Educational and Operational Excellence Unit *Grants Development & Administration*
5100 W. Sahara Avenue • Las Vegas, NV 89146 • (702) 799-3355 • FAX (702) 799-5239

CCSD
CLARK COUNTY
SCHOOL DISTRICT

BOARD OF SCHOOL TRUSTEES

Dr. Linda E. Young, President
Chris Garvey, Vice President
Patrice Tew, Clerk
Kevin L. Child, Member
Erin E. Cranor, Member
Carolyn Edwards, Member
Deanna L. Wright, Member

Pat Skorkowsky, Superintendent

February 8, 2016

Kimberly Vidoni
Nevada Department of Education
700 East Fifth Street
Carson City, NV 89701

Hello Kim,

Attached please find Clark County School District's application for the Nevada Ready 21 grant. It includes separate applications for the following schools: Elton M Garrett Junior High School, Barbara & Hank Greenspun Junior High School, Lied Middle School, W. Mack Lyon Middle School, Bob Miller Middle School, Sig Rogich Middle School, Anthony Saville Middle School, Charles Silvestri Middle School, and Del E. Webb Middle School.

If you have questions, please feel free to contact me. Thanks!

Best regards,

Sharon Heyman
Grant Coordinator, CCSD Grants Development & Administration
5100 W. Sahara Ave.
Las Vegas, NV 89146-3406
(702)799-5273 (phone)
(702)799-5239 (fax)

ge
Enclosures
c: Kristine Minnich
Debra Hegna

Appendix A: Cover Sheet

Section 1.0
APPLICATION FOR SUBGRANT UNDER
FY16-FY17 State Educational Technology Implementation Funds

NRS 388.780-805
Commission on Educational Technology

Return to:
Kimberly Vidoni
700 East Fifth Street
Carson City, NV 89701

1. DISTRICT NAME AND MAILING ADDRESS:	2. AUTHORIZED CONTACT PERSON: (This person must be available 2/25/16, 9:00-4:00 to answer questions at the phone number below.)
Clark County School District **5100 W. Sahara Ave.** **Las Vegas, NV 89146-3406** **Name of School: Clark County School District**	**Name** Sharon Heyman **Title** Grant Coordinator **Phone and Extension:** (702) 799-5273 **Fax Number:** (702) 799-5239 **E-mail Address: sheyman@interact.ccsd.net**

3. Total Funds Requested: $9,202,980.25

One-to-One: **$9,202,980.25**

WAN Upgrades:

4. CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on: August 27, 2015 (date)

5. Signature

District Assistant Superintendent

STATE DEPARTMENT USE ONLY

Date Received: Approved:

Initial Grant Award Issued: _____ Amount: $_____

NEVADA DEPARTMENT OF EDUCATION
State or Federal Budget Expenditure Summary

Agency: Clark County School District
Project Name: **Nevada Ready 21**

Project Number: _____

FISCAL YEAR: 2016

CHECK ONE: ☑ Budget ☐ Amendment ☐ Final Report

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	$0.00	$0.00	$0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional/Tchnl Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0.00	0.00	
	580 Staff Travel	0.00	0.00	
	Other (520, 530, 540, 550, 560, 570, 590)	0.00	0.00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0.00	0.00	
	*612 Non-Tech Tech Items of Higher Value	0.00	0.00	
	620 Energy	0.00	0.00	
	630 Food	0.00	0.00	
	640 Books and Periodicals (exclude 641)	0.00	0.00	
	641 Textbooks	0.00	0.00	
	650 Supplies - Information Technology Related (exclude 651, 652, 653)	3,375,499.02	0.00	
	651 Software	0.00	0.00	
	*652 Tech Items of Higher Value	0.00	0.00	
	653 Web-based and Similar Programs	0.00	0.00	
	Total 600	3,375,499.02	0.00	3,375,499.02
800	810 Dues and Fees	0.00	0.00	
	890 Other Miscellaneous	0.00	0.00	
	Other (820,830)	0.00	0.00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		3,375,499.02	0.00	3,375,499.02
** Approved Indirect Cost Rate : 2.24%				75,611.18
700	730 Equipment: over $5,000 each	0.00	0.00	
	Other (710, 720, 740, 790)	0.00	0.00	
	Total 700	0.00	0.00	0.00
TOTAL				$3,451,110.20

Signature: _____ 2/5/16
Signature of Authorized Representative — Date

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Department of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY	
Initial	Date Approved

SFP-01
Revised 7/2009

INSTRUCTION

Grant: **Nevada Ready 21** Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -
300	**PURCHASED PROF. SERVICES:**					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: **Nevada Ready 21** Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
400	**PURCHASED PROP. SERVICES:**					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -
500	**OTHER PURCHASED SERVICES:**					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	

INSTRUCTION

Grant: **Nevada Ready 21** Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
600	**SUPPLIES:**					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies				$3,375,499.02	**$3,375,499.02**
651	Instructional Software					$ -
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -
	NARRATIVE: The total number of Chromebook device packages being requested for all nine schools that have applied from CCSD is 12,450. 12,450 x $723 (package cost) = $9,001,350.00 This budget includes 37.5% of the total cost of the device packages requested.			TOTAL	$ 3,375,499.02	

INSTRUCTION

Grant: **Nevada Ready 21** Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
800	OTHER OBJECTS:					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ 3,375,499.02	
Approved Indirect Cost Rate:		2.24%	x Subtotal Above		$75,611.18	
700	**EQUIPMENT:**					
730	Capital Equipment > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRANT TOTAL	$ 3,451,110.20	

SUPPORT SERVICES

Grant: **Nevada Ready 21** Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -
300	**PURCHASED PROF. SERVICES:**					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -

SUPPORT SERVICES

Grant: **Nevada Ready 21** Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	

SUPPORT SERVICES

Grant: **Nevada Ready 21** Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
600	**SUPPLIES:**					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies					$ -
651	Instructional Software					$ -
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -
	NARRATIVE:					
				TOTAL	$ -	

SUPPORT SERVICES

Grant: **Nevada Ready 21**

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
800	**OTHER OBJECTS:**					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ -	
Approved Indirect Cost Rate:		2.24%	x Subtotal Above		$ -	
700	**EQUIPMENT:**					
730	Capital Equipment > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRANT TOTAL	$ -	

NEVADA DEPARTMENT OF EDUCATION
State or Federal Budget Expenditure Summary

Agency: Clark County School District
Project Name: **Nevada Ready 21**

Project Number: _____

FISCAL YEAR: 2017

CHECK ONE: ☑ Budget ☐ Amendment ☐ Final Report

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	$0.00	$0.00	$0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional/Tchnl Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0.00	0.00	
	580 Staff Travel	0.00	0.00	
	Other (520, 530, 540, 550, 560, 570, 590)	0.00	0.00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0.00	0.00	
	*612 Non-Tech Tech Items of Higher Value	0.00	0.00	
	620 Energy	0.00	0.00	
	630 Food	0.00	0.00	
	640 Books and Periodicals (exclude 641)	0.00	0.00	
	641 Textbooks	0.00	0.00	
	650 Supplies - Information Technology Related (exclude 651, 652, 653)	5,625,850.98	0.00	
	651 Software	0.00	0.00	
	*652 Tech Items of Higher Value	0.00	0.00	
	653 Web-based and Similar Programs	0.00	0.00	
	Total 600	5,625,850.98	0.00	5,625,850.98
800	810 Dues and Fees	0.00	0.00	
	890 Other Miscellaneous	0.00	0.00	
	Other (820,830)	0.00	0.00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		5,625,850.98	0.00	5,625,850.98
** Approved Indirect Cost Rate : 2.24%				126,019.07
700	730 Equipment: over $5,000 each	0.00	0.00	
	Other (710, 720, 740, 790)	0.00	0.00	
	Total 700	0.00	0.00	0.00
TOTAL				$5,751,870.05

Signature: _____
Signature of Authorized Representative

2/8/16
Date

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Department of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY	
Initial	Date Approved

INSTRUCTION

Grant: **Nevada Ready 21** Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -
300	**PURCHASED PROF. SERVICES:**					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: **Nevada Ready 21** Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	

INSTRUCTION

Grant: **Nevada Ready 21** Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
600	**SUPPLIES:**					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies				$5,625,850.98	**$5,625,850.98**
651	Instructional Software					$ -
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -
	NARRATIVE: The total number of Chromebook device packages being requested for all nine schools that have applied from CCSD is 12,450. 12,450 x $723 (package cost) = $9,001,350.00 This budget includes 62.5% of the total cost of the device packages requested.					
				TOTAL	$ 5,625,850.98	

INSTRUCTION

Grant: **Nevada Ready 21**

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
800	OTHER OBJECTS:					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ 5,625,850.98	
Approved Indirect Cost Rate:			2.24%	x Subtotal Above	$126,019.07	
700	**EQUIPMENT:**					
730	Capital Equipment > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRAND TOTAL	$ 5,751,870.05	

NEVADA DEPARTMENT OF EDUCATION
State or Federal Budget Expenditure Summary

Agency: Clark County School District
Project Name: **Nevada Ready 21**

Project Number: _____

FISCAL YEAR: 2016 - 2017

CHECK ONE: ☑ Budget ☐ Amendment ☐ Final Report

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	$0.00	$0.00	$0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional/Tchnl Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0.00	0.00	
	580 Staff Travel	0.00	0.00	
	Other (520, 530, 540, 550, 560, 570, 590)	0.00	0.00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0.00	0.00	
	*612 Non-Tech Tech Items of Higher Value	0.00	0.00	
	620 Energy	0.00	0.00	
	630 Food	0.00	0.00	
	640 Books and Periodicals (exclude 641)	0.00	0.00	
	641 Textbooks	0.00	0.00	
	650 Supplies - Information Technology Related (exclude 651, 652, 653)	9,001,350.00	0.00	
	651 Software	0.00	0.00	
	*652 Tech Items of Higher Value	0.00	0.00	
	653 Web-based and Similar Programs	0.00	0.00	
	Total 600	9,001,350.00	0.00	9,001,350.00
800	810 Dues and Fees	0.00	0.00	
	890 Other Miscellaneous	0.00	0.00	
	Other (820,830)	0.00	0.00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		9,001,350.00	0.00	9,001,350.00
** Approved Indirect Cost Rate : 2.24%				201,630.25
700	730 Equipment over $5,000 each	0.00	0.00	
	Other (710, 720, 740, 790)	0.00	0.00	
	Total 700	0.00	0.00	0.00
TOTAL				$9,202,980.25

Signature: _____
Signature of Authorized Representative

2/8/16
Date

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Department of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY	
Initial	Date Approved

SFP-01
Revised 7/2009

840-4

INSTRUCTION

Grant: **Nevada Ready 21**

Project No:

Fiscal Year: 2016 - 2017

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -
300	**PURCHASED PROF. SERVICES:**					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: **Nevada Ready 21**

Project No:

Fiscal Year: 2016 - 2017

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	

INSTRUCTION

Grant: **Nevada Ready 21** Project No:

Fiscal Year: 2016 - 2017

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
600	**SUPPLIES:**					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies				$9,001,350.00	**$9,001,350.00**
651	Instructional Software					$ -
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -
	NARRATIVE:					
				TOTAL	$ 9,001,350.00	

INSTRUCTION

Grant: **Nevada Ready 21**

Project No:

Fiscal Year: 2016 - 2017

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
800	OTHER OBJECTS:					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ 9,001,350.00	
Approved Indirect Cost Rate:		2.24%	x Subtotal Above		$201,630.25	
700	**EQUIPMENT:**					
730	Capital Equipment > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRANT TOTAL	$ 9,202,980.25	

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

Fund 2790000000
Grant
COMBINED - Nevada Ready 21 - (FY16)

Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost	Budget
5650	0100 -	1000 -	0650	Technology Supplies				$3,375,499.02
				Supplies - Information Technology Related Total				$3,375,499.02
5901	1000 -	2900 -	0951	Indirect Costs			2.24%	$75,611.18
				Other Objects Total				$75,611.18
				Project Total				$3,451,110.20

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

Fund 2790000000
Grant
COMBINED - Nevada Ready 21 - (FY17)

Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost	Budget
5650	0100 -	1000 -	0650	Technology Supplies				$5,625,850.98
				Supplies - Information Technology Related Total				$5,625,850.98
5901	1000 -	2900 -	0951	Indirect Costs			2.24%	$126,019.07
				Other Objects Total				$126,019.07
				Project Total				$5,751,870.05

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

Fund 2790000000
Grant
COMBINED - Nevada Ready 21 - (FY16 & FY17)

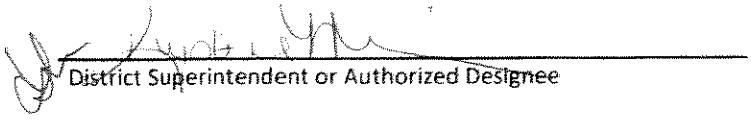
Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost	Budget
5650	0100 -	1000 -	0650	Technology Supplies				$9,001,350.00
				Supplies - Information Technology Related Total				$9,001,350.00
5901	1000 -	2900 -	0951	Indirect Costs			2.24%	$201,630.25
				Other Objects Total				$201,630.25
				Project Total				$9,202,980.25

Appendix E: Assurances

The undersigned provides the following assurances:

1. The provisions listed in the Educational Technology Appropriation pertaining to the use of the technology appropriations will be fully accepted and complied with.
2. The funding provided through the Educational Technology Appropriation will be accounted for separately in a Special Revenue Account. The accounting and program records will be available to representatives of the Commission on Educational Technology, Nevada Department of Education, Legislative Committee on Education, Legislative Counsel Bureau, Legislative Bureau of Educational Accountability and Program Evaluation, and State Department of Administration. The records will also be subject to the annual organization audit required of all school districts.
3. The reports pertaining to educational technology requested by the Commission on Educational Technology, Nevada Department of Education, Legislative Committee on Education, Legislative Counsel Bureau, Legislative Bureau of Educational Accountability, and State Department of Administration will be filed accurately and within the prescribed timelines. If they are not, this will be grounds for forfeiture of remaining funds for the FY16 or FY17 grant cycle.
4. Students with special needs and disabilities will receive the consideration of programs and projects involving the enhancement of educational technology.
5. The school district will not use the funds to enhance the salaries or benefits of current employees. Furthermore the funding will not be used to increase the resources available for contract negotiations with the associations representing the various employee groups.
6. The district agrees to hire a district coach dedicated to NR21 as outlined in the application.
7. The district agrees to provide adequate tech support for NR21 as outlined in the application.
8. The district agrees to pay the vendor(s) that are selected for the project as defined in the grant award.
9. The district agrees to provide a service level of on-site technical support to students and staff with a target maximum 24 hours response time.
10. The district agrees to provide adequate locations at the school to house the networking equipment including switches, patch panels, and controllers including surge protection.
11. The district agrees that the bandwidth identified in the submitted application will in place by implementation of the program.
12. The district agrees to fully comply with all NR21 professional development requirements and those outlined by the district in the application.
13. The district agrees to maintain students' media releases and acceptable use policies as normally administered by the district and school(s).
14. The district agrees to fully comply with the needs assessment mandated by NRS 388.795. Second year funding may be withheld if the district does not comply.
15. The district agrees to fully comply with the outside evaluation team that will evaluate the effectiveness of these grants and any other state data collection initiative when the requested data is currently available from the district in a format that is already existing/readily available. Noncompliance may affect the district's eligibility in future grant cycles or result in forfeiture of remaining funds for the FY16 or FY17 grant cycle.
16. All requests for budget amendments must be made in writing prior to expenditure of funds.
17. Final financial reports will be on file with the Nevada Department of Education for all previous educational technology funding within 45 days from the end of the grant cycle.
18. Agree that any funds not committed for expenditure as of June 30, 2017 will be returned to the Nevada Department of Education for reversion to the State General Fund.
19. Agree to all the terms of participation outlined in this RFA.

Signature:



District Superintendent or Authorized Designee

2/8/16

Date

Appendix A: Cover Sheet

Section 1.0
APPLICATION FOR SUBGRANT UNDER
FY16-FY17 State Educational Technology Implementation Funds

NRS 388.780-805
Commission on Educational Technology

Return to:
Kimberly Vidoni
700 East Fifth Street
Carson City, NV 89701

1. DISTRICT NAME AND MAILING ADDRESS:	2. AUTHORIZED CONTACT PERSON: (This person must be available 2/25/16, 9:00-4:00 to answer questions at the phone number below.)
Clark County School District **5100 W. Sahara Ave.** **Las Vegas, NV 89146-3406** **Name of School: Elton M. Garrett Junior High School**	**Name** Sharon Heyman **Title** Grant Coordinator **Phone and Extension:** (702) 799-5273 **Fax Number:** (702) 799-5239 **E-mail Address: sheyman@interact.ccsd.net**

3. Total Funds Requested: $345,943.36

One-to-One: : **$345,943.36**

WAN Upgrades:

4. CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on: August 27, 2015 (date)

5. Signature

District Assistant Superintendent

STATE DEPARTMENT USE ONLY

Date Received: Approved:

Initial Grant Award Issued: _____ Amount: $_____

Appendix B: School Demographics Worksheet
Complete the form with information about the applying school

School Name: Elton M. Garrett JHS

Students

# Enrolled	# IEP	# FRL	#ELL
435	54	145	9

The information below is for informational purposes only and will not be subject to scoring.

Staff (Current, Pre-NR21 Counts)

#Teachers	#Tech Coaches	#IT Technicians	Total # Staff in Gateway
20	1.0*	1.0	42

*CCSD provides 0.20 FTE Digital Learning Coach (DLC) for each middle school. Middle schools participating in NV Ready 21 for 2016-2017 will be provided with 1.0 FTE DLC. DLCs will be centrally supervised and supported. This coaching support is for one year and intended to build capacity at each school.

Does the school use Canvas as an LMS? Yes (No)

If so, in what capacity?

Google Apps for Education are used by one hundred percent of the staff members at Garrett. Daily lesson plans, assignments and assessment are being provided to students through the Google Classroom platform and many teachers have converted semester exams to Google Forms. While this demonstrates technology use only at the substitution and augmentation levels, it is the start of a progression towards modifying and redefining how classes are structured.

Garrett Junior High School Implementation Plan

Garrett Junior High School (Garrett), home of the Bobcats, is a rural school of 440 students currently serving the community of Boulder City. The students of Garrett are residents of a community with a population of 15,189. In addition to the Boulder City community, approximately nine students come from Searchlight and the California-Nevada-Arizona area. Garrett is a 5-star school dedicated to providing an optimal learning environment in which students can achieve academically, become contributing citizens, and adopt the ideals of lifelong learning. Bobcat students take pride in their school and their academics, as well as their behavior at home, on campus, and in the community. The staff members who are fortunate enough to work at Garrett are dedicated to serving the students, invested in working with families to help every student be successful, and aware of how special this school is. For the staff, Garrett is home; for the students and their parents, it is the best place to prepare for life outside of the classroom. There is a strong relationship between the community and the school. The administration and staff work hard to forge relationships with stakeholders and participate in community events. Stakeholders are very supportive of all facets of education at Garrett and work together to ensure that students are receiving the best possible education.

Technology use at Garrett has increased substantially in the last five years. The introduction of Edmodo, Google Apps for Education (GAFE), and Infinite Campus have prompted more technology use and provided teachers and students with more avenues to engage in learning. One hundred percent of the 24 teachers at Garrett are using GAFE and students are becoming more comfortable working creatively and problem solving using technology. The principal, Ms. Jamey Hood, has worked hard to secure 200 laptops for the school and a desktop upgrade was completed during the 2013-2014 school year, providing 44 new Mac minis for use in the computer lab and a handful of classrooms. The natural progression from here is for Garrett to become a 1:1 school. Becoming a 1:1 school would not only improve the learning experience and achievement of the students at Garrett, but it would align with the current device program at Boulder City High School (BCHS). All students in AP classes at BCHS are provided with a device, with the goal of including freshman in this program in fall 2016. Receipt of the NR21 grant would help Garrett align with the high school, further preparing students for life beyond the middle school classroom.

Goal: To prepare college and career-ready students for the 21st century.		
	Objective 1: All students will participate in a learning environment that aligns with the framework for 21st century skills.	
		Outcome: All students will demonstrate proficiency on the National Education Technology Standards (NETS), as measured through data collected by teachers.
	Objective 2: All students will be skilled in uses of technology that mirror the use of technology in the workplace.	
		Outcome: 80% of students will use technology to manage assignments, calendars, and overall productivity, as documented by teacher records.
These goals will be achieved by students having 24/7 access to technology and using these resources on a daily basis in the classroom and at home. Assessment of the objectives and		

related outcomes will be completed through teacher data reporting, student surveys, and administrative supervision.

Goal: To engage students in learning that is personalized and student-centered.		
	Objective 1: All students will be assessed to generate individualized learning paths in core content areas.	
		Outcome: 100% of the students will demonstrate growth in learning, as measured by their learning standards and documented through teacher records.
This goal will be achieved through the use of learning tools such as Compass, Aleks, Gizmos, and additional technology resources that will set students on measurable growth paths. Teachers will monitor student progress and use results for planning, formative assessment, and student accountability.		

Implementation Details

School Change

Technology is used in many classrooms at Garrett. As a GAFE pilot school, all staff make use of the tools within the platform including Classroom, Drive, Docs, Forms, Sheets, Groups, Gmail and more. In the near future, the entire campus will also convert to Google Calendar for all master calendar scheduling. As a GAFE pilot school, students are also becoming familiar with using Classroom to stay up-to-date in classes, Drive to store their projects and assignments, and Docs to collaborate with classmates. Students are learning how to use the Internet to aid in their research for projects and have become comfortable taking Accelerated Reader tests online. The school also has two computer labs and 220 laptops that are designated for use in various areas of the school. Glogster, iMovie, Edmodo, Aleks, and Gizmos are also being used in classrooms to create a more student-centered approach, and allow for learning at a more personalized level. These resources provide platforms that allow teachers to differentiate learning for students. For example, Aleks uses adaptive questioning to assess student knowledge and sets a learning path specific to each student, while Gizmos provides interactive science simulations aligned with the Nevada Academic Content Standards. Glogster and iMovie allow students to demonstrate and present understanding through multimedia infographics and videos. Garrett has also progressed to using devices for assessments, where technology serves as the distribution vehicle.

Classroom instruction will change from a teacher-dominated environment to a student-centered atmosphere that promotes interaction between the teacher and students and among learners as well. Students will be engaged in a virtual 1:1 learning environment where teachers serve as facilitators and help guide students to be successful in their learning. Since technology is easily customizable, teachers will be able to make appropriate modifications for diverse learners to ensure that the needs of all students are being met. For example, in math classrooms students will be grouped into smaller, differentiated work teams to solve real world problems. Through this collaboration, students will not only master the content and meet Nevada Academic Content Standards, but they will be able to build their critical-thinking and problem-solving skills. With a change in instruction comes a change in assessment. Student-centered assessments will

encourage learners to reflect and synthesize their learning. Assessments will become an equally creative process that will involve student choice when it comes to demonstrating learning. This will result in individualized data and further increase student motivation.

The NR21 program provides the opportunity for staff and students to be connected 24/7. These devices will allow for more interdisciplinary collaboration, provide students with worldwide connections, and give them access to infinite resources. Students will also have the opportunity to learn coding through Computer Literacy 6 and math classes, a real world connection that inspires many students. The 1:1 program connects students to education in a way that is relevant to them, and will change the way classrooms are structured at Garrett. Teachers will collaborate more through professional learning teams and develop lessons and projects that are interdisciplinary in nature. Common themes will be used to allow students to make connections among all of their classes and build on their learning as the day progresses. Adopting a flipped classroom approach, where students are responsible for viewing the lesson at home before the class session, will allow teachers to devote in-class time to projects, student-discourse, or individual assistance. The skills that students will be acquiring through device use at school will be functional in their daily lives at home and in the community. The school motto, Independence Through Education, will be further reinforced with the introduction of devices and learned skills that allow students to manage their own learning.

The administrative team at Garrett has already demonstrated constant support for staff, as technology has become an increasingly important component of teaching and learning. Slowly introducing components with positive reinforcement has allowed teachers to gain confidence in using new technologies and become more proficient in their use. Garrett has adopted a train-the-trainer approach through their Technology Advisory Committee (TAC), utilizing teachers as leaders to help instruct and support one another. Staff members will be provided with a survey to determine technology readiness and comfort level. The survey results will serve as a guide for creating differentiated professional development sessions that meet both the ability level of the teachers and align with the content area. Once the devices are received, teachers will be provided with access to training. The professional development currently scheduled for May 27, 2016, will be dedicated to device training for teachers, and any incoming staff members will also be invited to this training to ensure that they are up to speed. During the summer months, teachers will complete the required 15-hour NR21 module and be encouraged to participate in online workshops and District trainings so that they are confident in the use of their device when school begins in August. The District Technology Coach (Technology Coach), Site-Based Technician (SBT), and teacher leaders will all be instrumental in rolling out NR21 at Garrett. In the first year of implementation, the Technology Coach will work with teachers to provide professional development and classroom support that meets the individualized needs of the teachers and students. Garrett already has a core group of teacher leaders that will work alongside the Technology Coach to learn best practices and make sure that the 1:1 program will be sustainable for many years to come.

Teachers will require support when it comes to learning how to differentiate their teaching using technology. Differentiating the learning for each student is one of the benefits of having technology, and it is important that teachers understand best practices associated with this. Adopting a flipped classroom approach is one method that will be explored to ensure

students receive the assistance they need to successfully achieve in each classroom. A flipped classroom is an inversion of traditional teaching. Students watch the lesson at home and have the opportunity in class to build on their understanding through activities and using the teacher as a guide. Becoming a 1:1 school paves the way for this type of learning model as it provides students with the access they need to take ownership of their learning.

A large change such as this can often be overwhelming for staff, but with the right processes in place, the changes become more manageable. In order to create a smooth transition, the use of devices will be unrolled in phases. A quarterly timeline will be put in place for staff training and for device use with students. The Technology Coach and the SBT will train teachers weekly before school, after school, and during prep periods to help staff become comfortable with using the devices. They will run small group meetings two to three times a month after school to train teachers, and share best practices, resources, and classroom activities. They will assist teachers with preparing for student-centered activities aligned with the Nevada Academic Content Standards. Creating flexibility in teacher schedules will also be examined in order to provide teachers with time to collaborate and work in professional learning teams. As a small school, this can be accomplished by staggering contract times to allow for more teacher collaboration. A flexible budget option will also allow for additional flexibility and modifications to teacher schedules. Any professional development provided at school will be aligned with each teacher's Professional Growth Plan (PGP) per the newly ratified teaching contract.

NR21 allows teachers and students to be connected at all times. As a recipient of NR21, Garrett will adopt strategies such as the flipped classroom, applying devices to content-specific activities, and opening up the building to allow for more interdisciplinary instruction and collaboration. Rather than scrambling for access to the limited technology currently on campus, teachers will be able to develop lesson plans with the knowledge that every student will be able to participate fully in the activity. These student-centered learning opportunities will create a shift in the learning environment, allowing students to become active learners rather than passive recipients of knowledge. They will be engaged through lessons that allow and encourage them to become independent learners. Students will be able to express themselves using multiple forms of media, reach out to audiences across the globe, and collaborate with peers both in class and outside of class. Their learning will take on more real world applications, further preparing them for life in a globally diverse society.

In order to properly evaluate the effectiveness of the NR21 program at Garrett, the following items will be monitored:

- weekly lesson plans posted to Curriculum Engine (monitored by administration)
- percentage of assignments submitted (monitored by teachers)
- percentage of assignments missing (monitored by teachers)
- student grades (monitored by teachers and administration)
- rubrics used for assessment (monitored by teachers)
- reading scores (monitored by teachers)
- attendance statistics (monitored by administration)

These data points will drive the culture change at Garrett. If students are attending school regularly and submitting all of their assignments, their grades should be positively impacted. Increased student achievement will result in a positive, school-wide culture change. Classroom observations by administrators, monitoring of lesson plans, and student feedback will provide the data needed to ensure Garrett has become a more student-centered environment.

Students

Today's students are introduced to technology at an early age, and it becomes a part of their daily lifestyle. Students at Garrett are motivated by the opportunity to use devices to engage in and enhance their learning. NR21 will allow students to expand the classroom experience and extend learning to the home. Reaching out to global experts and utilizing resources from around the world will break down classroom walls. Students will have the opportunity every day to learn and practice 21st century skills, enhancing their opportunities for success in college and the workplace.

NR21 will be an exciting journey for students. Students will be able to engage in active, real world learning with an emphasis on mirroring how technology is used in the workplace. Through creative projects like blogging, video production, web design and collaborative writing, students will achieve the National Education Technology Standards (NETS) while applying their learning in meaningful ways. Lower-order thinking skills will take a backseat to creativity, collaboration, critical thinking, and problem solving. Students will be held accountable for electronically managing their assignments, calendars and overall productivity through the NR21 program.

Students will be expected to master the NETS. These standards align with the 21st century skills that NR21, the Clark County School District (CCSD), and the Nevada Academic Content Standards seek to promote. Students will be proficient in their use of technology to communicate and collaborate, complete research and evaluate information, and solve problems using critical thinking and effective decision-making.

By the end of sixth grade, students will be proficient in the use of Google Apps For Education (GAFE), collaborating on documents, writing blogs, and submitting assignments online. They will be able to gather data, participate in project-based learning, and communicate information using at least two forms of media. Students will be able to apply existing knowledge to generate new ideas, collaborate with peers, gather data and report results, and use critical thinking to plan and conduct research.

In addition to the benchmarks achieved in sixth grade, seventh grade students will be able to research and evaluate information from a variety of media sources, develop cultural and global awareness, and create original videos of school and community events. They will submit and edit assignments collaboratively and participate in project-based learning on a more frequent basis.

Students in their final year of middle school will be expected to have achieved mastery of the benchmarks from sixth and seventh grade. In addition they will develop individual academic plans for their future and create a personal profile. They will be able to use multiple forms of

media to communicate information and ideas effectively, complete project-based learning, both individually and collaboratively, and learn basic coding and graphic design for webpages. The outcomes of this learning will be assessed through quarterly expectations, grade level and school-wide rubrics, and student-centered projects.

With students having device access at all times, it will be easier for them to complete work, seek teacher assistance, and collaborate with classmates. Teachers will serve as facilitators and students will have 24/7 access to all resources. Learning will extend outside of the classroom and regular school day, as the devices will travel home with students. This is particularly important for those students who do not currently have technology access at home as these devices will provide equitable access for all students.

With the implementation of this program, students will demonstrate proficiency on the National Education Technology Standards, 80 percent of students will use technology to manage their assignments, calendars, and overall productivity, and 100 percent of students will demonstrate growth in learning, as measured by individualized learning progress. Teacher records, student surveys, and administrative supervision will be instrumental in gathering data to support these outcomes.

