN LEARNING (FY18)	Student				
PROFESSIONAL DEVELOPMENT	Staff		1	1	2
INCENTIVES FOR HIRING AND RETAINING	Staff		1	1	2
EMPLOYMENT OF PERSONNEL	Staff	1	1	1	3
WRAPAROUND, PSHYCHOLOGICAL, HEALTH CARE (FY16; FY17)	Families	1	1		2
HEALTH AND PSYCHOLOGICAL (NO WRAPAROUND) (FY18)	Families				
FAMILY ENGAGEMENT	Families	1	1		2
SCHOOL CLIMATE AND CULTURE	Families	1	1		2

Figure 7 FY16 –FY18 Democracy Prep Cumulative Total of All Victory Strategies Implemented
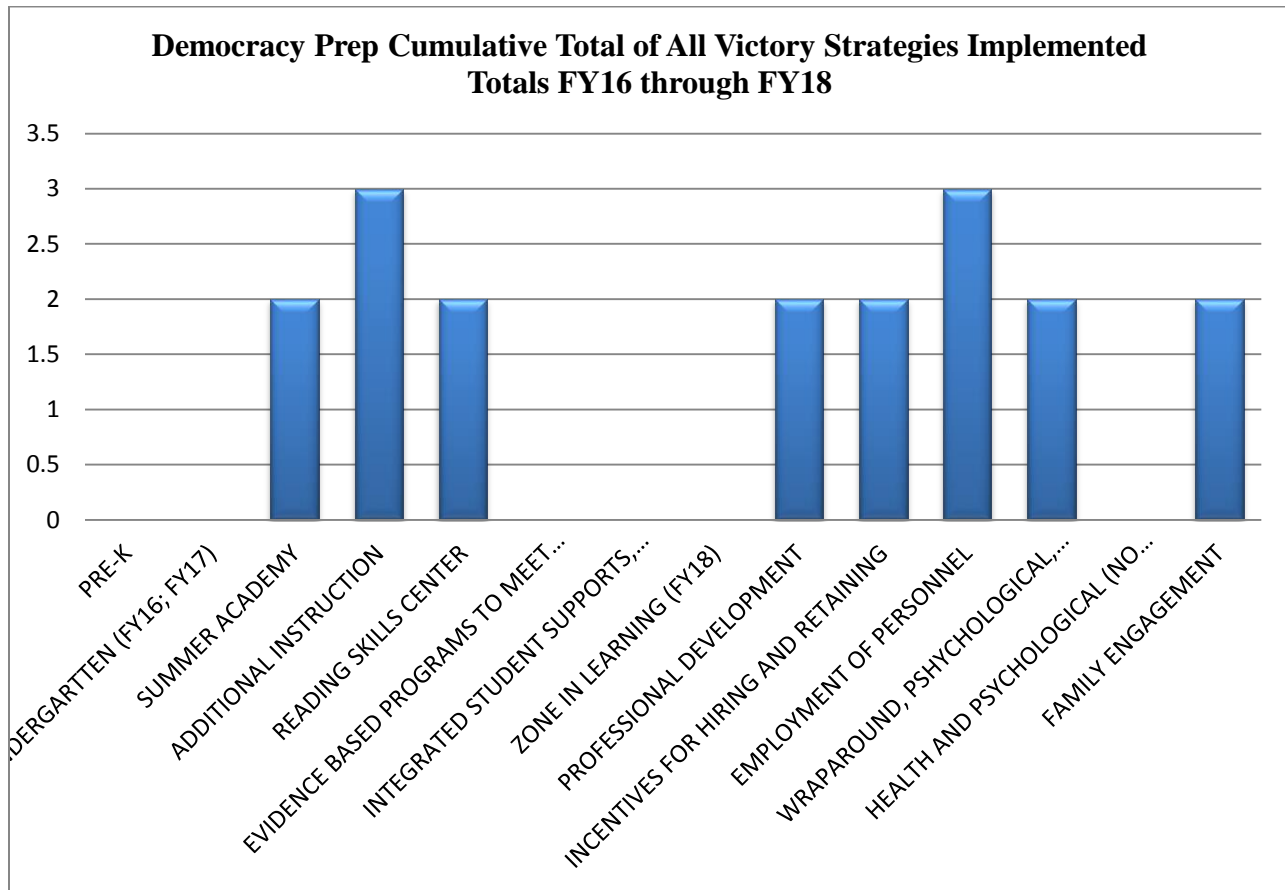
Focus Item #2: Programs and Services

During the 2017 – 2018 school year, Victory funds supported one of Democracy Prep's key design elements, our commitment to educating all students, in all subjects, in all grades, by funding DPAC Elementary School ACT (special education or English language learner) Teachers (Table ___). Special Education students and English Language Learners benefit from the same transformational education and support that all our students receive, including all elective offerings. Some of the strategies ACT teachers may utilize to support Special Education students include: Direct Co-teaching; Parallel teaching (Unmodified curriculum); Parallel teaching (Modified curriculum); Rotational teaching (Alternative teaching).

Table 24 Democracy Prep Programs and Services

Program or Service	Purpose of the program or service	Number of schools using these programs or services		
		Elementary	Middle	High
Academic Collaborative Team (ACT or Special Education/English Language Learner) Services (funded with Victory Funds)	Support of SPED and ELL DPAC ES scholars	1		

Highlights/Successes

During the 2017-2018 school year Victory Funds funded and supported the instruction of 47 DPAC Elementary School special education scholars and 62 DPAC Elementary School English language learner scholars.

Focus Item #3: Professional Development

Table 25 Democracy Prep Professional Development

Professional Development	Purpose of the professional development	Number of schools providing the professional development		
		Elementary	Middle	High
STEP Training (Funded by Victory Funds)	Train DPAC ES teachers on how to implement STEP literacy assessments	1		
ThinkLaw (Funded by Victory Funds)	Train DPAC ES teachers on how to implement ThinkLaw curriculum	1		

During the 2017 – 2018 school year, Victory Funds supported DPAC ES' school-wide professional development on the University of Chicago's STEP literacy assessment and ThinkLaw curriculum.

"STEP (Strategic Teaching and Evaluation of Progress) is a research-based formative assessment, data management, and professional development system designed to build teacher capacity for literacy instruction and provide educators with the data necessary to improve student achievement in literacy across grades K-5."[3] STEP is used in grades K-5 throughout the Democracy Prep network to help evaluate student literacy growth and provides a common framework to compare DPAC ES' student progress with other Democracy Prep students and external students across the country.

ThinkLaw is a web-based platform that helps teachers teach critical thinking to students through real life legal cases. Democracy Prep Elementary School teachers used ThinkLaw on a weekly basis to supplement critical thinking lessons in tandem with Democracy Prep's emphasis on civics education. As a result of implementing ThinkLaw on campus, DPAC Elementary School scholars were exposed to challenging legal cases that helped develop their critical thinking and argumentative writing skills.

Highlights/Successes

Democracy Prep Elementary School experienced a 10% Growth in ELA & Math proficiency in Elementary School.

Next Steps

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[3] "What Is STEP?" *What Is STEP?*, UChicago Impact, uchicagoimpact.org/our-offerings/step.

DPAC Elementary School will continue to utilize and implement STEP testing and ThinkLaw in the 2018 – 2019 school year.

The continuation of STEP testing will enable DPAC Elementary School to seamlessly continue to evaluate student literacy growth in a manner, which empowers DPAC students and parents/guardians to easily track and understand. Moreover, the continuation of STEP testing will continue to provide a common framework to compare DPAC ES' student progress with other Democracy Prep students and external students across the country.

The continuation of ThinkLaw will continue to expose DPAC Elementary School students to challenging and engaging curriculum that will help develop their critical thinking and argumentative writing skills.

Focus Item #4: Essential personnel

Essential personnel for Victory program success as identified through the needs assessment and community input.

Table 26 Democracy Prep Essential Personnel

Essential Personnel Job Title	Purpose of the essential personnel
Two Elementary School ACT (Special Education) Teachers (Funded by Victory Funds)	Two Elementary School ACT (Special Education) Teachers, Academic Collaboration Team members, focus on supplemental services for at risk scholars including, but not limited to, Special Education designated students within a classroom setting.
Grade Level Content Specialists – Stipend (Funded by Victory Funds)	Six DPAC Elementary School Teachers serving as Grade Level Content Specialists. Each DPAC Elementary Grade Level Team (K-5) has a Grade Level Content Specialist who leads teachers in developing strategies to help DPAC Elementary School students grow in core content areas.
Elementary School Instructional Coach – (Funded by Victory Funds)	Two instructional coaches help teachers in need of assistance in the delivery of quality instruction to students. Teachers are identified through classroom observations, assessment data, and personal inquiries. The coaches are used throughout the school year.
Summer Academy Campus Director – (Funded by Victory Funds)	DPAC Elementary School leaders participate in Democracy Prep's Summer Academy in June 2018. These leaders provide supplemental instruction to scholars most in need.
Summer Academy Instructors – (Funded by Victory Funds)	DPAC Elementary School teachers and leaders participate in Democracy Prep's Summer Academy in June 2018. These teachers and leaders provide

Essential Personnel Job Title	Purpose of the essential personnel
	supplemental instruction to scholars most in need.

Success of the Victory Schools as a result of the essential personnel

During the 2017 – 2018 school year, **DPAC Elementary School's ACT Teachers** provided supported the instruction of 47 DPAC Elementary special education scholars and 62 DPAC ES English language learner scholars.

224 scholars gained additional instructional support during DPAC Elementary School 2018 Summer Academy (Democracy Prep's version of Summer School) in June 2018.

Focus Item #5: Recommendations

The Victory Funds provided to DPAC Elementary School during the 2017 – 2018 school year were essential to supporting the education of its students. In particular, Victory Funds enabled Democracy Prep Elementary School to provide all of its students with additional instructional time after school during the school year (Victory strategy 8b) and the opportunity for almost half of its students to participate in Summer Academy (summer school).

As a relatively new local education agency (LEAs) in Nevada, it would be very helpful for Democracy Prep at the Agassi Campus (DPAC) to have a platform or space to learn Victory Funds best practices from other schools and LEAs. In order to facilitate the sharing of best practices, Democracy Prep has the following recommendations:

1. The creation of a virtual platform (a website or forum) for Nevada LEAs to connect, discuss, and share Victory best practices.

2. The establishment of guided school visits to current or former Victory funded schools that have experienced significant growth and academic achievement.

Elko County School District

Crosswalk of Victory Strategies from FY16 through FY18

SB 432 (2015), Nevada's Victory Schools, was set forth during the 2015-2017 biennium, and the initiative was continued through the implementation of Nevada's AB 447(2017) for the 2017-2019 biennium. Although funding for full-day kindergarten was originally offered as an option in SB 432, the Legislature approved separate funding to expand that program across the state in the 2015-2017 biennium, therefore, eliminating the strategy in AB 447. This is important to note because the designations of the Victory Schools program strategies were revised between SB 432 and AB 447. The addition of the zone-in learning strategy also relocated strategies to new indicators as captured in the crosswalk. The crosswalk shows the shorter name of the strategy. Full strategy descriptions are found in the Executive Summary pages 8 – 11.

Group	Strategy Short Name	FY16 & FY17 Strategy Number	FY18 Strategy Number
Students	PRE-K	8A	8A
	FULL DAY KINDERGARTTEN (FY16; FY17)	8B	_
	SUMMER ACADEMY	8C	8B
	ADDITIONAL INSTRUCTION	8D	8C
	READING SKILLS CENTER	8H	8G
	INTEGRATED STUDENT SUPPORTS, EVIDENCE BASED PROGRAMS, WRAPAROUND SERVICES (FY18)	_	8H
	EVIDENCE BASED PROGRAMS TO MEET THE NEEDS OF STUDENTS (FY16; FY17)	9D	_
	ZONE IN LEARNING (FY18)	_	9D
Staff	PROFESSIONAL DEVELOPMENT	8E	8D
	INCENTIVES FOR HIRING AND RETAINING	8F	8E
	EMPLOYMENT OF PERSONNEL	8G	8F
Families	HEALTH AND PSYCHOLOGICAL (NO WRAPAROUND) (FY18)	_	9A
	WRAPAROUND, PSHYCHOLOGICAL, HEALTH CARE (FY16; FY17)	9A	_
	FAMILY ENGAGEMENT	9B	9B
	SCHOOL CLIMATE AND CULTURE	9C	9C

Elko District Overview of Victory Schools and Expenditures Related to Students

Table 27 Elko District Overview of Victory Schools and Expenditures Related to Students
Section 2.8 (a, b, c, g, and h)

Victory Schools	Expenditures and Number of Students who participated	8(a) Pre-Kindergarten	8(b) Summer Academy	8(c) Additional instruction or other learning opportunities	8(g) Reading Skills Center	8(h) Integrated student supports, wrap around services and evidence-based programs
West Wendover Elementary School	Expenditure		$14,306.21	$21,584.98	$116,959.44	
	Students Participating		42	84	621	
Owyhee Combined School	Expenditure				$144,483.32	
	Students Participating				175	
West Wendover Middle School	Expenditure		$14,306.21	$21,584.98	$362,891.45	
	Students Participating		42	84	847	
Total Victory Expenditure per Strategy			$14,306.21	$21,584.98	$362,891.45	
Total Number of Students Participating			42	84	847	
Cost per Pupil			$340.62	$256.96	$428.44	

Elko District Overview of Victory Schools and Expenditures Related to Personnel

Table 28 Elko District Overview of Victory Schools and Expenditures Related to Personnel
Section 2.8 (d, e, f)

Victory Schools	Expenditures and Number of Personnel who participated	8(d) Professional Development	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-professionals and other Personnel
West Wendover Elementary School	Expenditure	$29,494.77	$67,104.75	$95,927.15
	Personnel Participating	54	12	2
Owyhee Combined School	Expenditure	$10,326.66	$18,441.00	
	Personnel Participating	17	3	
West Wendover Middle School	Expenditure	$23,798.96	$24,977.80	
	Personnel Participating	6	3	
Total Victory Expenditure per Strategy		$63,620.39	$110,523.55	$95,927.15
Total Number of Personnel Participating		77	18	2

Elko District Victory Schools and Expenditures Related to Students and Families

Table 29 Elko District Victory Schools and Expenditures Related to Students and Families
Section 2.9(a, b, c, d)

Victory Schools	Expenditures and Number of Students Participating	9(a) Provide evidence-based social, psychological or health care services to pupils and their families	9(b) Provide programs and services designed to engage parents and families	9(c) Provide programs to improve school climate and culture
West Wendover Elementary School	Expenditure	$35,997.17		$124,837.20
	Students Participating	621		621
Owyhee Combined School	Expenditure	$120.44		$11,313.83
	Students Participating	70		55
West Wendover Middle School	Expenditure	$750.00		
	Students Participating	0*		
Total Victory Expenditure per Strategy		$36,867.61		$136,151.03
Total Number of Students Participating		691		676
Cost per Pupil		$53.35		$201.41

*These funds were used to pay an instructor to provide training to the teacher on Utah Math. WWMS did not implement Utah Math in the classroom during the school year, therefore, no students were affected.

Focus Item #1: Elko County School District Victory Strategies

Table 30 summarizes the frequency of ESSA evidence-based strategies implemented by Elko County School District (ECSD) for the last three school years: 2015-2016, 2016-2017, and 2017-2018. Reading Skills Center, incentives for hiring and retaining personnel, professional development, school climate and culture, and family engagement were the most frequently implemented strategies during the last three fiscal years.