Teachers

Garrett will maximize NR21 and District professional development resources to help teachers develop 21st century learning environments. Weekly sessions with the Technology Coach, held before, during, and after school, will provide training for teachers on how to use the technology, and collaborative time for developing student-centered activities that are in line with the Nevada Academic Content Standards. After school sessions will be held two to three times per month to develop activities aligned with standards and share interdisciplinary ideas and resources, along with any concerns. Teachers will be urged to attend technology mini-conferences and participate in the Wednesday Webinar series to increase their skill level and understanding, both of which can be incorporated into teacher Professional Growth Plans (PGPs). The new teaching contract affords teachers the opportunity to advance across the salary table by accumulating professional development units that are site-based and personalized to both the individual teacher and the school. Becoming a 1:1 school will align well with the new contract as teachers will be able to participate in relevant professional development to increase skills, while directly progressing towards salary advancement. The use of staggered start times will be investigated as a possibility, as this will allow teachers additional collaboration time during the school day and even allow for team teaching. School budget funds will be allocated to pay for substitutes in order to send teachers to other 1:1 schools to observe classes, talk to teachers about what has been effective, and share best practices.

Teachers are always given latitude to be creative. They are encouraged to try new things whether they succeed or fail. That is what makes teachers better at what they do. Continuous support from administration reinforces this concept and reminds teachers that they are learners as much as they are teachers. When teachers are empowered to learn and try new things, they are more likely to inspire the same in their students. As technology use has grown throughout the District and at Garrett, the administration has demonstrated unwavering support and has tailored

the expectations to fit the needs of the school and staff. Implementing 1:1 devices will be no different. The process will be phased in slowly and, as teachers become more comfortable, the expectations will increase accordingly.

In the first year, professional development will be available daily to maximize access to a dedicated Technology Coach and help build digital capacity within the building. A schedule will be created to provide weekly training sessions before and after school, and regular "Dine and Development" learning opportunities during lunch. The Technology Coach will meet with teachers during prep periods to provide individual instruction and to discuss and model content-specific lessons that demonstrate how technology can be used to engage students in student-centered learning. The Technology Coach will work regularly with the teacher leaders on the TAC to provide more advanced professional development as well as strategies for working with adult learners. These leaders will also be afforded the opportunity to attend technology conferences and other NR21 and District-sponsored trainings to ensure that Garrett will be sustainable as a 1:1 school after the first year.

Professional development will be integrated from the outset of NR21. District professional development days will be dedicated to providing teachers with leveled instruction with devices and work time will be allocated for teachers to meet and collaborate. Teachers will be provided with time before and after school, as well as on their preps to learn how to develop more student-centered activities and use technology throughout their content area and across content areas. These sessions will be varied to include individual time, small group time, and large group sharing sessions. The monthly grade level meetings that are currently used to discuss student needs will be increased to twice monthly meetings to allow for the sharing of ideas and planning as to how technology can be used to allow for interdisciplinary units. All of these sessions can be used to support teachers self-directed PGPs. Teachers will be encouraged to spend time observing and learning from other teachers in a classroom setting to expand their knowledge. Through modeling, observing, and collaborating, everyone will have the opportunity to learn and grow.

All staff at Garrett will continue with cultural competency training to help support all students in their learning. This will be done alongside and throughout all NR21 training. The school Equity and Diversity Education (EDE) liaison will help with facilitating this and will develop learning sessions that provide instruction on cultural competency while also modeling and allowing for teacher practice of 21st century skills.

Individuals will be provided with training as needed and small groups will be used for content area and grade level trainings. The Technology Coach, SBT, and teacher leaders will be used to help support teachers throughout the school week. Groups will be leveled through staff surveys that will determine technology proficiency, and larger professional development sessions will be broken down into multiple sessions to accommodate staff needs and skill levels. After the first year, teacher leaders will be assigned as mentors for other staff members to ensure best practices are still being applied to create effective 21st century learning environments.

Principal

The principal, Ms. Jamey Hood, has been the driving force behind the increased use of technology over the past few years at Garrett. She has phased in various technology components in all subject areas, encouraging and supporting staff, students, and stakeholders as they engage students in more 21st century learning. Ms. Hood embraces change and understands the importance that technology plays in educating the newest generation. She is a visionary leader who embodies the essence of a lifelong learner, learning and growing along with her staff and students. Her dedication to the school community and stakeholders has garnered her much respect, and the reputation as a principal who truly has the best interests of the students and staff at heart.

Ms. Hood believes in the importance of using transformational leadership to develop teacher leaders. She prides herself on knowing her staff so that she can properly assign tasks that allow them to display their strengths. Teacher leaders are used to train and support other teachers and also work with the administration to create reports, serve on committees, and assist in making school-wide decisions. As an administrator, Ms. Hood has been at the forefront of technology implementation at Garrett. She has applied for and received Senate Bill 404 grants in the past and been able to secure three laptop carts for the campus. While this still results in a shortfall of devices at Garrett, it is a step in the right direction and makes 1:1 the next logical step for the school.

Becoming a 1:1 school has been Ms. Hood's vision since she became principal at Garrett 12 years ago. She wants to create an environment that integrates technology as a natural part of the academic process and champions the importance of providing all students with the skills to access the knowledge needed to build their future. Ms. Hood views 21st century learning as an opportunity for students to improve their communication skills, collaborate with classmates, express themselves through creative means, and enhance critical thinking skills. Within this vision, students are supported individually and provided with the opportunity to learn at a more personalized level. By integrating technology into the classroom and using it to support learning experiences, students are challenged to process information more thoroughly and take their learning to the next level. This vision supports blended learning, flipped classrooms, and co-teaching as means to ensure students are demonstrating growth along their individualized learning paths.

To support this vision, teachers will use student-centered activities and become the facilitators and supporters of student learning. Teachers will use this opportunity to learn how they can move forward in their own learning and help students become prepared for real world access and communication. During the first year, teachers will be given the opportunity to explore how the devices will best fit within their classrooms. Staff will be encouraged to test best practices and develop new lessons at a pace with which they are comfortable. There will also be opportunities for collaboration and reflection among staff so that everyone can learn from the failures and successes of others. As the staff becomes more competent in the 1:1 environment, increased demands and expectations will be agreed upon together to ensure movement in the right direction in order to provide the best student-centered learning environment.

Student learning will become more hands-on and engaging, connecting students to the real world and the resources available through the Internet. In keeping with 21st century skills, students will be able to use critical and creative thinking to solve problems on their own and in collaboration with others. In a small town like Boulder City, many students lack universal awareness. NR21 would allow students to learn more through the Internet and prepare them for their future as adults in a global world.

The vision of Ms. Hood has always been known and reinforced with staff. Each year technology skills are taken a step further in an attempt to engage students in 21st century learning. When Infinite Campus was introduced, it provided students with the opportunity to take ownership of monitoring grades. The introduction of Edmodo that same year encouraged students to track class activities online and submit assignments. As a Google Apps for Education (GAFE) pilot school this year, teachers are using online tools as substitutes for printed worksheets, and to augment their teaching by providing immediate feedback on student understanding. With NR21 the progress will continue with teachers slowly transforming their classrooms and using technology to support learning and empower students.

Communication with parents and other stakeholders will take place through the school webpage, the local Boulder City Review newspaper, Twitter, and ParentLink. Formal meetings will also be held with stakeholders to ensure that everyone involved understands the vision. The Technology Coach and teacher leaders will provide hands-on training for parents so that they are comfortable and prepared to help their children during this transition.

Ms. Hood and the administrative team are committed to participating in the monthly NR21 professional development sessions and will seek additional 21st century learning opportunities through the National Association of Secondary School Principals conference, and locally offered technology trainings. In addition to these learning opportunities, Ms. Hood will participate in the Ed Learn 21 webinar on April 5, 2016. This session will help Ms. Hood understand best practices for supporting transformative, 21st century teaching and learning. Improvement for the staff will be ongoing as well, with teacher leaders and Technology Coach providing trainings, support, and resources. A regular blog forum will be developed in order to share ideas, and Google Calendars will be used for all school activities for staff, students and parents.

In order for NR21 to be successful at Garrett, professional development is a must. The Technology Coach will be utilized before, during and after school, based on teacher needs. Teachers will be required to document one session per week with the Technology Coach, either in the form of an individual session, a small group, or a large group setting. Additional trainings two to three times a month after school will be organized, with teachers able to use this professional development time towards column movement on the pay scale. The Technology Coach and administration will maintain signed logs and teachers will complete reflective blogs after each training session. There is already a wealth of expertise at Garrett, so a train-the-trainer model will be put into place. Those individuals with experience are willing to work closely with other teachers to make them feel comfortable with the changes and successful with improving and supporting student learning through the use of Chromebooks.

District Coach

Clark County School District will provide one Technology Coach for each Nevada Ready 21 middle school. A technology coaching program has been in place in the District since the 2012 -2013 school year. Technology Coaches provide technology integration support and professional development for teachers. They work closely with teachers to look at student needs; plan, based on the Nevada Academic Content Standards; implement technology for meaningful learning; and examine the outcomes. Based on experience with the Technology Coach model, as well as the central support for and organization of the Technology Coaches, one Technology Coach per school will adequately address the professional development needs. In the four years of the e3 1:1 project, one Technology Coach provided services to the staff at two schools each year, for two years. Four years of survey data show that over 80% of the teachers felt they had enough professional development within the e3 project. In this project, one Technology Coach will assist the staff at one school for one year.

The Technology Coach will be used every day throughout the first year of implementation. With 24 licensed staff members, two administrators, and additional support staff, the Technology Coach will train individuals to be self-sufficient and resourceful. The dedicated Coach will be used on a daily basis to assist teachers with creating professional development plans centered on technology use. Additionally, the Technology Coach will be able to co-teach and model instructional strategies in the first year of implementation. The train-the-trainer model has already been successful at Garrett as staff navigated through the adoption of Infinite Campus two years ago, and GAFE this year. The willingness of teachers to share their skills, expertise, and knowledge is what makes a small school like Garrett so great. With training from the Technology Coach, these teachers will also be able to model lessons for other teachers and serve in a mentoring role. These teacher leaders will become the leaders once the Technology Coach is no longer available and will continue to train other teachers to ensure sustainability throughout the building. This will be the model and expectation throughout the NR21 process and in the future as well. The Technology Coach will be able to respond almost immediately to staff and student needs due to the small school population and small campus.

The Technology Coach will work together with teacher leaders and the SBT to allow for a seamless transition to 1:1. The Technology Coach will do research for activities and means to integrate and personalize learning for both the teachers and the students. He/she will seek out and present resources to staff that are consistent with the development levels of the staff and students, and with the subject and classroom in mind. In conjunction with the administration and teacher leaders, the Technology Coach will also ensure that best practices are being implemented in classrooms by performing walk-throughs. Monthly collaborative opportunities will be organized for staff featuring different topics to address needs within the building. The Technology Coach and administrative team will be instrumental in helping teachers plan and develop individualized Professional Growth Plans (PGPs) that address 21st century learning, the Nevada Academic Content Standards, and the Nevada Educator Performance Framework (NEPF). Co-teaching and modeling will also be used to support teachers in their growth as 21st century educators.

As with any program, sustainability is key to success. In the first year of implementation, the Technology Coach will work with the SBT and teacher leaders following a train-the-trainer

model. Many teachers who already excel in technology use will be further trained to assist when the Technology Coach is no longer dedicated to Garrett. This will ensure that there are experienced educators available on site to help teachers and students with any issues. There are two Google Certified Educators on staff and a librarian with a full technology endorsement who will be able to guide teachers as necessary. Teachers will also continue to have access to training through webinars, Google Summits, District PDE's, and online training. These platforms will allow educators to develop at their own pace and continue to stay current with 1:1 digital learning.

Parents/Caregivers and Other Stakeholders

As a small community school, Garrett already has an active parent base and will continue to utilize them to incorporate NR21 into the community. Staff at Martha P. King Elementary School and Harry Reid Elementary School, which feed into Garrett, will be trained to make for a smoother transition for students moving from elementary to middle school. Garrett staff will make certain that students have the 21st century skills necessary to align with the current device program at Boulder City High School (BCHS) so their transition from middle school to high school will also be successful. Meetings will be held both during the day and in the evening to inform parents about this new step for Garrett. Monthly training sessions will be held for parents, both with their children and without, to help them learn how the tools can be used and how to monitor their use at home for safety and success. An alternating schedule for these training sessions will provide the opportunity for all parents to attend at a time that is convenient for them. The Technology Coach, SBT, teacher leaders, and school administration will facilitate and oversee the training sessions. In addition to the mini-training sessions, parents will be involved in the school Learning Improvement Team to provide direction with regard to the use of the devices.

Frequent communication with parents and stakeholders will assist in keeping everyone current with learning at Garrett. The school newsletter, website, Twitter, ParentLink, Google Calendar, announcements, and regular meetings/trainings will be used to meet the needs of the community. The broadcast program at Garrett will also put together broadcasts and podcasts with tips and tricks for students and parents to help them be successful with their new devices. Parents will also be made aware of opportunities for their children to connect at home. Through the Cox Communications' Connect2Compete program, families with children receiving free and reduced lunch will be able to receive home Internet for $9.95 a month (plus tax). It is anticipated that students who qualify for this program will demonstrate increases in achievement when they are provided with equitable access to technology.

Technical Support

The Clark County School District provides a full-time Site-Based Technician (SBT) for each middle school. The SBT will be responsible for responding to requests in 24-hours or less. First level tech support will be provided by the full-time SBT during school hours. First level support includes management of all that is encompassed in the Google Chrome Management Console and device replacement within 24 hours of a reported physical incident. Devices needing replacement will be substituted with an additional CTL NL6B Chromebook. If a

Chromebook is not available, a Lenovo 11e Netbook will be provided as a temporary alternate while the Chromebook is repaired or replaced. There are 220 Lenovo 11e Netbooks, enough to accommodate students if their Chromebook is unavailable due to repair. Non-warrantied repairs will be funded by the school and/or repaired in-house by the SBT. If the SBT cannot repair the Chromebook, it will then be sent to a qualified technician for servicing and repair. Funds to cover this expense will come from the school budget, or be assessed to the family of the student, depending on how the damage was incurred.

Connectivity

The Internet bandwidth at the school gateway is 2,272 kpbs per student. While the school is served from a central distribution point, the District will reserve bandwidth for the chosen schools to meet the minimum bandwidth requirements of the project. The District does not filter content at the individual site level. Content filtering is handled at the District firewall and is sufficient for this project. At the District level, 20 gbps of throughput capacity is available. The CCSD is not planning any upgrades at this school in the next two years.

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Elton M Garrett Junior High School FISCAL YEAR 2016

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT _____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0 00	
	580 Staff Travel	0 00	0.00	
	500 Other	0.00	0 00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0 00	0 00	
	612 Non InfomationTech Items of Value *	0 00	0.00	
	620 Energy	0 00	0 00	
	630 Food	0 00	0 00	
	640 Books and Periodicals (Ex 641)	0 00	0 00	
	641 Textbooks	0.00	0 00	
	650 Supplies, Info Tech (Ex 651 , 652, 653)	126.886.50	0 00	
	651 Software	0 00	0 00	
	652 Information Tech Items of Value *	0 00	0.00	
	653 Web-based and Similar Programs	0.00	0 00	
	Total 600	126,886.50	0.00	126,886.50
800	810 Dues and Fees	0.00	0.00	
	890 Other Miscellaneous	0 00	0 00	
	800 Other	0 00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		126,886.50	0.00	126,886.50
** Aprpproved Indirect Cost Rate : 0.00%				2,842.26
700	730 Equipment: over $5,000 each	0 00	0 00	
	700 Other	0 00	0 00	
	Total 700	0.00	0.00	0.00
TOTAL				129,728.76

Signature: _____
Signature of Authorized Representative

Date 2/8/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

INSTRUCTION

Grant: Elton M Garrett Junior High School Project No: _____

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Elton M Garrett Junior High School Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
300	PURCHASED PROF. SERVICES:					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Elton M Garrett Junior High School Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	

INSTRUCTION

Grant: Elton M Garrett Junior High School Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
600	SUPPLIES:					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies				$ 126,886.50	$ 126,886.50
651	Instructional Software					$ -

INSTRUCTION

Grant: Elton M Garrett Junior High School Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -
	NARRATIVE: Garrett's projected enrollment for FY16 is 440. In addition, there are 21 classroom teachers, 2 specialists, 2 counselors, 1 Site-Based-Technologist (SBT), and 2 administrators. Therefore, the total number of Chromebook device packages being requested is 468. 468 x $723 (package cost) = $338,346.00 This budget includes 37.5% of the total cost of the device packages requested.					
				TOTAL	$ 126,886.50	

INSTRUCTION

Grant: Elton M Garrett Junior High School Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
800	**OTHER OBJECTS:**					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL		
Subtotal Objects 100 - 600 & 800					$ 126,886.50	
Approved Indirect Cost Rate: 2.24% x Subtotal Above					$ 2,842.26	
700	**EQUIPMENT:**					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRAND TOTAL	$ 129,728.76	

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Elton M Garrett Junior High School FISCAL YEAR 2017

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT ____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0 00	
	580 Staff Travel	0 00	0 00	
	500 Other	0 00	0 00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0 00	0.00	
	612 Non InfomationTech Items of Value *	0 00	0.00	
	620 Energy	0.00	0.00	
	630 Food	0.00	0 00	
	640 Books and Periodicals (Ex 641)	0 00	0 00	
	641 Textbooks	0.00	0 00	
	650 Supplies; Info Tech (Ex 651 , 652, 653)	0 00	211,477.50	
	651 Software	0 00	0 00	
	652 Information Tech Items of Value *	0 00	0.00	
	653 Web-based and Similar Programs	0 00	0 00	
	Total 600	0.00	211,477.50	211,477.50
800	810 Dues and Fees	0 00	0 00	
	890 Other Miscellaneous	0 00	0 00	
	800 Other	0 00	0.00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		0.00	211,477.50	211,477.50
** Aprroved Indirect Cost Rate : 0.00%				4,737.10
700	730 Equipment over $5,000 each	0 00	0 00	
	700 Other	0.00	0 00	
	Total 700	0.00	0.00	0.00
TOTAL				216,214.60

Signature: _____
Signature of Authorized Representative

Date 2/8/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

INSTRUCTION

Grant: Elton M. Garrett Junior High School Project No: _____

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
100	PERSONNEL: Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	BENEFITS: Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Elton M. Garrett Junior High School Project No: _____

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
300	**PURCHASED PROF. SERVICES:**					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	**PURCHASED PROP. SERVICES:**					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Elton M. Garrett Junior High School Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	

INSTRUCTION

Grant: Elton M. Garrett Junior High School Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
600	SUPPLIES:					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies				$ 211,477.50	
651	Instructional Software					$ -

INSTRUCTION

Grant: Elton M. Garrett Junior High School Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -
	NARRATIVE:FY17 (also based on FY16 projections) Garrett's projected enrollment for FY16 is 440. In addition, there are 21 classroom teachers, 2 specialists, 2 counselors, 1 Site-Based-Technologist (SBT), and 2 administrators. Therefore, the total number of Chromebook device packages being requested is 468. 468 x $723 (package cost) = $338,346.00 This budget includes 62.5% of the total cost of the device packages requested			TOTAL	$ 211,477.50	

INSTRUCTION

Grant: Elton M. Garrett Junior High School Project No: _____

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
800	**OTHER OBJECTS:**					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL		
Subtotal Objects 100 - 600 & 800					$ 211,477.50	
Approved Indirect Cost Rate: 2.24% x Subtotal Above					$ 4,737.10	
700	**EQUIPMENT:**					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL		
				GRANT TOTAL	$ 216,214.60	

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Elton M Garrett Junior High School FISCAL YEAR 2016-2017

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT _____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0.00	0.00	
	580 Staff Travel	0.00	0.00	
	500 Other	0.00	0.00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0.00	0.00	
	612 Non InfomationTech Items of Value *	0.00	0.00	
	620 Energy	0.00	0.00	
	630 Food	0.00	0.00	
	640 Books and Periodicals (Ex 641)	0.00	0.00	
	641 Textbooks	0.00	0.00	
	650 Supplies; Info Tech (Ex 651 , 652, 653)	126,886.50	211,477.50	
	651 Software	0.00	0.00	
	652 Information Tech Items of Value *	0.00	0.00	
	653 Web-based and Similar Programs	0.00	0.00	
	Total 600	126,886.50	211,477.50	338,364.00
800	810 Dues and Fees	0.00	0.00	
	890 Other Miscellaneous	0.00	0.00	
	800 Other	0.00	0.00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		126,886.50	211,477.50	338,364.00
** Aprpproved Indirect Cost Rate : 0.00%				7,579.36
700	730 Equipment: over $5,000 each	0.00	0.00	
	700 Other	0.00	0.00	
	Total 700	0.00	0.00	0.00
TOTAL				345,943.36

Signature: _____
Signature of Authorized Representative

Date 2/5/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

Fund 2790000000
Grant
Project
Cost Center 9200010933
Nevada Ready 21 - Elton Garrett JHS (FY16)

Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost		Budget
5650	0100	1000	0650	Technology Supplies					$126,886.50
				Chromebook and Device Package		175.5	@ $723.00	$126,886.50	
				Garrett's projected enrollment for FY16 is 440. In addition, there are 21 classroom teachers, 2 specialists, 2 counselors, 1 Site-Based-Technologist (SBT), and 2 administrators. Therefore, the total number of Chromebook device packages being requested is 468.					
				468 x $723 (package cost) = $338,346.00					
				This budget includes 37.5% of the total cost of the device packages requested.					
				Supplies - Information Technology Related Total					$126,886.50
5901	1000	2900	0951	Indirect Costs			2.24% x $126,886.50		$2,842.26
				Other Objects Total					$2,842.26
				Project Total					$129,728.76

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

Fund 2790000000
Grant
Project
Cost Center 9200010933
Nevada Ready 21 - Elton Garrett JHS (FY17)

Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost		Budget
5650	0100	1000	0650	Technology Supplies					$211,477.50
				Chromebook and Device Package		292.5	@ $723.00	$211,477.50	
				Garrett's projected enrollment for FY16 is 440. In addition, there are 21 classroom teachers, 2 specialists, 2 counselors, 1 Site-Based-Technologist (SBT), and 2 administrators. Therefore, the total number of Chromebook device packages being requested is 468. 468 x $723 (package cost) = $338,346.00 This budget includes 62.5% of the total cost of the device packages requested.					
				Supplies - Information Technology Related Total					$211,477.50
5901	1000	2900	0951	Indirect Costs			2.24% x $211,477.50		$4,737.10
				Other Objects Total					$4,737.10
				Project Total					$216,214.60

Appendix A: Cover Sheet

Section 1.0
APPLICATION FOR SUBGRANT UNDER
FY16-FY17 State Educational Technology Implementation Funds

NRS 388.780-805
Commission on Educational Technology

Return to:
Kimberly Vidoni
700 East Fifth Street
Carson City, NV 89701

1. DISTRICT NAME AND MAILING ADDRESS:	2. AUTHORIZED CONTACT PERSON: (This person must be available 2/25/16, 9:00-4:00 to answer questions at the phone number below.)
Clark County School District **5100 W. Sahara Ave.** **Las Vegas, NV 89146-3406** **Name of School: Barbara & Hank Greenspun Junior High School**	**Name** Sharon Heyman **Title** Grant Coordinator **Phone and Extension:** (702) 799-5273 **Fax Number:** (702) 799-5239 **E-mail Address: sheyman@interact.ccsd.net**

3. Total Funds Requested: $1,074,050.63

One-to-One: : **$1,074,050.63**

WAN Upgrades:

4. CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on: August 27, 2015 (date)

5. Signature

District Assistant Superintendent

STATE DEPARTMENT USE ONLY

Date Received: Approved:

Initial Grant Award Issued: _____ Amount: $_____

Appendix B: School Demographics Worksheet
Complete the form with information about the applying school

School Name: Barbara & Hank Greenspun JHS

Students

# Enrolled	# IEP	# FRL	#ELL
1,425	137	534	71

The information below is for informational purposes only and will not be subject to scoring.

Staff (Current, Pre-NR21 Counts)

#Teachers	#Tech Coaches	#IT Technicians	Total # Staff in Gateway
54	1.0*	1.0	98

*CCSD provides 0.20 FTE Digital Learning Coach (DLC) for each middle school. Middle schools participating in NV Ready 21 for 2016-2017 will be provided with 1.0 FTE DLC. DLCs will be centrally supervised and supported. This coaching support is for one year and intended to build capacity at each school.

Does the school use Canvas as an LMS? (Yes) No

If so, in what capacity?
At Greenspun, Canvas is used as a learning management system for beginning and advanced robotics and science classes. Content area teachers use it to plan, implement, and assess student progress. The instructional format consists of self-paced lessons, discussion boards, and quizzes. The science department also uses Canvas to facilitate classroom discussions related to inquiry based discussions and investigations. In science classes, Gizmos, interactive science simulations, are used to implement the newly adopted Next Generation Science Standards. The Gizmos promote a deep sense of inquiry and incorporate other content areas, such as mathematics and English into science investigations.

Within Google Classroom, science teachers use google productivity apps, such as google drawing to create card sorts based off of the Page Keeley Assessment Probe books recently purchased for all science departments district-wide.

At Greenspun, 100% of the students are registered for Google Apps for Education. English students access assignments, compose, revise, edit, and collaborate on Google Classroom. Students us Google tools, sheets, slide, and docs for assignments and projects. Students manage, access, and submit assignments on Google Classroom. Assignments, assessments, and feedback are communicated through the Google Classroom platform. Teachers and students both use Google drive for document management.

Barbara and Hank Greenspun Junior High School Implementation Plan

Barbara and Hank Greenspun Junior High School (Greenspun) currently serves 1414 students, grades 6-8 in Henderson. The student gender ratio is currently 50.18% male and 49.82% female. The ethnicity is 51.61% -White, 25.70% -Hispanic, 6.51% -Black, 6.23%-Asian, and 9.6% -other. Furthermore, student population consists of 127 IEP students with disabilities, 52 ELL students who are English Language Learners, and 427 FRL students qualifying for free/reduced price lunch.

Greenspun is a 5-star school with an emphasis on providing academic rigor and building character traits to prepare students for career readiness. The school has an award winning fine arts program and has won numerous awards in robotics, Geography Bee, Spelling Bee, various writing contests, and yearbook. Greenspun is also the 2014 CCSD champion for Junior Varsity Quiz and girls' basketball. It offers a variety of electives including art, broadcasting, journalism, speech and debate, Spanish, robotics, choir, band, and orchestra. Varied after school enrichment and extra-curricular programs are offered including best buddies, homework club, chess club, tutoring club, multicultural club, bible club, peer leadership, student council, honor society, and many more to meet the needs of the diverse student population.

The school is dedicated to providing an optimal learning environment for student success both academically and socially. There is a strong relationship between the community and the school. The administration and staff work hard to forge relationships with stakeholders and participate in community events. The parent advisory committee meets on a monthly basis to promote a positive school culture and collaborate on programs. Stakeholders are very supportive of all facets of education at Greenspun and work together with administration and staff to ensure student success.

Integration of technology in student learning at Greenspun has increased substantially in the last 5 years with the introduction of Edmodo, Google Apps for Education, Turnitin, Infinite Campus, and various web-based software site licenses to enhance instruction. Each year more and more teachers utilize technology as an instructional tool to remediate, enrich, engage, and individualize instruction. Technology use provides teachers more avenues to engage students in the learning process. All classrooms are equipped with Promethean boards (an interactive whiteboard), Proximas (LCD projectors), and ELMOS (a document camera and projection system.)

Currently, a lab consisting of 20 computers is used for the Response to Intervention (RTI) program. In addition, a lab of 30 is used for broadcasting, media elective, and credit retrieval classes. For the general education population, two computer labs with 40 computers each and the library with 45 accommodate 1414 students and 60 teachers. Technology is used across the curriculum at Greenspun. However, due to demand, access is limited to the computer labs and teachers are unable to integrate technology to its full potential as an instructional tool. The teachers reserve lab and library time for accelerated reader, writing tasks, and research projects. In order to accommodate those students who do not have access to the internet or computers at home, the library is also open before and after school to complete homework assignments and/or projects.

The computers labs are outdated and unreliable. The shortage of devices is a barrier to additional technology use in the classroom. In order to compensate for lack of devices, some teachers use the BYOD (bring your own device) format to integrate technology use. However, many students do not have smart phones, devices, and/or internet connectivity. Therefore, teachers are limited with integration of technology in the curriculum on a daily basis. Becoming a 1:1 school would afford teachers and students the opportunity to fully integrate technology in a 1:1 environment to engage and increase academic achievement of the students at Greenspun. The NR21 grant would further prepare Greenspun's students for life beyond the middle school classroom.

Goal: To prepare college and career-ready students for the 21st century.		
	Objective 1: All students will participate in a learning environment that aligns with the framework for 21st century skills.	
		Outcome: 100% of the students will use supplemental electronic resources to actively engage in 21st century skills, including opportunities to think deeply about issues, solve problems creatively, work in teams, and communicate clearly in any media, as documented by teacher records through the use of rubrics, group projects, and teacher observations.
		Outcome: Students will achieve digital literacy through student-centered, project-based learning. 80% percent of the students will complete an interdisciplinary (incorporating multiple subjects) project-based learning experience or performance that requires analysis and synthesis of content knowledge. Devices will be used for collaboration, writing, peer editing, research, analysis, digital presentations, speaking and listening skills as documented by teacher records (rubrics, grades, observations).
	Objective 2: All students will be equipped with technology skills to prepare them for work and life.	
		Outcome: All students will use Google Classroom to manage assignments, calendars, and workflow as documented by teacher records and monitored by administration on a quarterly basis.
		Outcome: All students will improve their information, communication, and technology skills. By the end of eighth grade, 90% will pass the Clark County School District computer literacy class, as reported through the Infinite Campus grade book and/or measured by a site-developed computer literacy pre- and post-assessment.
This goal will be achieved by 24/7 student access to technology and resources on the internet for collaboration, research, and analysis. 100% of the students will be required to complete a cross curricular project and/or global awareness project by the end of the year. Departments, by grade level, will collaborate, develop lessons and assessments, and create project choices		

for students. Examples of topics and ideas include: Living Museums, Dancing through the Decades, Environmental Literacy, Digital Poetry, worldof7billion.org/student-video-contest/, Population Impact and Issues, Health Literacy, and Global Awareness. The objectives and related outcomes will be monitored through the use Google Classroom and assessed through student progress, student/teacher conferences, and teacher created rubrics.

Goal: To engage students in learning that is personalized and student-centered.

Objective 1: Use of online resources will increase to help students achieve grade-level proficiency in all Nevada Academic Content Standards.

Outcome: Teacher/student 1:1 interaction will increase by at least 15%-20% per year to facilitate student centered project-based learning and individual instruction to increase proficiency in academic standards, as documented electronically through Google Classroom email communication, 1:1 communication on assignments, pre and post assessments, and on-going progress monitoring through teacher records.