Table 30 FY16 – FY18 Elko School District Cumulative Total Count of Victory Strategies Implmented

Strategy Short Name	Group	FY16	FY17	FY18	Total FY16 through FY18
PRE-K	Student				
FULL DAY KINDERGARTTEN (FY16; FY17)	Student				
SUMMER ACADEMY	Student	1	1	1	**3**
ADDITIONAL INSTRUCTION	Student	1	1	1	**3**
READING SKILLS CENTER	Student	4	4	4	**12**
EVIDENCE BASED PROGRAMS TO MEET THE NEEDS OF STUDENTS (FY16; FY17)	Student	1	1		**2**
INTEGRATED STUDENT SUPPORTS, EVIDENCE BASED PROGRAMS, WRAPAROUND SERVICES (FY18)	Student				
ZONE IN LEARNING (FY18)	Student				
PROFESSIONAL DEVELOPMENT	Staff	3	4	4	**11**
INCENTIVES FOR HIRING AND RETAINING	Staff	4	4	4	**12**
EMPLOYMENT OF PERSONNEL	Staff	1	1	1	**3**
WRAPAROUND, PSHYCHOLOGICAL, HEALTH CARE (FY16; FY17)	Families	1			**1**
HEALTH AND PSYCHOLOGICAL (NO WRAPAROUND) (FY18)	Families			4	**4**
FAMILY ENGAGEMENT	Families	3	2		**5**
SCHOOL CLIMATE AND CULTURE	Families	1	3	3	**7**

Figure 8 FY16 – FY18 Elko School District Cumulative Total of All Victory Strategies Implemented
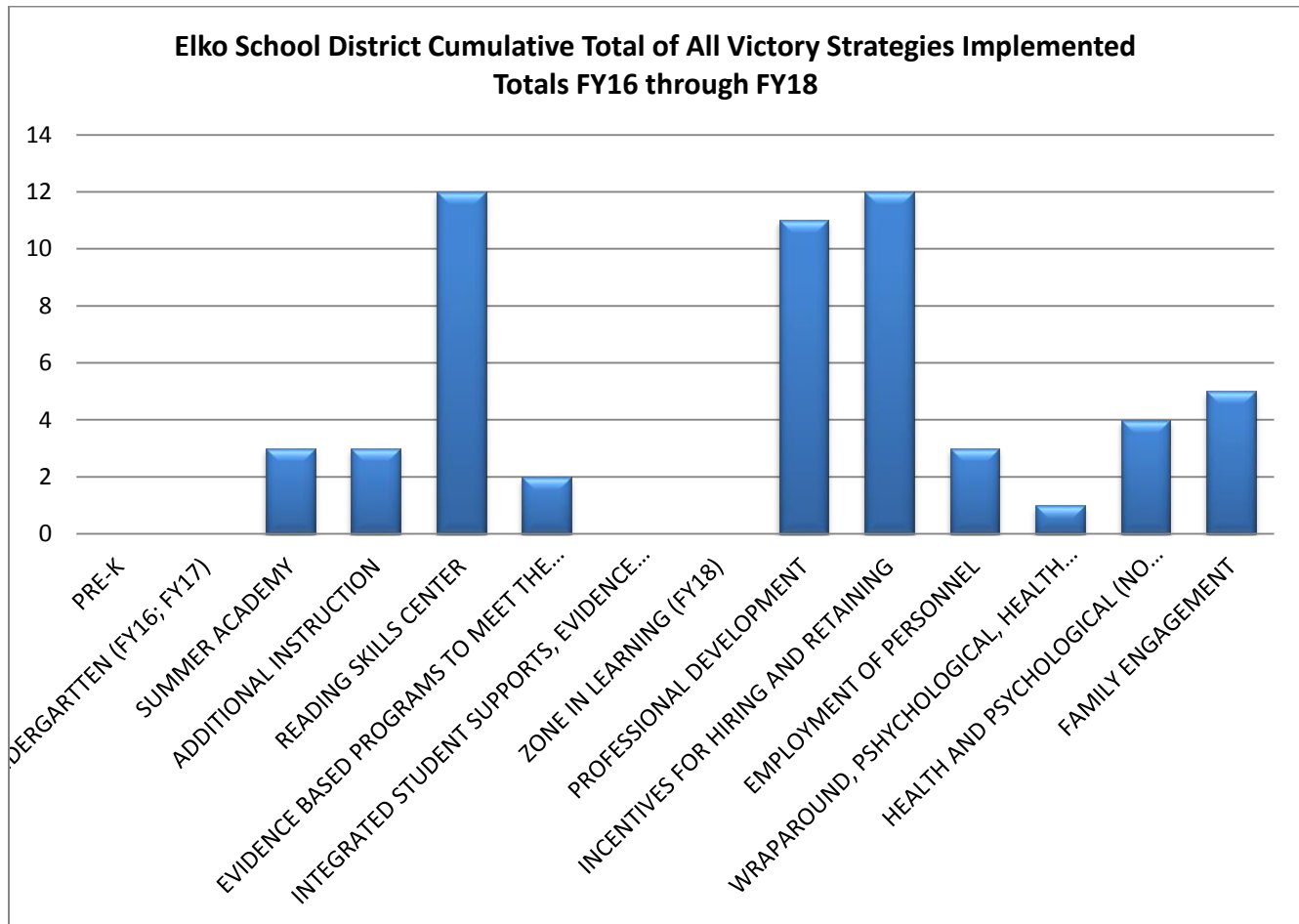
Focus Item #2: Programs and Services

Common programs and services implemented in the Elko County Victory Schools are indicated in Table 31 below.

Table 31 Elko County School District Programs and Services

Program or Service	Purpose of the program or service	Number of schools using these programs or services		
		Elementary	Middle	High
Leader in Me	School climate, anti-bullying, student leadership	1		
Community in Schools	Community in Schools helps build relationships that empower students to succeed inside and outside the classroom.	1	1	
Eureka Math	*Eureka Math* is a math curriculum features sequenced lessons, formative assessments, and fully integrated professional development for Grades PK—12.	1		

Program or Service	Purpose of the program or service	Number of schools using these programs or services		
		Elementary	Middle	High
StudySync	StudySync is your complete source for ELA and literature instruction for grades 6–12, offering powerful digital instruction with full print support. StudySync engages students while advancing reading, writing, critical thinking, speaking and listening skills.		1	
Reading Horizon	Reading Horizons empowers students by making reading accessible and engaging to beginning and/or struggling readers and ELL learners.		1	
Utah Math	Utah Math curriculum features sequenced lessons, formative assessments, and fully integrated professional development for Grades 7—12.			1

Highlights and Successes

West Wendover Elementary
Leader In Me program and training was great for the students and teachers. Community in Schools helped us lower our tardies and our overall attendance improved. The teacher bonuses increased applicant pool to identify highly qualified candidates. Also, funds provided our school with the purchase of a scripted math curriculum: Eureka Math. Community in Schools helped provide weekend meals, reduces tardies and increase school-wide attendance.

West Wendover Middle School
Our Reading Horizon Program was successful in getting the majority of our Tier 2 & 3 students to increase their reading levels. The implementation of two scripted curriculums assisted our teachers in meeting the needs of our lowered tier students.

Owyhee Combined
The Reading Center has offered students the opportunity to remediate literacy skills as identified by State and site based assessments.

Lessons Learned

West Wendover Elementary
Leader in Me is a yearly budget expense and may not be able to be purchased without grant funds.

West Wendover Middle School
Creating an independent school culture while being housed in a Combined 7-12 setting caused communication barriers.

Lessons Learned: With the adoption of the new Scripted Curriculum, we have identified that we must continue to be more focused on data informed decisions that drive instruction.

Owyhee Combined
Create a reading center that is more versatile and that can be facilitated in various areas around the school.

Recommendations
Improve school climate and culture through continued community outreach to all stakeholders and staff and use Leader in Me as common school language to build leadership and self-awareness. Building a positive culture to increase confidence and college and career readiness will continue to be a focus.

Continue developing the middle school culture and positive mind-set away from the high school students in our separate building. Use data to make instructional decisions moving forward.

Develop school morale and the reading center to include more than one designated room for reading.

Focus Item #3: Professional Development

The follow table indicates the professional development provided for teachers and its purpose.

Table 32 Elko County School District Professional Development

Professional Development	Purpose of the professional development	Number of schools providing the professional development		
		Elementary	Middle	High
Victory Symposium, 2016, 2017	Collaborative conference with Victory Schools from across the state "Sharing Ideas, Viewing Programs, & Moving Forward"	3	3	3
11th Annual AI/AN Education Summit	Building and Equitable and sustainable education system for Native students	1	1	1
Daily 5/CAFÉ	Literacy framework that instills behaviors of independence, creates a classroom of highly engaged readers, writers, and learners, and provides teachers with the time and structure to meet diverse student needs.	1	0	0
GLAD Training	Academic language acquisition and literacy professional development that allows teachers to model strategies to specifically target and promote language skills, academic achievement, and cross-cultural skills.	1	0	0
ANet	Through an integrated system of tools and training, ANet helps schools and districts boost student		1	

Professional Development	Purpose of the professional development	Number of schools providing the professional development		
		Elementary	Middle	High
	learning with **great** teaching that's grounded in learning standards, informed by data, and built on the successful practices of educators around the country.			

Highlights and Successes

West Wendover Elementary
Teachers were able to collaborate at conference with Victory Schools from across the state "Sharing Ideas, Viewing Programs, & Moving Forward." Staff brought back ideas to share and help energize the rest of staff. The Daily 5/Café instilled behaviors of independence, helped teachers create classrooms of highly engaged readers, writers, and learners, and provided teachers with the time and structure to meet diverse student needs.

West Wendover Middle School
Teachers were able to collaborate at conference with Victory Schools from across the state "Sharing Ideas, Viewing Programs, & Moving Forward." Staff brought back ideas to share and help energize the rest of staff. By attending the GLAD training teachers were able to learn about academic language acquisition and literacy professional development allowing them to model strategies to specifically target and promote language skills, academic achievement, and cross-cultural skills. Teachers brought back and shared at a staff PD. By attending ANet, the school boosted student learning with great teaching grounded in learning standards, informed by data, and built on the successful practices being taught in the classroom.

Owyhee Combined
Teachers were able to collaborate at conference with Victory Schools from across the state "Sharing Ideas, Viewing Programs, & Moving Forward." Staff brought back ideas to share and help energize the rest of staff. By attending the 11th Annual AI/AN Education Summit, teachers learned the importance of building and creating equitable and sustainable education system for Native students

Lessons Learned
West Wendover Elementary
Leader in Me is a yearly budget expense and may not be able to be purchased without grant funds.

West Wendover Middle School
Lessons Learned: With the adoption of the new Scripted Curriculum, we have identified that we must continue to be more focused on data informed decisions that drive instruction.

Owyhee Combined
Create a reading center that is more versatile and that can be facilitated in various areas around the school.

Recommendations

West Wendover Elementary

Improve school climate and culture through continued community outreach to all stakeholders and staff and use Leader in Me as common school language to build leadership and self-awareness. Continue building a positive culture to increase confidence and college and career readiness.

West Wendover Middle School
Continue developing the middle school culture and positive mind-set away from the high school students in our separate building. WWMS will establish a student council to plan school-wide activities and celebrations that are unique to the middle school. Also, WWMS will use data to make instructional decisions moving forward. WWMS staff are doing "data digs" once a quarter. We will analyze SBAC scores, MAP scores. Every three weeks we meet as a staff to discuss ways to help students that have D's or F's. Also, we have added Achieve 3000 to our Advisory block to provide targeted and leveled intervention for each student to increase competency in the standards and grow student Lexile levels. Achieve data is available at a glance and gives teachers concrete information about student progress.

Owyhee Combined
Develop school morale and the reading center to include more than one designated room for reading. Administrators are doing weekly "shout outs" to staff highlighting certain staff members. Activities are provided before weekly staff meetings to establish relationships with campus staff. The reading cart will provide a schedule so it is shared throughout building and monitor use.

Focus Item #4: Essential personnel

Table 33 Elko County School District Essential Personnel

Essential Personnel Job Title	Purpose of the essential personnel
Reading Center Instructional Aide	Assist in small group instruction for reading complex texts as grade level appropriate
Literacy Specialist	Assist in small groups to learn essential reading strategies and foundational skills
Instructional aide	Assist classroom teacher in instruction and small groups for assistance and support
Mentor Teacher	Support new teachers with lesson and instructional development and class culture
Before and after school tutors	Provide homework help, interventions, extra practice, extensions, and reading buddies

The Reading Center Instructional Aides have helped provide small group instruction with Tier 2 and 3 interventions. They have allowed classroom teachers to also provide small group instruction. The Literacy Specialist has provided literacy techniques, small groups, and professional development to other staff members to develop teacher development and strength literacy in the classrooms. Instructional aides have provided support in the classroom to help with small group instruction and allow the teacher to differentiate instruction and carry this out. The mentor teacher has been added support for the new teachers to help them learn campus initiatives and systems.

Table 34 Elko County School District Essential Personnel for Middle School

Essential Personnel Job Title	Purpose of the essential personnel

Essential Personnel Job Title	Purpose of the essential personnel
Instructional Aide	Assist classroom teacher in instruction and small groups for assistance and support
Before and after school tutoring	Provide homework help and tutoring
Mentor Teacher	Support new teachers with lesson and instructional development and class culture

Instructional aides proved support in the classroom to help with small group instruction and allows the teacher to differentiate instruction and carry this out. The mentor teacher has been added support for the new teachers to help them learn campus initiatives and systems. Before and after school tutors have provided homework help, re-teaching of concepts, and buddy reading.

Focus Item #5: Recommendations

Recommendations for next steps to support Victory Schools

Owyhee Elementary
Provide continued support of reading center through providing aides and a literacy specialist. Provide the support staff with in-district training with TNTP and Wonders. Improve school climate and culture through continued community outreach to all stakeholders and staff. Recruit and retain highly qualified staff to build site level capacity that can receive necessary training in the application of best practices. Increase school and community climate by offering family engagement nights with free parent training on foundational skills and story time. Provide the faculty and staff with PD throughout school year by offering Victory Symposium and bringing in a math consultant. Increase focus on data driven decision making to improve student academic performance.

Owyhee High School
Improve school climate and culture through continued community outreach to all stakeholders and staff. Recruit and retain highly qualified staff to build site level capacity that can receive necessary training in the application of best practices. Provide the support staff with in-district training with TNTP and Wonders. Increase school and community climate by offering family engagement nights with free parent training on foundational skills and story time. Provide the faculty and staff with PD throughout school year by offering Victory Symposium and bringing in a math consultant. Increase focus on data driven decision making to improve student academic performance.

West Wendover Elementary
Continue to recruit and retain teachers and support staff to provide before and after school tutorials. Provide a high quality summer school using ESSA approved curriculum that is high in engagement. Recruit and retain highly qualified staff to build site level capacity that can receive necessary training in the application of best practices. Increase school and community climate by offering family engagement nights with free parent training on foundational skills and story time. Provide the faculty and staff with PD throughout school year by offering Victory Symposium, GLAD training, and Daily 5/Café. Provide new teachers the opportunity to attend the Leader in Me training. Increase focus on data driven decision making to improve student academic performance.