Outcome: More than 60% of students will use electronic or online resources weekly to fill in the gaps in learning and/or for enrichment aligned to common core by the end of the year, as documented electronically through student logins to programs such as Mobymax, Fast-forward, Accelerated Reader, Khan Academy; individualized assignments; and classroom use as observed by teachers.

Objective 2: Technology will be used to reduce the achievement gap between students in the various subgroups.

Outcome: Increase non-proficient at risk student levels by 5% in reading and English with integration of technology software, 1:1 teacher intervention, and progress monitoring, as documented through software programs for pre and post assessments and teacher documentation.

Outcome: Meet grade level equivalency and/or increase student grade level content knowledge by .5 months to 1 grade level growth in academic years in core content areas, as documented through pre and post assessments for math, English, and reading.

This goal will be achieved by individual students 24/7 access to technology and common core aligned software programs with individualized instruction to fill in gaps in learning and also enrich high achieving students. The objectives and related outcomes will be monitored and assessed through placement tests, student progress, student/teacher conferences, and post tests to assess growth. Placement, on-going student progress monitoring, and post tests will be accomplished through the use of Accelerated Reader, MobyMax, Fast-forward, and AIMS Web.

Implementation Details

School Change

In October of 2015, Greenspun volunteered to participate in the Google Classroom pilot. Eighty percent of the student population is currently enrolled in Google Classroom. By the end of March, 100% enrollment will be achieved through the ELA department. ELA teachers make use of the tools within the Google Apps for Education platform, including Classroom, Drive, Forms, Sheets, Slides, Groups, Gmail and more. Limited availability and access to the computer labs prohibits usage for both students and teachers. Technologically skilled teachers are using Google Classroom for writing, research, and projects. Students access assignments and are using Classroom to create documents, submit projects, communicate with peers and teachers. With Google Classroom in its infancy and limited access, students and teachers are unable to use the full potential of Classroom.

As a result of the NR21 grant, classroom instruction will change from a teacher-directed environment to student-centered learning. Student's engagement in a virtual 1:1 learning environment will enhance students' content knowledge as teachers facilitate the learning process and guide them to become independent learners. Technology provides opportunities for teachers to ensure individualized instruction and streamline communication among teachers, students, and parents. Teachers can make appropriate modifications and meet the needs of diverse learners efficiently and effectively in real time.

Technology and 21st century learning will become an integral part of school culture as the NR21 program provides the opportunity for staff and students to be connected 24/7. These devices will allow for more interdisciplinary collaboration, provide students with worldwide connections, and give them access to infinite resources and graphics. Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students will also have the opportunity to use digital media and environments to communicate; they will work collaboratively to support individual learning and contribute to the learning of others.

In regard to research and information fluency, students will use digital tools to gather, evaluate, and use information to demonstrate critical thinking skills by planning and conducting research, managing projects, solving problems, and making informed decisions using appropriate digital tools and resources. As for digital citizenship, students will learn about human, cultural, and societal issues related to technology and practice legal and ethical behavior. The 1:1 program will connect students to education in a way that is relevant to them and will change the way classrooms are structured at Greenspun. The skills that students obtain through device use at school are essential to the success of 21st century learners as contributing members of their community and society.

The administrative team at Greenspun promotes, encourages, and supports integration of technology to enhance instruction. The principal demonstrates constant support for staff by addressing professional development needs and providing teacher collaboration time. In addition, the administrative team methodically introduces new components of instructional

material and strategies to provide teachers many opportunities to master a specific content area prior to adding another element. The learning is individualized, based on the skill level of each teacher to foster confidence and mastery in new technology use. The principal empowers teachers to become more proficient in their use in a non-threatening manner. Greenspun utilizes a site digital coach to assist teachers with instructional tools. In addition, the school has adopted a train-the-trainer approach, utilizing teachers as leaders to help instruct and support one another. In professional development sessions, teachers receive instruction that meets their ability level and aligns with their content area.

The professional development currently scheduled for May 27, 2016 will be dedicated to device training for teachers, and any incoming staff members will also be invited to participate in training to ensure proficiency of device use. During the in-service, teachers will view Google Classroom Tutorial 2015 and Everything Teachers Need to Know about Google Classroom ~ Educational Technology and Mobile Learning. Teachers' professional development will be aligned to NEPF (teacher evaluation and pay increases) to motivate and incentivize teachers to participate in technology professional development for the success of the program. This program aligns with District goals for self-directed professional development and the lifelong learner model. Teachers will require support with integration and differentiation of instruction in the classroom with 1:1 devices. Differentiating the learning for each student is one of the benefits of technology and it is important that teachers understand best practices associated with this. Adopting a flipped classroom approach is one method that will be explored to ensure students receive the assistance they need to successfully achieve in each classroom. This instructional model requires that typical lecture and homework elements of a course be reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. Through the application of this instructional method, students have the opportunity to apply, expand on, and/or synthesize using the learned skill or information.

NR21 allows teachers and students to be connected at all times. As a recipient of NR21, Greenspun will adopt strategies such as the interdisciplinary instruction and collaboration. Students will have the opportunity to express themselves using multiple forms of media, reach out to audiences across the globe, and collaborate with peers, both in and outside of class. Learning will take on more real-world applications, further preparing students for life in a globally diverse society. Students can connect to the real world through their projects by selecting topics that involve some expression of their lives and identities, making connections through interactions with people and institutions within and outside the school, and producing presentations that help them imagine and/or achieve future goals.

Instituting 1:1 learning and integration of 21st century skills may be a daunting venture for teachers and students. Therefore, the implementation progress will be executed in manageable stages. To provide a smooth transition, training for device use, web based software application, and technical skill set acquisition will be individualized for each teacher and implemented in phases. A quarterly timeline, along with clearly stated objectives based on site, student, and teacher proficiency levels and needs will be established.

The Technology Coach will provide resources, student-centered lessons aligned with the Nevada Academic Content Standards, and assistance to teachers with registering incoming 6th graders for Google Classroom. The librarian will register any new incoming 7th and 8th grade students. School funds will be allocated for an additional tech unit to provide technology support for periods 1-5 in order to ensure program success and commitment to the 1:1 program for future years. Teachers with Center for Teaching Excellence CTE technology certification and/or a Masters in technology will be utilized through a teacher preparation buyout to support teacher needs. Creating common teacher preparation time for core content areas will be examined in order to provide teachers time to collaborate and work in professional learning teams. The Technology Coach, Site-Based Technician (SBT), and teacher leaders will deliver small group instruction two to three times a month after school to train teachers and share best practices, resources, and classroom activities.

The professional development at Greenspun will be aligned with each teacher's Professional Growth Plan, per the newly ratified teaching contract. The New Professional Learning Salary framework further ensures teachers' motivation for 1:1 program success. Each individual teacher's professional development and monetary compensation is directly linked to the CCSD's professional development component. The new framework recognizes professional learning, which promotes significant contributions to student learning and educator practice. It encourages educators to remain career-long learners in order to increase student achievement, enhance educator skills, and encourage educators to be visible models as learners for their students and community. NR21 is an excellent vehicle to achieve the overall goal of the professional development component of the Nevada Educator Performance Framework (NEPF). In order to properly evaluate the effectiveness of the NR21 program at Greenspun, data points used to evaluate change and growth will consist of data usage, percentage of assignments submitted, percentage of assignments missing, teacher implementation data, and professional development progress as documented in Pathlore (learning management system for teachers).

Response to Intervention (RTI) data, special education data, Smarter Balanced Assessment Consortium (SBAC), quarterly assessments, student content growth and progress, and use of 21st century skills will be monitored on an on-going basis. The stages of monitoring are a work in progress and adjustments will be made, if necessary, to ensure the success of the program.

Students

Technology is introduced at an early age and is integral to the 21st century learner. At Greenspun, students are motivated and excited about using technology as a learning tool. NR21 permits students to expand the classroom experience and extend learning to the home. Reaching out to global experts and utilizing resources from around the world will break down the classroom walls. Students will have the opportunity to learn and practice 21st century skills, ensuring their success in college and the workplace.

NR21 is an exciting journey for students. Students engage in active, real time, real world learning, with an emphasis on technology for personal and professional use. Through creative projects like blogging, video production, web design, and collaborative writing, students will have the National Education Technology Standards (NETS) embedded in their learning.

Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students will electronically manage their school agendas and schedules, enhancing their time management and organizational skills.

Students will be expected to master the NETS by the end of eighth grade. These standards align with the 21st century skills, NR21, the Clark County School District (CCSD), and the Common Core Standards. Students will demonstrate proficiency in use of technology to communicate, collaborate, complete research, evaluate information, and solve problems using critical thinking and effective decision-making skills, as reported through the Infinite Campus grade book and/or measured by a site-developed computer literacy pre- and post-assessment.

By the end of sixth grade, students will be proficient in the use of Google Apps for Education, collaborating on documents, writing blogs, and submitting assignments online. They will gather data, participate in project-based learning, and communicate information using at least two forms of media. Students will apply existing knowledge to generate new ideas, collaborate with peers, gather data, report results, and use critical thinking to plan and conduct research. They will demonstrate a sound understanding of technology concepts, systems, and operations. The outcomes of the learning will be assessed through quarterly expectations, grade level and school-wide rubrics, and student-centered projects.

In addition to the benchmarks achieved in sixth grade, seventh grade students will use critical thinking skills to plan and conduct research, manage projects, solve problems, evaluate information from a variety of media sources, and develop cultural and global awareness. They will submit and edit assignments collaboratively and participate in project-based learning.

Students in 8th grade will achieve sixth and seventh grade mastery of benchmarks. They will also develop individual academic plans along with a personal profile. The students will use multiple forms of digital media to communicate collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Furthermore, students will demonstrate a sound understanding of technology concepts, systems, and operations including societal issues related to technology. They will also practice legal and ethical behavior related to technology. Students will apply digital tools to gather, evaluate, and use information and communicate ideas effectively, complete project-based learning, both individually and collaboratively, and learn basic coding and graphic design for webpages. The outcomes of the learning will be assessed through quarterly expectations, grade level and school-wide rubrics, and student-centered projects.

Access to devices 24/7 will facilitate the completion of work, provide real time teacher assistance, and improve collaboration with classmates for students. Teachers will facilitate student learning and students will have continuous access to on-line resources. Learning will extend outside of the classroom and regular school day, as the devices will travel home with students. For those students who lack technology access at home, Cox Communications' Connect2Compete program offers a special fee of $9.95 (plus tax) a month for families with children receiving free and reduced lunch. The academic achievement of students in this subgroup is expected to increase due to the equitable access to technology that 1:1 will provide.

Even if these students do not have internet access at home, they can find it at the local library, on school grounds, or at internet cafes.

Teachers

Greenspun will maximize NR21 and District professional development resources to help teachers develop 21st century learning environments. Weekly sessions with the Technology Coach (held before, during, and after school) will provide training for teachers in technology use and serve as collaborative time for developing student-centered activities. After school sessions will be held two to three times per month to develop activities aligned with standards and share interdisciplinary ideas and resources, along with any concerns. School budget funds will be allocated to send teachers to other one-to-one schools to observe and learn about effective instructional practices.

Teachers are always given latitude to be creative and encouraged to employ new instructional strategies to enhance instruction and student achievement. At Greenspun, "Try and Share," collaborative groups by content area, will be established. Teachers will share successes and failures to enhance the instructional practices for the site aligned to the Nevada Academic Content Standards. A teacher technology forum on InterAct (an email system that allows conferences for collaboration) will contain teaching and professional development resources segmented by departments. With technology growth throughout CCSD, Greenspun administration has demonstrated unwavering support and designed the expectations to fit the needs of the school and staff. Implementing 1:1 devices will be no different. The process will be implemented in phases and, as teachers become more comfortable with the platform, the expectations will increase accordingly.

Professional development will be integrated from the outset of NR21. District professional development days will be dedicated to providing teachers with leveled instruction with devices, and work time will be set aside for teachers to meet and collaborate. Teachers will be provided with time before and after school, as well as on their preps, to learn how to develop more student-centered activities and use technology throughout their content area and across the curriculum. These sessions will be varied to include individual time and small group and whole group sharing sessions. The monthly grade level meetings that are currently used to discuss student needs will be increased to twice monthly meetings to allow for the sharing of ideas and planning as to how technology can be used to allow for interdisciplinary units.

Individuals will be provided with training, as needed, and small groups will be used for content and grade level trainings. The Technology Coach, SBT, and teacher leaders will be used to help support teachers throughout the school week. Groups will be leveled and larger professional development sessions will be broken down into multiple sessions to accommodate staff needs and skill levels.

All staff at Greenspun will continue with cultural competency training to help support all students in their learning. This will be done alongside and throughout all NR21 training. The Operation Respect Committee on-site will develop and facilitate learning sessions that will provide instruction on cultural competency and allow teachers and students to exercise 21st

century skills. The lessons will be presented every Friday during advisory period. Teachers will be able to access lessons on the data drive on the school server.

Principal

The principal, Ms. Jacqueline Carducci, is the driving force behind the increased use of technology over the past few years at Greenspun. With 20 years of experience at Green Valley High School, Ms. Carducci understands the student needs at the high school level. Therefore, she has phased in various technology components in all subject areas, encouraging and supporting staff, students, and stakeholders as they engage students in 21st century learning at Greenspun, a feeder school to Green Valley. Research demonstrates that the 1:1 model reduces dropout rates, and Ms. Carducci is determined to make an impact at the middle school level. She is committed to and understands the importance of technology in educating the newest generation. She is a visionary leader who embodies the essence of a lifelong learner, learning and growing along with her staff and students.

Ms. Carducci believes in the importance of using transformational leadership to develop teacher leaders. She prides herself on knowing her staff so that she can properly assign tasks that allow them to display their strengths. Teacher leaders are used to train and support other teachers and also work with the administration to create reports, serve on committees, and assist in making school-wide decisions. She established the school site committee, a technology committee, and an operation respect committee, and she meets with department heads on a monthly basis to communicate expectations and improve school practices. The morale at the school has drastically improved since her arrival two years ago.

Becoming a 1:1 school has been Ms. Carducci's vision since her arrival at Greenspun. She wants to create an environment that integrates technology as a natural part of the academic process to prepare students for college and career readiness. Due to the current lack of access to devices, there is a disconnect in student-centered learning. To support this vision, NR21 will help teachers facilitate student-centered activities and support learning. Teachers will use professional development opportunities to enhance instruction and foster lifelong learning.

Student learning will become more hands-on and engaged, connecting students to the real world and the resources available through the Internet. In keeping with 21st century skills, students will be able to use critical and creative thinking to solve problems on their own and in collaboration with others. NR21 will permit students to learn more effectively in an engaging manner with access to the Internet to prepare them for the global world.

The vision of Ms. Carducci is clearly communicated and reinforced with the staff. Each year new technology components are added to existing programs to further engage students in 21st century learning. Communication with parents and other stakeholders exists through the school webpage, school newsletter, parent advisory committee, assemblies, my.ccsd.net, Infinite Campus, and Parentlink. Formal meetings will occur with stakeholders to ensure all members share the same vision. Hands-on training will be provided for parents and students prior to school implementation through 5th grade parent night, welcome back day, back to school night, and various scheduled training sessions.

Ms. Carducci and the administrative team will further their own professional development through the NR21 trainings. In addition, they will attend the National Association of Secondary School Principals annual conference and participate in District technology trainings.

In order for NR21 to be successful at Greenspun, professional development is an essential component. The Technology Coach will be utilized before, during, and after school, based on teacher needs. Professional development days will be differentiated based on skill sets and objectives. In alignment with the District professional development focus, teachers will devise an annual plan for the teacher evaluation process. Each plan will be based on the skill set of the teacher and differentiated. The principal and each teacher will devise a technology profession development plan that is aligned with Nevada Educator Performance Framework NEPF for professional growth and monitory compensation. Teachers will be required to document sessions with the Technology Coach as part of their plan. On-line or on-site trainings will be offered to accommodate teacher's professional development plan. The Technology Coach and administration will maintain signed logs and teachers will complete reflective blogs after each training session. A wealth of technology expertise exists on Greenspun's campus. Currently, teachers with a Masters in Technology represent 9% of the staff, 27% are CTE technology certified, and 34% have training in Canvas. Based on staff resources, the train-the-trainer program will be instituted. Each department will have a technology expert assigned, based on technical skills and content area expertise.

District Coach

Clark County School District will provide one Technology Coach for each Nevada Ready 21 middle school. A technology coaching program has been in place in the District since the 2012 -2013 school year. Technology Coaches provide technology integration support and professional development for teachers. They work closely with teachers to look at student needs; plan, based on the Nevada Academic Content Standards; implement technology for meaningful learning; and examine the outcomes. Based on CCSD's experience with the Technology Coach model, as well as the central support for and organization of the Technology Coaches, one Technology Coach per school will adequately address the professional development needs. In the four years of the e3 1:1 project, one Technology Coach provided services to the staff at two schools for two years. Four years of survey data show that over 80% of the teachers felt they had enough professional development within the e3 project. In this project, one Technology Coach will assist the staff at one school for one year.

The Technology Coach will be used every day throughout the first year of implementation. With 54 licensed staff members, four administrators and additional support staff, the Technology Coach will train individuals to be self-sufficient and resourceful. The dedicated Technology Coach will be used on a daily basis to assist teachers with developing professional development plans centered on technology use. Additionally, this coach will be able to co-teach and model instruction in the first year of implementation. The willingness of technologically qualified teachers to share their skills, expertise, and knowledge is what makes Greenspun a 5 star school.

The Technology Coach will work together with teacher leaders and the SBT to allow for a seamless transition to 1:1. The Technology Coach will provide lessons to personalize learning for both the teachers and the students. He/she will seek out and present resources to staff that are consistent with the development levels of the staff and students and the subject area. Monthly collaborative opportunities will be organized for staff featuring different topics to address needs within the building. The Technology Coach and administrative team will be instrumental in developing teachers' individualized Professional Growth Plans (PGP) that address 21st century learning, the Nevada Academic Content Standards, and the Nevada Educator Performance Framework (NEPF). Co-teaching and modeling will also be used to support teachers in their growth as 21st century educators.

As with any program, sustainability is key to success. In the first year of implementation, the Technology Coach will mentor highly qualified teacher leaders to follow a train-the-trainer model. Many teachers who already excel in technology use will be further trained to assist when the Technology Coach is no longer dedicated to Greenspun. This will ensure seamless transition and self-sustainability for years to come. Currently, 14% of the staff is Google Classroom trained and there are three Google Controllers, including a librarian with CTE technology certification, who will be able to guide teachers as necessary. Teachers will also continue to have access to training through webinars, Google Summits, District PDE's, and online training. These platforms will allow educators to develop at their own pace and continue to stay current with 1:1 digital learning.

Parents/Caregivers and Other Stakeholders

As a community school, Greenspun already has an active parent base and will continue to utilize them to incorporate NR21 into the community. Staff at the elementary feeder schools will be informed and trained to assist students with smoother transition for students moving from elementary school to middle school. The summer transition program for 6th grade students will focus on technology use. Parent meetings will be held, both during the day and in the evening, to inform parents about the new instructional format. Monthly training sessions will be held for parents, both with their children and without, to help them learn how the tools can be used and how to monitor their use at home for safety and success. An alternating schedule for these training sessions will provide the opportunity for all parents to attend at a time that is convenient for them. The Technology Coach, SBT, teacher leaders, and school administration will facilitate and oversee the training sessions. In addition to these mini-training sessions, parent involvement and input will be sought through the School Improvement Team to help provide direction with regard to the use of the devices.

Frequent communication with parents and stakeholders will assist in keeping everyone current with learning at Greenspun. The school newsletter, website, Infinite Campus, ParentLink, Google Calendar, announcements, and regular meetings/trainings will be used to meet the needs of the community. The broadcast program at Greenspun will create broadcasts, YouTube videos, and podcasts with tips and tricks for students and parents for the use of devices.

Technical Support

The Clark County School District provides a full-time site-based technician (SBT) for each middle school. The site-based technician will be responsible for responding to requests in 24-hours or less.

First level tech support will be provided by the full-time SBT during school hours. Quick-It, an electronic quick service ticket, will be used to easily report computer problems. The procedure is currently in operation and working effectively. First level support includes management of all that is encompassed in the Google Chrome Management Console and device replacement within 24 hours of a reported physical incident. Devices needing replacement will be substituted with a Lenovo Think-Pad. These laptops were purchased last year to accommodate the Robotics classes at Greenspun. Non-warrantied repairs will be funded by the school and/or repaired in-house by the SBT. If the SBT cannot repair the Chromebook, it will then be sent to a qualified technician for servicing and repair. Funds to cover this expense will come from the school budget, or a technology fee may be assessed to the family of the student, depending on how the damage was incurred.

Connectivity

The Internet bandwidth at the school gateway is 707 kpbs per student. While the school is served from a central distribution point, the District will reserve bandwidth for the chosen schools to meet the minimum bandwidth requirements of the project. The District does not filter content at the individual site level. Content filtering is handled at the District firewall and is sufficient for this project. At the District level, 20 gbps of throughput capacity is available. The CCSD is not planning any upgrades at this school in the next two years.

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Barbara + Hank Greenspun Junior High FISCAL YEAR 2016

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT ____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0 00	
	580 Staff Travel	0 00	0 00	
	500 Other	0.00	0 00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0.00	0 00	
	612 Non InfomationTech Items of Value *	0.00	0 00	
	620 Energy	0 00	0.00	
	630 Food	0 00	0 00	
	640 Books and Periodicals (Ex 641)	0.00	0.00	
	641 Textbooks	0 00	0 00	
	650 Supplies; Info Tech (Ex 651 , 652, 653)	393,941.01	0 00	
	651 Software	0 00	0 00	
	652 Information Tech Items of Value *	0 00	0 00	
	653 Web-based and Similar Programs	0 00	0 00	
	Total 600	393,941.01	0.00	393,941.01
800	810 Dues and Fees	0 00	0 00	
	890 Other Miscellaneous	0.00	0 00	
	800 Other	0 00	0.00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		393,941.01	0.00	393,941.01
** Aprproved Indirect Cost Rate : 0.00%				8,824 28
700	730 Equipment over $5,000 each	0 00	0 00	
	700 Other	0.00	0.00	
	Total 700	0.00	0.00	0.00
TOTAL				402,765.29

Signature: _____
Signature of Authorized Representative

Date 2/8/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

INSTRUCTION

Grant: Barbara & Hank Greenspun Junior High Project No: _____
Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Barbara & Hank Greenspun Junior High Project No: _____

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
300	PURCHASED PROF. SERVICES:					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Barbara & Hank Greenspun Junior High Project No: _____

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
					TOTAL	$ -

INSTRUCTION

Grant: Barbara & Hank Greenspun Junior High Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
600	SUPPLIES:					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies				$ 393,941.01	$ 393,941.01
651	Instructional Software					$ -

INSTRUCTION

Grant: Barbara & Hank Greenspun Junior High Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -
	NARRATIVE:Greenspun's projected enrollment for FY16 is 1380. In addition, there are 64 classroom teachers, 1 specialist, 3 counselors, 1 Site-Based-Technologist (SBT), and 4 administrators. Therefore, the total number of Chromebook device packages being requested is 1453. 1453 x $723 (package cost) = $1,050,519.00 This budget includes 37.5% of the total cost of the device packages requested.					
				TOTAL	$ 393,941.01	

INSTRUCTION

Grant: Barbara & Hank Greenspun Junior High Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
800	OTHER OBJECTS:					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ 393,941.01	
Approved Indirect Cost Rate: 2.24% x Subtotal Above					$ 8,824.28	
700	EQUIPMENT:					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRANT TOTAL	$ 402,765.29	

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Barbara + Hank Greenspun Junior High FISCAL YEAR 2017

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT ____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0.00	0 00	
	580 Staff Travel	0.00	0 00	
	500 Other	0.00	0 00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0.00	0 00	
	612 Non InfomationTech Items of Value *	0.00	0 00	
	620 Energy	0.00	0.00	
	630 Food	0 00	0.00	
	640 Books and Periodicals (Ex 641)	0 00	0 00	
	641 Textbooks	0 00	0 00	
	650 Supplies, Info Tech (Ex 651 , 652, 653)	656,577.99	0.00	
	651 Software	0.00	0 00	
	652 Information Tech Items of Value *	0.00	0 00	
	653 Web-based and Similar Programs	0 00	0 00	
	Total 600	656,577.99	0.00	656,577.99
800	810 Dues and Fees	0.00	0 00	
	890 Other Miscellaneous	0 00	0 00	
	800 Other	0 00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		656,577.99	0.00	656,577.99
** Aprpproved Indirect Cost Rate : 0.00%				14,707 35
700	730 Equipment: over $5,000 each	0.00	0.00	
	700 Other	0 00	0.00	
	Total 700	0.00	0.00	0.00
TOTAL				671,285.34

Signature: _____
Signature of Authorized Representative

Date 2/8/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

INSTRUCTION

Grant: Barbara & Hank Greenspun Junior High Project No: _____

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Barbara & Hank Greenspun Junior High Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
300	PURCHASED PROF. SERVICES:					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Barbara & Hank Greenspun Junior High Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
					TOTAL	$ -

INSTRUCTION

Grant: Barbara & Hank Greenspun Junior High Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
600	**SUPPLIES:**					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies				$ 656,577.99	$ 656,577.99
651	Instructional Software					$ -

INSTRUCTION

Grant: Barbara & Hank Greenspun Junior High Project No: _____

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -
	NARRATIVE:FY17 (also based on FY16 projections) **Greenspun's projected enrollment for FY16 is 1380. In addition, there are 64 classroom teachers, 1 specialist, 3 counselors, 1 Site-Based-Technologist (SBT), and 4 administrators. Therefore, the total number of Chromebook device packages being requested is 1453.** **1453 x $723 (package cost) = $1,050,519.00** **This budget includes 62.5% of the total cost of the device packages requested.**					
				TOTAL	$ 656,577.99	

INSTRUCTION

Grant: Barbara & Hank Greenspun Junior High Project No: _____

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
800	OTHER OBJECTS:					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ 656,577.99	
Approved Indirect Cost Rate: 2.24% x Subtotal Above					$ 14,707.35	
700	EQUIPMENT:					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRANT TOTAL	$ 671,285.34	

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Barbara + Hank Greenspun Junior High FISCAL YEAR 2016-2017

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT ____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0.00	
	580 Staff Travel	0.00	0 00	
	500 Other	0 00	0.00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0.00	0 00	
	612 Non InfomationTech Items of Value *	0 00	0 00	
	620 Energy	0 00	0 00	
	630 Food	0.00	0 00	
	640 Books and Periodicals (Ex 641)	0 00	0 00	
	641 Textbooks	0 00	0 00	
	650 Supplies, Info Tech (Ex 651 , 652, 653)	1,050,519 00	0 00	
	651 Software	0.00	0 00	
	652 Information Tech Items of Value *	0 00	0.00	
	653 Web-based and Similar Programs	0 00	0 00	
	Total 600	1,050,519.00	0.00	1,050,519.00
800	810 Dues and Fees	0 00	0 00	
	890 Other Miscellaneous	0.00	0 00	
	800 Other	0 00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		1,050,519.00	0.00	1,050,519.00
** Aprproved Indirect Cost Rate : 0.00%				23,531 63
700	730 Equipment: over $5,000 each	0.00	0 00	
	700 Other	0.00	0 00	
	Total 700	0.00	0.00	0.00
TOTAL				1,074,050.63

Signature: _____
Signature of Authorized Representative

Date 2/5/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

Fund 2790000000
Grant
Project
Cost Center 9200010937
Nevada Ready 21 - Barbara & Hank Greenspun Junior High School (FY16)

Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost		Budget
5650	0100	1000	0650	Technology Supplies					$393,941.01
				Chromebook and Device Package		544.87	@ $723.00	$393,941.01	
				Greenspun's projected enrollment for FY16 is 1380. In addition, there are 64 classroom teachers, 1 specialist, 3 counselors, 1 Site-Based-Technologist (SBT), and 4 administrators. Therefore, the total number of Chromebook device packages being requested is 1453. 1453 x $723 (package cost) = $1,050,519.00 This budget includes 37.5% of the total cost of the device packages requested.					
				Supplies - Information Technology Related Total					$393,941.01
5901	1000	2900	0951	Indirect Costs			2.24% x	$393,941.01	$8,824.28
				Other Objects Total					$8,824.28
				Project Total					$402,765.29

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

Fund 2790000000
Grant
Project
Cost Center 9200010937
Nevada Ready 21 - Barbara & Hank Greenspun MS (FY17)

Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost		Budget
5650	0100	1000	0650	Technology Supplies					$656,577.99
				Chromebook and Device Package		908.13	@ $723.00	$656,577.99	
				Greenspun's projected enrollment for FY16 is 1380. In addition, there are 64 classroom teachers, 1 specialist, 3 counselors, 1 Site-Based-Technologist (SBT), and 4 administrators. Therefore, the total number of Chromebook device packages being requested is 1453. 1453 x $723 (package cost) = $1,050,519.00 This budget includes 62.5% of the total cost of the device packages requested.					
				Supplies - Information Technology Related Total					$656,577.99
5901	1000	2900	0951	Indirect Costs			2.24% x $656,577.99		$14,707.35
				Other Objects Total					$14,707.35
				Project Total					$671,285.34

Appendix A: Cover Sheet

Section 1.0
APPLICATION FOR SUBGRANT UNDER
FY16-FY17 State Educational Technology Implementation Funds

NRS 388.780-805
Commission on Educational Technology

Return to:
Kimberly Vidoni
700 East Fifth Street
Carson City, NV 89701

1. DISTRICT NAME AND MAILING ADDRESS:
Clark County School District
5100 W. Sahara Ave.
Las Vegas, NV 89146-3406

Name of School: Lied Middle School

2. AUTHORIZED CONTACT PERSON: (This person must be available 2/25/16, 9:00-4:00 to answer questions at the phone number below.)
Name Sharon Heyman
Title Grant Coordinator
Phone and Extension: (702) 799-5273
Fax Number: (702) 799-5239
E-mail Address: sheyman@interact.ccsd.net

3. Total Funds Requested: $856,727.24

One-to-One: **$856,727.24**

WAN Upgrades:

4. CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on: August 27, 2015 (date)

5. Signature

District Assistant Superintendent

STATE DEPARTMENT USE ONLY

Date Received:

Approved:

Initial Grant Award Issued: _____

Amount: $_____

Appendix B: School Demographics Worksheet
Complete the form with information about the applying school

School Name: Lied MS

Students

# Enrolled	# IEP	# FRL	#ELL
1,049	115	620	98

The information below is for informational purposes only and will not be subject to scoring.

Staff (Current, Pre-NR21 Counts)

#Teachers	#Tech Coaches	#IT Technicians	Total # Staff in Gateway
45	1.0*	1.0	75

*CCSD provides 0.20 FTE Digital Learning Coach (DLC) for each middle school. Middle schools participating in NV Ready 21 for 2016-2017 will be provided with 1.0 FTE DLC. DLCs will be centrally supervised and supported. This coaching support is for one year and intended to build capacity at each school.

Does the school use Canvas as an LMS? (Yes) No

If so, in what capacity?
Three teachers are currently using Canvas LMS. Other teachers on campus are using Edmodo, Google Classroom, and Egenuity.

Lied Middle School Nevada Ready 21 Implementation Plan

Lied Middle School opened in 1997 with approximately 50% of the current staff employed at Lied for 10 or more years. Student access to technology and teacher access to professional development were relatively limited prior to the current principal being appointed in the spring of 2014. The faculty is currently utilizing Edmodo school-wide and Google Apps for Education. Additionally, teachers share available iPad/laptop carts to integrate online content within a scheduled period of time.

Goal: To provide a technology rich learning environment for all students at Lied Middle School in order to improve communication, enhance effective instruction, and develop 21st century skills necessary to cultivate a global economic workforce for Nevada.
Objective 1: Lied students will consistently experience a learning environment that is intentionally designed to develop skills such as data analysis, critical thinking, teamwork, and problem solving, enabling them to compete in a global economy.
Outcome: 100% of students will be immersed in a tech-based learning environment, as evidenced through lesson plans, student work samples, and supervisory observations.
Outcome: 80% of students will be able to demonstrate competency in usage of technology to work independently and with peer teams to produce standards-based products that require teamwork, problem solving, and innovative solutions. This will be measured through analysis of technology- integrated student work samples, projects, and portfolios (>75% grade).
Objective 2: Lied students will demonstrate higher academic proficiency through the explicit integration of 1:1 technology, specifically: 1) More than 60% of students entering high school will be prepared to enter an honors/advanced placement academic placement; 2) Lied students will show at least one year of growth, regardless of the starting point, in reading and mathematics.
Outcome: 60% of students will exceed standards in one or more core, 8th grade content areas, in order to enroll in a high school honors course track, as measured through the tracking of registration into 9th grade courses.
Outcome: 90% of all students will show a year of growth in reading and mathematics, as measured through an approved and research-based online grade equivalence assessment.
This goal will be achieved through three main action steps: First, increasing the student access to technology from the current inventory of technology to a device for each teacher and a 1:1 student program; second, providing professional development in

methods of utilizing technology to enhance educational outcomes; finally, building a sustainable tech-based learning environment through active monitoring of the goal by the principal and administrative team.

Goal: To provide the faculty of Lied Middle School with both the technology and the professional development to become confident and innovative in providing high quality instruction through increasing competency in lesson planning, classroom management, data usage, content expertise, and risk taking in an environment rich in blended learning (instructional approach that integrates online learning with face-to-face instruction with the teacher).

Objective 1: Lied Middle School faculty will be exposed to in depth professional development in tech-based learning, in order to develop planning, buy in, and commitment to the transformation of student learning via a blended learning environment.

Outcome: 100% of the faculty will participate in professional development in a tech-based learning environment, emphasizing how it relates to meeting standards of the Nevada Educator Performance Framework (NEPF) and expectations of a culturally responsive classroom. This will be measured through professional development agendas, faculty sign in sheets, post training evaluations, and administrative observations.

Outcome: 80% of the faculty will develop confidence in developing and implementing lessons that will transform the classroom learning environment into one that is based on a blended learning model. This will be measured through the analysis of pre and post mindset surveys of faculty, administrative review of lesson plans, and the observation cycle process.

Objective 2: Through a three year implementation plan, all core content classroom instructional environments will transform into a blended learning model, at some level.

Outcome: In order to transform Lied Middle School to a technology rich, high achieving middle school, the following school-wide transitions will exist: In 2016-2017, one teacher, per core content area, will implement a "flipped classroom" (a model of blended learning in which the traditional portions of instruction are flipped; the direct instruction content is reviewed and studied at night by the student via videos recorded by the teacher or assigned reading and the hands-on practice student/teacher discourse occurs during the school day) in 8th grade classes. All teaching staff will utilize tools such as Google Apps for Education, Edmodo, and online formative/summative assessments

	("formative" guides the teacher in how to modify instruction based on the current level of understanding and "summative" is a final assessment that shows mastery of the content). In 2017-2018, including teachers who are already implementing a blended learning environment, all math and science teachers will incorporate a blended learning environment. In the 2018-2019 school year, 100% of core content teachers will have transformed classroom environments to a blended learning model. Measured through Professional Learning Community (PLC) agendas, review of lesson plans, and administrative observations.
This goal will be achieved by providing faculty with personal devices to use for classroom instruction, together with weekly professional development (both whole group and individualized) in technology, data analysis, critical problem solving, and strategies to increase student academic achievement. Additionally, mentoring, co-teaching, and modeling will be implemented utilizing the District provided Technology Coach, Lied Middle School's Technology Cadre, and administration.	

Implementation Details

School Change

Although technology is currently scarce at Lied Middle School, the staff has embraced a move to a tech-rich learning environment through the school-wide use of *Edmodo*, *Google App for Education*, *Edgenuity*, *ALEKS*, and other online learning applications. Additionally, six licensed teachers have completed their Blended Learning certification, three teachers have computer science minors, and one 6th grade teacher has set her classroom up as a full use, blended learning environment. By adding the hardware 1:1 for students and devices for staff, the staff and students can be immersed in a more consistent, higher quality, student-based environment. Lied Middle School is moving from a traditional teacher-led environment to one that will enhance student achievement, improve student engagement, improve classroom management, and enhance student ability to conduct independent research and collaborate with peers, by creating fundamental changes in teaching strategies and curriculum delivery.

The full effect of technological devices at Lied Middle School cannot be fully realized until technology is no longer a shared resource. Although, the culture is right to transform Lied into a highly academic, tech-driven school, the lack of available devices has kept achievement static and student engagement at an all-time low. Increased access to digital tools and daily usage of technology will be "business as usual" for students in the classroom and at home. Teachers will be fully prepared to implement the vision and will receive consistent support in moving toward a blended learning instructional environment.

Teachers will be exposed to consistent training through a Technology Cadre (Lied teacher leadership), in collaboration with the District-provided Technology Coach, during the contractually required 60 minutes/weekly of professional development, beginning with the

2016-2017 school year. Additional professional workshops will be offered throughout the next year utilizing Title 1 funding. Currently, due to restructuring the teacher contractual day (more allotted time in the morning and less time after student dismissal), Lied teachers are accustomed to meeting 60 minutes per week for professional development in Nevada Educator Performance Framework (NEPF) and cultural competency. The goal is to continue the training in these areas, while incorporating a tech-rich learning environment to complement the objectives in the NEPF standards and cultural competency. In this fashion, teachers will not feel overwhelmed with a "new" idea/initiative, but will continue to see how technology immersion and integration relates to what they are already expected to undertake as professionals.

Currently a majority of classrooms utilize a traditional teaching/instructional system. For example, many class structures have students sitting in rows, taking notes on lectures, practicing via worksheets, utilizing textbook math problems, and writing essays in class. Approximately one third of the teachers do use tools such as a SmartBoard or an ELMO, but only as a teacher tool; these devices are not used by students. Professional development on strategies to move teachers into a more student-based learning environment was initiated in the spring of 2014, with the new principal. Data was obtained during classroom observations on instructional characteristics such as frequency of group work, student led discussions, higher level questioning, and project-based learning opportunities. After analysis of these data, in conjunction with that of the NEPF data, professional development was structured so that teachers acquired skills to evaluate what students are doing, rather than what the teacher is doing in the classroom. Currently, about 50% of the Lied staff has made significant gains in transforming from traditional teaching to a student led environment. Funding through NR21, plus the gains made in recent professional development, will escalate the drive toward a school-wide acceptance of a blended learning model. Professional development will be intensified, focused, and strategic, centering on explicit strategies in a tech-based and student-centered culture. Students will be expected to prepare for lessons by researching or reading ahead at home. The school day will be comprised of students engaging in project-based learning in which there are elements of creative problem solving, innovative approaches to solutions, and a collaborative environment that embraces the diversity of the Lied Middle School student population.

In order to ascertain that there is a consistent and steady growth in student achievement, student engagement, faculty confidence in classroom structures and use of technology, aggregate data will consist of pre and post mindset surveys (faculty, students, and parent community), student achievement data (growth and proficiency), classroom observations, feedback conference notes, high school registration data, samples of lesson plans, and samples of agendas from professional development and PLCs. Surveys will be administered three times year with parallel questions:

- Teachers - parallel questions to gauge qualitative results in confidence in technology, lesson structures, and strategies of incorporated blended learning models, perceived increase in ability to think more creatively and engage in more innovative ideas, and feelings regarding student classroom behavior.
- Students - parallel questions pertaining to self-reported increase in skill in technology tools and applications; level of enjoyment/engagement during the day; feeling of welcome and connection to staff; ease of completing work outside of the school day;

and level of perceived gain in academic knowledge, ability to problem solve, and belief in high school success.

•Parents - parallel questions to gauge how parents feel about the quality of education their students are receiving, level of frustration their students have (or do not have) in completing work outside the day, changes in perception of use of technology in the school, and general questions regarding student behavior.

Student achievement data points will consist of annual collection of scores from the state standardized assessments, growth data via an online grade level proficiency assessment aligned to the Nevada Academic Content Standards (three times a year with the end of year assessment measuring grade level growth from one year to the next), and WIDA (an English language proficiency assessment) annually administered to the English Learner population to gauge if integrated technology (individualized instruction geared toward increasing English proficiency and rigorous presentation of the content standards) has a positive effect on a higher academic achievement. Finally, samples from student work, lesson plans, classroom observation notes, and agendas/minutes will be used as qualitative data points in which the expectation is to see an increase in both the quantity and quality of student generated projects. Also, lesson plans and classroom observation data will be used to gauge frequency of student-centered lessons. The use of a variety of blended learning models have shown to have a significant effect on the increase of student academic proficiency. Studies reporting high success rates of moving students ahead in their academic proficiency can be found through: Brame, C. *Flipping the Classroom*. Vanderbilt University Center for Teaching (2013). Retrieved 01-18-16 from http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom. Lied students have a great deal to gain by moving to a student centered environment, rich in technology, receptive to innovative ideas, and structured to prepare students to join a highly technological, global, economic workforce in Nevada.

Students

The demographic makeup of Lied Middle School has changed dramatically over the last few years: 2003, for example, saw 12% African American, 14% Hispanic, and 67% Caucasian. In 2015, Lied has 19% African American, 33% Hispanic, and 32% Caucasian. In 2003 Lied had 15% Free and Reduced Lunch (FRL) eligible students; in 2015 60% are FRL. The need to expose students not only to the technology but the skills necessary to become a vital and rich economic source for their home state has increased. A blended learning environment assures that all students, including those who are English Learners, are exposed to instruction fitted/modified to their individual needs.

Students at Lied Middle School are engaged in an ongoing battle between having/using technology and fighting the urge not to use in it school, as it is not accepted by all teachers. With NR21, students will find themselves in an environment in which they will be encouraged to "Google that" and use real time data to construct systems of equations. Engagement and participation in the learning process will move from a passive experience to one that is dependent on student involvement. It is not surprising that student behavior challenges dramatically decrease when there is active learning, and student discourse taking place. A NR21

grant will allow Lied Middle School staff to provide for all the necessary components to go from a shared resource to one that gives ALL students the exposure to global knowledge.

Recent research and articles on blended learning indicate that student exposure to technology should be a scaffolding dynamic experience. Teachers and students should be continually collaborating and designing the "model" that guarantees students are getting the richest setting for academic success. Students at Lied will begin in the 2016-2017 school year engaged in a school/personal tech-centered connection on a daily basis. Staff will be required to assign research and other assignments, such as preparing for science labs and math lessons, and save them in the "cloud." This requirement moves some of the more independent aspects of learning from the school day to night time work and allows for students to participate in the more engaging aspects of learning, like collaborating on projects, completing science labs, and designing individualized problem-based projects during the school day. Classrooms are then set up to allow students to investigate the problems researched the night before or participate in peer editing of written assignments via Google Docs. With one teacher per core content area in 8th grade classes officially utilizing a "flipped classroom" approach in the 2016-2017 school year, many 8th grade students will be immersed in this model of instruction. It is then expected that many (>60%) 8th grade students will have the experience in critical thinking, proficiency of the content standards, and ability to effectively and independently study that will prepare them to enroll in an honors/advanced track in 9th grade (high school).

By implementing a 21st century learner-centered environment, it is expected that each Lied student, regardless of the benchmark starting point, will achieve at least one year of academic growth in reading and mathematics each school year. There will also be a steady increase of students prepared to enter high school enrolled in the honors track – starting with an increase for those entering high school in the fall of 2017 (60%). The second component relates to 21st century skills which contribute to Nevada producing a "high tech workforce" (as referenced in the "aligning education" vision of the Las Vegas Global Economic Alliance, www.lvgea.org). These are skills such as, thinking creatively, working creatively with others, implementing innovations, and using systems thinking (how to analyze the parts of a whole in order to understand complex systems and how they develop).

These outcomes will be specifically achieved in several ways: First, teachers collaborate with each other to design lessons that are student centered. Preparation for the lesson by the student (research, reading of teacher prepared notes, practice problems, viewing a "direct instruction" video) is completed independently, outside class. Classroom instruction will consist of project development, working on creative solutions to a problem, completing lab work, or working independently at the level of the student. In a traditional environment, half of the class period is earmarked for direct instruction and reading and only a smaller portion is designated for practical use of the knowledge. This method allows for greater creativity and promotes critical thinking and deeper understanding of content.

There are four sets of quantitative data that will be used to determine/measure success in reaching student outcomes. First, records of 9th grade student registration will document the number of students entering high school in honors/advanced placement tracks. Second, state standardized testing administered in the spring of 2016 will be used to benchmark academic

proficiency. Third, an online grade equivalence assessment will be used to determine grade level growth in reading and mathematics (assessment tool to be determined at a later date). Finally, WIDA assessment results will be utilized to determine success of ELL students in their individualized learning environment. Student outcomes will be measured through evaluation of project-based learning assignments, portfolios of student projects and work, classroom observations, and student surveys.

Student success will also be evaluated in terms of how the skills are utilized outside school. Technology available to students 24 hours a day allows for thoughtful and efficient use of academic time during the school day. Students who can complete necessary assignments and prepare effectively for the labs and group projects prior to class not only become better managers of time, but learn to engage in the student-to-student collaboration in this blended learning environment. Additionally, students will be encouraged to move beyond expected grade level skills, if able. Those students who may currently feel stifled and bored with the current curriculum will have the skills, the technology, and the staff encouragement to move beyond. Finally, many students at Lied Middle School will be the first in their families to truly be "College and Career Ready." The exposure to what Lied Middle School will offer (specifically, being able to creatively solve problems, work within a team environment, and learn to take responsibility for their own learning) sets students up to have the skills to develop "start-ups" in Las Vegas, to be competitive in the job market, or to enroll in higher education. This, in turn, will ensure that students will be lifelong learners. Most Lied students continue on to Shadow Ridge High School. The principals of the two schools have a strong working relationship to ensure that what is being offered at Lied Middle School is continued at the same and higher levels at Shadow Ridge High School. The principal at the high school has constructed an "advanced placement academy" with a technology based focus: thereby, ensuring a student-centered learning environment that will take students from 6th grade through 12th grade. The NR21 grant for Lied Middle School is the foundation to this strong 6-12 relationship.

Teachers

According to a 2010 study by Bebell and Kay (*One to One Computing: A Summary of the Quantitative Results from the Berkshire Wireless Learning Initiative*. Journal of Technology, Learning, and Assessment. Retrieved from http://www.jtla.org.): It is "...impossible to overstate the power of individual teachers in the success or failure of 1:1 computing" and "...teachers nearly always control how and when students access and use technology during the school day." After they examined several years of data of student and teacher technology use, Bebell and Kay found that influences in the school setting played a larger role in the adoption and use of technology than teachers' subject area or grade level. Finally, they concluded that "teacher 'buy in' for Technology Immersion is critically important because students' school experiences with technology are largely dictated by their teachers." Understanding the past and current research, teacher professional development at Lied Middle School will not be understated, but rather in depth, prescriptive, and consistent, and results will be monitored on a regular basis. Funding through NR21 will make certain that each teacher has access to the technology 24 hours a day. District resources will enable Lied Middle School to have daily access to a Technology Coach to plan, prepare, and facilitate high quality, consistent, individualized professional development and coaching.

The teacher contractual day at Lied Middle School is already strategically planned so time is built into the schedule in the morning for effective professional development. This ensures that all teachers are receiving the same message and training while allowing for authentic collaboration amongst colleagues. With 1:1 devices for students and teachers, training will combine utilizing technology, studying small research papers conducted on tech-based learning environments, hands on exposure to blended learning models, and other skills teachers may need to successfully move forward with the goals and objectives. There will be in depth training and modeling of what student-centered environments look like and how to specifically prepare for that type of instruction. Teachers will be given ample opportunities to observe outside of Lied Middle School to see a master teacher in the District who has already successfully implemented a student-centered learning environment. Additionally, the morning professional development time allows for individualized training, based on the skill and knowledge of individual teachers and will help to build capacity for teacher leadership. There are several teachers on campus who are currently proficient in technology and student-centered learning and will be able to assist in leading their colleagues in individualized training. This first group of teacher leaders (Technology Cadre) will begin to collaborate weekly, with the principal, once there is official notification the NR 21 grant has been awarded to Lied Middle School. The purpose of the collaboration will be to lay out an efficient and explicit three year plan. The plan will be twofold; a) creation of a professional development schedule and 2) creation of a graphic model (template) of the three year structure leading to full technology integration in all classrooms by year three. The Technology Cadre will also be involved in helping teachers to integrate technology into their Professional Growth Plans (PGPs). This PGP is a component of the newly adopted salary schedule for teachers. Even though the PGP will have a technology focus, it distinctly allows for personalization for each teacher. The incentive and motivation to increase student achievement while moving up on the teacher salary scale is the perfect combination for guaranteed success of the NR 21 objectives. It is expected additional teachers will be added to the Technology Cadre each year, incorporating their own special technology skills and knowledge of the integration of the technology into instruction. Teachers in the Technology Cadre will be compensated with Title 1 funding already allocated to collaboration time in the current year. Additionally, Title 1 funding will be utilized for professional development that occurs outside the contractual day, for half-day substitutes to allow for twice a year Structured Teacher Planning Time (STPT) to facilitate peer collaborative planning, and one full day substitute per teacher to be used to observe a colleague for the day, either on the Lied campus or a master teacher at another campus in the District.

The main goal for the 2016-2017 year is to immerse teachers in quality professional development and research on effective forms of tech-based learning environments, with the outcome of teachers collaborating on how best to implement new teaching strategies. Teachers will be encouraged to use the first year to experiment with new strategies and ideas. The focus is "innovation." Teachers cannot be expected to teach 21st century skills if principals are not willing to allow teachers to learn the skills first.

Currently, teachers engage in professional development in two main areas: the NEPF and cultural competency. It is vital that teachers do not feel overwhelmed and begin to resent new initiatives. Therefore, all professional development in technology will be integrated with what is

already being presented with the NEPF and cultural competency. The goal is for teachers to see that, by incorporating a technology-based learning environment; they will successfully meet the teaching standards of the NEPF and also create a culturally competent classroom climate.

Principal

The current principal began serving Lied Middle School in February of 2014. At the time, the school culture was very fragile – both staff and students had low morale and there were limited structures in place. The school had been without a principal since September of that year, there was movement of staff, and there was massive media coverage due to two teachers who had been removed for accusations regarding inappropriate relationships with students. There was a definite mistrust of administration. The first undertaking of the principal was to restore trust and warmth for both the faculty and students. Most staff members are veterans of the school and have had difficulty adjusting to the drastic change in demographics. The teachers, however, are very motivated and dedicated to the process of education, and the new principal was required to lead the staff into a place of structure, positive climate, and rigorous instruction for all students. The principal, not unfamiliar to the change process in her former leadership role at Lois Craig Elementary (at risk and high ELL population), followed strategic steps to lead the staff into an environment that is culturally responsive and positive. At Lied, through the process of hiring a competent and positive administrative team that is familiar with diverse student populations, the principal was able to create an environment ready to move to the next level of building a strong student learner setting. After two years, the staff is positive, students feel welcome, and teachers have begun to participate in collaborative planning that is effective and relevant. From a technology perspective, the principal works alongside the Site-Based Technician (SBT) to maintain the website. She initiated and maintains the school's Twitter account, is a member of iNACOL (International Association for K-12 Online Learning), is a "graduate" of the Public Education Foundation's Executive Leadership Academy (Cohort 2), and participates in several webinars on up-to-date research and activities in innovative ideas. Prior to moving to Lied Middle School, the principal brought Lois Craig Elementary School up to higher technology standards by writing a grant to provide one iPad for each 3rd grade student to utilize in the classroom in order to enhance engaging and productive ELL lessons via apps used with the iPads. Each teacher on campus was also given an iPad and intensive professional development in strategies to incorporate the device as a teaching tool. All staff members felt comfortable (via pre and post staff survey results) with technology and about 80% utilized some sort of technology on a daily basis by the time the principal moved to Lied Middle School in February 2014.

Leading a school faculty to shift in both thinking and action takes patience, confidence, competence, clarity of vision, risk-taking, and openness to listen to new and different thoughts. These qualities currently exist with both the principal and the administrative team. Most staff members are excited to come to work and have shown that they trust the principal by taking risks to improve instruction. There appears to be a level of faith in progress and Lied staff members are assured that they are respected and supported in all new instructional strategies that come their way.

The principal understands that the undertaking of a tech-based learning environment must be immediate (but not too quick and overwhelming) and the vision must explicitly spell out what the next three years will look like for teacher expectations and the process for professional development. Further, the vision of classroom environments will transition from traditional rows of students in a lecture format – a one size fits all – to a combination of various blended learning models. Each student will feel compelled to learn and will be engaged in the content. Additionally, and possibly more importantly, the students will be able to have 24 hour access to information. Students will also have access to completing and submitting written document assignments without the need of notebook paper, a printer to print the assignment, or even textbooks. Homework and projects will be relevant to the learning and students; therefore, students will be more prone to submit projects and homework on time. Further, the principal expects, and will ensure, a collaborative culture in which teachers feel empowered to go beyond the level of technology with which they are comfortable, setting the standard that technology is used in an effective and innovative way on a daily basis. The level of technology does not need, however, to look exactly the same from classroom to classroom as teachers are supported in their own professional growth and have the freedom to be experimental.

The expectation is that the instruction over the next three years will embrace the ever changing diverse population of students so that all students are given what is needed at their level to show growth in reading and mathematics and become skilled in 21st century abilities.

The principal introduced the NR21 grant in the scheduled parent meeting on January 21, 2016. The timeline of the grant, the purpose, and when notification of acceptance may be received were all shared with parents. Through open communication in the entire process, staff and parents have the most current information. Once the grant is awarded, students and parents will be given information on what to expect next. A detailed letter will go home to parents explaining the three-year process, the dissemination of devices, and student expectations. Conversations with staff will begin immediately to look at master scheduling and rostering of students into flipped classrooms for the 2016-2017 school year. Those teachers who choose to utilize a flipped classroom will begin professional development/collaboration right away to prepare for 2016-2017.

District Coach

Clark County School District will provide one Technology Coach for each Nevada Ready 21 middle school. A technology coaching program has been in place in the District since the 2012 -2013 school year. Technology Coaches provide technology integration support and professional development for teachers. They work closely with teachers to look at student needs: Plan, based on the Nevada Academic Content Standards: implement technology for meaningful learning; and examine the outcomes. Based on CCSD's experience with the Technology Coach model, as well as the central support for and organization of the Technology Coaches, one Technology Coach per school will adequately address the professional development needs. In the four years of the e3 1:1 project, one Technology Coach provided services to the staff at two schools for two years. Four years of survey data show that over 80% of the teachers felt they had enough professional development within the e3 project. In this project, one Technology Coach will assist the staff at one school for one year. Specifically, at Lied Middle

School, the Technology Coach will work in collaboration with the school principal and the Technology Cadre to develop both whole group professional development and individualized professional development. Sixty minutes of morning time is already scheduled (some embedded into professional development of NEPF and cultural competency) and can be dedicated to this training. Initial trainings will be whole group in order to ensure that all staff members have the same information, are exposed to the same vision, and can collaborate among all levels of staff to share ideas, strategies, and concerns, as they arise. A pre survey will be administered at the start of the process to determine attitudes as well as current technology skills, knowledge, and concerns. The analysis of the survey will allow individualized training to be developed, in collaboration with the Technology Coach, the Technology Cadre and the principal. Then teachers will be required to sign up for a menu of topics on scheduled morning meeting days. By allowing a choice, teachers will be more receptive to the professional development. By the end of the 2016-2017 school year, the goal is to have all licensed staff exposed to in depth training.

The Technology Coach will initially plan two different elements. First, whole staff professional development, focused on research and necessary components of tech-based learning will be planned. The goal is that all teachers have at least a basic understanding of the different models of tech-based learning and the overall vision of the school. Second, utilizing the pre survey results, the Technology Coach, in collaboration with the Technology Cadre and the principal, will strategically plan and prepare varying levels of training based upon the needs of the staff. Technology training will be required once per week, but at the level and interest of the teacher. An individualized, rotation model for coaching will be used, as it is important that teachers feel engaged and that the training is relevant and easily replicable. Although there are currently 44 licensed staff members at Lied Middle School, there are 36 classroom teachers who will need to be trained. Guidance from the Technology Coach, the Technology Cadre, and the principal will ensure that trainings will be facilitated for the whole staff. This will enable effective, high quality professional development for all 36 classroom teachers. The bulk of the required training will be in the morning, but the Technology Coach will be available to co-teach and work alongside teachers during their preparation time each day. By having both the required time allotment in the morning and optional preparation time, teachers will feel that their most immediate needs will be met. With any undertaking in a school environment, sustainability is fundamental. The goal for building capacity is that, by the end of 2016-2017, an additional teacher per grade level, per content area, will be proficient enough to join the leadership team and ensure consistent and efficient, long term professional development in tech-based learning environments.

Parents/Caregivers and Other Stakeholders

Currently at Lied Middle School, the principal plans and prepares monthly parent meetings with the objective of sharing and communicating all initiatives, funding resources, and activities. In fact, parents have already been exposed to the NR21 grant and its positive effects for students, if awarded. This information was shared on the scheduled parent meeting on January 21, 2016. Parents were given the quick facts and allowed to ask questions. All parent meeting agendas and handouts are linked to the Lied website so all parents have the same access to the information – in fact, the quick facts of the NR21 grant are uploaded into the a parent

meeting link. This process will continue and technology professional development will be embedded, based on the needs of the parents. The parent community at Lied is involved and feels welcome to engage in the resources and events of the school. As an example, parents were invited to school on a Saturday morning last year to work in the computer lab to experience practice tests for the upcoming SBAC state assessments. The Spanish speaking parents appreciated being able to access the assessment samples in Spanish, and all parents were appreciative of getting some exposure to the online assessment. The expectation is that this routine communication between school and community will continue.

Technical Support

The Clark County School District provides a full-time site-based technician (SBT) for each middle school. The site-based technician will be responsible for responding to requests in 24-hours or less.

The school's current SBT is competent and has built a professional rapport with all staff members at the school. Teachers are comfortable submitting requests for technology assistance and all requests have been addressed within 24 hours. The SBT developed an efficient means of submitting requests. Teachers utilize his system with success and the expectation is that this procedure will continue throughout the time of the grant and beyond. Additionally, it is also expected that the SBT is a member of the Technology Cadre and plays an integral part in the implementation of the tech-based learning environment.

Approximately $26,000 is currently earmarked (through energy rebate savings in the budget) for the repair and replacement of devices. This fund has been accumulating specifically for this use and will be available immediately, as needed.

It is the intent that all staff and students receiving a device will sign a contract indicating financial responsibility for repair/replacement of the device.

Connectivity

The Internet bandwidth at the school gateway is 871 kpbs per student. While the school is served from a central distribution point, the District will reserve bandwidth for the chosen schools to meet the minimum bandwidth requirements of the project. The District does not filter content at the individual site level. Content filtering is handled at the District firewall and is sufficient for this project. At the District level, there is 20 gbps of throughput capacity. The CCSD is not planning any upgrades at this school in the next two years.

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Lied Middle School FISCAL YEAR 2016

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT ____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0 00	
	580 Staff Travel	0 00	0 00	
	500 Other	0 00	0 00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0 00	0 00	
	612 Non InfomationTech Items of Value *	0 00	0 00	
	620 Energy	0.00	0.00	
	630 Food	0 00	0 00	
	640 Books and Periodicals (Ex 641)	0 00	0 00	
	641 Textbooks	0 00	0 00	
	650 Supplies; Info Tech (Ex 651 , 652, 653)	314,230.26	0 00	
	651 Software	0 00	0 00	
	652 Information Tech Items of Value *	0 00	0 00	
	653 Web-based and Similar Programs	0 00	0 00	
	Total 600	314,230.26	0.00	314,230.26
800	810 Dues and Fees	0 00	0 00	
	890 Other Miscellaneous	0.00	0 00	
	800 Other	0 00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		314,230.26	0.00	314,230.26
** Aprproved Indirect Cost Rate : 0.00%				7,038 76
700	730 Equipment: over $5,000 each	0 00	0 00	
	700 Other	0 00	0.00	
	Total 700	0.00	0.00	0.00
TOTAL				321,269.02

Signature: _____
Signature of Authorized Representative

Date 2/5/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

INSTRUCTION

Grant: Lied Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Lied Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
300	PURCHASED PROF. SERVICES:					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Lied Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:			TOTAL	$ -	

INSTRUCTION

Grant: Lied Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
600	**SUPPLIES:**					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies				$ 314,230.26	$ 314,230.26
651	Instructional Software					$ -

INSTRUCTION

Grant: Lied Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -

NARRATIVE: Lied's projected enrollment for FY16 is 1100. In addition, there are 50 classroom teachers, 3 specialists, 2 counselors, 1 Site-Based-Technologist (SBT), and 3 administrators. Therefore, the total number of Chromebook device packages being requested is1159.
1159 x $723 (package cost) = $837,957.00
This budget includes 37.5% of the total cost of the device packages requested.