West Wendover Middle School

Continue to recruit and retain teachers and support staff to provide before and after school tutorials. Provide a high quality summer school using ESSA approved curriculum that is high in engagement. Recruit and retain highly qualified staff to build site level capacity that can receive necessary training in the application of best practices. Provide the faculty and staff with PD throughout school year by offering Victory Symposium, ANET, and Utah math. . Increase focus on data driven decision making to improve student academic performance.

Humboldt County School District

Crosswalk of Victory Strategies from FY16 through FY18

SB 432 (2015), Nevada's Victory Schools, was set forth during the 2015-2017 biennium, and the initiative was continued through the implementation of Nevada's AB 447(2017) for the 2017-2019 biennium. Although funding for full-day kindergarten was originally offered as an option in SB 432, the Legislature approved separate funding to expand that program across the state in the 2015-2017 biennium, therefore, eliminating the strategy in AB 447. This is important to note because the designations of the Victory Schools program strategies were revised between SB 432 and AB 447. The addition of the zone-in learning strategy also relocated strategies to new indicators as captured in the crosswalk. The crosswalk shows the shorter name of the strategy. Full strategy descriptions are found in the Executive Summary pages 8 – 11.

Group	Strategy Short Name	FY16 & FY17 Strategy Number	FY18 Strategy Number
Students	PRE-K	8A	8A
	FULL DAY KINDERGARTTEN (FY16; FY17)	8B	_
	SUMMER ACADEMY	8C	8B
	ADDITIONAL INSTRUCTION	8D	8C
	READING SKILLS CENTER	8H	8G
	INTEGRATED STUDENT SUPPORTS, EVIDENCE BASED PROGRAMS, WRAPAROUND SERVICES (FY18)	_	8H
	EVIDENCE BASED PROGRAMS TO MEET THE NEEDS OF STUDENTS (FY16; FY17)	9D	_
	ZONE IN LEARNING (FY18)	_	9D
Staff	PROFESSIONAL DEVELOPMENT	8E	8D
	INCENTIVES FOR HIRING AND RETAINING	8F	8E
	EMPLOYMENT OF PERSONNEL	8G	8F
Families	HEALTH AND PSYCHOLOGICAL (NO WRAPAROUND) (FY18)	_	9A
	WRAPAROUND, PSHYCHOLOGICAL, HEALTH CARE (FY16; FY17)	9A	_
	FAMILY ENGAGEMENT	9B	9B
	SCHOOL CLIMATE AND CULTURE	9C	9C

Humboldt District Overview of Victory Schools and Expenditures Related to Students

Table 35 Humboldt District Overview of Victory Schools and Expenditures Related to Students Section 2.8 (a, b, c, g, h)

Victory Schools	Expenditures and Number of Students Impacted	8(g) Reading Skills Center
McDermitt Elementary School	Expenditure	$7,278.21
	Students Impacted	75
McDermitt Middle School	Expenditure	$1,523.52
	Students Impacted	24
Total Victory Expenditure per Strategy		$8,801.73
Total Number of Students Impacted		99
Cost per Pupil		Elementary School $97.04
		Middle School $63.48

Humboldt District Overview of Victory Schools and Expenditures Related to Personnel

Table 36 Humboldt District Overview of Victory Schools and Expenditures Related to Personnel Section 2.8 (d, e, f)

Victory Schools	Expenditures and Number of Students Impacted	8(d) Professional Development	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-professionals and other Personnel
McDermitt Elementary School	Expenditure	$2,219.88	$4,664.24	$28,884.60
	Teachers Participating	0	5	1
McDermitt Middle School	Expenditure	$2,219.88	$7,579.39	
	Teachers Participating	0	10	
Total Victory Expenditure per Strategy		$4,439.76	$12,243.63	$28,884.05

Humboldt District Overview of Victory Schools and Expenditures Related to Students and Families

Table 37 Humboldt District Overview of Victory Schools and Expenditures Related to Students and Families
Section 2.9 (a, b, c, d)

Victory Schools	Expenditures and Number of Students Impacted	9(a) Social, Psychological, Health Care Services, to pupils and their families
McDermitt Elementary School	Expenditure	$41,282.75
	Students Impacted	75
McDermitt Middle School	Expenditure	$13,208.04
	Students Impacted	24
Total V Expenditure per Strategy		$54,490.79
Total Number of Students Impacted		99
Cost per Pupil		$550.41

Focus Item #1: Humboldt County School District Victory Strategies

Table 38 summarizes the frequency of ESSA evidence-based strategies implemented by Humboldt County School District (HCSD) for the last three school years: 2015-2016, 2016-2017, and 2017-2018. Reading Skills Center, Wraparound psychological services, professional development, and employment of personnel were the most frequently implemented strategies during the last three fiscal years.

Table 38 FY16 - FY18 Humboldt School District Cumulative Total Count of Victory Strategies Implemented

Strategy Short Name	Group	FY16	FY17	FY18	Total FY16 through FY18
PRE-K	Student				
FULL DAY KINDERGARTTEN (FY16; FY17)	Student				
SUMMER ACADEMY	Student				
ADDITIONAL INSTRUCTION	Student				
READING SKILLS CENTER	Student	2	2	2	6
EVIDENCE BASED PROGRAMS TO MEET THE NEEDS OF STUDENTS (FY16; FY17)	Student				
INTEGRATED STUDENT SUPPORTS, EVIDENCE BASED PROGRAMS, WRAPAROUND SERVICES (FY18)	Student				
ZONE IN LEARNING (FY18)	Student				
PROFESSIONAL DEVELOPMENT	Staff		1	2	3
INCENTIVES FOR HIRING AND RETAINING	Staff			2	2
EMPLOYMENT OF PERSONNEL	Staff		1	2	3
WRAPAROUND, PSYCHOLOGICAL, HEALTH CARE (FY16; FY17)	Families	2	2		4
HEALTH AND PSYCHOLOGICAL (NO WRAPAROUND) (FY18)	Families			2	2
FAMILY ENGAGEMENT	Families				
SCHOOL CLIMATE AND CULTURE	Families				

Figure 9 FY16 - FY18 Humboldt School District Cumulative Total Count of All Victory Strategies

Humboldt School District Cumulative Total Count of All Victory Strategies Implemented Totals FY16 through FY18

A bar chart with the y-axis ranging from 0 to 7. The bars shown are:
- READING SKILLS CENTER: 6
- PROFESSIONAL DEVELOPMENT: 3
- INCENTIVES FOR HIRING AND RETAINING: 2
- EMPLOYMENT OF PERSONNEL: 3
- WRAPAROUND, PSHYCHOLOGICAL,...: 4
- HEALTH AND PSYCHOLOGICAL (NO...): 2

X-axis categories: PRE-K, KINDERGARTTEN (FY16; FY17), SUMMER ACADEMY, ADDITIONAL INSTRUCTION, READING SKILLS CENTER, EVIDENCE BASED PROGRAMS TO MEET..., INTEGRATED STUDENT SUPPORTS,..., ZONE IN LEARNING (FY18), PROFESSIONAL DEVELOPMENT, INCENTIVES FOR HIRING AND RETAINING, EMPLOYMENT OF PERSONNEL, WRAPAROUND, PSHYCHOLOGICAL,..., HEALTH AND PSYCHOLOGICAL (NO..., FAMILY ENGAGEMENT

McDermitt Elementary and Middle School experienced success with two specific strategies supported by Victory funding 8f (employment of personnel) and 9a (Social, Health, psychological, wrap around services). Strategy 8f provided the opportunity for McDermitt Elementary School to hire a qualified paraprofessional to assist in the first grade classroom. The addition of the second adult in the first grade classroom allowed for students to receive tier II interventions within the classroom. The second strategy, 9a has been a huge success as it is only made possibly through Victory funding. This strategy supports half of the salary of a certified behavioral specialist at McDermitt.

Strategy Highlights

As noted in Table 39, through NWEA testing, 100% of the first grade students achieved their Math MAP growth goal in the spring, which can be correlated to the additional paraprofessional in the classroom. McDermitt Combined, the entire K-12 school, benefits from the implementation of a behavioral specialist even though only the elementary school and middle school are designated for the funding. The certified behavioral specialist is essential as McDermitt has not had a counselor for the past four years and fills both counseling and mental health supports at the school level and coordination of community resources with the school and tribal social workers.

Table 39 Humboldt Victory School Results for NWEA MAP Testing

Grade Level	NWEA Math Percentage of Growth Goals Met	NWEA Reading Percentage of Growth Goals Met
First Grade	100%	45.5%
Second Grade	13.3%	26.7%
Third Grade	56.6%	11%
Fourth Grade	21.4%	21.4%
Fifth Grade	40%	80%
Sixth Grade	0%	18.2%
Seventh Grade	Nsize to small	Nsize to small
Eighth Grade	Nsize to small	Nsize to small

Lessons Learned

Strategies that did not have an academic impact were those in which students had to access tier II interventions using computerized programs. The use of Edmentum products which offered the computerized programs such as Study Island and Assist did not prove to be a successful use of the Victory funding or intervention for students. While student frequency on the programs was sufficient there was no transfer or direct correlation to academic improvement in daily assignments, NWEA growth assessments or SBAC results. What was uncovered is that tier I high quality curriculum and instruction must first be in place before a tier II intervention program can support the classroom instruction delivered by the teacher. Teacher's that aligned their daily instruction to the tiered intervention on Study Island found more progress toward mastering standards, but it has not translated into a significant impact on NWEA or state CRT data as of yet.

Focus Item #2: Programs and Services

Common programs and services implemented in the Schools with and without Victory Funds during school years 2015-16, 2016-17, 2017-18.

Table 40 Programs and Services

Program or Service	Purpose of Program or Service	Number of Schools Using these Programs or Services	Funding Source	Years of Implementation
Kinder Paraprofessional	Supports: Daily classroom instruction and intervention.	K-1st	Victory Funding-Strategy 8d	2016-2018
Behavioral Specialist	Facilitates: Positive Behavior Intervention Program, IEP development, tier II and tier II behavioral supports for individual students, and provides students with access	K-12th	Victory Funding-Strategy 9a	2015-2018

Program or Service	Purpose of Program or Service	Number of Schools Using these Programs or Services	Funding Source	Years of Implementation
	and assists with referrals for community resources.			
Retaining Highly Effective Staff Incentives	Stipend provided to all staff both certified and classified based on the professional development completed during the 17-18 school year and implementation within classrooms.	K-12th	Victory Funding-Strategy 8e	2017-2018
Victory Symposium	Symposium for all Victory Schools within Nevada to network and celebrate schools that demonstrated success and reflect on next steps.	K-12th	Victory Funding-Strategy 8d	2017-2018
Reading Wonders	This is the reading curriculum used with all McDermitt Elementary students.	K-5th	Victory Funding-Strategy 8g	2015-2018
Edmentum: Study Island	This is an online math and reading support for students to practice skills not yet mastered.	K-8th	Victory Funding-Strategy 8g	2015-2018
Professional Services Administrative Coaching- Kids First Consulting	Kids First provides administrative coaching for the McDermitt Administrator to support daily operations and classroom instruction.	K-12th	Title I School Improvement-1003a	2015-2018
Professional Services Administrative Coaching-TNTP	TNTP provides a systematic process to supporting Administrators with tools to provide teachers frequent feedback, analysis of student work, and reflection and	K-12th	Title I School Improvement-1003a	2017-2018

Program or Service	Purpose of Program or Service	Number of Schools Using these Programs or Services	Funding Source	Years of Implementation
	planning to build leadership capacity.			
Professional Services Instructional Coaching- Kids First Consulting	Kids First Instructional Coach provided weekly support virtually and onsite four times a month for direct literacy coaching in classrooms with teacher feedback.	K-5th	Title I School Improvement-1003a	2016-2018
Professional Services Professional Development	ANET provided professional development for McD Leadership and Staff on building a foundational knowledge around standards and ELA and Math instruction.	K-12th	Title I School Improvement-1003a	2017-2018

Highlights and Successes

The Behavior Specialist is a position that is critical in McDermitt. The Behavioral Specialist position affords a daily service of intervention and coordination of student and staff mental health and behavioral supports. Through this school structure the systematic implementation of Positive Behavior Intervention Supports (PBIS) allows students to continually be reminded of the expectations for successful school behavior. This entire system is facilitated by the McDermitt Behavioral Specialist. Now in year two of implementation, there is also a very sophisticated system of check in/check out for students that need more support. Behaviorally at-risk students are now supported by a system that provides encouragement and growth.

The Victory Symposium was a beneficial two-day event that allowed all Victory stakeholders to meet in a central location and explore opportunities, programs and services across the state that were implemented and having positive effects on students. It also provided networking time with other like-minded educators to gain insight on what worked at their school sites and the context behind the work. It allowed extremely remote rural locations, like McDermitt, to network with other rural sites with similar demographics.

Lessons Learned

McDermitt Combined has struggled with recruiting and retaining highly qualified teachers and paraprofessionals. Staff in McDermitt are not motivated solely by additional incentive funding; it does provide some supports to retaining staff. The stipend allocated this year was for completion of strategic professional development focused on text complexity.

The service of providing staff with stipends was great in theory, but in order to achieve the impact on student achievement, it was clear that revisions to this process needed to be in place for the 2018-2019 Victory plan. The new plan requires teachers to work with an instructional coach and complete a designed four to six week coaching cycle with additional outcomes to achieve the stipend. Instructional coaching is meant to be constant cycles of improvement through an action research model.

Focus Item #3: Professional Development

Common professional development provided for teachers and its purpose.

Table 41 Professional Development

Professional Development	Purpose of the professional development	Number of schools providing the professional development		
		Elementary	Middle	High
Strong Vertical Alignment in Literacy	To develop a systematic structure for literacy instruction at McDermitt Combined School.	1	1	
Text Complexity to Inform Planning	Inform staff of the ELA and Math shifts and how that effects tier I instruction specific to Reading Wonders and Study Sync.	1	1	
Text Dependent Questions in Literacy	Inform staff on how to utilize the text talk process and strategic questioning can support ELA achievement in all students.	1	1	
Grade Level Collaboration Partners	Facilitated PLC meeting to practice the text talk process and create text dependent questions with direct support and feedback for teachers.	1	1	
Coaching	Direct onsite and virtual coaching to provide feedback and follow up to the administrator on day to day operation and instructional questions and challenges.	1	1	
Instructional Coaching	Direct onsite and virtual	1		

Professional Development	Purpose of the professional development	Number of schools providing the professional development		
		Elementary	Middle	High
	coaching to provide feedback and follow up modeling for elementary teachers on literacy instruction and components within the Reading Wonders curriculum.			
Victory Symposium	A two day experience in which McDermitt Leadership and collaborative partners networked with other Victory sites within the state of Nevada.	1	1	

The McDermitt Principal participated in a professional development model that involved learning with the McDermitt Staff and individual coaching sessions. The learning with staff included ELA and Math common core shifts and a process for ELA planning with text complexity. The individual coaching was to build to capacity of the administrator to include day to day operations and procedures for providing actionable feedback to teachers to impact instructional changes in the classroom with the intent of improving student achievement outcomes.

Instructional Staff Professional Development (Teachers and Paraprofessionals) incorporated direct instruction on three release days to learn how to embed text complexity into their daily reading and core content area instruction. In order to enhance the learning, staff participated in facilitated PLC meetings bi-monthly where they were able to share what they had attempted with students and gain feedback and next steps from their colleagues and the facilitator. In addition, individual elementary teachers were coached in their classroom to provide direct support with their individual needs specific to literacy instruction and the implementation of Reading Wonders.

Highlights

The Victory Symposium was the only Professional Development funded by the grant. It was a beneficial experience that provided McDermitt Combined leadership opportunities to network with other Victory sites and brainstorm ideas for change.

Lessons Learned

The number one and most important lesson learned with providing high quality professional development is to ensure that follow up support and additional learning opportunities must occur throughout the year providing instructional staff time to try new strategies and techniques and then be provided feedback. This feedback is most critical into developing next steps for adult learning that will eventually impact classroom instruction.

Focus Item #4: Essential personnel

Essential personnel for Victory program success as identified through the needs assessment and community input.

Table 42 Elementary School Essential Personnel

Essential Personnel Job Title	Purpose of the essential personnel
Behavior Specialist	Behavioral and mental health support
First Grade paraprofessional	Academic Support

The McDermitt Behavior Specialist role is an essential position that needs to be in McDermitt. This position offers students with direct support on appropriate ways to act in an elementary school setting. Through character education and positive behavior intervention supports, students learn how to positively interact with others, the value of rules, expectations and consequences, and how to make positive changes to their behavior. Students experience reflective discussions and role playing as methods to learn how to behave in school and within their community.

The paraprofessional's role within the Elementary classroom is to support the students and allow for a smaller student to teacher ratio. Students entering into the McDermitt Combined School systems often do not have access to pre-kindergarten instructional or behavior programs allowing them to gain school readiness skills. The paraprofessional role supports the Kindergarten and First grade classrooms with small group and individual student support for academic and behavior re-teaching.

Table 43 Middle School Essential Personnel

Essential Personnel Job Title	Purpose of the essential personnel
Behavior Specialist	Behavioral and mental health support
Social Worker	Mental Health support

The Behavior Specialist position is vital at a Secondary level to support the emotional needs of students. Secondary students experience different challenges with peer pressure on topics that they need supports and services. The Behavior Specialist and the Social Worker positions work to collaborative support students with counseling like services, behavior plans and expectations, guidance on services within the community and support at the school site.

Highlights and Successes

The McDermitt Behavioral Specialist is the most important position and has provided the most impact to students for behavioral and mental health needs at McDermitt. The school has been without a counselor for over four years. This position is critical to ensuring the continued implementation of PBIS by facilitating the team and ensuring school-wide, classroom and individual supports are in place for students and staff. In addition, this position is essential in being the liaison between staff, students, parents and community resources.

Focus Item #5: Recommendations

Recommendations for next steps in school year 2018-19 to support Victory Schools

It is critical that McDermitt Combined School continue the partnership with ANET and TNTP through braided funding to provide high quality professional development for curriculum implementation with fidelity, standards alignment, resources for standards, and text complexity. McDermitt Combined continues to struggle each year with staff recruitment and retention, student academic achievement and behavior. The struggles make it necessary to ensure the fidelity and consistently of services be supported by sustainable partnerships with the ESSA approved vendors and vendors that are willing to travel to remoteness of McDermtt Nevada.

In order to continue the upward trajectory of student achievement, it is imperative that instructional staff participate in mandatory coaching sessions to continue to change instructional practices in the classroom to support individual student achievement. The expectations have to be different in McDermitt. Students are expected to growth at a faster rate than at other sites within Humboldt County. This requires a different classroom experience to ensure that McDermitt students are being provided equity within their educational experience.

Parent involvement is a necessary component to improving the academic achievement of students. The creation of a Family Literacy Center will provide a designated school location and resources where parents, staff and students can work together to develop strong literacy skills.

McDermitt Combined School is a difficult assignment. It is necessary to ensure the health, safety and well-being of the McDermitt Combined Administrator by offering levels of support to build leadership capacity through side by side training with staff and individual coaching with ongoing feedback and reflection.

Nye County School District

Crosswalk of Victory Strategies from FY16 through FY18

SB 432 (2015), Nevada's Victory Schools, was set forth during the 2015-2017 biennium, and the initiative was continued through the implementation of Nevada's AB 447(2017) for the 2017-2019 biennium. Although funding for full-day kindergarten was originally offered as an option in SB 432, the Legislature approved separate funding to expand that program across the state in the 2015-2017 biennium, therefore, eliminating the strategy in AB 447. This is important to note because the designations of the Victory Schools program strategies were revised between SB 432 and AB 447. The addition of the zone-in learning strategy also relocated strategies to new indicators as captured in the crosswalk. The crosswalk shows the shorter name of the strategy. Full strategy descriptions are found in the Executive Summary pages 8 – 11.

Group	Strategy Short Name	FY16 & FY17 Strategy Number	FY18 Strategy Number
Students	PRE-K	8A	8A
	FULL DAY KINDERGARTTEN (FY16; FY17)	8B	_
	SUMMER ACADEMY	8C	8B
	ADDITIONAL INSTRUCTION	8D	8C
	READING SKILLS CENTER	8H	8G
	INTEGRATED STUDENT SUPPORTS, EVIDENCE BASED PROGRAMS, WRAPAROUND SERVICES (FY18)	_	8H
	EVIDENCE BASED PROGRAMS TO MEET THE NEEDS OF STUDENTS (FY16; FY17)	9D	_
	ZONE IN LEARNING (FY18)	_	9D
Staff	PROFESSIONAL DEVELOPMENT	8E	8D
	INCENTIVES FOR HIRING AND RETAINING	8F	8E
	EMPLOYMENT OF PERSONNEL	8G	8F
Families	HEALTH AND PSYCHOLOGICAL (NO WRAPAROUND) (FY18)	_	9A
	WRAPAROUND, PSHYCHOLOGICAL, HEALTH CARE (FY16; FY17)	9A	_
	FAMILY ENGAGEMENT	9B	9B
	SCHOOL CLIMATE AND CULTURE	9C	9C

Table 44 Nye District Overview of Victory School Expenditures Related to Students
Section 2.8 (a, b, c, g, and h)

Victory Schools	Expenditures and Number of Students who participated	8(b) Summer Academy	8(h) Integrated student supports, wrap around services and evidence-based programs designed
Amargosa Elementary School	Expenditure	$61,525.01	$1,783.48
	Students Participating	299	96
Total Victory Expenditure per Strategy		$61,525.01	$1,783.48
Total Number of Students Participating		299	96
Cost per Pupil		$205.77	$18.58

Table 45 Nye District Overview of Victory School Expenditures Related to Personnel
Section 2.8 (d, e, f)

Victory Schools	Expenditures and Number of Personnel who participated	8(d) Professional Development	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-professionals and other Personnel
Amargosa Elementary School	Expenditure	$189,106.26	$2,400.00	$7,551.33
	Personnel Participating	8	7	1
Total Victory Expenditure per Strategy		$189,106.26	$2,400.00	$7,551.33

Table 46 Nye District Overview of Victory School Expenditures Related to Students and Families
Section 2.9(a, b, c, d)

| Victory Schools	Expenditures and Number of Students Participating	9(b) Provide programs and services designed to engage parents and families
Amargosa Elementary School	Expenditure	$44,951.36
	Students Participating	299
Total Victory Expenditure per Strategy		$44,951.36
Total Number of Students Participating		299
Cost per Pupil		$150.34

Focus Item #1: Nye County School District Victory Strategies

Table 47 summarizes the frequency of ESSA evidence-based strategies implemented by Nye County School District (NCSD) for the last three school years: 2015-2016, 2016-2017, and 2017-2018. Professional development, incentives for hiring and retaining personnel, family engagement, reading skills center, evidence-based programs, and employment of personnel were the most frequently implemented strategies during the last three fiscal years.

Table 47 FY16 - FY18 Nye School District Cumulative Count of Victory Strategies Implemented

Strategy Short Name	Group	FY16	FY17	FY18	Total FY16 through FY18
PRE-K	Student				
FULL DAY KINDERGARTTEN (FY16; FY17)	Student				
SUMMER ACADEMY	Student				
ADDITIONAL INSTRUCTION	Student				
READING SKILLS CENTER	Student		1		**1**
EVIDENCE BASED PROGRAMS TO MEET THE NEEDS OF STUDENTS (FY16; FY17)	Student	1			**1**
INTEGRATED STUDENT SUPPORTS, EVIDENCE BASED PROGRAMS, WRAPAROUND SERVICES (FY18)	Student				
ZONE IN LEARNING (FY18)	Student				
PROFESSIONAL DEVELOPMENT	Staff		1	1	**2**
INCENTIVES FOR HIRING AND RETAINING	Staff	1	1		**2**
EMPLOYMENT OF PERSONNEL	Staff			1	**1**
WRAPAROUND, PSHYCHOLOGICAL, HEALTH CARE (FY16; FY17)	Families				
HEALTH AND PSYCHOLOGICAL (NO WRAPAROUND) (FY18)	Families				
FAMILY ENGAGEMENT	Families		1	1	**2**
SCHOOL CLIMATE AND CULTURE	Families				

Figure 10 FY16 – FY18 Nye School District Cumulative Total of All Victory Strategies Implemented
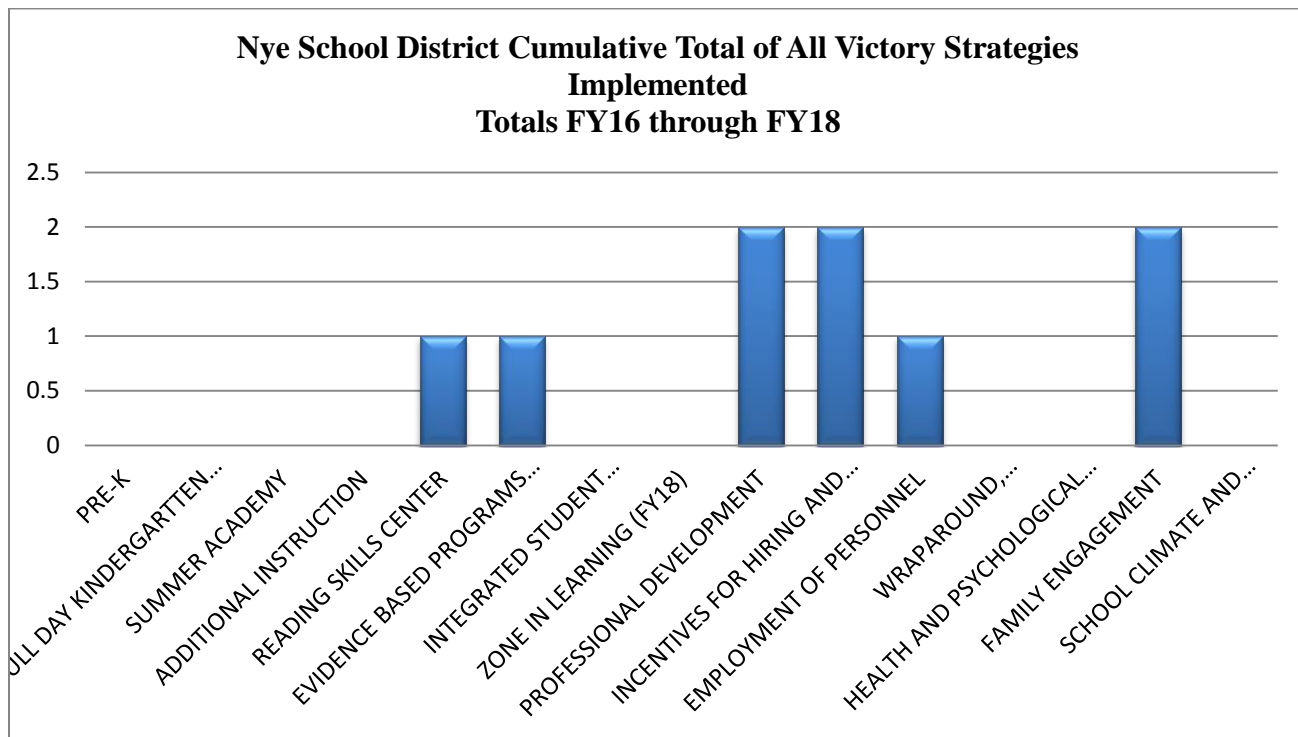
Nye County School District (NCSD) has used funding to emphasize the improvement of Tier I instruction, support for students that need more learning time, and parent engagement at the school. As long as personnel are available, these supports are still the needs that have been identified at the school. Additional learning time for students with transportation provided has also assisted in getting the students to come to school. Another support for the school has been parent engagement. After the first parent meeting, the parents expressed an interest in meeting monthly to discuss what is happening at the school. The Principal and Assistant Principal have set up those monthly meetings with a translator present to assist parents. The meetings don't always last long, but the parents get to ask questions and any important announcements are made. It has turned into a common practice at the site.

NCSD will continue to use funding to support improved Tier I instruction, parent engagement and additional learning time for students.

Focus Item #2: Programs and Services

NCSD has followed the Nevada State Plan by implementing data driven instruction and leadership development as goals. NYCLA and ANet have been contracted to work with our schools and district since the 2017-2018 school year. The district is showing some increase in student performance, but we are far from where we want to be. Amargosa Elementary School (Victory School) has gone from being a SIG school to being a 2-star school and is moving in an upward trend at this time. Professional development has remained focused on data driven instruction, student engagement and improving leadership.

Table 48 Programs and Services

Program or Service	Purpose of the program or service	Number of schools using these programs or services in the district		
		Elementary	Middle	High
Professional Development: ANet Kagan	Improve Tier I instruction using data	10	8	5
ICAT &/or Tutoring	Intervention	10	8	5
Professional Development: NYCLA	Leadership Development	10	8	5
Professional Development: PBIS	Improvement of school climate & culture	10	8	5
Professional Development: Standards Alignment	To create a standards aligned curriculum that teaches at grade standard levels.			
Instructional Coach	Assist teachers in improving Tier I instruction	1 through Victory		
Paraprofessional	Provide assistance to students identified as needing extra time.	1 through Victory		
Instructional Coach	Read by Grade 3	10		
Social Workers in Schools	Additional Social/Emotional Supports	4	1	1

Highlights and Successes

A stronger focus has begun on social/emotional supports for all students. In the past year, 640 students from NCSD (grades 6-12) have been screened for signs of suicide and 104 have been designated for high risk. Each year that we have had social workers, the number of screenings has gone up and the number of high risk students has slowing declined. Although these students are not elementary ages, social workers from Pahrump are sent to other schools upon request of the staff to assist students. Last year, Amargosa Elementary School was served by social workers on at least two occasions.

More paraprofessionals are participating in professional development than in the past. If they are available for PLC time in the mornings, they are asked to attend. The more training that they receive the better they will be in the classroom with assistance for students.