INSTRUCTION

Grant: Lied Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
				TOTAL	$ 314,230.26	

INSTRUCTION

Grant: Lied Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
800	**OTHER OBJECTS:**					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ 314,230.26	
Approved Indirect Cost Rate: 2.24% x Subtotal Above					$ 7,038.76	
700	**EQUIPMENT:**					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRAND TOTAL	$ 321,269.02	

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Lied Middle School FISCAL YEAR 2017

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT _____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0 00	
	580 Staff Travel	0 00	0 00	
	500 Other	0.00	0.00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0.00	0 00	
	612 Non InfomationTech Items of Value *	0 00	0.00	
	620 Energy	0 00	0.00	
	630 Food	0 00	0 00	
	640 Books and Periodicals (Ex 641)	0.00	0.00	
	641 Textbooks	0 00	0.00	
	650 Supplies, Info Tech (Ex 651 , 652, 653)	523,726 74	0 00	
	651 Software	0 00	0.00	
	652 Information Tech Items of Value *	0.00	0 00	
	653 Web-based and Similar Programs	0 00	0 00	
	Total 600	523,726.74	0.00	523,726.74
800	810 Dues and Fees	0.00	0 00	
	890 Other Miscellaneous	0 00	0 00	
	800 Other	0 00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		523,726.74	0.00	523,726.74
** Aprproved Indirect Cost Rate : 0.00%				11,731 48
700	730 Equipment over $5,000 each	0 00	0 00	
	700 Other	0.00	0.00	
	Total 700	0.00	0.00	0.00
TOTAL				535,458.22

Signature: _____
Signature of Authorized Representative

Date 2/8/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

INSTRUCTION

Grant: Lied Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Lied Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
300	PURCHASED PROF. SERVICES:					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Lied Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	

INSTRUCTION

Grant: Lied Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
600	**SUPPLIES:**					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies				$ 523,726.74	$ 523,726.74
651	Instructional Software					$ -

INSTRUCTION

Grant: Lied Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -

NARRATIVE: FY17 (also based on FY16 projections)
Lied's projected enrollment for FY16 is 1100. In addition, there are 50 classroom teachers, 3 specialists, 2 counselors, 1 Site-Based-Technologist (SBT), and 3 administrators. Therefore, the total number of Chromebook device packages being requested is1159.
1159 x $723 (package cost) = $837,957.00
This budget includes 62.5% of the total cost of the device packages requested

INSTRUCTION

Grant: Lied Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
				TOTAL	$ 523,726.74	

INSTRUCTION

Grant: Lied Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
800	OTHER OBJECTS:					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ 523,726.74	
Approved Indirect Cost Rate: 2.24% x Subtotal Above					$ 11,731.48	
700	EQUIPMENT:					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRANT TOTAL	$ 535,458.22	

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Lied Middle School FISCAL YEAR 2016-2017

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT ____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0.00	0 00	
	580 Staff Travel	0 00	0 00	
	500 Other	0 00	0 00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0 00	0 00	
	612 Non InfomationTech Items of Value *	0 00	0 00	
	620 Energy	0 00	0.00	
	630 Food	0 00	0 00	
	640 Books and Periodicals (Ex 641)	0.00	0 00	
	641 Textbooks	0 00	0 00	
	650 Supplies; Info Tech (Ex 651 , 652, 653)	837,957.00	0 00	
	651 Software	0 00	0 00	
	652 Information Tech Items of Value *	0 00	0 00	
	653 Web-based and Similar Programs	0 00	0.00	
	Total 600	837,957.00	0.00	837,957.00
800	810 Dues and Fees	0.00	0 00	
	890 Other Miscellaneous	0 00	0 00	
	800 Other	0.00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		837,957.00	0.00	837,957.00
** Aprproved Indirect Cost Rate : 0.00%				18,770 24
700	730 Equipment. over $5,000 each	0.00	0 00	
	700 Other	0 00	0.00	
	Total 700	0.00	0.00	0.00
TOTAL				856,727.24

Signature: _____
Signature of Authorized Representative

Date 2/8/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

Fund 2790000000
Grant
Project
Cost Center 9200010244
Nevada Ready 21 - Lied MS (FY16)

Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost		Budget
5650	0100	1000	0650	Technology Supplies					$314,230.26
				Chromebook and Device Package		434.62	@ $723.00	$314,230.26	
				Lied's projected enrollment for FY16 is 1100. In addition, there are 50 classroom teachers, 3 specialists, 2 counselors, 1 Site-Based-Technologist (SBT), and 3 administrators. Therefore, the total number of Chromebook device packages being requested is1159. 1159 x $723 (package cost) = $837,957.00 This budget includes 37.5% of the total cost of the device packages requested.					
				Supplies - Information Technology Related Total					$314,230.26
5901	1000	2900	0951	Indirect Costs			2.24% x $314,230.26		$7,038.76
				Other Objects Total					$7,038.76
				Project Total					$321,269.02

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

Fund 2790000000
Grant
Project
Cost Center 9200010244
Nevada Ready 21 - Lied MS (FY17)

Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost		Budget
5650	0100	1000	0650	Technology Supplies					$523,726.74
				Chromebook and Device Package		724.38	@ $723.00	$523,726.74	
				Lied's projected enrollment for FY16 is 1100. In addition, there are 50 classroom teachers, 3 specialists, 2 counselors, 1 Site-Based-Technologist (SBT), and 3 administrators. Therefore, the total number of Chromebook device packages being requested is1159. 1159 x $723 (package cost) = $837,957.00 This budget includes 62.5% of the total cost of the device packages requested.					
				Supplies - Information Technology Related Total					$523,726.74
5901	1000	2900	0951	Indirect Costs			2.24% x	$523,726.74	$11,731.48
				Other Objects Total					$11,731.48
				Project Total					$535,458.22

Appendix A: Cover Sheet

Section 1.0
APPLICATION FOR SUBGRANT UNDER
FY16-FY17 State Educational Technology Implementation Funds

NRS 388.780-805
Commission on Educational Technology

Return to:
Kimberly Vidoni
700 East Fifth Street
Carson City, NV 89701

1. DISTRICT NAME AND MAILING ADDRESS:	2. AUTHORIZED CONTACT PERSON: (This person must be available 2/25/16, 9:00-4:00 to answer questions at the phone number below.)
Clark County School District **5100 W. Sahara Ave.** **Las Vegas, NV 89146-3406** **Name of School: W. Mack Lyon Middle School**	**Name** Sharon Heyman **Title** Grant Coordinator **Phone and Extension:** (702) 799-5273 **Fax Number:** (702) 799-5239 **E-mail Address: sheyman@interact.ccsd.net**

3. **Total Funds Requested: $320,810.72**

One-to-One: **$320,810.72**

WAN Upgrades:

4. CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on: August 27, 2015 (date)

5. Signature

District Assistant Superintendent

STATE DEPARTMENT USE ONLY

Date Received: Approved:

Initial Grant Award Issued: _____ Amount: $_____

Appendix B: School Demographics Worksheet
Complete the form with information about the applying school

School Name: Mack Lyon MS

Students

# Enrolled	# IEP	# FRL	#ELL
375	47	128	16

The information below is for informational purposes only and will not be subject to scoring.

Staff (Current, Pre-NR21 Counts)

#Teachers	#Tech Coaches	#IT Technicians	Total # Staff in Gateway
25	1.0*	1.0	48

*CCSD provides 0.20 FTE Digital Learning Coach (DLC) for each middle school. Middle schools participating in NV Ready 21 for 2016-2017 will be provided with 1.0 FTE DLC. DLCs will be centrally supervised and supported. This coaching support is for one year and intended to build capacity at each school.

Does the school use Canvas as an LMS? Yes (No)

If so, in what capacity?
The school currently uses Google Classroom as the main LMS for teachers, students, and parents. Teachers use it to distribute and collect digital assignments, communicate with students and parents. Teachers share resources with each other and with students. Students collaborate with live editing and revision. Teachers provide interactive feedback to guide process-focused instruction. Google classroom enables all users to manage and access resources in a unified digital space. It eliminates any time and location restrictions that may have been placed on users in the traditional brick and mortar school systems in the past.

W. Mack Lyon MS Implementation Plan

Mack Lyon Middle School is a small rural school located in Southern Nevada. Lyon MS has been moving towards 1:1 technology integration for the last two years. Presently, 80% of English Language Arts (ELA) classrooms utilize Chromebooks daily for research, sharing, collaboration with peers, note-taking, and management of assignments. Social studies and math classes share three partial sets of iPads. In these classrooms, students access iPads on a rotation schedule. There are three computer labs located on campus available to all classes that do not have portable 1:1 access. This is managed on a first come, first serve basis.

School-wide, teachers and students are using Google Classroom as a platform for creating, distributing, and completing assignments in a paperless system that provides real-time collaboration and timely feedback. Google Docs, Forms, Sheets, and Slides are additional web-based applications that are used for the creation and sharing of assessments, multi-media presentations, and spreadsheets.

By providing 24/7 accessibility to all students, Lyon MS recognizes there will be a dynamic shift in the way information is delivered and strives to progress to 1:1 technology so students may be prepared for success in school, postsecondary education, work, and life in a global society.

Goal 1: To provide an equitable, technology-rich education that will prepare students for college and careers with skills for the 21st century.		
	Objective 1: All students will participate in a 21st century skills-driven, student-centered environment focused on creativity, collaboration, communication, and critical thinking (the 4 C's).	
		Outcome: 90% of students will produce a minimum of one project-based learning product per semester/per class, implementing the 4 C's as documented by teacher records. Outcome: 90% of students will produce at least five digital projects per quarter as documented by teacher records
	Objective 2: Teachers will purposely infuse technology into students' daily learning experiences to move towards a student-centered model of instructional practice that fosters the 4 C's of 21st century learning.	
		Outcome: 100% of Lyon MS teachers will be Google certified Educator Level 1 for school year 2017/2018. 90% of teachers will purposefully integrate student-centered use of technology.
		Outcome: 90% of students will self-monitor their learning by tracking their calendars and workflow electronically, as documented by teacher records.
This goal will be achieved by providing each student with continuous access to a personal		

portable device to enhance the development of 21st century skills through student-centered instruction. Teachers will also be provided continuous professional development to assist in the development of high-quality instruction for all students.

Goal #2: Increase student achievement by implementing Nevada Academic Core Standards through the use of technological applications of informational text.	
	Objective 1: Utilize electronic tech-books in science, social studies, ELA, and math for instruction.
	Outcome: Students performance on classroom tests and quizzes will increase by 20% per pre/post tests
	Outcome: Student produced projects will increase in academic voice and fluency by 20% by the end of 6th grade, 20% by the end of 7th grade, and 20% by the end of 8th grade.
	Objective 2: Implement the use of virtual field trips and video conferencing to fill gaps in background knowledge and vocabulary deficits.
	Outcome: Students will increase academic vocabulary by 20% in all core subjects per teacher tests.
	Outcome: Students writing will reflect a 10% increase in fluency of academic vocabulary.
This goal will be achieved by providing teachers and students access to tech-books in digital form in the core subjects of math, ELA, science, and social studies. Teachers will continue their training with Google expeditions to guide students in high-quality, virtual field trips and video conferences.	

Implementation Details

School Change

Lyon MS has been transitioning to the implementation of 1:1 technology for the past two years. Due to budget constraints, the transition, although beneficial for the school environment, has been slow-paced. ELA classes use classroom sets of Chromebooks daily for delivery, production, and submission of assignments and digital projects. Using Google Applications For Education (GAFE) has resulted in many desired outcomes: real-time collaboration, timely and personalized feedback, peer editing and revision, in-depth research, and the increased capacity for the creation of digital presentations. Social studies and math classes share partial sets of iPads for researching, investigating current events, and learning through the Khan Academy website. There are three computer labs equipped with desktop computers for student use, based on availability.

With the school's commitment to full implementation of the 1:1 model of education, Lyon students will be empowered with the tools to drive and manage their learning. The 1:1 technology opportunity will increase active engagement across the school population and across the curriculum. Inter-disciplinary cooperation and collaboration will become standard within the school culture. Students will be required to work collaboratively to produce multimedia projects in all classes. The classrooms will look different as the teachers become mentors while students

are actively navigating activities that require them to engage in meaningful dialogue with peers in order to solve problems. One way the culture will shift is the effective implementation of a blended learning space for students where they have access to learning anytime, anyplace. Additionally, there will be evidence of global learning in the work produced by students. By providing access for all students, Lyon MS will transform the school culture by removing the ceiling for achievement and creativity. The acquisition of 1:1 technology will further advance instruction with Google Apps for Education. Teachers will provide instructional tasks designed to boost student proficiency with Google Apps. For example, a teacher will introduce students to specific Google tools required for projects. Students will build capacity for more complex projects as they become more technology-proficient. The school environment will advance from teacher-led to student-centered, resulting in learners who are creators--rather than consumers--of content.

Professional development will be a cornerstone of Lyon MS's transition to incorporating 21st century skills, personalized learning, and the Nevada Academic Content Standards (NVACS) into their instructional practices. For the past two years, the school has operated as a Professional Learning Community (PLC) where teachers are organized into teams aimed at driving school improvement and analyzing student outcomes. PLC's have functioned successfully through shared leadership among teachers. Furthermore, the PLC model has proven to be a powerful staff development tool for initiating school change. Therefore, the PLC's will continue to provide teachers with valuable support for change. The weekly PLC meetings allow for the necessary professional dialogue required for a smooth and effective transition to a student-centered model of instruction. Another strategy for implementation of 21st century skills will be the availability of on-site teacher mentors designated to support fellow teachers. Mentors will provide colleagues with personalized learning opportunities geared towards each teacher's technological ability level. In order to increase proficiency using Google Apps for Education tools, all teachers will have the opportunity to become GAFE-certified. The Technology Coach, provided by the District, will add another layer of support that will further guarantee each teacher's success.

In recent years, the school has been positioning itself for the shift to 1:1 with the implementation of PLCs, staff development, and acquisition of technology. Nevada Ready 21 initiatives will be rolled out to teachers during Friday staff development meetings so that teachers will not become overwhelmed with expectations. Because Friday meetings are built into the school schedule, teachers will be able to collaborate weekly in order to process and implement NR 21 at a steady pace.

To set the stage and expectations for the 2016-17 school year, teachers will be required to participate in a 15-hour module that will introduce the 21st century framework. Teachers will participate in professional development opportunities as they become available. Teachers will measure and monitor student progress with the use of GAFE tools. Teacher records will be utilized, in conjunction with student and teacher surveys, to document student progress towards mastery of the 4 C's (creativity, collaboration, communication, critical thinking).

Students

Lyon students will use their personal devices to manage calendars, assignments, and projects. As a result, they will take the initiative to become self-directed and active learners; assuming responsibility for their own progress and self-paced personal learning paths. Students will engage in a 21st century skills-driven, learner-centered environment by becoming producers and curators of content rather than passive learners. The students will actively participate in the paradigm shift from teacher-centered to student-centered learning that will allow teachers to become facilitators and guides for students engaged with content based on the Nevada Academic Content Standards, rather than directors.

The desired 21st century learning outcomes for students will include implementing critical thinking and problem solving skills, communicating effectively, collaborating with other students, and becoming creative and innovative scholars. Inquiry and analysis skills will increase through project-based learning and student initiated activities. Learning how to adapt to various roles of learning will foster the student's ability to prioritize, work collaboratively, and utilize time effectively.

Students will complete project-based assessments to demonstrate mastery of benchmarks. The assessments will require students to become proficient with skills that are scaffolded for each successive year in middle school. Students in 6th grade will be expected to present a research-based project, including a slide show. The 7th grade students will be expected to complete and present a project integrating multimedia aspects. By 8th grade, the students will be expected to design, research, create, and present a project that exhibits their ability to understand and utilize all aspects of technology-based learning projects. The project will include an essay, a video, graphics, and other visuals to enhance the presentation.

The outcomes will be monitored and assessed by the student's ability to apply known concepts with new strategies and innovative ideas. Teacher-created rubrics will provide students with learning and collaborative expectations. The rubrics will also provide the students with valuable feedback, enabling them to self-monitor and assess their understanding.

Through NR21, learning will extend beyond the traditional school day. Students will collaborate with peers via Google applications and other online, group based learning sites. Their learning opportunities will no longer be limited to school hours. Students are more motivated when they have the autonomy over their own learning. A group of students at Lyon has currently been provided with the opportunity to participate in the Future Cities Program. Students imagine, design, and build sustainable cities of the future. Through this program, the students have exhibited the ability to move through several complex steps, from planning to presentation, in order to create exemplary multi-media projects. NR21 would enable all students the opportunity to participate in similar project-based learning.

Teachers

Lyon MS teachers are committed to transforming the campus to a 1:1 technology school. Teachers recognize the need to integrate technology into students' daily instruction and learning experiences to better prepare students to creatively solve world problems, collaborate with classmates, and communicate in an efficient and effective manner.

Professional development is a critical component in the shift from a traditional campus centered on teacher knowledge to one that is centered in student learning opportunities. As teachers take on the role of facilitator, communicator, and collaborator with students and fellow teachers, they will need support on multiple levels. Currently, the school is providing opportunities for teachers to increase their education in technology. Teachers are scheduled to attend the Google GAFE Summit January 29-31 in Las Vegas, Nevada. Teacher leaders are also scheduled to attend a Google Bootcamp to get certified as Google Teachers. During the last 12 months teachers have been attending the Google mini-conferences offered by the District and will continue to attend the mini-conferences as they become available.

One hundred percent of the teachers at Lyon MS will participate in the 15 hour module scheduled for the spring of 2016. Teacher leaders and administrators will also participate in the quarterly training provided by the NR21 grant. Teacher leaders will work in Professional Learning Communities (PLC's) with Lyon staff to share the professional development curriculum and create an environment of support for all teachers. Differentiated support will be provided through weekly PLCs, which are grouped by departments, teams, and leadership. Working together teachers will share strategies, resources, and information on how to transform their classrooms into models of student-centered learning, focusing on the 21st century competencies.

Another layer of support for teachers will be the Technology Coach, provided for through the NR21 Grant. The Technology Coach will work with teachers and devise lesson plans to purposely infuse technology into students' daily learning tasks. The learning tasks will build on the Nevada Academic Content Standards (NVACS) and increase student skills in creativity, collaboration, communication, and critical thinking. The Technology Coach will guide teachers through the first year of NR21 by mentoring and assisting with lesson planning. When possible, the teacher and Technology Coach will collaborate to deliver classroom lessons. The Technology Coach will work with teachers individually or in small groups to develop and refine strategies for the 21st century classroom. The Technology Coach will be expected to empower teachers to become self-guided learners who can sustain the NR21 program beyond the first year.

Teacher mentors will be used to provide technology support in order to build proficiency among all teachers. Multiple mentors will be provided for each grade level and department. Mentors will be staff members who have a great track record of reaching out to teachers and assisting them at individualized levels.

Principal

The principal demonstrates flexibility by site funding 1:1 wireless capacity as the backbone to support 21st century instruction. His passion for technology led to the creation of two courses critical to student achievement: a middle school coding course and a robotics course. The principal's commitment to technology-integrated instruction led to Lyon MS being named a Clark County School District GAFE Pilot School. A focus on outcomes remains a driving force for curriculum mapping and design efforts that emphasize student-centered, project-based learning aligned with the NVACS.

The principal values and collaborates with both a Leadership Team (i.e. grade level team leaders and department chairs) and a Technology Committee in developing vision and strategies for technology-rich, student-centered learning. The principal relies on a site-based governance model that values the free-exchange of ideas. Communication and accountability are accomplished through expected summary posts to the entire staff following all meetings (i.e. leadership, team, department, and/or committee). More than half of the ELA teachers have class sets of Chromebooks integrated with Google Apps for Education. All students and teacher have active Google accounts. With encouragement from the principal, digital coach, and teacher leaders, most teachers have seized opportunities for professional development, especially Google or Chromebook related trainings. In January 2016, more than 50% of the teaching staff attended the 3rd Annual EdTech Team Summit in Las Vegas, Nevada. The two-day event focused on "deploying, integrating, and using Google Apps for Education (and other Google tools) to promote student learning in K-12 and higher education." During the summit, participating teachers and one administrator began the initial phase of Google teacher certification in order to strengthen teacher proficiency and to further build the school's team of lead teachers.

The principal has a deep-rooted belief that, in order for students to compete in this global economy or digital age, a shift from teacher-centered to student-centered instruction must continue to take place. Students need to be the creators and producers of information, not consumers. During classroom observations, the administration team has witnessed an increase in student-centered learning activities designed to increase rigor as well as collaboration. It is evident that instruction is already changing rapidly in the direction of skills-based, problem-solving models. For example, ELA students are currently working towards the completion of two major project-based assessments each quarter, in contrast to the conventional practices in which fixed answers are expected from students. With the infrastructure, devices, and collaborative environment provided by this Nevada Ready 21 grant, the tools for change are there for the student and the teacher, creating the perfect environment to meet the principal's 21st century vision.

Students have begun to experience collaborative rich environments with cloud connections provided through Google and other applications. Teachers and students will work together to empower each other in their respective roles. Students will access a wealth of information available through technology, evaluate its usefulness, and synthesize the information for presentation. All the while, the teachers facilitate this learning process through effective coaching aligned with the NVACS.

Recently, the principal has purchased a preparation period from an ELA teacher to help facilitate effective communication with all stakeholders. Through an active Parent Teacher Organization and Community Educational Advisory Board, communication is shared and input sought on a regular basis throughout the school year. Students are sharing their satisfaction and ideas with digital learning through word-of-mouth, student council, and other means.

Technology-related professional development has been ongoing through online tutorials, staff development, mini-conferences, national conferences, webinars, and online offerings. The administration commits itself to the refinement and continual improvement in every aspect of digital learning. Teachers are supported with onsite professional development and are encouraged to seek training in areas of interest with regard to technology. When it is financially possible, administration eagerly provides funding for substitutes so teachers can attend special trainings and workshops.

The face of CCSD professional development (PD) is changing from District-centered to site-based training. Schools will be required to schedule 27 hours of staff development for the 2016-17 school year. This new approach will allow for greater flexibility in providing and delivering on-site PD. Leadership and technology teams have already met to forge plans to complete the 15 hours of NR21 training before the next year commences. When District-provided hours are exhausted, digital coaches and teacher leaders will continue to assist colleagues who need support. At least once each quarter, a substitute will be provided so teachers may conduct peer observations onsite or at a technology-rich school. Currently, a modified schedule already allows for weekly Professional Learning Communities (PLCs) that focus on progression towards student-centered learning and implementation of the NVACS.

District Coach

Clark County School District will provide one Technology Coach for each Nevada Ready 21 middle school. A technology coaching program has been in place in the District since the 2012 -2013 school year. Technology Coaches provide technology integration support and professional development for teachers. They work closely with teachers to look at student needs; plan, based on the Nevada Academic Content Standards; implement technology for meaningful learning; and examine the outcomes. Based on CCSD experience with the Technology Coach model, as well as the central support for and organization of the Technology Coaches, one Technology Coach per school will adequately address the professional development needs. In the four years of the e3 1:1 project, one Technology Coach provided services to the staff at two schools for two years. Four years of survey data show that over 80% of the teachers felt they had enough professional development within the e3 project. In this project, one Technology Coach will assist the staff at one school for one year.

There are 28 teachers and two administrators at Lyon MS, so the school will not exceed the mandatory ratio of 1 coach to 30 teachers and administrators. The Technology Coach will collaborate closely with lead teachers to provide monthly onsite PD trainings. The lead team, including the Technology Coach, will be responsible for designing curriculum for teachers with

the goal of providing in-depth training. Teachers will be able to choose trainings to coincide with their ability level.

In order to support 21st century learning as well as the NVACS, the school will also employ a cooperative teaching model where the Technology Coach and classroom teacher will work together to deliver specific lessons to students. The Technology Coach will meet with teachers during planning periods in order to build lessons that will provide personalized learning. After the lesson, the instructors will meet in order to self-assess and make reflective choices moving forward. The school goal is to have 100% of teachers certified as Google Certified Educator Level 1 by the end of the first year of NR21. In order to sustain beyond one year, certified educators will mentor new staff members. Master teachers will continue to further their own education with emphasis on best practices in the 21st century environment.

Parents/Caregivers and Other Stakeholders

The school will engage families and the community in the NR21 partnership. The school will share its information with stakeholders through parent night, newsletters, school website, Parent Advisory Committee, and community technology trainings. The school website will be updated with quarterly postings of student-based projects in order to celebrate student success. Special projects driven by NR21 will be highlighted on the school's daily news broadcasts and made available to all stakeholders.

Parents will be encouraged to support learning at home through curriculum-related activities such as homework and goal setting. Communication with parents and stakeholder is vital to student achievement and long term success of school goals. Stakeholders will have the opportunity to provide valuable input by taking a quarterly survey regarding benefits and concerns about the 1:1 model of instruction. The school will use stakeholder input as valuable data in the implementation of 1:1. All teachers will use Google classroom to keep information up-to-date so parents may access information and monitor progress. Google classroom is an effective forum for parents to communicate with teachers.

Technical Support

The Clark County School District provides a full-time site-based technician (SBT) for each middle school. The site-based technician will be responsible for responding to requests in 24-hours or less.

Teachers will be able to request service from the SBT through the District's Quick - It software. Teachers communicate the problem or service they need so the technician is prepared with supplies or tools that may be needed to aid the teacher. Technicians are trained to prioritize the different requests for services and try to complete all requests within a 24 hour period. If a request cannot be resolved within 24 hours, the teacher will receive a follow-up email explaining the delay.

Before issuing Chromebooks to students, 100% of parents will be required to attend an informational meeting. During the meeting, the school will communicate clear acceptable guidelines for the use and possession of NR21 Chromebooks. Parents will need to agree to terms and conditions (to be determined) for repairs, damages and replacement by signing a device contract. The school currently has 40 Asus Chromebooks that will be loaned to students to replace lost or damaged devices. After one year of successful NR21 implementation, the school will budget funds to address replacement and repair costs.

Connectivity

The Internet bandwidth at the school gateway is 2,673 kpbs per student. While the school is served from a central distribution point, the District will reserve bandwidth for the chosen schools to meet the minimum bandwidth requirements of the project. The District does not filter content at the individual site level. Content filtering is handled at the District firewall and is sufficient for this project. At the District level, 20 gbps of throughput capacity is available. The CCSD is not planning any upgrades at this school in the next two years.

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: W. Mack Lyon Middle School FISCAL YEAR 2016

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT _____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0 00	
	580 Staff Travel	0 00	0 00	
	500 Other	0.00	0 00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0 00	0.00	
	612 Non InfomationTech Items of Value *	0.00	0 00	
	620 Energy	0 00	0 00	
	630 Food	0 00	0.00	
	640 Books and Periodicals (Ex 641)	0 00	0 00	
	641 Textbooks	0 00	0 00	
	650 Supplies; Info Tech (Ex 651 , 652, 653)	117,668 25	0 00	
	651 Software	0 00	0 00	
	652 Information Tech Items of Value *	0 00	0.00	
	653 Web-based and Similar Programs	0 00	0 00	
	Total 600	117,668.25	0.00	117,668.25
800	810 Dues and Fees	0.00	0 00	
	890 Other Miscellaneous	0.00	0 00	
	800 Other	0 00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		117,668.25	0.00	117,668.25
** Aprpproved Indirect Cost Rate : 0.00%				2,635 77
700	730 Equipment over $5,000 each	0 00	0 00	
	700 Other	0.00	0 00	
	Total 700	0.00	0.00	0.00
TOTAL				120,304.02

Signature: _____
Signature of Authorized Representative

Date 2/5/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

INSTRUCTION

Grant: W. Mack Lyon Middle School Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: W. Mack Lyon Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
300	PURCHASED PROF. SERVICES:					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: W. Mack Lyon Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
					TOTAL	$ -

INSTRUCTION

Grant: W. Mack Lyon Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
600	SUPPLIES:					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies				$ 117,668.25	$ 117,668.25
651	Instructional Software					$ -

INSTRUCTION

Grant: W. Mack Lyon Middle School Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -

NARRATIVE: FY16

Lyon's projected enrollment for FY16 is 400. In addition, there are 27 classroom teachers, 3 specialists, 1 counselor, 1 Site-Based-Technologist (SBT), and 2 administrators. Therefore, the total number of Chromebook device packages being requested is 434.

434 x $723 (package cost) = $313,782.00

This budget includes 37.5% of the total cost of the device packages requested.

INSTRUCTION

Grant: W. Mack Lyon Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
				TOTAL	$ 117,668.25	

INSTRUCTION

Grant: W. Mack Lyon Middle School Project No: _____

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
800	**OTHER OBJECTS:**					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ 117,668.25	
Approved Indirect Cost Rate: 2.24% x Subtotal Above					$ 2,635.77	
700	**EQUIPMENT:**					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRANT TOTAL	$ 120,304.02	

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: W. Mack Lyon Middle School FISCAL YEAR 2017

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT ____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0 00	
	580 Staff Travel	0 00	0 00	
	500 Other	0 00	0 00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0.00	0 00	
	612 Non InfomationTech Items of Value *	0.00	0 00	
	620 Energy	0.00	0 00	
	630 Food	0 00	0 00	
	640 Books and Periodicals (Ex 641)	0 00	0 00	
	641 Textbooks	0 00	0 00	
	650 Supplies, Info Tech (Ex 651 , 652, 653)	196,113.75	0 00	
	651 Software	0 00	0 00	
	652 Information Tech Items of Value *	0 00	0.00	
	653 Web-based and Similar Programs	0.00	0 00	
	Total 600	196,113.75	0.00	196,113.75
800	810 Dues and Fees	0 00	0 00	
	890 Other Miscellaneous	0 00	0 00	
	800 Other	0 00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		196,113.75	0.00	196,113.75
** Aprproved Indirect Cost Rate : 0.00%				4,392.95
700	730 Equipment: over $5,000 each	0.00	0.00	
	700 Other	0 00	0 00	
	Total 700	0.00	0.00	0.00
TOTAL				200,506.70

Signature: _____
Signature of Authorized Representative

Date 2/8/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY	
Initial	Date Approved

INSTRUCTION

Grant: W Mack Lyon Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: W Mack Lyon Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
300	PURCHASED PROF. SERVICES:					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: W Mack Lyon Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
					TOTAL	$ -

INSTRUCTION

Grant: W Mack Lyon Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
600	**SUPPLIES:**					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies				$ 196,113.75	$ 196,113.75
651	Instructional Software					$ -

INSTRUCTION

Grant: W Mack Lyon Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -

NARRATIVE: FY17 (also based on FY16 projections)
Lyon's projected enrollment for FY16 is 400. In addition, there are 27 classroom teachers, 3 specialists, 1 counselor, 1 Site-Based-Technologist (SBT), and 2 administrators. Therefore, the total number of Chromebook device packages being requested is 434.
434 x $723 (package cost) = $313,782.00
This budget includes 62.5% of the total cost of the device packages requested.

INSTRUCTION

Grant: W Mack Lyon Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
				TOTAL	$ 196,113.75	

INSTRUCTION

Grant: W Mack Lyon Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
800	**OTHER OBJECTS:**					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ 196,113.75	
Approved Indirect Cost Rate: 2.24% x Subtotal Above					$ 4,392.95	
700	**EQUIPMENT:**					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRAND TOTAL	$ 200,506.70	

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: W. Mack Lyon Middle School FISCAL YEAR 2016-2017

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT ____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0.00	0 00	
	580 Staff Travel	0 00	0 00	
	500 Other	0 00	0.00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0 00	0 00	
	612 Non InfomationTech Items of Value *	0 00	0 00	
	620 Energy	0 00	0.00	
	630 Food	0 00	0 00	
	640 Books and Periodicals (Ex 641)	0 00	0.00	
	641 Textbooks	0 00	0 00	
	650 Supplies, Info Tech (Ex 651 , 652, 653)	313,782.00	0 00	
	651 Software	0.00	0 00	
	652 Information Tech Items of Value *	0 00	0 00	
	653 Web-based and Similar Programs	0 00	0 00	
	Total 600	313,782.00	0.00	313,782.00
800	810 Dues and Fees	0.00	0 00	
	890 Other Miscellaneous	0 00	0.00	
	800 Other	0 00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		313,782.00	0.00	313,782.00
** Aprproved Indirect Cost Rate : 0.00%				7,028.72
700	730 Equipment: over $5,000 each	0 00	0 00	
	700 Other	0 00	0 00	
	Total 700	0.00	0.00	0.00
TOTAL				320,810.72

Signature: _____
Signature of Authorized Representative

Date 2/5/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

Fund 2790000000
Grant
Project
Cost Center 9200010939
Nevada Ready 21 - W. Mack Lyon Middle School (FY16)

Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost		Budget
5650	0100	1000	0650	Technology Supplies					$117,668.25
				Chromebook and Device Package		162.75	@ $723.00	$117,668.25	
				Lyon's projected enrollment for FY16 is 400. In addition, there are 27 classroom teachers, 3 specialists, 1 counselor, 1 Site-Based-Technologist (SBT), and 2 administrators. Therefore, the total number of Chromebook device packages being requested is 434. 434 x $723 (package cost) = $313,782.00 This budget includes 37.5% of the total cost of the device packages requested.					
				Supplies - Information Technology Related Total					$117,668.25
5901	1000	2900	0951	Indirect Costs			2.24% x $117,668.25		$2,635.77
				Other Objects Total					$2,635.77
				Project Total					$120,304.02

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

Fund 2790000000
Grant
Project
Cost Center 9200010939
Nevada Ready 21 - Mack Lyon MS (FY17)

Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost		Budget
5650	0100	1000	0650	Technology Supplies					$196,113.75
				Chromebook and Device Package		271.25	@ $723.00	$196,113.75	
				Lyon's projected enrollment for FY16 is 400. In addition, there are 27 classroom teachers, 3 specialists, 1 counselor, 1 Site-Based-Technologist (SBT), and 2 administrators. Therefore, the total number of Chromebook device packages being requested is 434.					
				434 x $723 (package cost) = $313,782.00					
				This budget includes 62.5% of the total cost of the device packages requested.					
				Supplies - Information Technology Related Total					$196,113.75
5901	1000	2900	0951	Indirect Costs			2.24% x $196,113.75		$4,392.95
				Other Objects Total					$4,392.95
				Project Total					$200,506.70

Appendix A: Cover Sheet

Section 1.0
APPLICATION FOR SUBGRANT UNDER
FY16-FY17 State Educational Technology Implementation Funds

NRS 388.780-805
Commission on Educational Technology

Return to:
Kimberly Vidoni
700 East Fifth Street
Carson City, NV 89701

1. DISTRICT NAME AND MAILING ADDRESS:	2. AUTHORIZED CONTACT PERSON: (This person must be available 2/25/16, 9:00-4:00 to answer questions at the phone number below.)
Clark County School District **5100 W. Sahara Ave.** **Las Vegas, NV 89146-3406** **Name of School: Bob Miller Middle School**	**Name** Sharon Heyman **Title** Grant Coordinator **Phone and Extension:** (702) 799-5273 **Fax Number:** (702) 799-5239 **E-mail Address: sheyman@interact.ccsd.net**

3. Total Funds Requested: $1,309,114.70

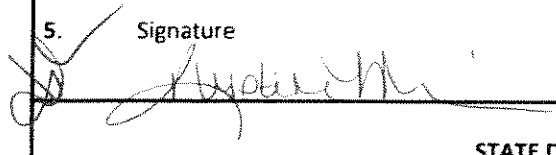
One-to-One: **$1,309,114.70**

WAN Upgrades:

4. CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on: August 27, 2015 (date)

5. Signature



District Assistant Superintendent

STATE DEPARTMENT USE ONLY

Date Received: Approved:

Initial Grant Award Issued: _____ Amount: $_____

Appendix B: School Demographics Worksheet
Complete the form with information about the applying school

School Name: Bob Miller MS

Students

# Enrolled	# IEP	# FRL	#ELL
1,632	120	332	42

The information below is for informational purposes only and will not be subject to scoring.

Staff (Current, Pre-NR21 Counts)

#Teachers	#Tech Coaches	#IT Technicians	Total # Staff in Gateway
	1.0*	1.0	108

*CCSD provides 0.20 FTE Digital Learning Coach (DLC) for each middle school. Middle schools participating in NV Ready 21 for 2016-2017 will be provided with 1.0 FTE DLC. DLCs will be centrally supervised and supported. This coaching support is for one year and intended to build capacity at each school.

Does the school use Canvas as an LMS? Yes (No)

If so, in what capacity?
Bob Miller Middle School currently uses Google Classroom as the primary learning management system. The Google Classroom is a productivity tool that helps paperless workflow by allowing teachers to create, review, and grade assignments from one place. Students can collaborate on assignments, keep track of upcoming announcements and store class materials on Google Drive.

Bob Miller Middle School Implementation Plan

Bob Miller Middle School has intentionally pursued technology enhancements to integrate a variety of task specific tools to help students build a deeper understanding of content and increase student achievement. Some of these tools include Chrome carts provided in math and science. Google Chromebooks are currently being incorporated into several classrooms in an effort to provide a more comprehensive approach to instruction. All students have been assigned a GoogleEDU account and are actively involved in using Google Apps for Education.

Goal: To prepare growth minded, globally and culturally competent college and career ready students for the 21st century
Objective 1: Students will utilize technology to increase self-efficacy, productivity, and academic achievement.
Outcome: 85% of participating students will manage their assignments, calendars, and workflow electronically, as documented by teacher records.
Objective 2: Students will develop skills in global and cultural competency.
Outcome: 80% of participating students will complete a project based learning experience or performance that incorporates global and cultural competencies.

Implementation Details

School Change

- Describe the current use of classroom technologies on campus and how instruction will change over time as a result of NR21.
    - At Bob Miller Middle School, technology is an integral part of the community. All staff members utilize technology daily to communicate, collaborate, instruct, inform, and engage all stakeholders.
    - At Miller MS, teachers are highly skilled and consistently successfully integrate the use of technology to communicate, instruct, and assess. Students are expected to take the lead in their learning. They monitor their own progress and set goals for improvement. Through the use of frequent formative assessment, teachers and students are able to see progress toward standards. This allows teachers to differentiate instruction and learning opportunities to maximize student potential and ensures that students are driving their own learning and assessing their personal growth. Teachers have participated in a variety of professional development opportunities focused on using technology for formative and summative assessment. Specifically, Kahoot, Poll Everywhere, and Pear Deck, are all resources that provide immediate feedback to teachers and students and

inform instruction at an unprecedented pace. For example, student misconceptions and prior knowledge can be assessed in minutes, allowing the teacher and students to chart their paths in real time. Students have personal progress information that allows them to seek knowledge to fill in gaps in learning or pursue opportunities to extend learning. Teachers have the unique opportunity to either expand or compact curriculum, depending on student mastery.

- The vast majority of Miller parents and students rely on technology to support school and student endeavors. For example, over 1,000 followers use the school Facebook page daily to keep abreast of school events and opportunities. Hundreds of visitor's access www.bobmillerms.com daily to access apps, interact with faculty and staff, and stay informed about school and District initiatives. The Miller MS website has become a model districtwide and countless schools have sought guidance from Miller's webmasters so that they can attempt to duplicate the excellence Miller displays daily. Miller's dynamic, interactive website tells the school's story and showcases the day-to-day use of technology to enhance world class programming. The intent is to eliminate barriers between families and school and the website provides equal access to all stakeholders and an opportunity to promote two-way communication. Google classroom is effectively utilized by the majority of teachers to positively engage students and parents in classroom experiences. Students utilize Google classroom to collaborate, ask questions, access resources, and assist each other with classroom assignments. Parents utilize Google classroom to stay abreast of students' assignments and homework.

- Describe how technology and 21st century learning will become an integral part of school culture.
  - Miller MS is dedicated to creating a community of adaptable, global learners who are innovative critical thinkers able to problem solve effectively. In order to meet these goals for students, teachers will be provided professional development to use and integrate technology to support and enhance curriculum.
  - Miller MS is dedicated to meaningfully integrating the use of technology to augment instructional practices. Access to increased technology resources for students will result in a comprehensive focus on ensuring that all students are future ready according to 21st century learning standards. Likewise, it is imperative that students adopt the mindset that they are part of a global community. They will have the opportunity to collaborate within a global community to share ideas, analyze information, and develop skills for future success.

- How will teachers be supported to incorporate and integrate 21st century skills, personalized learning, and Nevada Academic Content Standards into their instructional practices?

- Miller MS has created a growth mindset culture based on the work of psychologist, Carol Dweck. This has been instrumental in lessening the fear of failure and encouraging risk taking. Staff will move forward with differentiated professional development based on their level of proficiency so that teachers integrate 21st century learning standards into their curriculum. A Technology Coach is available to provide professional development, model lessons, and support teachers as they move forward in the school wide goal of creating 21st Century Learners. In addition, teachers will participate in Professional Learning Communities (PLCs), which will focus on the instructional integration of technology.

- Describe how instruction will become more student-centered as a result of NR21 and how that shift will be paced as to not overwhelm teachers all at once.
  - With increased time and familiarity with technology, students will take a larger role in their academic development. Students will use technology to collaborate with the local and global community on academic endeavors. In addition, with continued access to technology, students will have the ability to monitor their progress, reflect, and make mid-course corrections.
  - Over the last four years, Miller MS has budgeted for a full time Technology Integration Coordinator. This coordinator has consistently provided professional development related to using technology to increase student centered instruction. As more teachers genuinely expressed interest, professional development opportunities expanded to weekly after school sessions, which have been very well attended. Differentiated, school-wide professional development on 21st century skills and global competence connected to academic goals and achievement will be provided weekly over the course of the school year.

- What data points will be continually evaluated to drive change and school growth?
  - Site initiated and monitored data collection in the form of quarterly electronic surveys for all stakeholders.

Student Related Data Points:
- Smarter Balanced Assessment Consortium (SBAC)
- Interim Testing
- Common Grade Level and Department Assessments
- Analytics of student data provided by Google for Work which provides statistics on student usage within the Google management tools.

Teacher Related Data Points:
- Progress Monitoring of Teacher Goals
- Teacher Observation
- Post-Observation Conferences
- Lesson Plan Review

Students

- Describe the NR21 experience from the students' perspective.
  - Students will experience a seamless transition as a result of extensive preparation instituted at Miller over the past 18 months. Miller staff began training 6th grade students in the use of GAFE (Google Apps for Education) during the 2014-2015 school year and increased that training to include all students during the 2015-2016 school year with the addition of GAFE student accounts provided by CCSD. Miller students have been successfully using their CCSD GAFE login and the Google drive applications since the second week of school.

- How will the school engage students in a 21st century skills-driven, learner-centered environment?
  - Students will be engaged in project based learning activities, integrated global education curriculum, and interactive Web 2.0 applications emphasizing student generated content. Student communication and collaboration will increase as students use technology to research, save, and present their work. Personal goal setting portfolios and/or learning journals will be digitally stored for increased self-assessment, reflection, and student driven modifications in learning.

- What are the desired 21st century learning outcomes for students?
  - Students will be able to access information, critically evaluate sources; use multiple forms of media; integrate local, global, and community resources; and effectively collaborate with peers to produce learning outcomes. In addition, students will self-reflect and assess their outcomes and make mid-course corrections as needed.

- What are the benchmarks to achieve these outcomes over time?
  - All new and incoming 6th grade students will be provided with Google accounts and access to Google classroom for each subject area.
  - All new and incoming 6th grade students will be proficient with the use of all components within Google Drive by the end of the school year.
  - All new and incoming 6th grade students will be proficient with the use of Google Classroom by the end of the school year.
  - All new and incoming 7th and 8th graders will be proficient in Google Apps for Education by the end of the school year.
  - All English Language Learner (ELL) students will be proficient in the use of the Duolingo App.
  - All students will increase digital proficiency with increased use of applications to communicate, collaborate, and present prior to high school promotion.

- How will the outcomes be achieved and assessed?
  - Miller will adopt the 21st Century Standards, as created by P21 Partnership for 21st Century Learning. The P21 Partnership skills and knowledge include:
    - Core Subjects and 21st Century Themes
      - Global Awareness
      - Financial, Economic, Business and Entrepreneurial Literacy
      - Civic Literacy
      - Health Literacy
      - Environmental Literacy
    - Learning and Innovation Skills
      - Critical Thinking and Problem Solving
      - Communication
      - Collaboration
      - Creativity and Innovation
    - Information, Media and Technology Skills
      - Information Literacy
      - Media Literacy
      - ICT (Information, Communications, and Technology) Literacy
    - Life and Career Skills
      - Flexibility and Adaptability
      - Initiative and Self-Direction
      - Social and Cross-Cultural Skills
      - Productivity and Accountability
      - Leadership and Responsibility
  - A balance of digital and non-digital State, District, and classroom assessments (including standardized testing, classroom formative and summative assessments, and personal goal-setting journals/portfolios that reflect self-assessment with the opportunity to modify learning outcomes to increase student achievement) will be used.

- How will the educational experience also change for students outside of school as a result of NR21?
  - NR21 technologies will remove the confinement and limitations of traditional brick and mortar school.
  - Students will be able to access classroom information, communicate with teachers, collaborate with peers, conduct research, complete assignments, and receive feedback at any time and from any location.

- What are the resulting student academic achievement outcomes?
  Students will increase achievement in all content area Nevada Academic Content Standards as a result of the following:
  - Students will demonstrate creative thinking and develop innovative products and processes using the NR21 provided technologies.

- Students will grow in competence using digital media to communicate and work collaboratively from school as well as from home.
- Students will apply all new digital tools and knowledge to gather, evaluate, and synthesize information.
- Students will understand cultural and societal issues related to technology and new digital media tools.
- Students will demonstrate understanding of technology concepts, systems, and operations.

Teachers

- How will the school utilize NR21 and district PD resources with teachers to develop a school-wide, 21st century learning environment?
  - Teachers have already proven that a 21st Century learning environment is critical to student success. This is evidenced by the consistent use of Chrome devices and Google Apps for Education throughout the building.
  - The following sessions have been provided just this year and have been well attended:
    - Opening school Professional Development focused on implementation of GAFE
    - Weekly Wednesday after school training for all staff on Chrome devices and GAFE
  - Classroom walkthroughs and observations indicate that the vast majority of teachers on campus are regularly using technology to better meet the needs of students.

- Describe how teachers will be given latitude to try new techniques, to fail, to succeed, and to learn from success and failure.
  - All members of the Miller MS community are committed to developing a growth mindset. A critical tenet of this mindset includes recognizing that setbacks are opportunities for growth and it is through adversity that long term success is achieved. Failures are routinely recognized as opportunities to learn and grow and the professional environment at Miller MS is one where all believe their potential is limitless.

- What are the components of NR21 professional learning? When? Where? How?
  - Similar to the model used now at Miller MS, learning opportunities will be developed, based on the needs of and feedback from the teachers. At this time, Miller MS uses a combination of technology-based strategies including online surveys, responders, browser based assessment tools (Kahoot, Pear Deck) to engage teachers and enrich their teaching repertoires. Further, as demand requires, Miller MS differentiates instruction to appeal to the varying levels of mastery that

exists among teachers. During the 2016-2017 school year, these components of professional development will continue and the NR21 goals will be integrated.
- Instruction is typically provided in the library. In order to provide universal support, sessions are filmed and links are provided on the staff YouTube page. Teachers request additional assistance as needed.

- How is PD integrated to bring about meaningful change?
  - Miller technology leaders take a thorough and comprehensive approach to professional development. Miller kicked off GAFE and Chromebook school-wide training during the opening school faculty meeting. Weekly after school teacher and support staff follow-up on the GAFE and Chrome devices is provided. In addition, host PDE classes are taught at the Miller site that directly correspond to GAFE, Google instruction, and growth mindset.

- What has been highly effective (chunking, guided practice, coaching, side by side assistance)?
  - In-depth differentiated group training sessions, followed up with side by side assistance in the classroom setting has been highly effective. For example, at the beginning of the year Miller MS incorporated a differentiated school-wide Google Classroom training based on confidence and experience. Ongoing individual assistance has been provided throughout the year. In addition, teachers received training on technologies used for formative assessment. Teachers then apply these strategies within content areas with ongoing individual assistance as needed.

- How will you differentiate support for teachers coming from different levels of expertise?
  - Customized and individualized training and support based on self-assessment is provided by the onsite Media Literacy Specialist, Digital Learning Strategist, Digital Coach and teacher leaders daily to promote Google initiatives. With the adoption of NR21, continued and ongoing training and support will be provided.

- Describe other PD commitments the teachers will have during the two years and how the NR21 PD integrates with these other school/district priorities.
  - Other PD commitments at Miller include the topics of growth mindset, global competencies, 21st Century Standards, Nevada Educator Performance Framework (NEPF), and Professional Learning Communities. These PD opportunities will continue for the next two years. The NR 21 initiative will support teachers' commitment to developing global competencies, teaching and assessing 21st Century Standards and increasing engagement and collaboration. Professional Learning Communities will continue to meet to analyze assessment data and modify instructional practices.

- Describe the role of lead teachers at the school.
  - Miller's history of building teacher leaders to promote and support initiatives will be an asset and integral part of the transition to NR21. These leaders will work collaboratively to create goals, benchmarks, and provide training and support to all teachers.

Principal

- Describe the principal's leadership characteristics that make him or her a good candidate to lead the school through the NR21 transformation.
  - Mrs. Donadio models the use of the technology and communicates expectations about integrating technology in classrooms. She provides professional development, time, support, and resources to support implementation. A safe environment exists where risk taking and initiative is valued, and there is a culture of reflection and continuous improvement. Mrs. Donadio understands the value and role of technology to improve academic achievement, engage learners, communicate with stakeholders, and connect globally.

- What does the principal currently do that demonstrates transformational leadership?
  - Since her arrival at Miller MS in October of 2011, Mrs. Donadio has unified the school community through implementing a school wide focus on growth mindset and ensuring that all stakeholders recognize that potential is limitless and students and adults have the capacity to grow and gain skill and knowledge if they recognize setbacks as learning opportunities and are willing to do the work necessary.
  - Mrs. Donadio has created an environment focused on improving best practices to impact student learning. As Miller faculty members pursue professional endeavors to increase student achievement and improve conditions for all learners, not only does the school benefit, but also the entire District. Specifically, Miller was recently recognized as one of the top 50 middle schools in the nation by thebestschools.org. It was the only Nevada middle school that was honored.
  - Mrs. Donadio encourages teachers to become leaders, sharing their knowledge in the areas of their expertise. Her ability to see each teacher as a vital, unique member of the community and support his/her endeavors as they benefit students allows all teachers to pursue projects and professional development opportunities that ultimately benefit the collective student body and District.

- Describe the principal's vision for transforming learning and how technology will support this shift.
  - Mrs. Donadio's vision includes the attainment of 21st century skills for all Miller students in order to reach their greatest academic and social potential. This growth mindset extends to teachers participating and leading the transformation using technology to increase achievement.

- How is instruction going to change over time to support the principal's vision?
  - Students will be more self-directed in their own learning and engaged in meaningful and relevant activities to further their understanding and development in each content area. Teachers will support student learning by providing opportunities for students to use technology as a tool to increase productivity, individualize learning, and facilitate research and collaboration.

- How will student learning change to support that vision?
  - Student learning will change in the adoption of 21st century standards through the use of collaboration among peers, on demand information gathering, e-learning, real time assessment using online apps, (Pear Deck, Kahoot, ALEKS, Newsela, Quizlet) access to instructional materials, and assistance using Google Classroom. A true customization of student learning from within the classroom and beyond.

- What is the principal's strategy for communicating this vision to staff, parents, students, and other stakeholders?
  - Communication will include staff meetings, differentiated professional development, parent informational meetings, social media, Miller website, District and local media. These forms of communication will be used to promote the goals of the NR 21 initiative, to document progress, to elicit feedback from stakeholders, and to educate parents, students, and staff members.

- What is the principal's plan for continuous improvement and change leadership? How will admin team commit to participating in online, monthly PD through this project?
  - The current leadership team will build sustainability through empowering various teacher leaders and cultivate an environment of shared ownership.
  - The leadership team will be part of the collaborative process, working side by side with those they supervise and coach. In these monthly PD trainings the leadership team will participate with the department to promote accountability.

District Coach

Clark County School District will provide one Technology Coach for each Nevada Ready 21 middle school. A technology coaching program has been in place in the District since the 2012 -2013 school year. Technology Coaches provide technology integration support and professional development for teachers. They work closely with teachers to look at student needs; plan, based on the Nevada Academic Content Standards; implement technology for meaningful learning; and examine the outcomes. Based on CCSD's experience with the Technology Coach model, as well as the central support for and organization of the Technology Coaches, one Technology Coach per school will adequately address the professional development needs. In the four years of the e3 1:1 project, one Technology Coach provided services to the staff at two schools for two years. Four years of survey data show that over 80% of the teachers felt they had

enough professional development within the e3 project. In this project, one Technology Coach will assist the staff at one school for one year.

- Describe the coaching model to be used at the school, and indicate the number of teachers and administrators served by the coach, the anticipated response time to teachers, and if the district wishes to combine coaching resources with another district.
    - Miller utilizes teacher leaders to establish a comprehensive collaborative coaching model embedded within all content areas. In this collaborative approach, the coach and teachers will work alongside each other to include the entire staff. The goal of this team will be to respond within a 24-hour period.

- Describe how the coach will support 21st century, personalized learning, and Nevada Academic Content Standards at the school(s).
    - The Technology Coach will support 21st century standards by providing differentiated training and ongoing support to teachers based on Nevada State Content Standards. The Miller 21 team of teacher leaders will work alongside the Technology Coach in supporting these initiatives. The teacher leaders will share their individual expertise in global competencies, the Nevada Academic Content Standards, and 21st Century Standards to support the Technology Coach.
    - The Technology Coach will create and host staff development for teachers, support staff, administrators and the community.
      Trainings will involve:
      -How to use Google Apps for Education suite
      -Using Google Classroom
      -Using Skype among classrooms to promote Global Awareness
      -Using WeVideo app to create and innovate

- Describe existing coaching resources, if any, and how these or prospective NR21 coaches will be utilized within the district(s)/schools, and the timeline for putting these resources in place.
    - Currently, Miller has a full time digital learning strategist, informational media/literacy specialist, and several teacher leaders. With the addition of a District provided Technology Coach Miller will continue to provide extensive coaching throughout the NV Ready 21 transformation.

- The Nevada Ready 21 Plan identifies a mandatory ratio of 1 coach to 30 teachers and administrators. If an applicant intends to exceed this ratio, identify the anticipated ratio, and describe how educators' coaching needs will be met.
    - The Miller 21 Team will provide support to all teachers at a ratio of 4 content teacher leaders, 2 digital coaches, and 1 administrator to approximately 66 teachers.

- Describe school resources (such as a learning strategist) key to developing capacity and sustainability beyond year one.
    - A group of strategists and teacher leaders, the Miller 21 team, has been created to continue differentiated training and support for building capacity and sustainability beyond the first year. The team has sought out professional development and growth opportunities that have demonstrated expertise in these areas.

Parents/Caregivers and Other Stakeholders

- What is the strategy for engaging parents and other stakeholders in NR21?
    - Bob Miller Middle School will communicate and promote the understanding that the responsibility for children's educational development is a collaborative enterprise.

- What is the strategy for ongoing communications with parents and other stakeholders? All of the following will be provided annually.
    - Promote and communicate the expectations and plan for NR21 to the community and parents of Bob Miller Middle School through social media and the Bob Miller website.
    - Invite community and parents to attend professional development led by the Miller21 team introducing Google Apps for Education.
    - Provide evening trainings led by the Miller21 team introducing a hands-on approach to the interactive apps used within the classroom.
    - Plan monthly parent meetings held within the little theatre to explain and address the continued progress of NR21.
    - Provide ongoing FAQ's and answers for parents concerning NR21 published on the Miller YouTube Channel.
    - Promote and provide an acceptable use and student responsibility policy concerning NR21 on the Miller website.

Technical Support

The Clark County School District provides a full-time Site-Based Technician (SBT) for each middle school. The SBT will be responsible for responding to requests in 24-hours or less.

- Describe the school's plan to ensure adequate tech support in terms of response time.
    - The SBT will be responsible for repairing and replacing any device within a 24-hour period. A ticket system will be setup to keep track of device maintenance requests and repairs. The school will provide loaner devices to any student when the broken device requires more than 24-hours to be repaired or replaced.

- How will your school pay for out-of-warranty repairs or replacements?
    - School fundraisers will be organized to maintain repairs and provide replacement devices.

Connectivity

The Internet bandwidth at the school gateway is 610 kpbs per student. While the school is served from a central distribution point, the District will reserve bandwidth for the chosen schools to meet the minimum bandwidth requirements of the project. The District does not filter content at the individual site level. Content filtering is handled at the District firewall and is sufficient for this project. At the District level, 20 gbps of throughput capacity is available. The CCSD is not planning any upgrades at this school in the next two years.

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Bob Miller Middle School FISCAL YEAR 2016

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT ____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0.00	
	580 Staff Travel	0.00	0 00	
	500 Other	0 00	0.00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0 00	0 00	
	612 Non InfomationTech Items of Value *	0 00	0 00	
	620 Energy	0 00	0 00	
	630 Food	0 00	0.00	
	640 Books and Periodicals (Ex 641)	0.00	0 00	
	641 Textbooks	0 00	0 00	
	650 Supplies; Info Tech (Ex 651 , 652, 653)	480,158 76	0 00	
	651 Software	0 00	0 00	
	652 Information Tech Items of Value *	0.00	0.00	
	653 Web-based and Similar Programs	0 00	0 00	
	Total 600	480,158.76	0.00	480,158.76
800	810 Dues and Fees	0.00	0 00	
	890 Other Miscellaneous	0.00	0 00	
	800 Other	0.00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		480,158.76	0.00	480,158.76
** Aprproved Indirect Cost Rate : 0.00%				10,755 56
700	730 Equipment over $5,000 each	0 00	0 00	
	700 Other	0.00	0.00	
	Total 700	0.00	0.00	0.00
TOTAL				490,914.32

Signature: _____
Signature of Authorized Representative

Date 2/8/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

INSTRUCTION

Grant: Bob Miller Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Bob Miller Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
300	PURCHASED PROF. SERVICES:					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Bob Miller Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
					TOTAL	$ -

INSTRUCTION

Grant: Bob Miller Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
600	**SUPPLIES:**					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies				$ 480,158.76	$ 480,158.76
651	Instructional Software					$ -

INSTRUCTION

Grant: Bob Miller Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -

NARRATIVE: FY16

Miller's projected enrollment for FY16 is 1690. In addition, there are 65 classroom teachers, 7 specialists, 4 counselors, 1 Site-Based-Technologist (SBT), and 5 administrators. Therefore, the total number of Chromebook device packages being requested is 1771.

1771 x $723 (package cost) = $1,280,433.00

This budget includes 37.5% of the total cost of the device packages requested.

INSTRUCTION

Grant: Bob Miller Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
				TOTAL	$ 480,158.76	

INSTRUCTION

Grant: Bob Miller Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
800	OTHER OBJECTS:					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ 480,158.76	
Approved Indirect Cost Rate: 2.24% x Subtotal Above					$ 10,755.56	
700	EQUIPMENT:					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRANT TOTAL	$ 490,914.32	

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Bob Miller Middle School FISCAL YEAR 2017

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT ____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0.00	0 00	
	580 Staff Travel	0.00	0 00	
	500 Other	0.00	0 00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0.00	0 00	
	612 Non InfomationTech Items of Value *	0 00	0 00	
	620 Energy	0.00	0 00	
	630 Food	0 00	0 00	
	640 Books and Periodicals (Ex 641)	0 00	0 00	
	641 Textbooks	0.00	0 00	
	650 Supplies, Info Tech (Ex 651 , 652, 653)	800,274 24	0 00	
	651 Software	0 00	0 00	
	652 Information Tech Items of Value *	0 00	0 00	
	653 Web-based and Similar Programs	0 00	0 00	
	Total 600	800,274.24	0.00	800,274.24
800	810 Dues and Fees	0 00	0 00	
	890 Other Miscellaneous	0.00	0 00	
	800 Other	0 00	0.00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		800,274.24	0.00	800,274.24
** Aprproved Indirect Cost Rate : 0.00%				17,926 14
700	730 Equipment over $5,000 each	0.00	0 00	
	700 Other	0 00	0.00	
	Total 700	0.00	0.00	0.00
TOTAL				818,200.38

Signature: _____
Signature of Authorized Representative

Date 2/8/16

* All Items of Value must be itemized on the Budget Detail

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

INSTRUCTION

Grant: Bob Miller Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Bob Miller Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
300	**PURCHASED PROF. SERVICES:**					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	**PURCHASED PROP. SERVICES:**					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Bob Miller Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	

INSTRUCTION

Grant: Bob Miller Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
600	SUPPLIES:					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies				$ 800,274.24	$ 800,274.24
651	Instructional Software					$ -

INSTRUCTION

Grant: Bob Miller Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -

NARRATIVE: FY17 (also based on FY16 projections)
Miller's projected enrollment for FY16 is 1690. In addition, there are 65 classroom teachers, 7 specialists, 4 counselors, 1 Site-Based-Technologist (SBT), and 5 administrators. Therefore, the total number of Chromebook device packages being requested is 1771.
1771 x $723 (package cost) = $1,280,433.00
This budget includes 62.5% of the total cost of the device packages requested.