Focus Item #3: Professional Development

Table 49 Professional Development

Professional Development	Purpose of the professional development	Number of schools providing the professional development		
		Elementary	Middle	High
Kagan	"When students are engaged, they pay attention, they're motivated, they learn more, and the learning sticks. The biggest difference between the Kagan approach and teaching using traditional methods is the ability to engage every student. Traditional classroom teaching captures the minds and attention of some students, but not all. Good teachers engage more students. But even the best teachers who use traditional instruction don't require every student to participate. With traditional instruction, there is always a subset of students who fall through the cracks. We're all too familiar with the results: a widening gap between high achievers and low achievers. Kagan Structures engage every student. In the traditional classroom, the teacher is the hardest working person. At Kagan, we think that's backwards. Students need to work at least as hard! The more they interact with their peers and with the curriculum, the more they'll learn. Kagan Structures require every student to participate frequently and approximately equally. Kagan Structures close the achievement gap by creating dramatic gains for struggling students. But the gains are not bought at the expense of high achievers; they too are engaged in a richer, more interactive learning environment. As brain-research is proving, meaningful engagement is just a better way to reach and teach all students."	10	8	5

Professional Development	Purpose of the professional development	Number of schools providing the professional development		
		Elementary	Middle	High
Unbound Ed's Standards Based Institute	This professional development emphasizes the need to teach at grade level standards to all students. It provides information on how to teach at grade level to students that are not at grade level and importance of doing so. Teachers receive resources, information and develop contacts from all over the country. Many of the professionals that are present have vast knowledge of the standards and assist the learning of how to teach at the level by adjusting their instruction by raise the expectations.	10	2	1
ANet	Data driven instruction	10(as of 18-19)	8(as of 18-19)	5(as of 18-19)
NYCLA	Teacher Leadership	10(as of 18-19)	8(as of 18-19)	5(as of 18-19)

Highlights, Successes and Lessons Learned

NCSD began sending staff to the Standards Institute last year after it was presented to the district by ANet (a vetted vendor). The district first sent all of the Instructional Coaches and a member of the district leadership team. In the summer, NCSD sent some Principals and Assistant Principals, including Amargosa's leadership team, district staff and a couple of classroom teachers. The winter of 2018, NCSD sent teachers from each school in the district to attend this 5 day high quality immersive training on the use of standards aligned instruction to meet the needs of all students in every classroom. The rigor of grade level standards is emphasized throughout the training and comprehensive supports for teachers are also provided throughout the training. Teachers are divided into ELA or Math K-5 paths or ELA or Math Secondary paths. There is also a strand for leadership training that identifies the need for accountability and supports for instruction of the standards. Standards aligned instructional resources are also provided at the training creating a transformational learning experience that can be used immediately when returning to the classroom. A teacher from one of our schools commented that she now understands the need for standards-based instruction and how to raise the expectations for students. She was going to begin to transform her classroom upon the start of the 2018-19 school year.

Data driven instruction and leadership development have been supported through the vetted vendors. One lesson that we have learned is that it takes approximately 6 months to understand a vendor and for them to

understand your school or district. In that time, each must shift their planning to support where the school staff is at currently and work towards the goal from there. Amargosa Elementary School has worked with both ANet and NYCLA last year, the Principal participated in NDE Leadership and will continue to do so this year. The new Assistant Principal also participated in at least one NDE Leadership Training during the 2017-2018 school year.

NCSD has focused on improved Tier I instruction and everything that we add supports that goal. Schools are not asking for "things" that don't support the goal and leadership is much more focused on where we need to be for our students. The superintendent brings the message to each monthly Administrative Team (A-Team) meeting that is held in the district office. Principals evaluate their data and prepare to report it to the Board of Trustees. Principals meet in a PLC to discuss the needs that they see arising and work with the district personnel to meet those needs. The district has become united in shifting instruction to meet the needs of all students as well as raising expectations for all.

Focus Item #4: Essential personnel

Table 50 Essential Personnel

Essential Personnel Job Title	Purpose of the essential personnel
Instructional Coach	Provide coaching to improve Tier I instruction. Rural schools have many changes in personnel so having an effective and consistent coach to work with the leadership and teachers is crucial.
Leadership	Consistent school leadership that understand the district and school visions and lead standards based instruction for all students.
Paraprofessional	Depending on the person, the paraprofessional can be extremely valuable to the school improvement.

Highlights, Success and Lessons Learned

Amargosa School has had two different principals and three different assistant principals from 2015 to 2018. Keeping personnel in rural and remote communities is difficult and even with providing transportation to Amargosa from Pahrump, there are still barriers. One Assistant Principal has two small children that would have to make the 52 mile ride to school and back every day. That Assistant Principal has taken a job in Pahrump because of the distance. One Principal was promoted to a position at the district level and the other Assistant has retired. A new Assistant Principal has started just one week ago and will commute daily to Amargosa.

Amargosa has also had a difficult time recruiting and retaining an Instructional Coach. This year, a teacher from the school has taken the position and her old position was filled behind her. It is essential for the Instructional Coach to provide coaching to new teachers and veteran teachers to ensure that they are teaching grade level standards and scaffolding learning for students that are behind. The Instructional Coach, Assistant

Principal and Principal must work as a strong team to hold teachers accountable for standards based instruction that meets the needs of at least 80% of the students during initial instruction. Then learning strategies that scaffold learning for students that are struggling to learn the concept must be monitored by the Instructional Coach and Assistant Principal. The Instructional Coach position is essential to support the Read by Grade 3 efforts but also to provide a consistent teacher leader within the school.

Amargosa Elementary School has gone from 44.4% proficient to 31.6% proficient in ELA according to SBAC scores and from 37.7% to 42.1% proficient in math. The Instructional Coach will work with the teachers to improve student understanding and mastery of each identified standard.

When an Instructional Coach could not be hired for the position, a paraprofessional was hired to assist students. She worked with 32 students and 28 students showed growth in math and 23 students showed growth in reading according to NWEA winter to spring MAP results. Student growth ranged from +2 to +22, creating positive outcomes for a high percentage of the students. This work will be monitored by the Instructional Coach in the current school year.

Focus Item #5: Recommendations

Recommendations for next steps to support Victory Schools

Victory School should continue with the same emphasis for schools and districts. There is enough flexibility to use the funding to support the SPP, DPP and State Performance Plans.

Washoe County

School District

Crosswalk of Victory Strategies from FY16 through FY18

SB 432 (2015), Nevada's Victory Schools, was set forth during the 2015-2017 biennium, and the initiative was continued through the implementation of Nevada's AB 447(2017) for the 2017-2019 biennium. Although funding for full-day kindergarten was originally offered as an option in SB 432, the Legislature approved separate funding to expand that program across the state in the 2015-2017 biennium, therefore, eliminating the strategy in AB 447. This is important to note because the designations of the Victory Schools program strategies were revised between SB 432 and AB 447. The addition of the zone-in learning strategy also relocated strategies to new indicators as captured in the crosswalk. The crosswalk shows the shorter name of the strategy. Full strategy descriptions are found in the Executive Summary pages 8 – 11.

Group	Strategy Short Name	FY16 & FY17 Strategy Number	FY18 Strategy Number
Students	PRE-K	8A	8A
	FULL DAY KINDERGARTTEN (FY16; FY17)	8B	_
	SUMMER ACADEMY	8C	8B
	ADDITIONAL INSTRUCTION	8D	8C
	READING SKILLS CENTER	8H	8G
	INTEGRATED STUDENT SUPPORTS, EVIDENCE BASED PROGRAMS, WRAPAROUND SERVICES (FY18)	_	8H
	EVIDENCE BASED PROGRAMS TO MEET THE NEEDS OF STUDENTS (FY16; FY17)	9D	_
	ZONE IN LEARNING (FY18)	_	9D
Staff	PROFESSIONAL DEVELOPMENT	8E	8D
	INCENTIVES FOR HIRING AND RETAINING	8F	8E
	EMPLOYMENT OF PERSONNEL	8G	8F
Families	HEALTH AND PSYCHOLOGICAL (NO WRAPAROUND) (FY18)	_	9A
	WRAPAROUND, PSYCHOLOGICAL, HEALTH CARE (FY16; FY17)	9A	_
	FAMILY ENGAGEMENT	9B	9B
	SCHOOL CLIMATE AND CULTURE	9C	9C

Washoe County School District Victory Schools and Expenditures Related to Students

Table 51 Washoe County School District Victory Schools and Expenditures Related to Students Section 2.8 (a, b, c, g, and h)

Victory Schools	Expenditure and Number of Students who Participated	8(a) Pre-kinder-garten	8(b) Summer Academy	8(c) Additional Instruction	8(g) Reading Skills Center	8(h) Integrated student supports, evidence-based programs, wrap around services and	9(d) Zone-in Learning
Bailey Charter ES	Expenditure	—	—	—	—	—	—
	Students Participating	—	—	—	—	—	—
Libby Booth ES	Expenditure	—	—	$27,503.00	—	—	—
	Students Participating	—	—	55	—	—	—
Natchez ES	Expenditure	—	—	$17,550.00	—	—	—
	Students Participating	—	—	20	—	—	—
Proctor R. Hug HS	Expenditure	—	$5,888.00	$64,132.19	$64,613.07	—	—
	Students Participating	—	444	800	60	—	—
Total Victory Expenditure per Strategy		—	$5,888.00	$109,185.19	$64,613.07	—	—
Total Number of Students Participating		—	444	875	60	—	—
Cost per Pupil		—	$13.26	$124.78	$1,076.88	—	—

Washoe County School District Victory Schools and Expenditures Related to Personnel

Table 52 Washoe School District Victory Schools and Expenditures Related to Personnel
Section 2.8 (d, e, f)

Victory Schools	Expenditures and Number of Personnel who Participated	8(d) Professional Development	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-professionals and other Personnel
Bailey Charter ES	Expenditure	$3,380.55	—	$154,757.58
	Personnel Participating	19	9 FTE	9 FTE
Libby Booth ES	Expenditure	$2,654.14	—	$267,540.84
	Personnel Participating	32	7.875 FTE	7.85 FTE
Natchez ES	Expenditure	$871.92	$59,399.78	—
	Personnel Participating	5	1.75 FTE	1.75 FTE
Proctor R. Hug HS	Expenditure	$65,274.32	$454,187.47	$501,645.40
	Personnel Participating	90	18.18 FTE	18.18 FTE
Total Victory Expenditure per Strategy		$72,180.93	$513,587.25	$923,943.82
Total Number of Personnel Participating		146	36.80 FTE	36.80 FTE

Washoe County School District Victory Schools and Expenditures Related to Students and Families

Table 53 Washoe School District Victory Schools and Expenditures Related to Students and Families
Section 2.9 (a, b, c, d)

Victory Schools	Expenditures and Number of Students Participating	9(a) Provide evidence-based social, psychological or health care services to pupils and their families	9(b) Provide programs and services designed to engage parents and families	9(c) Provide programs to improve school climate and culture
Bailey Charter ES	Expenditure	$105,867.57	$42,386.41	—
	Students Participating	265	265	—
Libby Booth ES	Expenditure	$146,673.12	—	—
	Students Participating	200	—	—
Natchez ES	Expenditure	$81,400.00	—	—
	Students Participating	128	—	—
Proctor R. Hug HS	Expenditure	$162,800.00	$5,853.78	$59,645.80
	Students Participating	250	100	800
Total Victory Expenditure per Strategy		$496,740.69	$48,240.19	$59,645.80
Total Number of Students Participating		843	365	800
Cost per Pupil		$589.25	$132.16	$74.56

Focus Item #1: Victory School Strategies

Table ___ summarizes the frequency of ESSA evidence-based strategies implemented by Washoe County School District (WCSD) for three school years: 2015-2016, 2016-2017, and 2017-2018. Professional development, employment of paraprofessionals, additional instruction, wraparound services, and family engagement were the highest most frequently implemented strategies during the last three fiscal years.

Washoe County School District, Frequency of Strategies Implemented By Fiscal Year

Table 54 Washoe School District Implementation of Victory Strategies

Strategy Implemented (based on AB 447 designations)	FY 2016	FY 2017	FY 2018	TOTAL
8b. Summer Academy	2	2	1	5
8c. Additional Instruction	4	3	3	10
8d. Professional Development	3	4	4	11
8e. Incentives Hiring & Retention	0	0	2	2
8f. Employment of Paraprofessionals	4	4	3	11
8g. Reading Skills Centers	0	4	1	5
8h. Wraparound Services	3	4	3	10
9b. Family Engagement	1	3	2	6
9c. School Climate & Culture	0	2	1	3
9e. Evidence-based programs	1	4	0	5

Figures 11, 12 and 13 depict the data found in Table 54. Figure 11 shows the frequency of the **top five strategies** most commonly implemented by WCSD through three years of funding. Figure 12 shows the frequency of **all the strategies** implemented during the three-year funding period, and Figure 13 shows the frequency of **all strategies implemented each funding year**.
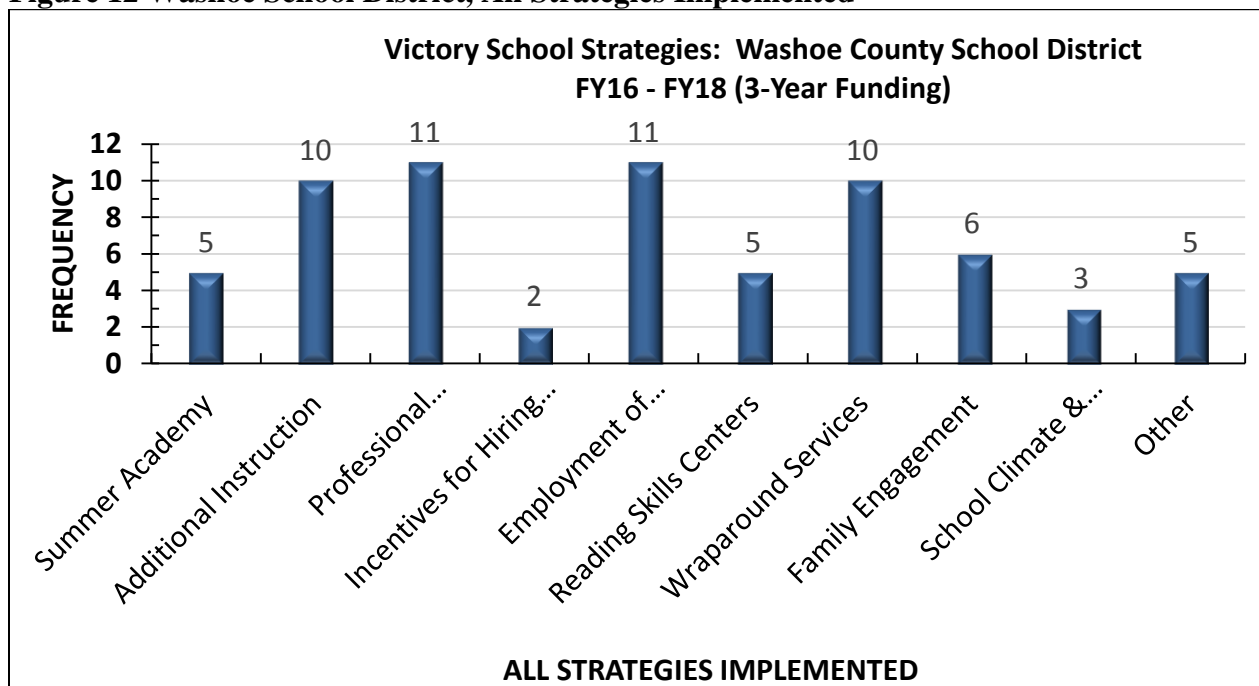
Washoe County School District, Frequency of Top 5 Strategies Implemented, 3-Year Funding

Figure 11 Washoe School District Top 5 Strategies Implemented
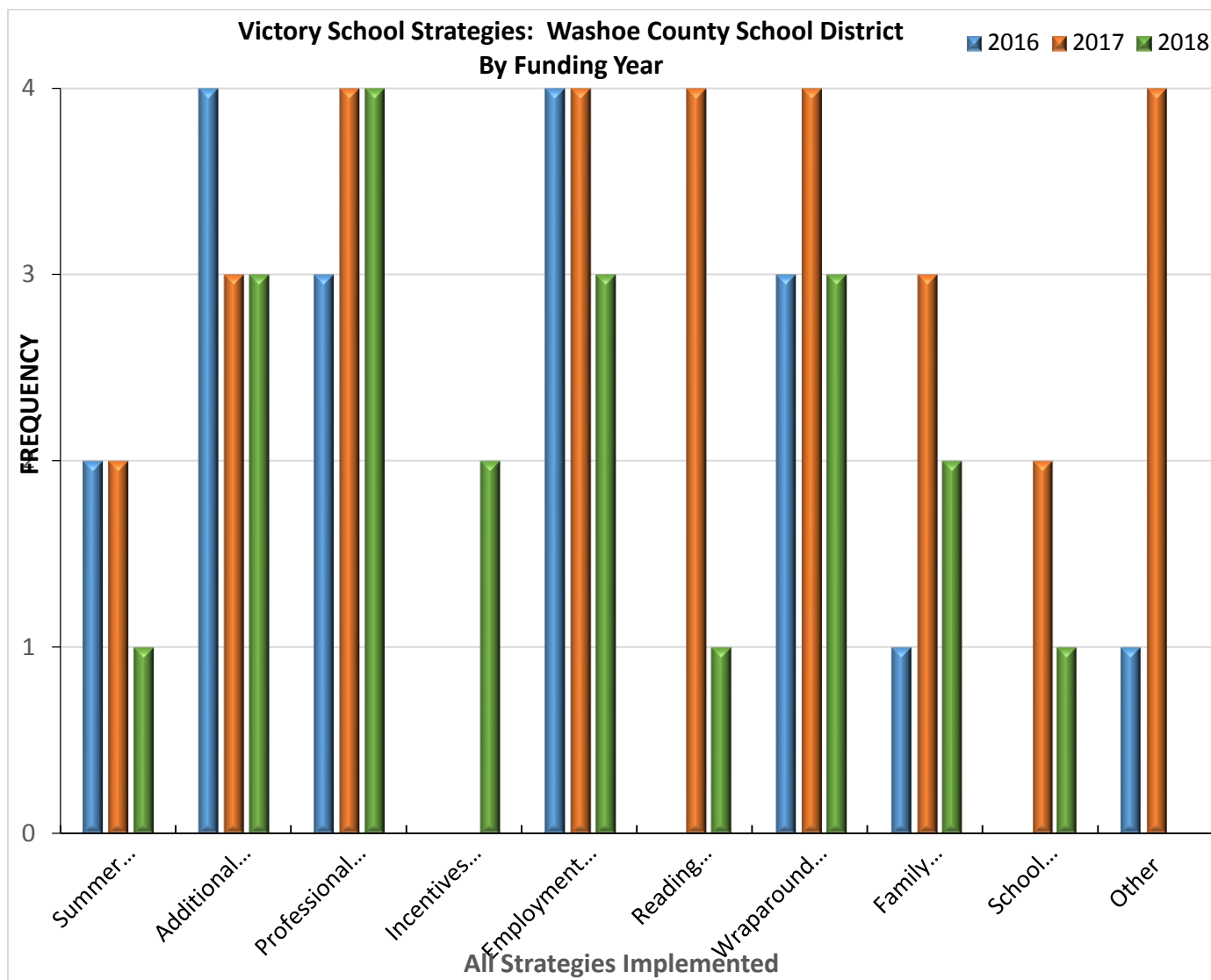

Washoe County School District, Frequency of All Strategies Implemented, 3-Year Funding

Figure 12 Washoe School District, All Strategies Implemented

Washoe County School District, Frequency of All Strategies Implemented By Year

Figure 13 Washoe School District, All Strategies Implemented By Year

Focus Item #2: Programs and Services

The allowable programs and/or services were selected and implemented based on the goals and measurable objectives developed to address each school's needs, as detailed in their School Performance Plans (SPPs), available at Washoe Victory School Performance Plans for each fiscal year as shown in Table 3 - SY 2015-2016, Table 4 - SY 2016-2017, and Table 5 - SY 2017-2018, and the Nevada School Performance Framework (NSPF).

Table 55 SY 2015-2016 Washoe School District Programs Implemented

Program or Service SY 2015-2016	Purpose of the program or service	Number of schools using programs or services		
		Elementary	**Middle**	**High**
8c. Summer Academy	Provided students the opportunity to spend more time on core curriculum and enrichment activities with highly qualified teachers to reduce potential learning loss over summer break.	1	*NA	1
8d. Instruction outside school session	Provided additional support in reading and math during intersession by qualified staff to increase student achievement in Reading/ELA and Math (K-6), and improve average daily attendance (ADA) through after school tutoring, and before and after school homework assistance.	3	NA	1
8e. Professional Development	Provided learning opportunities for teachers and other educational personnel to focus on evidence-based instructional practices and strategies that are effective in increasing student achievement in populations similar to those served by their schools.	2	NA	1
8g. Employment of Paraprofessionals	Provided highly-qualified educational personnel and staff that support student achievement goals and objectives.	3	NA	1
9a. Social, psychological or health care services to pupils and their families, including, without limitation, wrap-around services.	Provided numerous programs and guidance to students and families that enhanced social and emotional learning such as problem-solving and conflict resolution skills, and promoted a positive climate and culture through weekly assemblies and small group facilitation by counselors, social workers, and other qualified staff.	3	NA	0
9b. Family Engagement	Provided programs and services to engage parents and families through partnerships/referrals with community agencies, parent conferences, home visits, and other support that promotes	1	NA	0

Program or Service SY 2015-2016	Purpose of the program or service	Number of schools using programs or services		
		Elementary	Middle	High
	positive relationships.			
9d. Evidence-based programs and services specifically designed to meet the needs of students who attend the school.	Provided programs and services to teachers and students that addressed barriers to improving student achievement and school performance.	0	NA	1

NA=Not Applicable

Year 1 (SY 2015-2016) of Victory Funding: Highlights/Successes

Bailey Charter Elementary School

- Social worker and the school counselor worked to provide additional community support for families:
    - Food pantry sponsored by the Food Bank of Northern Nevada, and
    - Quarterly clothing exchange sponsored by the Good Shepherd's Clothes Closet;
- Monthly SEL professional development for staff;
- *English Learner* classes for parents were held on campus with 12 family members meeting three nights-per-week. This was a 50-hour commitment from each participant with progress testing throughout the session; and
- Completion of the first round of *Cuentos en Familia* classes, which were held for 90-minutes per week for six-weeks. The parent classes were presented by a bilingual instructor with an average of 10 parents in attendance, who were guided on how to read with their child. Students were pulled out of class for approximately 30 minutes of each session so each parent could have guided practice with their child.
    - One 1st grader was a level four when this program started and was reading at a level eight after completing the program. Another teacher reported that one of her students demonstrated proper reading strategies from posture to preview skills and was on track to be at grade level by the end of grade 1.

Libby Booth Elementary School

During the SY 2015-2016, Libby Booth ES had one of highest transient and Children in Transition (CIT) populations of all elementary schools in WCSD, as well as a high English Learner population. At Booth ES, a large number of children were displaced from one transitional and temporary living situation to another: living with extended family or friends, staying in homeless shelters or motels, and residing in other types of out-of-home placements - away from birth parents - such as foster care or group homes. Educators at Booth ES were tasked with addressing the typical negative issues associated with children and families living in these transitional situations. Supporting families, especially those in extreme poverty - homelessness, and those families where English is not the first language, is critical to the overall well-being, safety, and academic success of the students.

- Despite these barriers, Booth ES demonstrated various successful strategies to help alleviate the inequity facing these students and their families;
- Highly qualified paraprofessionals aided in Guided Reading strategies that helped improve students' foundational reading skills;
- Winter Intersession held with a focus on reading, 33 students served;
- Guidance counselor worked in the classrooms with students and teachers; and
- Kindergarten aides were trained in Guided Reading and worked with students to improve reading skills.
- Communities in Schools was a vital resource facilitating the implementation of daily monitoring of students' Social, Emotional and Learning (SEL) needs, including:
- Collaboration to promote a culture of regular school attendance;
- Academic intervention through the use of student data;
- Communication with parents and guardians to develop positive relationships; and
- Classroom support for teachers as needed to address student issues or problems.

Natchez Elementary School

Natchez ES is WCSD's most rural school situated 30 miles east of Reno serving the Pyramid Lake Paiute Tribal community. The school is located on the Pyramid Lake Indian Reservation in the town of Wadsworth. The reservation consists of two primary communities - Wadsworth and Nixon. During SY 2015-2016, approximately half of the school population was bused from Nixon to Wadsworth and had the highest Native American student population in the District with 85.7% compared to the District average of 1.61%. It also had double the number of students identified for an Individual Education Plan (IEP) at 29.67%, compared to the District average of 13.45%. All of these issues required unique strategies that addressed not only the typical barriers found in high-poverty schools, but critical cultural considerations as well.

The staff at Natchez ES collaborated to develop strategies that would best meet the needs of their students and community. Although most benchmarks for student achievement did not improve during the first year of Victory funding, Natchez ES did experience some important successes. Of particular importance was the Communities in Schools representative, who not only acted as the liaison between the school and the community, but also attended critical Tribal Council meetings to help navigate both Tribal and District policy and facilitate the impact they would have on families. The Communities in Schools representative was also instrumental in establishing numerous wrap-around services for the students and their families, such as

- Weekend food kits;
- Clothing;
- School supplies;
- Dental services;
- Monthly parent/guardian training classes, including free child care and snacks; and
- Other services/resources as needed.

Natchez ES implemented an after-school tutoring program that was supervised by certified teachers. Additionally, crisis counseling services were available to both families and students during this time. The Multi-Tiered Systems of Support (MTSS) was also implemented, and school staff were trained to develop data-driven curricula for students. Attendance rates improved by 2% during SY 2015-2016.

Proctor R. Hug High School

- First graduating class of the Health Sciences Signature Academy;
- World Language Department graduated 33 students with the biliteracy seal;
- Many elective classes, athletic groups, and clubs had a higher school average graduation rate;
- Implementation of *Springboard* for all 9th and 10th graders with the literacy strategies taught to teachers through site-based professional learning;
- Partnership with Communities in Schools continued to provide case management and community support for students; and
- Parents were regularly involved with decision-making processes by providing feedback on current programs and recommendations for future options.

Table 56 SY 2016-2017Washoe School District Programs and Services Implemented

Program or Service SY 2016-2017	Purpose of the program or service	Number of schools using programs or services		
		Elementary	Middle	High

Program or Service SY 2016-2017	Purpose of the program or service	Number of schools using programs or services		
		Elementary	Middle	High
8b. Summer Academy	Provided students the opportunity to spend more time on core curriculum and enrichment activities with highly qualified teachers to reduce potential learning loss over summer break.	1	*NA	1
8c. Instruction outside school session	Increase student achievement in Reading/ELA and Math (K-6), and improve average daily attendance (ADA). This was done by providing after school tutoring, before and after school homework help (club), and additional support in reading and math during intersession.	2	NA	1
8d. Professional learning	Provided learning opportunities for teachers and other educational personnel to focus on evidence-based instructional practices and strategies that are effective in increasing student achievement in populations similar to those served by their schools.	3	NA	1
8f. Employment of paraprofessionals	Provided highly-qualified educational personnel and staff that support student achievement goals and objectives.	3	NA	1
8g. Reading Skills Center	Reading Skills Center	3	NA	1
8h. Evidence-based programs and services specifically designed to meet the needs of students who attend the school	Provided programs and services to teachers and students that addressed barriers to improving student achievement and school performance.	3	NA	1
9b. Family engagement	Provided programs and services to engage parents and families through partnerships/referrals with community agencies, parent conferences, home visits, and other support that promotes positive relationships.	3	NA	0

NA=Not Applicable

Year 2 (SY 2016-2017) of Victory Funding: Highlights/Successes

Bailey Charter Elementary School

One K-3 teacher was selected to serve as the Learning Strategist as required by SB 391 Read by Grade 3. The Learning Strategist received literacy training through the Read by Grade 3 program and provided support to K-4 teachers. The master schedule included two 30-minute sessions per week for targeted Reading/English Language Arts (ELA) intervention. Intervention Assistance Teams met once every three weeks during the school year to review new student data, and adjust student groups as needed, as determined by progress monitoring.

All instructional staff, including assistants and volunteers, received continued training in Guided Reading and word study for targeted interventions for Tiers 1-3. All professional learning was followed up by coaching, focusing on Best Practices for ELA instruction. Coaching provided instructional support for planning differentiated instruction, use of effective instructional strategies, use of assessments, and data analyses. Instructional staff received support for implementation of curriculum, as well as modeling and co-teaching of effective instructional strategies with opportunities for peer observation and feedback.

The Literacy Collaborative Instructional Model was implemented in all K-3 classrooms, which maximized time on learning by providing a structure for whole group, small group, and individual teaching. This model spans all areas of literacy: speaking, listening, reading, writing, language, and word study and utilized Guided Reading materials by Fountas & Pinnell.

The master schedule included time for increased support for students receiving Tier II and Tier III interventions, with targeted small-group ELA interventions for 30-minutes two times per week. Bi-weekly collaboration time was also included in master schedule with dedicated time for Intervention Assistant Team meetings. Learning Strategist and Instructional Assistants planned interventions with classroom teachers; EL Coordinator and Special Education Case Manager participated in planning for students.

- Teacher Assistants assisted instructional staff to provide small group ELA interventions, following plans provided, and provided ELA assistance to K-3 teachers in Guided Reading and/or other literacy interventions;
- Students were in SEL assembly with school counselor to allow for 60-minute uninterrupted block each week for common planning time;
- Focused Professional Learning followed-up on Literacy Collaborative training (Learning Strategist)—Fountas & Pinnell Literacy;
- Instructional assistants (Victory, Title I) and volunteers (Life Church, Foster Grandparents) trained by Learning Strategist;

- Principal training was held on October 13-14, 2016, and March 2-3, 2017. This four-day seminar was designed to help principals and District administrators examine the roles of effective teaching, coaching, and supervision to improve student achievement in reading and writing; and

- Team Training: Two principal-selected K-2 teachers and the Learning Strategist attended a five-day training designed to delve into a comprehensive model that integrates the complex processes of reading, writing, and word study. The literacy team designed an action plan for a comprehensive and coherent site-based literacy model.

Leveled Literacy Intervention (LLI) Training: Two additional principal-selected K-4 teachers attended a six-day training designed for a selected group of interventionists, reading specialists, EL teachers, or special education teachers. The Intervention Team learned how to implement an intervention model that focused on phonemic awareness/phonics, vocabulary, fluency, comprehension, and writing about reading. This model can be used for Tier II or Tier III interventions for students in kindergarten through third grade.

All instructional staff participated in professional learning to implement Everyday Mathematics program with fidelity across all programs. Professional learning included Nevada Academic Content Standards (NVACS) and mathematical practices. The school's master schedule included two 30-minute sessions per week for targeted Mathematics instruction.

Intervention Assistance Teams met once every three weeks during the school year to review new student data and adjust student groups as needed as determined by progress monitoring. The school implemented McGraw Hill Everyday Mathematics program with fidelity for a daily 60-minute math instructional block and effective reading NVACS Tier I Instruction. All instructional staff, including assistants and volunteers, received continued training in Guided Reading and word study for targeted interventions for Tiers 1-3. All professional learning was followed up by coaching, focusing on Best Practices for Mathematics instruction. Coaching provided instructional support for planning differentiated instruction, use of effective instructional strategies, use of assessments, and data analyses. Instructional staff received support for implementation of curriculum, as well as modeling and co-teaching of effective instructional strategies with opportunities for peer observation and feedback.