INSTRUCTION

Grant: Bob Miller Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
				TOTAL	$ 800,274.24	

INSTRUCTION

Grant: Bob Miller Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
800	OTHER OBJECTS:					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ 800,274.24	
Approved Indirect Cost Rate: 2.24% x Subtotal Above					$ 17,926.14	
700	EQUIPMENT:					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRANT TOTAL	$ 818,200.38	

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Bob Miller Middle School FISCAL YEAR 2016-2017

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT _____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0 00	
	580 Staff Travel	0 00	0 00	
	500 Other	0 00	0.00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0 00	0 00	
	612 Non InfomationTech Items of Value *	0 00	0 00	
	620 Energy	0 00	0 00	
	630 Food	0 00	0 00	
	640 Books and Periodicals (Ex 641)	0 00	0 00	
	641 Textbooks	0 00	0 00	
	650 Supplies, Info Tech (Ex 651 , 652, 653)	1,280,433 00	0 00	
	651 Software	0 00	0 00	
	652 Information Tech Items of Value *	0 00	0 00	
	653 Web-based and Similar Programs	0 00	0 00	
	Total 600	1,280,433.00	0.00	1,280,433.00
800	810 Dues and Fees	0 00	0 00	
	890 Other Miscellaneous	0 00	0 00	
	800 Other	0.00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		1,280,433.00	0.00	1,280,433.00
** Aprproved Indirect Cost Rate : 0.00%				28,681 70
700	730 Equipment: over $5,000 each	0 00	0 00	
	700 Other	0 00	0 00	
	Total 700	0.00	0.00	0.00
TOTAL				1,309,114.70

Signature: _____
Signature of Authorized Representative

Date 2/5/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

Fund 2790000000
Grant
Project
Cost Center 9200010269
Nevada Ready 21 - Bob Miller Middle School (FY16)

Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost		Budget
5650	0100 -	1000 -	0650	Technology Supplies					$480,158.76
				Chromebook and Device Package		664.12	@ $723.00	$480,158.76	
				Miller's projected enrollment for FY16 is 1690. In addition, there are 65 classroom teachers, 7 specialists, 4 counselors, 1 Site-Based-Technologist (SBT), and 5 administrators. Therefore, the total number of Chromebook device packages being requested is 1771.					
				1771 x $723 (package cost) = $1,280,433.00					
				This budget includes 37.5% of the total cost of the device packages requested.					
				Supplies - Information Technology Related Total					$480,158.76
5901	1000 -	2900 -	0951	Indirect Costs			2.24% x $480,158.76		$10,755.56
				Other Objects Total					$10,755.56
				Project Total					$490,914.32

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

Fund 2790000000
Grant
Project
Cost Center 9200010269
Nevada Ready 21 - Bob Miller Middle School (FY17)

Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost		Budget
5650	0100	1000	0650	Technology Supplies					$800,274.24
				Chromebook and Device Package		1,106.88 @	$723.00	$800,274.24	
				Miller's projected enrollment for FY16 is 1690. In addition, there are 65 classroom teachers, 7 specialists, 4 counselors, 1 Site-Based-Technologist (SBT), and 5 administrators. Therefore, the total number of Chromebook device packages being requested is 1771.					
				1771 x $723 (package cost) = $1,280,433.00					
				This budget includes 62.5% of the total cost of the device packages requested.					
				Supplies - Information Technology Related Total					$800,274.24
5901	1000	2900	0951	Indirect Costs			2.24% x $800,274.24		$17,926.14
				Other Objects Total					$17,926.14
				Project Total					$818,200.38

Appendix A: Cover Sheet

Section 1.0
APPLICATION FOR SUBGRANT UNDER
FY16-FY17 State Educational Technology Implementation Funds

NRS 388.780-805
Commission on Educational Technology

Return to:
Kimberly Vidoni
700 East Fifth Street
Carson City, NV 89701

1. DISTRICT NAME AND MAILING ADDRESS:	2. AUTHORIZED CONTACT PERSON: (This person must be available 2/25/16, 9:00-4:00 to answer questions at the phone number below.)
Clark County School District **5100 W. Sahara Ave.** **Las Vegas, NV 89146-3406** **Name of School: Sig Rogich Middle School**	**Name** Sharon Heyman **Title** Grant Coordinator **Phone and Extension:** (702) 799-5273 **Fax Number:** (702) 799-5239 **E-mail Address: sheyman@interact.ccsd.net**

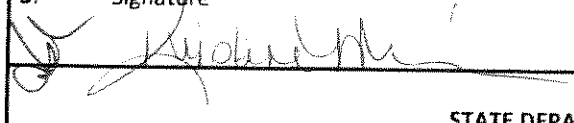
3. Total Funds Requested: $1,411,862.83

One-to-One: : **$1,411,862.83**

WAN Upgrades:

4. CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on: August 27, 2015 (date)

5. Signature  District Assistant Superintendent

STATE DEPARTMENT USE ONLY

Date Received: Approved:

Initial Grant Award Issued: _____ Amount: $_____

Appendix B: School Demographics Worksheet
Complete the form with information about the applying school

School Name: Sig Rogich MS

Students

# Enrolled	# IEP	# FRL	#ELL
1,766	84	347	62

The information below is for informational purposes only and will not be subject to scoring.

Staff (Current, Pre-NR21 Counts)

#Teachers	#Tech Coaches	#IT Technicians	Total # Staff in Gateway
65	1.0*	1.0	106

*CCSD provides 0.20 FTE Digital Learning Coach (DLC) for each middle school. Middle schools participating in NV Ready 21 for 2016-2017 will be provided with 1.0 FTE DLC. DLCs will be centrally supervised and supported. This coaching support is for one year and intended to build capacity at each school.

Does the school use Canvas as an LMS? Yes (No)

If so, in what capacity?
Sig Rogich Middle School plans to use Google Classroom as an LMS as part of the 1:1 grant. Currently, teachers are various learning Management systems (Moodle, Edmodo, etc.); however, we are planning as a school to use a consistent LMS beginning next year.

Sig Rogich Middle School Implementation Plan

Sig Rogich Middle School is a 5 Star School (per State of Nevada) and a 2015 Blue Ribbon School (per US Department of Education) utilizing the Project Based Learning (PBL) model to provide a rigorous career and college ready curriculum. PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. Teachers and students are using Learning Management Systems and technology such as Remind, Edcite, iMovie, Edmodo, and Schoology. Currently, technology is not equitable for all students due to device allocation and Wi-Fi designation.

Goal: To equitably prepare college- and career-ready students for the 21st century.
Objective 1:Students will utilize technology to gain productivity skills through of the development of 21st century organizational skills.
Outcome: 90% of students will manage assignments and workflow through using LMS, websites, calendars, and teacher created materials, as measured by teacher records.
Outcome: 95% of participating students will pass the CCSD computer literacy class by the end of 8th grade, reported per IC.
Objective 2: Students will utilize technology to support inquiry Project Based Learning (PBL) and put students in the role of innovator, challenging them to think critically, problem solve, and collaborate creatively about solutions and authentic world problems.
Outcome: 90% of students will utilize technology at least once per quarter in each class to participate in interdisciplinary Project Based Learning (PBL) that leads to synthesis and evaluation of content, as measured by teacher records for planning and assessment.
Objective 3: Through the introduction of 1:1 technology, students will increase achievement in core classes.
Outcome: There will be a reduction of 5% in students failing core classes, as measured by semester grades.
The goal will be achieved by providing teachers with targeted professional development to extend integration of technology within the framework of Project Based Learning (PBL).

Implementation Details

School Change

Sig Rogich Middle School currently has a Tier 1 Wi-Fi infrastructure, which was established in the initial building of the school. The current infrastructure will not support the 1:1 device for student centered learning. All classrooms have used the adopted BYOD (bring

your own device) with students to support school-wide Project PBL in ways such as researching, electronic note taking, reading (digital books), and blogging (Edmodo). Instruction will change over time with the implementation of NR21 in that teachers will receive targeted training in better ways to include varied technology in the classroom, and students will have equitable access to technology and teacher resources 24/7.

Because the school culture and climate at Sig Rogich Middle School is that of inquiry based learning, the addition of further technology and 21st century learning will serve to extend and enhance the academic student-focused culture that has resulted in accolades such as being named a 2015 Blue Ribbon School. By realizing the NV Ready 21 grant, technology would become more than accessible; technology could be integrated into every learning experience for every student. Using technology for purposes, such as writing, research, and analysis—rather than simply drills and practice—can enhance student competencies that surpass the knowledge and skills typically measured in achievement tests. These competencies include problem solving, creativity, collaboration, data management, and communication. Because the teachers at Sig Rogich Middle School have already embraced a culture that promotes technology use and the adoption of new teaching practices, having technology in the 1:1 format will provide students with the structure and resources to succeed with real world, inquiry based lessons. Through the established culture of collaboration students will work together to explore more effective technology to support PBL goals.

Teachers need ongoing professional development to keep up with how professionals are using technology in the subjects they teach and to better understand the essential role that technology plays in supporting the work and generating knowledge in those subjects. Support from the administration team and the community will make the use of technology a comprehensive and systematic effort to change instruction. As in the case with the introduction of PBL, the technology specialist and literacy specialist will personalize learning and support teachers in adopting practices that support Nevada Academic Content Standards (NVACS) school-wide. Teachers will be encouraged to learn from mistakes and take risks with lesson planning and design, just as has been the case with the PBL model school-wide. Technology will support and extend already existing practices. Teachers will have ample access to technology training as it contributes to PBL, which is already in place as a systemic, organization wide initiative.

As a 2015 National Blue Ribbon School, the Sig Rogich Middle School staff has worked extremely hard at establishing PBL within all classes. PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. By upgrading the Wi-Fi and providing one-to-one devices for ALL students, teachers can continue to lead students through modeling of real-world problem solving and innovation. The school will adopt a learning management system (LMS), so that instruction will be consistent with students in all classes. The PBL classroom is student centered, which permits a teacher to differentiate instruction to meet the needs of all learners. Teachers can easily differentiate within the context of the PBL by scaffolding to meet individual student needs. PBL provides choice and motivates students; PBL permits students to present their understanding in ways that are meaningful for them. PBL is very valuable and successful for all students—special education students and

highly accelerated students can all work with the same problem and create a successful product/outcome. The PBL naturally lends itself to differentiate learning because it is student centered, and teachers can work with individual students/small groups of students to support and guide them. At the same time, when students learn to work hard and have fun, they are being prepared for the unpredictable and changing future. This is as motivating for teachers as it is for students, and Sig Rogich Middle School teachers have embraced this shift in instruction, become technologically literate, and observed heightened rigor and learning that is applicable to the real world. At least quarterly, each teacher and grade-level team has incorporated an inquiry-based PBL learning opportunity to solidify learning. For example, in 8th ELA, the grade-level team teachers created and designed a PBL whereby students researched their aptitude online, chose a college and career path, and wrote a narrative (adhering to NVACS for the narrative writing), using cited text evidence and MLA format, to describe their life 25 years in the future. The culminating activity was a mock high school reunion where students played the part of their research. It is this kind of unpredictable learning—where the sky is the limit—that creates the ultimate rigor and career and college ready experiences. By updating the Wi-Fi and providing one-to-one devices for all students to access technology, a heightened gradual release that comes with PBL will occur, making students literate in 21st century technology. As the structure is in place at Sig Rogich Middle School, the shift will occur in enhancing PBL learning with technology. Through targeted staff development, with teacher leaders providing reciprocal teaching of peers, and with the help of technology coaches, teachers will embrace technology as the missing piece of the PBL experience. Having access to technology for ALL students and teachers will permit the school to fulfill PBL goals and support instructional strategies practiced school-wide.

Data points will include common, frequent, mastery exams given by each grade level team. This assessment data is aligned with the CCSS/NVACS by quarter, and will be used to reflect proficiency and mastery. In addition, teachers will rely on CCSS (Common Core State Standards) aligned interim assessments, the CCSS, and EOC (End Of Course examinations) to determine mastery and growth. Frequency of usage of devices, as documented by teacher records, will also serve as data points.

Students

Students will share thoughts and ideas and collaborate for solutions. Students will look at a new way to link learning across the subjects and disciplines. Students will try new approaches in creativity, become innovative, and problem solve to complete real world problems with the element of choice. Students will learn in order to tackle problems as they would be solved in the real world. Students will experience more control over learning and will learn to collaborate and work with others. These inquiry-based teaching methods engage students in creating, questioning, and revising knowledge, while developing their skills in critical thinking, collaboration, communication, reasoning, synthesis, and resilience.

Teachers will become facilitators of technology, and students (with their own devices) will learn to collaborate and use applications for creative outcomes. The school will create learning practices, human support, and physical environments that will support the teaching and learning of 21st century outcomes. Sig Rogich will continue to design a flexible environment.

such as block scheduling and flexible bell schedules, to meet the needs of individual students. The school building will continue to inspire intellectual curiosity and promote social interactions that have led Rogich to be designated a 5 Star School (per State of Nevada) for four years, and a 2015 National Blue Ribbon School.

Sig Rogich Middle School is invested in leading students in critical thinking and problem solving, collaboration, and communication. Twenty-first century life skills require students to work together with diverse teams, be open-minded to other's ideas and values, manage projects, meet goals, and take responsibility for one's self within a larger community. Through Project Based Learning (PBL) Sig Rogich has modeled and led students to these outcomes through quarterly grade-level PBL interdisciplinary units. The NR21 experience from a student's perspective will mean that every student has the tools that he/she needs to achieve the outcomes of the skills-driven, learner centered environment that has already been engrained in the Sig Rogich Middle School culture. The educational experience will change for students outside of school because ALL students will have the technology to succeed; students can work on learning outside of the classroom to contribute to tasks presented and managed in class. As the only middle school in Clark County to close the achievement gap in both ELA and math during the 2012-2013 and 2013-2014 school years, per high stakes testing data, Sig Rogich believes that the addition of technology for ALL students will further close the gap and continue a high level of proficiency.

Sixth grade students will conduct basic web and data base searches and use a variety of resources to gather information. Students will work on documents between home and school using LMS, and create, edit, save, and modify PowerPoint presentations to create a persuasive production. Seventh and Eighth graders will use Internet and database help options to become more self-sufficient during research, work on documents between home and school, and use online learning resources/LMS to collaborate with teachers and peers. Seventh and Eighth graders will evaluate, select, and use appropriate tools to design, plan, and develop a multimedia project with a target audience in mind.

Outcomes will be achieved and assessed through teacher records (Infinite Campus, Curriculum Engine, and websites) and through self-monitored assessments.

Students with 1:1 devices will have an opportunity to collaborate outside the four walls of the traditional classroom, using LMS programs. Students will gather, collaborate, and produce content 24/7 outside of school. In an equitable fashion, students will be able to access class content virtually. They will be able to participate in "flipped classrooms," meaning they will access content at home the night before and come to class prepared to utilize the knowledge they have gained online to engage in discussions and create projects that encourage critical thinking and synthesis of ideas. Additionally Sig Rogich will establish a "Technology Café" on campus for Internet access, support, and collaboration for staff and students.

Student academic outcomes will be to promote greater student achievement, continued closure of the achievement gaps in math and ELA, increased student engagement, and the ability to assess students more frequently using formative assessment.

Teachers

Teachers will combine their understanding and previous professional development (PD) on Project Based Learning (PBL) and Nevada Educator Performance Framework (NEPF) to include technology. Specifically, Sig Rogich Middle School is committed to funding and paying for professional development for teachers to enhance their understanding of technology as it applies to the already in place school initiatives to include PBL. The technology team—made up of teacher leaders, administrators, and coaches—will serve to train other teachers in their building pods. This team will meet beginning this spring, through the summer, and on a regular basis once school begins next fall. Flexible hours--early in/early out--will serve to facilitate meeting outside of contracted time.

Teachers will be encouraged to experiment with applications to use with their students and integrate into their curriculum. Embedded in the Sig Rogich culture for learning is the focus of experimental learning. It's part of what made Sig Rogich a Blue Ribbon School, and it will continue to be part of the culture.

The NR21 is a 6-year plan. The school will develop expectations for teachers to integrate technology into their classroom curriculum. Teachers will meet weekly, in grade-level teams, to determine technology that supports learning. This will be documented on monthly collaboration logs submitted to the administrative team. Additionally, departments will meet monthly to access models for technology and ensure consistency within the departments. Finally, school-wide staff development will occur during the day (prep periods) and before school (providing flexed teacher day). Professional learning will compliment and coincide with PBL planning that already occurs within grade-level teams and school-wide, and may overlap with the new teacher contract as part of the professional growth plan hours and/or weekly required staff development occurring outside of the contract hours.

Teachers will learn to modify their teaching style to a student-based learning model. Coaches and teacher leaders will integrate technology acquisition within the school day through modeling (demonstration). The technology team will plan modeling to occur before school, after school, on preparation periods, and through flexible scheduling to ensure that all teachers are making changes that support and extend inquiry-based learning.

A survey will be created by the Technology Team to evaluate levels of learning. Teachers will meet one-on-one with the technology strategist, technology coach, and/or learning strategist. Additionally, the SRMS Technology Café will offer impromptu training for teachers and staff throughout the instructional day. Teacher leaders, working with grade-level teams, will build capacity on campus by training other teachers. Each hallway pod will have teacher leaders/teacher trainers available to assist other teachers.

Technology PD will supplement the previous and continued extensive PD in NEPF (Nevada Educator Performance Framework) and PBL strategies; PD will not conflict with other school and District priorities, but will serve to compliment the strategies/content already in place that align with school goals of being a PBL (Project Based Learning) school.

Leader teachers will assist all classroom teachers in integrating technology in their curriculum. At least one representative from each department will serve on the school technology team. Teacher leaders will systematically work with grade level teams to integrate technology into inquiry-based learning by attending the weekly planning meetings where training can be addressed in small groups. The Technology Coach, provided by the District, will work with teacher leaders to help build capacity within the school community.

Principal

Ms. Harrison demonstrates affective leadership by modeling practices related to attitudes, motivation, valuing what is being learned, and willingness to participate. Specifically, she models receiving (willing to listen), responding (willing to participate), valuing (willing to be involved), organizing (willing to advocate), and characterization (willing to change one's behavior) as affective learning is critical to establish a learning culture. Because of her willingness to take risks, and her ability to let go and support teachers to do the same, she has already established a culture of inquiry and a campus that will be further supported by NR21.

Ms. Harrison's vision for equitable and rigorous education for all students is one that she has developed over the past ten years as principal of Sig Rogich. She is responsible for establishing a culture based on high achievable expectations and goals rooted in the idea that everyone can succeed. This includes all teachers and all staff. Building a culture is hard work; it takes dedication on behalf of the administration and staff, and it requires renewed commitment. With the principal's lead, Sig Rogich took the challenge of becoming a Project Based Learning (PBL) school, shifting the emphasis from the teacher-centered classroom to student centered. Working together is crucial for participation in inquiry-based learning and PBL, and Ms. Harrison has modeled and practiced this as an expectation for adoption by teachers and students. Every day in classrooms, the observer would see students using strategies for discourse and collaboration with shoulder partners, table groups, and with the teachers. Teachers have, at times, abandoned textbooks, created better lessons and materials aligned with the rigor they desire to see in their classrooms, and have worked together tirelessly to support instruction based on Ms. Harrison's guidance and lead. She is open to new ideas and will support teacher's innovative ideas when it is good for students. Ms. Harrison has developed a culture of high standards, and it is apparent school-wide in how teachers teach, how students learn, how parents support, and how administration leads.

Sig Rogich Middle School embraces a philosophy of teamwork as it supports the principal's vision for learning using inquiry-based exploration with increased technology. The leadership model for the school supports this same vision that relies on collaboration and critical thinking. Ms. Harrison embraces a shared responsibility for accountability, realizing that every teacher matters in the equation to motivate and inspire student learning. At the heart of Rogich Middle School's leadership philosophy is the belief that, when the administration team empowers teachers and promotes an emphasis on academic growth, the quality of achievement for students, teachers, and communities also improves. By focusing on one or two strategies per year, providing teachers and staff relevant training using gradual release, and allowing teachers to take risks to do what is good for students, teachers and staff are empowered to take responsibility for learning, making high achievement and growth their mission. The principal's

vision for technology acquisition sustains this transformation. Ms. Harrison understands that a large part of leading a school lies in the ability to get people to want to change, improve, and be led. It involves assessing associates' motives, satisfying their needs, and valuing them.

As the use of technology becomes consistent school-wide, the principal's vision of using technology to enhance inquiry-based learning so that students can use their knowledge in unpredictable situations—which is a life-long skill—will be realized. Instruction will evolve to being team-oriented, with strong communicators, team players, problem solvers, change-makers, and with the development of teachers as transformational leaders.

Instruction will change to provide teachers the gradual release needed for them to adopt technology with the same vigor that has been witnessed with PBL. Student learning will change to reflect the shift of teachers as facilitators and students as leaders of instruction. Rigor will increase as students can demonstrate their understanding of content, with added use of technology, in unpredictable situations.

Ms. Harrison communicates her vision to parents and stakeholders through a very active PAC (Parent Advisory Committee) that meets monthly on campus with parents and other stakeholders. Additionally, Ms. Harrison will communicate her vision to staff and the school namesake, Mr. Sig Rogich, through monthly staff meetings, the award winning Rogich Middle School website (www.rogichms.org), and other social media such as daily Roughrider Television and social media such as Twitter. On-going training for technology implementation will occur online in the format of webinars, iMovie, and via Google.

Sig Rogich Middle School's leadership team consists of teacher leaders from each department. The team is composed of the principal, the lead counselor, two teacher leaders from ELA, two teacher leaders from science, one technology teacher leader, one teacher leader from fine arts, one teacher leader from social studies, one teacher leader from math, two teacher leaders from P.E., and the learning strategist. This team brings back concerns from their respective departments and shares administrative direction and vision with their departments. The leadership team meets once per month, and whole department meetings to disseminate information occur before school on the first Friday of each month. Additionally, grade level teams meet once per week before school. Grade level teams are part in the shared leadership, as teachers note/explain any concerns they have about students, curriculum, the instructional day, etc. on the required collaboration logs. The emphasis on continual improvement is embedded in the focus on data points. The administrative team is committed to participating in online professional development to further the improvement continuum.

The staff development needed to ensure that every teacher is up to speed on the technology initiatives on campus will be embedded in regular PBL trainings. Similar schedules for early in/early out, Saturday meetings, and summer planning will occur to accommodate teachers' desires to be prepared for the integration of technology.

District Coach

Clark County School District will provide one Technology Coach for each Nevada Ready 21 middle school. A technology-coaching program has been in place in the District since the 2012 -2013 school year. Technology Coaches provide technology integration support and professional development for teachers. They work closely with teachers to look at student needs; plan, based on the Nevada Academic Content Standards; implement technology for meaningful learning; and examine the outcomes. Based on CCSD's experience with the Technology Coach model, as well as the central support for and organization of the Technology Coaches, one Technology Coach per school will adequately address the professional development needs. In the four years of the e3 1:1 project, one Technology Coach provided services to the staff at two schools each year for two years. Four years of survey data show that over 80% of the teachers felt they had enough professional development within the e3 project. In this project, one Technology Coach will assist the staff at one school for one year.

Teachers will have access to three coaches for the first year of implementation—Technology Coach (provided by CCSD), Technology Strategist (provided by Sig Rogich), and Learning Strategist (provided by Sig Rogich) to permit the training leading to technology integrated PBL. Coaches will serve 70 teachers and 5 administrators with in-depth training of technology and alignment with the NVACS.

The coaching model will include the Technology Coach, Technology Strategist, and Literacy Coach who will work with teachers individually, teacher leader groups, and grade level teams and departments to build capacity within the building.

Additionally, SRMS is equipped with a teacher leader team with 20 teachers that have already accepted the charge to facilitate training per the train-the-trainer model (experienced personnel to show a less-experienced instructor how to deliver courses, workshops, and seminars).

Parents/Caregivers and Other Stakeholders

Parent's support for technology will be established at Sig Rogich Middle School. Opportunities for parents to learn how to use the device to help their students will be held in both morning and evening sessions by the Technology Strategist and Learning Strategist.

Information will be posted and updated on the current school website for parents and other stakeholders. PAC (Parent Advisory Committee) will address technology and trainings, conducted by the Technology Coach, Technology Strategist, and Literacy Strategist, will be provided to parents on a monthly basis.

Technical Support

The Clark County School District provides a full-time site-based technician (SBT) for each middle school. The site-based technician will be responsible for responding to requests in 24-hours or less.

Students have earned the privilege of taking home their laptop; however, in order to support this take-home opportunity, a few simple steps need to be completed for this to be successful:

- The expectation is that all students bring their computer back to school safely each day charged and ready for the instructional opportunities that will continue in each of their classes.
- Students must use their computer bag that will enable them to transport the machine safely to and from school. The computer should be turned off while in transport.
- Parent and student computer expectations for laptop use can be found on the school website. A signed copy of this form must be on file.
- Insurance information is also available upon request for those who wish to have protection against theft and vandalism on student computers.

It is important for parents and students to be aware of the one-to-one technology parent and student expectations in order to understand that the intent of the laptop is to help broaden students' and their families' educational opportunities.

The school will locate a 3rd party for insurance and replacement coverage of the machines.

The school will seek insurance remedy and/or use student-generated funds to replace and repair computers.

The school will charge a technology fee for all students to assist in repairing devices not covered by insurance.

Connectivity

The Internet bandwidth at the school gateway is 564 kpbs per student. While the school is served from a central distribution point, the District will reserve bandwidth for the chosen schools to meet the minimum bandwidth requirements of the project. The District does not filter content at the individual site level. Content filtering is handled at the District firewall and is sufficient for this project. At the District level, there is 20 gbps of throughput capacity. The CCSD is not planning any upgrades at this school in the next two years.

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Sig Rogich Middle School FISCAL YEAR 2016

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT ____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0 00	
	580 Staff Travel	0 00	0 00	
	500 Other	0 00	0 00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0 00	0 00	
	612 Non InfomationTech Items of Value *	0 00	0 00	
	620 Energy	0.00	0 00	
	630 Food	0 00	0 00	
	640 Books and Periodicals (Ex 641)	0 00	0 00	
	641 Textbooks	0.00	0 00	
	650 Supplies, Info Tech (Ex 651 , 652, 653)	517,848 75	0 00	
	651 Software	0 00	0 00	
	652 Information Tech Items of Value *	0 00	0.00	
	653 Web-based and Similar Programs	0 00	0 00	
	Total 600	517,848.75	0.00	517,848.75
800	810 Dues and Fees	0.00	0 00	
	890 Other Miscellaneous	0.00	0 00	
	800 Other	0.00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		517,848.75	0.00	517,848.75
** Aprproved Indirect Cost Rate : 0.00%				11,599 81
700	730 Equipment: over $5,000 each	0.00	0 00	
	700 Other	0 00	0.00	
	Total 700	0.00	0.00	0.00
TOTAL				529,448.56

Signature: _____
Signature of Authorized Representative

Date 2/8/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

INSTRUCTION

Grant: Sig Rogich Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Sig Rogich Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
300	PURCHASED PROF. SERVICES:					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Sig Rogich Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
500	**OTHER PURCHASED SERVICES:**					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	

INSTRUCTION

Grant: Sig Rogich Middle School Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
600	**SUPPLIES:**					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies				$ 517,848.75	$ **517,848.75**
651	Instructional Software					$ -

INSTRUCTION

Grant: Sig Rogich Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -

NARRATIVE: FY16

Rogich's projected enrollment for FY16 is 1823. In addition, there are 69 classroom teachers, 8 specialists, 4 counselors, 1 Site-Based-Technologist (SBT), and 5 administrators. Therefore, the total number of Chromebook device packages being requested is 1910.

1910 x $723 (package cost) = $1,380,930.00

This budget includes 37.5% of the total cost of the device packages requested.

INSTRUCTION

Grant: Sig Rogich Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
				TOTAL	$ 517,848.75	

INSTRUCTION

Grant: Sig Rogich Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
800	OTHER OBJECTS:					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ 517,848.75	
Approved Indirect Cost Rate: 2.24% x Subtotal Above					$ 11,599.81	
700	EQUIPMENT:					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRANT TOTAL	$ 529,448.56	

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Sig Rogich Middle School FISCAL YEAR 2017

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT ____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0 00	
	580 Staff Travel	0 00	0 00	
	500 Other	0 00	0 00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0 00	0.00	
	612 Non InfomationTech Items of Value *	0.00	0 00	
	620 Energy	0.00	0 00	
	630 Food	0 00	0 00	
	640 Books and Periodicals (Ex 641)	0.00	0 00	
	641 Textbooks	0 00	0 00	
	650 Supplies; Info Tech (Ex 651 , 652, 653)	863,081.25	0 00	
	651 Software	0 00	0 00	
	652 Information Tech Items of Value *	0 00	0.00	
	653 Web-based and Similar Programs	0.00	0 00	
	Total 600	863,081.25	0.00	863,081.25
800	810 Dues and Fees	0 00	0 00	
	890 Other Miscellaneous	0 00	0 00	
	800 Other	0 00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		863,081.25	0.00	863,081.25
** Aprproved Indirect Cost Rate : 0.00%				19,333 02
700	730 Equipment over $5,000 each	0 00	0 00	
	700 Other	0 00	0.00	
	Total 700	0.00	0.00	0.00
TOTAL				882,414.27

Signature: _____ Date 2/8/16

Signature of Authorized Representative

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

INSTRUCTION

Grant: Sig Rogich Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Sig Rogich Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
300	PURCHASED PROF. SERVICES:					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Sig Rogich Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
					TOTAL	$ -

INSTRUCTION

Grant: Sig Rogich Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
600	**SUPPLIES:**					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies				$ 863,081.25	$ 863,081.25
651	Instructional Software					$ -

INSTRUCTION

Grant: Sig Rogich Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -

NARRATIVE: FY17 (also based on FY16 projections)
Rogich's projected enrollment for FY16 is 1823. In addition, there are 69 classroom teachers, 8 specialists, 4 counselors, 1 Site-Based-Technologist (SBT), and 5 administrators. Therefore, the total number of Chromebook device packages being requested is 1910.
1910 x $723 (package cost) = $1,380,930.00
This budget includes 62.5% of the total cost of the device packages requested.