Bi-weekly collaboration time was also included in master schedule with dedicated time for Intervention Assistant Team meetings. Assessment/Instructional Specialist Coordinator planned interventions with classroom teachers. The EL Coordinator and Special Education Case Manager participated in planning for students on their caseloads.

All school staff received professional learning to build the skills and knowledge to understand what chronic absence is how it differs from truancy, how to calculate it, and which practices promote daily attendance. Topics addressed recognizing good and improved attendance, engaging students and parents/guardians,

monitoring attendance data and practice, providing personalized early outreach, and developing programmatic response to barriers. The school counselor, social worker, and registrar led the school in implementation of daily monitoring of student attendance. Smart policy and implementation ensured attendance data was collected, monitored, and shared. Staff worked together to promote a culture of regular school attendance and intervention when chronic absence was a problem. A standard definition of chronic absence was adopted; that is, missing 10% or more of school days. Home visits were made by attendance team to check on students who were at risk of becoming chronically absent.

Instructional staff shared specific goals and learning strategies with families to support reading progress at home. Instructional staff were trained on facilitating student-led conferences. During Fall and Spring Parent Conference Weeks, students led their meeting and shared their progress towards goals, strategies for reading, and the next steps for continued success. Families were scheduled with translators as needed. Conferences were scheduled before and after school and an attempt was made to best align with family schedules. Multiple conferences were scheduled on the same day, as necessary, to ensure greater participation for families.

To engage families in their student's learning and increase performance in targeted subpopulations, families were invited to Family Learning Nights focused on Math. Quarterly family communication to targeted students included information about current performance, suggestions for improvement for both home and school performance, and opportunities for questions from families. Activities for practice of math concepts were provided to families in their home language.

Year 2 (SY 2016-2017) of Victory Funding: Highlights/Successes

Libby Booth Elementary School

All K-6 teachers were trained in the use of Daily 5 within their classrooms. Teachers were able to:

- Spend less time on classroom management and more time teaching;
- Help students develop independence, stamina, and accountability;
- Provide students with abundant time for practicing reading and writing;
- Increase the time teachers spend with students one-on-one and in small groups; and
- Improve school-wide achievement and success in literacy.

Guided Reading Training (K-6) was provided for teachers/assistants to ensure that protocols are consistent. Guided Reading is one component of the school's literacy block during which the teacher provided support for small, flexible groups of beginning readers. During this time, the teacher helped students learn to use reading strategies such as context clues, letter and sound knowledge, and syntax or word structure, as they read a text or book that is unfamiliar to them. The goal of Guided Reading is for students to use these strategies independently on their way to becoming fluent, skilled readers. Other trainings included:

- Fast Track Phonics Training (PreK-6); and

- Core Knowledge Training (K- Grade 1 teachers) that provided students an equal opportunity to learn essential academic knowledge and skills through a well-rounded, content-rich curriculum.
  - Inclusive Practices Training for all staff (K-6) created the foundations of inclusive programs for all students:
- Created balanced classroom rosters;
- Trained co-teaching partners;
- Developed collaborative relationships; and
- Provided appropriate supports for all students.

Staff (K-6) received training on how to effectively integrate technology into daily instruction and interventions to support student learning. Professional Learning Communities (PLC)/common planning for all staff (K- 6), scheduled during the school day, was a form of professional learning. The primary purpose was to bring teachers together to learn from one another and collaborate on projects that led to improvements in lesson quality, instructional effectiveness, and student achievement.

Mini iPads were used in daily instruction/intervention using researched based software for below grade level students.

A Learning Strategist was hired as mandated by SB 391, Read by Grade 3. The Learning Strategist was vetted through the District's Teacher Leadership Pool, and received literacy training though the Read by Grade 3 program. The Learning Strategist provided support to K-4 teachers. All literacy goals for align to WCSD's Literacy Plan and the Nevada State Literacy Plan.

After school programming was provided to students through the 21st Century Community Learning Centers. This included instructional support of students in core subjects (ELA, Math, and Science), provided enrichment opportunities, and nutritional dinners.

All staff participated in Student Learning Objectives (SLOs) Inclusive Practices Training. Staff created the foundations of inclusive programs for all students:
- Created balanced classroom rosters;
- Trained co-teaching partners;
- Developed collaborative relationships; and
- Provided appropriate supports for all students.

K-6 ST Math Training focused on training teachers to use technology and software programs to help students make connections between the visual representations from ST Math and symbolic representations found in the core instruction. Mini iPads were used in daily instruction/intervention using researched based software for below grade level students.

Staff were trained on how to effectively integrate technology into daily instruction and interventions to support student learning. PLC/Common planning for all staff, scheduled during the school day, was a form of professional learning. The primary purpose was to bring teachers together to learn from one another and collaborate on projects that led to improvements in lesson quality, instructional effectiveness, and student achievement.

Positive Behavior Intervention Support (PBIS) professional development provided a positive systematic approach to create a climate for staff, students, and parents that was safe, respectful, and responsible. Monthly PBIS collaboration meetings were held to manage, facilitate, and disseminate information. The SEL Counselor facilitated the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. A school-wide "Think Kindness" assembly introduced a 15-day challenge to support PBIS, in which students were encouraged to show acts of kindness. "Coffee with the Principal Workshops" were provided throughout the year to help parents navigate the educational system.

Reading/Math and Data Night were held to provide parents with books and Take-Home Kits. Parent goals and structures were:

- Academic Parent Teacher Team;
- Eat Healthy Smart Shopper classes;
- Parent Teacher conferences;
- Family Storyteller workshops were provided to families to build reading strategies to use at home with their child;
- ESL classes for parents were held; and
- Data Meetings were scheduled monthly with grade-level teachers to analyze data to determine which students are below grade level and to set student goals in reading.

Data conferences were held with each student prior to Spring and Winter MAP assessment to set student growth goals that were shared with parents. Ongoing instructional staff professional learning through monthly staff meetings were provided with strategies on how to engage families.

The Communities in Schools Coordinator provided wrap-around services to students that might include basic needs (food, clothing, shelter), social services (mental health and physical health), and connected students and families to other community resources.

Year 2 (SY 2016-2017) of Victory Funding: Highlights/Successes

Natchez Elementary School

A Learning Strategist was hired as mandated by SB 391, Read by Grade 3. The Learning Strategist was vetted through the WCSD Teacher Leadership Pool and received literacy training through the Read by Grade 3

program. The Learning Strategist provided support to K-4 teachers and ensured all literacy goals aligned to the WCSD Literacy Plan and the Nevada State Literacy Plan. The Learning Strategist provided Guided Reading Training for teacher/assistance to ensure that the protocols are consistent. Guided Reading is one component of the school's literacy block during which the teacher provides support for small, flexible groups of beginning readers. The teacher helps students learn to use reading strategies such as context clues, letter and sound knowledge, and syntax or word structure, as they read a text or book that is unfamiliar to them. The goal of Guided Reading is for students to use these strategies independently on their way to becoming fluent, skilled readers.

Core Knowledge Training was provided for staff to ensure students had an equal opportunity to learn essential academic knowledge and skills through a well-rounded, content-rich curriculum. Inclusive Practices Training for all staff was also provided. Staff created the foundations of inclusive programs for all students by:

- Creating balanced classroom rosters;
- Training co-teaching partners;
- Developing collaborative relationships; and
- Providing appropriate supports for all students.

PLC/Common planning for all staff (scheduled during the school day) was used as a form of professional learning. The primary purpose was to bring teachers together to learn from one another and collaborate on projects that would lead to improvements in lesson quality, instructional effectiveness, and student achievement.

Teachers were trained in how to effectively use iPads in daily instruction/intervention, using research-based software for below grade level students. Other professional learning for staff included:

- SEL training;
- Professional learning on Student Learning Objectives;
- Effective Reading training; and
- Daily 120-minute literacy block/intervention.

Natchez ES implemented the Daily 5, which allowed teachers to:

- Spend less time on classroom management and more time teaching;
- Help students develop independence, stamina, and accountability;
- Provide students with abundant time for practicing reading and writing;
- Increase the time teachers spend with students one-on-one and in small groups; and
- Improve school-wide achievement and success in literacy.

Intersessions (Winter and Spring) and after school tutoring were provided for students that demonstrated need for additional academic support.

An Implementation Specialist provided instructional support for planning, effective instructional strategies, assessment, and data analyses. Coordinators provided support for implementation of curriculum, as well as modeling and co-teaching of effective instructional strategies. The Communities in Schools Specialist provided wrap-around services to students as needed and included:

- Food, clothing, shelter; and
- Social services (mental and physical health).

The Communities in Schools Specialist, Parent Involvement Facilitator, and School Counselor also led the school in implementation of daily monitoring of student attendance. They collected, monitored, and shared attendance data, and worked together to promote a culture of regular school attendance and intervention when chronic absenteeism occurred. The Communities in Schools Specialist also visited homes of students with chronic absenteeism. Parents were invited and encouraged to attend monthly F.U.N. (Families Uniting Natchez) Club meetings including the Morning Mug Club. Flyers were sent home and the school website was updated weekly to keep parents and families informed and promote participation.

Year 2 (SY 2016-2017) of Victory Funding: Highlights/Successes

Proctor R. Hug High School

- Teachers received support and training on the use of Common Assessments and met as departments to discuss results and explore classroom practices with the Implementation Specialist. Most of this work was done through PLCs.

- Teachers received professional learning around the use of technology and 21st Century learning prior to students receiving devices in a one-to-one environment. After receiving technology training, the four teachers and Implementation Specialists provided professional learning to other teachers about how to use technology to meet 21st Century skills.

- Teachers had the opportunity to take graduate level courses at UNR to earn a Master's degree and/or endorsements in areas such as Special Education, EL, and Gifted and Talented.

- SEL coach provided professional learning for teachers who teach Freshmen Seminar Course using WCSD's SEL approved curriculum.

- Core academic areas (Math, Social Studies, and Science) used common assessments to explore student learning and address barriers to student learning.

- ELA used the embedded formative assessments in the Springboard curriculum. Springboard's on-line formative assessments were used.

- The Special Education reading teacher analyzed data/risk indicators and implemented reading skill center strategies for students reading below grade level. Interventionists worked with these teams to provide reading support and assisted during school hours while teachers were instructing classes.

- Health Science Academy teachers worked with Signature Academy students outside of the school day, recruited new students, and competed in national competitions.

- Equipment was provided for students to learn in an updated environment for elective programs/classes that have a graduation rate higher than the schools overall rate.
    - Art (75%)
    - Drama (100%)
    - Music (84%)
    - Yearbook (100%)
    - ROTC (79%)
    - Athletics (84%)

All of these classes struggle to exist but have huge impacts on the campus. Hug HS leveraged various funding sources to upgrade classrooms with instructional supplies and equipment and purchased classroom furniture to support a 21st Century learning lab. Barriers were alleviated so students have access to these

programs with resources commensurate with other schools in the District (based on community needs assessment).

- Leveling the playing field for our athletes. One-sport athletes have an 84% graduation rate and two-sport athletes have an 87% graduation rate. By providing equipment necessary to participate in athletic programs, we can increase student participation and ensure that all equipment used is up to date. We can also ensure that all teams have uniforms and all students have a uniform (track uniforms are 15-years-old) (based on community needs assessment).
- Offered End of Course Exam (EOC) prep, after school tutoring, extended school day, intersession classes, and summer school classes to ensure students received additional instructional support to help them stay on track for graduation.
- Offered Summer Jump Start for incoming freshmen scoring low in Reading and/or Math.
- Offered tuition for students to pursue post-secondary college level courses.
- Provided professional learning on school-wide literacy plan that focused on literacy strategies within Springboard and were responsive to the needs of staff based upon classroom observation and exit tickets from professional learning.

Implementation Specialists and professional learning team planned professional learning around the needs of staff. Teachers used literacy practices learned through professional learning that were developed from Springboard literacy strategies as evidenced by classroom observation/walk-throughs.

MTSS grade-level teams analyzed data/risk indicators, and implemented Reading Skills Center strategies for students reading below grade level. Interventionists worked with these teams to provide reading support and assisted during school hours while teachers were instructing classes.

Hug HS leveraged various funding sources to upgrade classrooms with instructional supplies and equipment and purchased classroom furniture to support a 21st Century learning lab, which included laptop computers and iPads based on NV Ready 21 for 1:1 implementation technology for teachers in classrooms to support 21st Century Learning.

- Offered Summer Jump Start for incoming freshmen scoring low in reading;
- Staff received training around the Hero PBIS influenced data tracking system; and
- Designated staff received training around the SEL curriculum. Four teachers implemented SEL curriculum in their classroom. A full-time SEL coach implemented a daily SEL component of the freshman seminar.

The Hero Software helped establish a framework where teacher-to-student interactions focused on positive recognition rather than negative recognition. When teachers have more time to focus on teaching and positive recognition, they see both a decrease in the number of tardies and a decrease in behavior incidents. The program

itself provides the framework and makes warehoused data accessible and usable which allows the school to be more responsive to student intervention around tardies.

Designated staff received training around the SEL curriculum. Four teachers implemented SEL curriculum in the classroom. The SEL component of Freshman Seminar was implemented daily by the SEL coach. In addition to the work of the MTSS Teams to analyze data/risk indicators in order to implement reading Skills Center strategies, the MTSS grade level teams will work outside contract hours to ensure attendance, grades, discipline, on track status to graduate, wrap around services aligned with student needs, and home visits are being conducted. In order for the work to be sustainable and effective, the grade level team must meet after contract hours in order to meet with students and families.

Eight interventionists assisted teachers during school hours, while teachers were instructing classes to provide reading support to students.

Hug HS continued with Communities in Schools Program, a national, non-profit organization to help connect students and families with wrap-around services. Communities is Schools provided case management services for students needing wrap-around services-including:

- Set up parent meetings with 100% of off-track seniors; and
- Conducted 9th-Grade Home Visits (June- July) to ensure freshman were aware of high school requirements for graduation.

Table 57 SY 2017-2018Washoe School District Programs and Services Implemented

Program or Service SY 2017-2018	Purpose of the program or service	Number of schools using these programs or services		
		Elementary	Middle	High
8b. A summer academy or other instruction for pupils free of charge at times during the year when school is not in session.	Increase student achievement, credit attainment, and high school graduation preparedness.	0	*NA	1
8c. Additional instruction or other learning opportunities free of charge at times of day when school is not in session.	Increase student achievement in Reading/ELA and Math and improve average daily attendance (ADA).	1	*NA	1
9a. Wrap-around services - Communities in Schools	Provided numerous programs and guidance to students and families that enhanced social and emotional learning such as problem-solving and conflict resolution skills, and promoted a positive climate and culture through weekly assemblies and small group facilitation by	3	*NA	1

Program or Service SY 2017-2018	Purpose of the program or service	Number of schools using these programs or services		
		Elementary	Middle	High
	counselors, social workers, and other qualified staff.			
9b. Family Engagement - Communities in Schools	Provided programs and services to engage parents and families through partnerships/referrals with community agencies, parent conferences, home visits, and other support that promotes positive relationships.	3	*NA	1

*Not Applicable

Victory School Services

WCSD Victory schools implemented two broad categories of programs and services across the four Victory Schools last year: Wrap around services and Extended Learning Time. Through wrap around services, schools were able to provide a variety of services to their families, which are outlined below by school. All four schools participated in this program/service. Extended learning time was offered in two of the four Victory schools as either a summer school, intersession, extended day, or Saturday school model.

Wrap Around Services (9a, 9b)

Communities in Schools

Communities in Schools of Nevada is an agency that works within the public school system, determining student needs and establishing relationships with local businesses, social service agencies, health care providers, and parent and volunteer organizations to provide needed resources. They carefully evaluate all aspects of their programs and use that information to constantly improve services available to our students (9a). Each of WCSD's Victory schools partnered with Communities in Schools during SY 2017-18 in similar, yet slightly different ways.

Libby Booth Elementary School Communities in Schools highlights and next steps:

- With the use of Victory funds, Booth ES funded a social worker who focused primarily on positive behavior. This person worked with students in small groups, focused on behavior and conducted daily check in and check out routines with students. The consistent routine and reinforcement of behavior check-ins and check-outs improved student behavior and allowed for more time in class to be spent on academics. This individual also helped to run the Bruin School Store—a place where students can buy items with the school currency they earn from positive behavior. Other extra activities such as *Dance Club* and *Girls On the Run* were also made possible through the employment of this person. The social worker was also able to organize and distribute much needed hygiene products and weekend food bags to students in need of these resources. Moving into SY 2018-19, Booth ES will again employ a social worker, although it will be a new individual. The focus on positive behavior will continue with the addition of more intramural sports and physical activity for students.

- Another highlight of Communities in Schools was the food and clothing pantry at Booth ES. Both of these pantries were open to staff, students, and families in need of resources. Just like with Hug HS, this service not only provided necessary resources, but it also helped to strengthen relationships between the school and the families it serves.

- SMILE Dental Program, a part of Communities in Schools, provided necessary dental hygiene to the school community. Many families took advantage of this resource, with Booth ES having the highest percentage of student participation. This program will continue at the school for SY 2018-2019.

Natchez Elementary School Communities in Schools highlights and next steps:

- Victory funds for Natchez ES allowed them to continue the employment of the Communities in School Representative that they had for the previous two years. This individual already had relationships established with the school community, which is a critical element to success. During SY 2017-2018, the focus of this individual was on behavior, specifically in building up the school's PBIS system. This employee was able to work with small groups around behavior management as well as conflict resolution, and also worked one-on-one with student behavior. Because of the strong foundation laid last year through this work, the Communities in Schools Representative will be able to focus more on attendance in the SY 2018-2019. The focus on PBIS will continue, but responsibilities will be shifted to the school Dean of Students.

- SMILES Dental Program was received very positively by the community and will continue into the SY 2018-2019. This resource was able to provide dental hygiene and care to the Natchez ES community.

Hug High School Communities in Schools highlights and next steps:

- The Communities in Schools program at Hug HS focused on academic recognition in SY 2017-2018. Recognition events such as academic achievement celebrations motivated students to continue to strive for academic excellence. With a shift to focusing more on attendance in SY 2018-2019, some of these same celebrations will remain in place; however, there will also be the addition of recognition programs and ceremonies for increased and outstanding attendance.

- Communities in Schools also operated a food bank that was open to families for the entire year. This program will continue as it not only provided families with much needed resources, it also helped to strengthen the relationship between the school and the families that it serves.

Wrap Around Services (not Communities in Schools, 9a, 9b)

Bailey Charter School wrap around services highlights and next steps:

- Through Victory funding, Bailey Charter School was able to employ the same social worker for the past three years. This has not only provided consistent wrap around service support to families, but also allowed the social worker to form trusting and productive relationships with the entire school community. The social worker added a food pantry, which was very successful and will continue.

- Other critical support from the social worker included: the *Mind Up™* curriculum with students; *Active Parenting* classes; worked with upper elementary students on social skills; facilitated PBIS for the school; conducted evening activities tied to family engagement; and reached out to the local community for food baskets and jackets donations. Additionally, the social worker worked closely with the District's Children in Transition (homeless) program; coordinated students for the annual *Shop with a Sheriff* program; compiled lists of resources for parents and worked with them to get what they needed (e.g. dental services, Clothes Closet, Operation School Bell); managed the *Guys and Ties* program that teaches manners and skills; and facilitated cooking lessons through the American Heart Association with older students.

- It is recommended that these services continue in order to provide families with the resources needed as well as continue to build positive, trusting relationships between the school and the community it serves.

Extended Learning Time (8b, 8c)

Two of WCSD's Victory Schools offered extended learning time for their students. This was provided by intersession classes during school breaks, Summer Academy, and/or extended learning day during the regular school year both before and after school, and on Saturdays.

Hug High School

- Saturday School and Intersession — Over the course of the year, Hug HS held Saturday School on seven Saturdays and Intersession classes during Fall, Winter, Spring and Summer breaks. These two extended

learning opportunities helped to ensure that students were completing assignments and accessing tutoring as needed. In addition, juniors and seniors were able to complete credit recovery to keep them on track to graduation. Hug HS attributes some of the increase that they had in their 83.4% graduation rate (2017-2018 SY) directly to these two programs. Without them, many of the students would not have had the opportunities that they needed to meet graduation expectations. In fact, 98 seniors attended the different intersessions and of these, all but 10 graduated, i.e. 90% of seniors who attended intersessions graduated.

- ○ Fall Intersession, 175 students, all grade levels
- ○ Winter Intersession, 180 students, all grade levels
- ○ Spring Intersession, 111 students, all grade levels
- ○ Summer Intersession, 125 students, all grade levels
- Saturday School and Intersession also met the social and emotional needs of the whole child by opening up the campus to students who did not have anywhere else to be. This not only helped them to move forward academically, but it also provided them with a safe and respectful place to be when school was not in session.
- Based on the success from SY 2017-2018, Hug HS will continue to offer Saturday School and Intercession during SY 2018-2019. They will continue to refine the structure of their system by separating credit recovery, tutoring, and missing assignments in order to ensure that students are accessing exactly what they need during the extended learning time. They will also refine their attendance system to get a more accurate count of student participation.

Libby Booth Elementary School

During SY 2017-2018, Booth ES was able to provide extended learning day instruction to Kinder through 2nd grade students using Leveled Literacy Intervention (LLI), an ESSA evidence-based system that targets student reading proficiency. Because of the intensity of the intervention, group size is limited to three to four students. By extending the use of LLI to after school, Booth ES was able to expand the amount of students receiving LLI.

- 25 students received LLI instruction during the extended day program.

Focus Item #3: Professional Development

Table 58 Washoe School District Professional Learning, SY 2017-2018

Professional Learning	Purpose of the professional learning	Number of schools providing professional learning		
		Elementary	**Middle**	**High**

Professional Learning	Purpose of the professional learning	Number of schools providing professional learning		
		Elementary	**Middle**	**High**
8d. Professional development for teachers and other educational personnel concerning instructional practices and strategies that have proven to be an effective means to increase pupil achievement in populations of pupils similar to those served by the school.	Increase teacher knowledge, effectiveness, and implementation of best practices to increase student achievement.	3	NA	1
Victory Symposium	Connect with other Victory schools across the state.	3	NA	1
Special Education Conference	Increase awareness of instructional strategies and inclusion practices for special populations.	0	NA	1
Standards Based Grading Conference	Train remaining instructional leaders in standards-based grading.	0	NA	1
National Administrator Athletic Conference	Administrator training in athletics.	0	NA	1

All four of WCSDs Victory Schools participated in the Victory Symposium during SY 2017-2018. Hug HS was also able to fund some specialized professional development for selected teachers and/or administrators.

Victory Symposium:

- Hug HS was invited to present at the Victory Symposium. This opportunity allowed them to share strategies around their Intervention Professionals as well as home visits.
- The three elementary schools that attended the Victory Symposium would recommend that the sessions be differentiated to meet their needs and that a smaller team be required to attend.

Hug High School Professional Learning:

- **Special Education Conference:** Two Special Education teachers attended a conference specific to the special populations that they teach. Both teachers came back reenergized and full of new ideas that they immediately begin discussing with school staff for implementation. These ideas specifically focused around how to expose Comprehensive Life Skills (CLS) students to the general population for a great portion of their day. As a result of this conference, one of the teachers went on to take a leadership role in the District.
- **Standards-Based Grading Conference:** The opportunity to send the remainder of their instructional leaders to the standards-based grading conference was a critical component to Hug HS's successful

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implementation of best grading practices. As a result of this work, the majority of departments are now using rubrics for grading, and 95% of assignments are based on the standards and students are able to demonstrate mastery of those standards over time. Hug HS will continue to implement what they learned in their grading policies and practices moving forward.

Focus Item #4: Essential personnel

Table 59 indicates the essential personnel for the Victory programs continued success.

Table 59 Washoe School District Essential Personnel for Elementary Schools

Essential Personnel Job Title	Purpose of the essential personnel
Teacher Assistants	Reduce class size by providing small group instruction.
Long Term Substitute	Provide small group instruction in reading.
Learning Strategist	Provide instructional coaching and support to K-4 Literacy Teachers, and oversee Read By Grade 3 compliance.
Social Worker/Communities in Schools Representative	Provide wrap-around services and support to students and families.

All three of the WCSD Victory elementary schools funded teacher assistants to provide small group instruction and support to students. Two out of three of the schools funded long-term substitutes to provide additional support and small group instruction to students, while only one of the Victory elementary schools used their funding to fund a full time Learning Strategist. As described in the programs and services section of this report, all three of the elementary schools funded either a Social Worker or other Communities in School Specialist to provide wrap around services and support to families.

Teacher Assistants (TAs) and Long Term Substitutes (LTS):

- The addition of this essential personnel allows the elementary schools to specifically target student needs through small group instruction. Many of these students receive small group instruction from both the TA/LTS as well as their certified teacher. This provides students who are below grade level the extra support they need to move towards grade level proficiency.

- The consistency of Victory funding over the last three years has allowed schools to keep consistent people in these positions. This is essential for trust and relationships between not only the students and adults they are working with, but among the adults as well. The individuals have become valuable members of the school communities and have developed relationships with families as well.

Social Worker/Communities in Schools Representative:

- All three of the Victory elementary schools have a high transient rate. The addition of a social worker/ Communities in Schools Specialist has proven essential to supporting students and families with the necessary resources and supports they need to navigate the challenges that are faced when in transition.

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- PBIS was heavily supported by the social worker/Communities in Schools Representative at all three schools. These individuals were not only able to refine systems for the schools, they were also essential in working with students on conflict resolution and behavior management.

Without the personnel highlighted above, many needs of both students and families would not have been met at the level that they needed to be. The addition of these essential personnel improved the relationships between the schools and the families that they serve, increased the number of students receiving small group, targeted instruction, and improved the positive climate and culture of the schools. The employment of these positions is essential to the continued success of these schools and is recommended to continue in SY18-19.

High School Essential Personnel

Table 60 indicates the essential personnel for the Victory programs continued success.

Table 60 Washoe School District Essential Personnel for High School

Essential Personnel Job Title	Purpose of the essential personnel
Career and Technical Education Teachers	Increase the number and variety of CTE courses offered.
Math Teacher	Reduce class size, increase number of courses.
Social Studies Teacher	Reduce class size, increase number or courses.
ELA Teacher	Reduce class size, increase number of courses.
Music Teacher (extended day)	Increase number or course offerings.
Intervention Professionals	Provide academic support and family engagement.

Hug HS used Victory funding for 21 additional positions. Of those 7.5, were certified teaching positions and 13.5 were classified positions. With the additional of these essential personnel, Hug HS was able to increase their course offerings in order to target a larger student population as well as reduce class size and offer individualized student support.

Hug High School

- **Career and Technical Education (CTE) Teachers**: With the use of Victory funds, Hug HS was able to employ additional CTE teachers, increasing overall student enrollment in these classes. By increasing the number of teachers, Hug HS is able to offer more diverse courses and partner with Renown and UNR to offer internships to students in selected areas. Without these teachers, Hug HS would not have a Signature Academy.

- **Math, Social Studies, and ELA Teachers**: Class size reduction is the main reason that additional math, social studies, and ELA teachers were hired as part of the Victory grant at Hug HS last year. Reduced class size has allowed teachers to form stronger relationships with students and offer more targeted assistance. As a result, the pass rate in math has increased, freshman credits attained has increased due to

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math support, and the gap between the District and Hug HS has been closed on the District common math final. The addition of more teachers also provided common planning time for teacher teams every day. This allowed teachers to discuss student data and also provided teachers with a better understanding of the whole student and their individual needs.

- **Music Teacher:** The ability to extend the music teacher's instructional day with Victory funds allowed the teacher to offer an extra period of music. This provided more student the opportunity to enroll in music who may have otherwise not been able to participate due to limited capacity.

- **Intervention Professionals:** Intervention Professionals worked side by side with school staff, students, and families to ensure that students felt connected to school and were on track to credit attainment and assignment completion. Strong relationships have been formed between students and Intervention Professionals, which has help to prevent numerous conflicts before they arise. Since the inception of this position, graduation rates have increased every year. Intervention Professionals will continue to provide academic support and family engagement in SY 2018-2019; however, with the high number of absentees every day, some of their job responsibilities will shift to support student attendance efforts.

Focus Item #5: Recommendations

Recommendations for next steps to support Victory Schools

Victory Schools funding is crucial to the continued improvement and success of WCSD Victory Schools. The following recommendations for next steps are:

Programs and Services:

The Communities in Schools program has been a very successful program at all four of WCSD's Victory Schools. It is recommended that this program continue in all schools. The wraparound services that are provided through this program are invaluable to the school community and help ensure that students have their basic needs met so they can focus on academics at school. This program has strengthened relationships between the school and the community and has positively impacted the school culture and climate through the focus on PBIS and SEL. While early data indicates some success with extended learning time opportunities, it is recommended that each school continue to analyze their data to improve upon the model they are offering.

Purposeful Professional Learning:

Professional learning is important to all teachers. With this in mind, it is recommended that the professional learning be targeted to a larger audience and kept local when possible. This would allow more teachers to participate in professional learning and implement that learning into their practice. Hug HS would like to explore bringing in a national expert on grading and PLCs to their school so that all teachers have the opportunity to engage in the learning, rather than just the few that have the opportunity to travel to a conference.

Finally, the Victory Symposium required travel and a large team to attend. This was difficult for schools, as it required teachers and administrators to be away from their buildings.

Specific Support/Personnel:

The essential personnel that have been funded out of Victory funds for the last three years are crucial to the continued success of Victory Schools. The added positions have allowed schools to reduce class size, offer a wider variety of courses, build stronger connections with students, and attend to individual student needs in a more targeted manner. It is recommended that the positions that have been funded remain in place so that schools can continue to provide this targeted support.

Increasing student attendance is a focus for both Natchez ES and Hug HS. It is recommended that the Communities in Schools Specialist at Natchez ES shift the focus from PBIS to student attendance. This person will not only be able to support students in understanding the importance of being in school, but will also be able to work with families and the larger school community to make this a united effort. It is also recommended that Hug HS intervention professionals begin to spend more time focused on student attendance. Many of these individuals have strong relationships with both the families and the students, which will allow them to continue to relay the importance of being in school and work with individual students to ensure they attend school every day.

The programs and services, professional learning and specific supports, and personnel that have been funded out of Victory funding have worked together to improve students achievement and the climate and culture at each of the four Victory Schools in WCSD. It is crucial that this funding continue in order to support these efforts and ensure continued school improvement.