INSTRUCTION

Grant: Sig Rogich Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
				TOTAL	$ 863,081.25	

INSTRUCTION

Grant: Sig Rogich Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
800	**OTHER OBJECTS:**					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ 863,081.25	
Approved Indirect Cost Rate: 2.24% x Subtotal Above					$ 19,333.02	
700	**EQUIPMENT:**					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRANT TOTAL	$ 882,414.27	

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCISD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Sig Rogich Middle School FISCAL YEAR 2016-2017

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT ____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0 00	
	580 Staff Travel	0 00	0.00	
	500 Other	0 00	0.00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0 00	0 00	
	612 Non InfomationTech Items of Value *	0 00	0 00	
	620 Energy	0 00	0 00	
	630 Food	0 00	0 00	
	640 Books and Periodicals (Ex 641)	0 00	0 00	
	641 Textbooks	0 00	0 00	
	650 Supplies, Info Tech (Ex 651 , 652, 653)	1,380,930 00	0 00	
	651 Software	0 00	0 00	
	652 Information Tech Items of Value *	0 00	0 00	
	653 Web-based and Similar Programs	0 00	0 00	
	Total 600	1,380,930.00	0.00	1,380,930.00
800	810 Dues and Fees	0 00	0 00	
	890 Other Miscellaneous	0.00	0 00	
	800 Other	0 00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		1,380,930.00	0.00	1,380,930.00
** Aprproved Indirect Cost Rate : 0.00%				30,932 83
700	730 Equipment over $5,000 each	0 00	0 00	
	700 Other	0 00	0 00	
	Total 700	0.00	0.00	0.00
TOTAL				1,411,862.83

Signature: _____
Signature of Authorized Representative

Date 2/5/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

Fund 2790000000
Grant
Project
Cost Center 9200010273
Nevada Ready 21 - Sig Rogich MS (FY16)

Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost		Budget
5650	0100	1000	0650	Technology Supplies					$517,848.75
				Chromebook and Device Package		716.25	@ $723.00	$517,848.75	
				Rogich's projected enrollment for FY16 is 1823. In addition, there are 69 classroom teachers, 8 specialists, 4 counselors, 1 Site-Based-Technologist (SBT), and 5 administrators. Therefore, the total number of Chromebook device packages being requested is 1910. 1910 x $723 (package cost) = $1,380,930.00 This budget includes 37.5% of the total cost of the device packages requested.					
				Supplies - Information Technology Related Total					$517,848.75
5901	1000	2900	0951	Indirect Costs			2.24% x $517,848.75		$11,599.81
				Other Objects Total					$11,599.81
				Project Total					$529,448.56

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

Fund 2790000000
Grant
Project
Cost Center 9200010273
Nevada Ready 21 - Sig Rogich MS (FY17)

Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost		Budget
5650	0100	1000	0650	Technology Supplies					$863,081.25
				Chromebook and Device Package		1,193.75 @	$723.00	$863,081.25	
				Rogich's projected enrollment for FY16 is 1823. In addition, there are 69 classroom teachers, 8 specialists, 4 counselors, 1 Site-Based-Technologist (SBT), and 5 administrators. Therefore, the total number of Chromebook device packages being requested is 1910. 1910 x $723 (package cost) = $1,380,930.00 This budget includes 62.5% of the total cost of the device packages requested.					
				Supplies - Information Technology Related Total					$863,081.25
5901	1000	2900	0951	Indirect Costs			2.24% x	$863,081.25	$19,333.02
				Other Objects Total					$19,333.02
				Project Total					$882,414.27

Appendix A: Cover Sheet

Section 1.0
APPLICATION FOR SUBGRANT UNDER
FY16-FY17 State Educational Technology Implementation Funds

NRS 388.780-805
Commission on Educational Technology

Return to:
Kimberly Vidoni
700 East Fifth Street
Carson City, NV 89701

1. DISTRICT NAME AND MAILING ADDRESS:	2. AUTHORIZED CONTACT PERSON: (This person must be available 2/25/16, 9:00-4:00 to answer questions at the phone number below.)
Clark County School District **5100 W. Sahara Ave.** **Las Vegas, NV 89146-3406** **Name of School: Anthony Saville Middle School**	**Name** Sharon Heyman **Title** Grant Coordinator **Phone and Extension:** (702) 799-5273 **Fax Number:** (702) 799-5239 **E-mail Address: sheyman@interact.ccsd.net**

3. Total Funds Requested: $1,190,843.46

One-to-One: **$1,190,843.46**

WAN Upgrades:

4. CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on: August 27, 2015 (date)

5. Signature

District Assistant Superintendent

STATE DEPARTMENT USE ONLY

Date Received: Approved:

Initial Grant Award Issued: _____ Amount: $_____

Appendix B: School Demographics Worksheet
Complete the form with information about the applying school

School Name: Anthony Saville, MS

Students

# Enrolled	# IEP	# FRL	#ELL
1,525	111	588	56

The information below is for informational purposes only and will not be subject to scoring.

Staff (Current, Pre-NR21 Counts)

#Teachers	#Tech Coaches	#IT Technicians	Total # Staff in Gateway
56	1.0*	1.0	95

*CCSD provides 0.20 FTE Digital Learning Coach (DLC) for each middle school. Middle schools participating in NV Ready 21 for 2016-2017 will be provided with 1.0 FTE DLC. DLCs will be centrally supervised and supported. This coaching support is for one year and intended to build capacity at each school.

Does the school use Canvas as an LMS? (Yes) No

If so, in what capacity?
The school does not currently use Canvas as an LMS. However, two teachers have been trained as Canvas Controllers and almost 32% of the teachers are dedicated to the use of some form of Google application to facilitate instruction and collaboration in their classrooms. The most commonly used applications are Docs, Classroom, Slides, Sheets, Calendar and Sites.

Anthony Saville Middle School Implementation Plan

Anthony Saville Middle School in Las Vegas, Nevada, is an urban/suburban school serving 1540 students in grades 6-8. Saville "Desert Hawks" come from a variety of backgrounds with 37% receiving Free or Reduced Lunch. Students participate in music, art, drama, athletics, and clubs. Over 60% participate in accelerated classes, including high school credit-bearing classes: Algebra, Geometry Honors, and Spanish. The school is designated as "4-Star" due to its significant growth and achievement. Saville focuses on empowering students to achieve social and academic excellence to become responsible members of a diverse society. The school's theme, "Soaring on the Wings of Effort!" emphasizes a growth mindset.

Technology is currently utilized to varying degrees by all teachers and students. School-wide computer-based interventions are utilized in all math and English Language Arts classes to facilitate individual student growth and are supported by four dedicated computer labs and three mini-labs. One science teacher per grade level utilizes a blended/project-based learning model which is supported by dedicated classroom iPads and laptops. The remaining science teachers, many ELA teachers, and other content areas utilize "check-out" technology in the form of a lab, three laptop carts, two iPad carts, and two iPod carts for research, projects, and word processing. Two computer teachers provide computer literacy instruction and elective courses in web design supported by dedicated labs. Currently teachers who do not have a dedicated lab compete for the limited resources with most "check-out" technology consistently in use during the year. Limited Wi-Fi access currently causes inequitable technology access depending on classroom location.

Goal: To prepare college and career-ready students for the 21st century.	
Objective 1: Student ability to utilize technology for productivity and academic purposes will increase.	
	Outcome: By the end of the first year, students will manage at least 80% of their assignments, calendars, and workflows electronically, documented by teacher records.
	Outcome: 80% of students will show an increase of knowledge and comfort level of technology use by the end of each grade level, as reported by a pre and post technology use survey.
Objective 2: Student achievement in core content areas will improve	
	Outcome: The number of participating students in the non-proficient levels on state assessments will decrease by 5% each year.
	Outcome: At least twice a year, all students will participate in project-based learning in core classes, focused on 21st century themes. These student-centered projects will include: student choice, collaboration, creation of a digital product, critical-thinking, and real-world elements.
This goal will be achieved by being able to use programs such as Google Calendar, Google	

Classroom, and other technology tools to document student responsibilities (such as assignments, due dates, etc.) to collaborate and turn in/share classwork in a one-to-one environment with 24/7 access.

Goal: To ensure student equity through personalized access to a connected, future-ready education.		
	Objective 1: Students will participate in more engaged and personalized instruction.	
		Outcome: At least twice a year, all students will participate in project-based learning in core classes, focused on 21st century themes. These student-centered projects will include: student choice, collaboration, creation of a digital product, critical-thinking, and real-world elements.
		Outcome: Students will receive formative feedback from their teachers while working on projects, thus providing timely and "on demand" support.
	Objective 2: Students with disabilities will have greater access to general education curriculum and peers.	
		Outcome: Inclusion of students with disabilities will increase in the general educational setting 5% by the end of the year through use of technology tools.
		Outcome: Students in resource classes will utilize technology to collaborate with general education peers at least twice a year.
This goal will be achieved by allowing teachers to use the one-to-one environment to provide more timely feedback to students while also allowing for any wait time that may be required by the student. The one-to-one environment will also offer all students, including those with disabilities, a safer environment to take academic risks, ask questions virtually, and utilize technology tools which provide scaffolds. The 24/7 nature of the one-to-one environment will facilitate asynchronous collaboration between resource and general education classes which was not previously available.		

Implementation Details

School Change

Currently, only students in the three blended/project-based learning science classrooms participate consistently in project-based learning. Due to limited resources, all other students only occasionally participate in project-based learning, and when they do so, it rarely results in a digital product and does not focus on 21st century themes. With a one-to-one environment, at least twice a year, all students will participate in project-based learning in core classes focused on 21st century themes. These student-centered projects will include student choice, collaboration, creation of a digital product, critical-thinking, and real-world elements. In the second year, project-based learning will become a central piece of all core classes with an interdisciplinary capstone project developed for each grade level focused on 21st century themes.

Currently, students receive feedback from their teachers primarily when projects or assignments are completed and returned following grading. With a one-to-one environment students will receive formative feedback from their teacher while working on projects, thereby providing timely and "on demand" support during the learning process.

Currently, only a third of the students, and only in their science classes, manage approximately 40% their assignments and workflow electronically. With a one-to-one environment, all students will manage at least 80% of their assignments, calendars, and workflows electronically by the end of the first year, documented by teacher records. In the second year, this will increase to 100% of assignments, calendars, and workflows.

Currently, students consistently utilize computer-based interventions once a week in English Language Arts classes and every other week in math classes, with additional use as homework. With a one-to-one environment, students will be able to more reliably utilize these computer-based interventions at home and at times during the school day when they have finished other assignments, but are not in a computer lab. This expansion will free up considerable instructional time in English Language Arts and math, resulting in a reduction in non-proficient students.

Currently, students in resource classes do not collaborate with general education peers due to limited technology and the nature of a traditional school schedule. With a one-to-one environment, students in resource classes will utilize technology to collaborate with general education peers at least twice a year. In the second year, this collaboration will take place at least quarterly.

Technology and 21st century learning will become an integral part of the school culture through communication and application of the vision. This will occur through regular revisiting of the reasons for change, particularly with teachers and parents. In addition, student and teacher successes in making progress toward the vision will be regularly shared whenever students, parents, and faculty gather and through online and print media. This will allow the entire school community to develop a common language and focus on technology and 21st century learning.

The instructional shift from teacher-centered to student-centered learning will be a paradigm shift for many teachers. Teachers all vary in their comfort level with and knowledge of technology. Teachers will be supported with differentiated instruction and training to meet their individual needs to alleviate the feeling of being overwhelmed. Instruction and support will be provided by professional development, a Technology Coach, and lead teachers who have been trained in applications that will support instructional practices in academic content areas. These trainings will incorporate the Nevada Academic Content Standards and 21st century skills into student-centered learning.

In order to drive change and school growth, the following data points will be continually evaluated: teacher records of student electronic management of assignments, calendars, and workflows, student surveys, student participation in project-based learning, and resource student participation in collaborative activities with general education peers.

Students

Students will find their academic environment transformed into an engaging conduit that opens up their learning to methods and tools with which they are already somewhat familiar. This then will expose them to new ways of thinking about the technology around them, giving them the ability to take charge of their own learning and understanding by empowering them with the tools of a 21st century citizen. Each student will have the ability to digitally access information at any time in a variety of ways, utilizing that information to create a framework for their own understanding and ultimately transforming what they've learned into culminating projects through project-based learning.

As students work to incorporate daily interaction with their digital resources, their mindset and vocabulary will change to reflect the expectation of increased responsibility and direction of their own learning. Students will access Google classroom to retrieve all necessary information and resources for their daily academics as well as utilize this platform for ongoing collaboration with peers. This platform will also form the base to which teachers will tie additional resources and applications to include simulations, video, and real-world programs for students to utilize. Students will be able to pace their own learning and check understanding with varying degrees of integration among their classes.

With a 21st century learning environment that seamlessly incorporates the language and use of technology and all its components, students will have the necessary skills to find ways to continue their learning individually in areas of their own interest. Teachers will guide this learning to help students understand the connections between themselves and the world around them, in addition to ensuring connection to the Nevada Academic Content Standards within each content area. Students will become global citizens with 21st century skills necessary to compete in an ever changing technologically based society. As they progress in grade level to high school, they will be able to seamlessly blend their learning and skills into the digital classrooms of Shadow Ridge High School.

Students will begin with computer literacy and progress through the necessary skills to effectively use the technology available to them to be critical consumers of the media with which they will be interacting. Introduction to Google Apps For Education tools, including Google Classroom, will accompany computer literacy so that students will become proficient within the digital environment which will be used to guide the majority of their learning. As students progress through middle school, they will become increasingly more comfortable with both the language and use of the platforms and applications available to them. Student management of assignments, calendars, and workflow will be documented by teacher records with benchmarks of 40% electronically managed by the end of the first semester, 80% by the end of the second semester, and 100% by the end of the first semester in the second year. Additional learning opportunities will be made available to those students who excel in the digital environment, affording them the chance to attend training alongside teachers so that they may become student leaders and assist not only their peers, but teachers as well. As a school Saville will begin with project-based learning using an inquiry-based approach to place students in more control of their individual learning and progress. Once students have been successful with this type of learning,

utilizing digital and real-world resources, incorporation of digital portfolios and capstone projects will begin to be implemented at each grade level. Core class projects will serve as benchmarks during the first year, with a set completed by the end of each semester. Capstone grade-level projects, part of the digital portfolio, will serve as benchmarks during the second year.

With the increased skills and availability of devices, students will no longer be bound to the school for supplemental support and tutoring. In a digital learning environment, teachers and students will be able to interact for academic support long beyond the normal hours of the regular school day. Tutoring and enrichment can be given and supported in the digital realm, allowing students greater opportunity for academic success. Students will be able to receive almost instant feedback from teachers as well as peers on activities within the digital learning environment, allowing for even greater control over their own learning. Additional classrooms that housed former computer labs can be transformed into digital cafes to offer yet another place for students to meet with each other to collaborate, meeting the needs of those students that may struggle with access to Internet. This space can be utilized as support for students who may need additional time with a mentor or as enrichment for those students who have surpassed their grade level goals, allowing their learning to be bound only by the confines of their own imagination and interests. This reaches a wide variety of students to include both struggling and gifted learners.

In addition to the specific Nevada Ready 21 skills, the additional engagement, responsibility, and critical-thinking will result in the number of participating students in the non-proficient levels on state assessments decreasing by 5% each year.

Teachers

A school-wide, 21st century learning environment will be created by building upon strategies already in place, while focusing on developing a growth mindset. With a third of Saville teachers already utilizing Google Classroom in addition to various supplemental applications, the stage is set to increase participation and build upon already familiar resources using knowledgeable teachers as lead teachers to facilitate this growth.

Teachers will be given the opportunities to try new techniques with the understanding failure is only an avenue to future success. The administration will make it clear to teachers, through staff meetings and discussions, that as long as the attempt to use the technology is done with integrity, failure of a task or project will in no way influence the teacher's professional evaluation. Teachers will be supported and educated with regard to implementation of the 21st century skills in their on-going classroom assignments and projects. Teachers will be given weekly collaborative opportunities to meet with colleagues to strengthen successes and utilize failures to improve future learning opportunities for both teachers and students.

The initial 15-hour Nevada Ready 21 professional development module will be completed by all teachers with at least two thirds of the May 27, 2016 Staff Development Day dedicated to this opportunity. The module will be included in teacher Professional Growth Plans

to encourage all teachers to complete the module during the summer. New hires will have one of their August extra professional development days dedicated to completion of the module. Additionally, money in the school's Flex Budget will be set aside to cover up to eight substitute days at the beginning of the year for late hires to complete the module.

All teachers will have the opportunity and training to utilize applications such as Google docs as a mode of communication about students' learning, lesson successes, failures, and helpful hints. Teachers will be encouraged to share complete lessons, along with student outcomes, to enable colleagues to build upon their successes and learn to avoid aspects that were not as successful. After lead teachers receive initial training, they will begin to offer opportunities for their colleagues to witness their learning in action by allowing observation of the techniques and their application with students. This will develop a safe environment in which teachers can create a higher level of transformation to creative, collaborative, and engaging lessons to support learning in the classroom.

In addition, lead teachers will visit successful schools and classrooms which have already created and are continuing to develop 21st century learning environments to increase the lead teacher's knowledge of the methods and necessary components of these successful classrooms. Teachers will be able to create a network of support throughout the District by creating relationships with these knowledgeable professionals to foster growth of a 21st century learning mindset.

On-site professional development sessions will be created and presented by lead teachers and peers who may have struggled with and overcome obstacles encountered as they move through the transformation to a 21st century learning environment. By embracing these obstacles and possible failures, teachers will be able to fuel increased success and limit repeated struggles. Teachers will learn from each other's meaningful mistakes to enhance future learning. Additionally, surveys will be given to the teachers periodically to determine what specific professional development is needed and desired. The results of the surveys will guide the development of future training, thereby creating meaningful change in the classrooms and school environment. Student technology leaders will be identified and given an opportunity to participate in some of these on-site professional development lessons in order to aid both students and teachers in the transformation. Student insight and reflection will help guide future lesson creation and implementation by highlighting possible areas of concern or celebration with regard to student learning and achievement.

The District currently provides a digital learning coach, who supports Saville once a week. The coach assists teachers who are interested in incorporating technology into their lessons. Individual, small group, or whole group training sessions are provided as needed. The digital learning coach is also available to assist directly in the classroom to facilitate student learning.

The teacher's Professional Growth Plan, developed collaboratively with the administrator and the teacher, will include an expectation of developing the teacher's repertoire of 21st century

skills through professional development credits offered by the District, Nevada Regional Professional Development Program, and other entities such as universities.

Currently, lead teachers offer support with computer-based instruction programs throughout the school year. This will be continued while focusing on the specific components of the 21st century learning environment. Professional development will be provided by instructional leaders to continue to develop meaningful assignments and projects which incorporate Nevada Academic Content Standards and 21st century learning skills. An emphasis will be put on the paradigm shift of teachers and their understanding of what learning looks like, as well as meeting the needs of the individual teacher as they grow in their understanding.

A trainer-of-trainer model will be implemented when working with the different levels of expertise. Teachers will have the flexibility to choose which sessions they feel they need to create meaningful change in their classrooms. The trainings will be offered in a multitude of formats including, but not limited to, open labs, lunch and learns, one-on-one, etc.

For the next two years, professional development commitments will also include a focus on the Nevada Educator Performance Framework and cultural competency. The NEPF integrates directly with Nevada Ready 21, with a particular alignment in Instructional Standard 2: *Learning Tasks Have High Cognitive Demand for Diverse Learners*, Standard 3: *Students Engage in Meaning-Making Through Discourse and Other Strategies*, and Standard 4: *Students Engage in Metacognitive Activity to Increase Understanding and Responsibility for their Own Learning*. Cultural competency also integrates directly with Nevada Ready 21, with a particular alignment in personalization and collaboration around a "problem of practice."

Lead teachers will be available at designated times to help other teachers who need assistance throughout the school year and provide comments and feedback during online debriefing following professional development.

Principal

The principal's leadership characteristics include a personal vision of student learning which will require innovation to reach, commitment to continuous improvement for self and the organization, the belief that all teachers and students can achieve at high levels (growth mindset), the ability to forge positive relationships and build consensus, a solution-oriented attitude, advocacy for effective technology in education, and strong communication skills.

The principal currently demonstrates transformational leadership in supporting innovation and true instructional shifts, such as participating with a group of teachers in blended learning professional development during the principal's first year, finding the necessary resources and support for three science teachers to pilot a blended/project-based learning model in the principal's second year, and securing funding to expand the pilot to the entire science department during this, the principal's third year. As another example, the principal has guided the school's implementation of the Nevada Educator Performance Framework, beginning in the principal's first year with introduction, continuing into the principal's second year with initial

implementation, and resulting in meaningful change in instructional practice during full implementation in this, the principal's third year. A true shift is evident in culture and practice, particularly in metacognition and meaning-making through discourse.

The principal believes that student-centered learning holds the greatest promise for increasing student achievement, closing achievement gaps, and preparing students for college, careers, and citizenship. Student-centered learning inspires and increases student engagement through choice, creativity/innovation, and collaboration. Student-centered learning, facilitated by an expert teacher, pairs engaged and inspired students with challenging, real-world applications to support critical-thinking and a school-to-world understanding. Student-centered learning includes students in assessing their skills and motivates through incremental and continuous growth. Technology supports this transformation of learning by freeing students and teachers from the constraints of school schedules and school walls. Technology increases efficiency and allows teachers greater opportunity to invest time in planning and individualization. Technology allows students to engage in the real work with tools used by today's scientists, composers, mathematicians, authors, engineers, business people, and filmmakers. Instruction will shift from being teacher-directed to being teacher-facilitated, with a gradual release of ownership to students in determining the process, product, and pacing. Teachers will ensure that outcomes demonstrate mastery of standards and support students as they take personalized paths toward those outcomes. As teachers release ownership, students will take on more responsibility and accountability for their learning. This is already seen in the school's three blended/project-based learning classrooms. Student learning becomes focused on the product, and as "digital natives," the teachers will guide the student shift from consumers to producers and curators of knowledge and other forms of creative expression in the increasingly digital world.

Communication of the vision is already in progress at the school. This began through whole staff discussion of the "why change" and included the principal's vision. This communication of the vision continued through the sharing of videos focused on what is possible with technology in education at both teacher and parent meetings and through a site visit to observe technology tools at the aligned high school. The communication of the vision will continue when the grant is received through regular revisiting of the reasons for change, particularly with teachers and parents. In addition, student and teacher success and progress toward the vision will be regularly shared whenever students, parents, and faculty gather, and through online and print media. This allows the entire school community to develop a common language around 21st century learning which ultimately forms the school's culture and ability to reach the vision.

The principal has emphasized continuous improvement as a part of the school culture for the past three years. Evidence and norms can be found in multiple school documents, plans, handbooks, and manner of addressing school improvement from an incremental perspective. As an example, during the principal's first year in 2013-2014, he introduced Bambrick-Stantoyo's *Leverage Leadership* model for instructional improvement and coaching, which emphasizes incremental growth and continuous improvement, both individually and as a school. This has continued to form the basis of observations, growth plans, and school improvement efforts. As

another example, in 2014-2015, the principal introduced Carol Dweck's research on the growth mindset to the staff and parents. This concept has become a common framework for school expectations and language regarding effort, failure, and growth. During 2015-2016, all students participated in "Growth Mindset" lessons, and it was an element of Open House, Parent Advisory Council Meetings, and parent communication tools. The principal will continue to support continuous improvement with a focus on the Nevada Ready 21 plan as a natural outgrowth of both the *Leverage Leadership* model and growth mindset work that is already established.

Change leadership in the area of 21st century learning is already in progress at the school. Leading up to the grant application, all teachers were involved in discussion of the "why" and creation of a vision for change. In the end, 57 teachers (92%) felt the school should move forward with the grant application and only 5 teachers (8%) felt the school should not. Teachers expressed not only support, but excitement, creativity, and motivation in their comments about what the grant would make possible. Supported by this consensus, the school's grant writing team was created of volunteers from all departments and grade levels. This team continued their own professional learning through additional reading, videos, discussion, and a tour of the aligned high school to see their implementation of 21st century learning. The team continued to refine the vision for where the school will be in a year and beyond. Sustaining this change will be accomplished through a consistent focus and communication of the vision, along with regular revisiting of the "why" for moving toward it (mission). This will happen as a part of faculty meetings and professional development as the school celebrates the little successes and the creative attempts that are outside the comfort zone, even when they fail. It will also happen as part of the administration's ongoing supervision process. The particular focus of the first year will be teacher support with accountability based on implementation attempts rather than implementation outcomes.

The administrative team is personally committed to ongoing professional learning and growth. This is evident through varied individual professional growth activities, such as the principal's participation in the Harvard Graduate School of Education's *Improving Schools: The Art of Leadership* and in other administrator's activities, such as participation in the University of Nevada, Las Vegas Boyd School of Law. This is also evident in the administrative team's collaborative growth activities, such as weekly Nevada Educator Performance Framework shared observations and leadership in the implementation of collaborative document development through Google Docs following an introductory staff development session. Administrative commitment to participate in the monthly Nevada Ready 21 professional development is not only expected, but is a natural outgrowth of the current administrative team's culture.

The principal currently sets aside one day a week before school as "Sacred Time" for professional development and collaboration. This time is kept free of parent teacher conferences, Individual Education Plan meetings, and other commitments such as teacher supervision. For the past two years, the principal has leveraged Flex Budget funding to allow for "Extended Sacred Time" where willing staff were paid to come an hour earlier, thus extending this professional development and collaboration time. The principal will continue to accommodate teachers' ongoing professional development by combining "banked professional

development time" under the 2016-2017 teacher contract, to facilitate mandatory "Extended Sacred Time" for all faculty, thus providing 90 minutes for professional development and collaboration each full week of instruction. The principal is committed to utilizing at least half of this significant professional development time toward advancing the goals of the Nevada Ready 21 plan. In addition, the principal has shown consistent willingness to provide substitutes and extra duty pay for willing teachers to participate in professional development in alignment with school and individual teacher goals. This will continue in support of the school's Nevada Ready 21 plan.

District Coach

Clark County School District will provide one Technology Coach for each Nevada Ready 21 middle school. A technology coaching program has been in place in the District since the 2012 -2013 school year. Technology Coaches provide technology integration support and professional development for teachers. They work closely with teachers to look at student needs; plan, based on the Nevada Academic Content Standards; implement technology for meaningful learning; and examine the outcomes. Based on CCSD's experience with the Technology Coach model, as well as the central support for and organization of the Technology Coaches, one Technology Coach per school will adequately address the professional development needs. In the four years of the e3 1:1 project, one Technology Coach provided services to the staff at two schools for two years. Four years of survey data show that over 80% of the teachers felt they had enough professional development within the e3 project. In this project, one Technology Coach will assist the staff at one school for one year

During the first quarter, the school will utilize a "train-the-trainer" model. The Technology Coach will train 30 teacher leaders on the basic elements and tools for managing assignments, calendars, and workflows electronically. These teacher leaders will, in turn, serve as trainers and support for the staff. Additionally, a student "Tech Hawks" Club will be created in which students will be trained to use and teach others how to use technology. The response time to teachers is anticipated to be 24 hours or less due to the initial focus on common skills and support by the Technology Coach, teacher leaders, and student "Tech Hawks." A similar model, but on a smaller scale, was already introduced successfully during 2015-2016 during which three lead teachers provided Google Apps for Education training to the entire staff and in-depth follow-up professional development provided to interested staff.

During the second, third, and fourth quarters, the Technology Coach will work with 10 of the teacher leaders per quarter to identify an area of personal technology interest specifically aligned to further 21st century learning which they can implement in their instruction. By the end of the year, the goal is for the 30 teacher leaders to have expertise and experience in varied strategies and methods for furthering 21st century learning that are specific to their interest and Nevada Academic Content Standards and will allow them to offer varied professional development and support to the entire staff in the following years. During the second, third, and fourth quarters, the Technology Coach will devote approximately half of the instructional day to working with the 10 teacher leaders on their individual classroom implementation (approximately 2 hours per teacher per week). The Technology Coach will devote the remaining

time to preparing professional development which supports the project-based learning projects and assisting teachers with classroom implementation. During this timeframe, the response time to teachers is anticipated to remain at 24 hours or less, despite the Technology Coach's more intense focus on that quarter's 10 teacher leaders, due to the continuing development of teacher leaders and student "Tech Hawks."

The school currently utilizes a learning strategist who focuses on Response to Instruction and coaching teachers in SpringBoard strategies in math and English Language Arts classes. SpringBoard will no longer be utilized in math and may not be utilized in English Language Arts (pending textbook adoption). The school is committed to maintaining the learning strategist position, despite changes in SpringBoard, so the strategist can be trained by the Technology Coach as a teacher leader to help sustain the initiative in future years.

Parents/Caregivers and Other Stakeholders

Engaging the parents and caregivers of the students will be a priority to develop the bond between the school and the community. An introductory parent night will be hosted by the school in order to share methods of supporting safe and appropriate use of the device, expectations and responsibilities, and issue devices.

In addition, the focus of the annual Open House will be to inform parents of the one-to-one and project-based learning goals of the school. Parents will be shown how the technology will be effectively implemented in specific classrooms as well as in the overall school.

Several optional parent nights will be hosted throughout the year during which parents will have the opportunity to attend a training or information session about the technology use in the classrooms and learn methods for increasing their own technology skills. Students, along with staff members, will demonstrate and present technology and projects to engage the parents in their children's learning. Parents will have the opportunity to ask questions and further develop their understanding and skills.

The staff of the school will be in constant communication with parents and caregivers. The current modes of communication will continue to inform parents of the happenings of the school. Infinite Campus will continue to be the primary communication of grades. The school's Facebook page will continue to be updated regularly. Teachers will continue to use emails, phone calls, text messages, and various reminder apps to communicate with parents and caregivers as needed.

In addition, all students will be responsible for demonstrating understanding through teaching their parents how to use specific aspects of technology. Students will be taught specific tasks which they will, in turn, be responsible for teaching their parents and caregivers. At minimum, this will be embedded on a quarterly basis.

Students in the "Tech Hawks" Club will participate in tech-related professional development along with teachers. They will develop "how-to" videos to assist parents and

caregivers. The students, along with club leaders, will be available to answer questions from parents and the community as ambassadors for the school. They will be encouraged to contact community leaders to fulfill volunteer service hours to grow their understanding of how 21st century skills and knowledge relate to real world jobs and careers.

Other stakeholders in the community will be informed of the ongoing progress of the school via the website and the Facebook page.

Technical Support

The Clark County School District provides a full-time site-based technician (SBT) for each middle school. The site-based technician will be responsible for responding to requests in 24-hours or less. The school currently utilizes a ticket system which will be converted to a Google Form format so that students will have direct access. The student "Tech Hawks" Club will be trained in basic technical support. When available, the "Tech Hawks" will provide basic support to students and teachers in their classes. In addition, all 8th Grade Student Aides will be trained in basic tech support so that they can serve as an additional "rapid response" team during their Student Aide period.

Regardless of warranty, the school will take initial responsibility for repairing or replacing lost and broken devices and will be funded by School Generated Funds. Individual teachers or students/parents will then be responsible for reimbursing the school's cost for the repair or replacement of devices. In addition, intentional damage or theft will be handled as part of the regular student discipline process. Note that the School Generated Funds Committee has demonstrated considerable support for technology in the past, including funding $35,950 in February 2013 to purchase additional student lab computers and approving up to $72,000 in October 2015 for equipment to expand the school's current project-based learning in science classes (currently on hold pending this grant application). If School Generated Funds are unable to cover the cost for repair, replacement, or the purchase of new devices in future years, the school Energy Rebate Fund will serve as a back-up.

When a student or teacher is without a device for any reason, there will be an inventory of check-out devices available in the library so that students and teachers are never without a device. The check-out device inventory will be formed of the school's current inventory of 140 laptops, and if more are needed, the school's current inventory of 100 iPads will be utilized.

Connectivity

The Internet bandwidth at the school gateway is 649 kpbs per student. While the school is served from a central distribution point, the District will reserve bandwidth for the chosen schools to meet the minimum bandwidth requirements of the project. The District does not filter content at the individual site level. Content filtering is handled at the District firewall and is sufficient for this project. At the District level, 20 gbps of throughput capacity is available. The CCSD is not planning any upgrades at this school in the next two years.

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Anthony Swittle Middle School FISCAL YEAR 2016

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT ____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0.00	
	580 Staff Travel	0 00	0.00	
	500 Other	0 00	0.00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0.00	0 00	
	612 Non InfomationTech Items of Value *	0 00	0.00	
	620 Energy	0.00	0 00	
	630 Food	0 00	0 00	
	640 Books and Periodicals (Ex 641)	0 00	0 00	
	641 Textbooks	0.00	0 00	
	650 Supplies, Info Tech (Ex 651 , 652, 653)	436,778 76	0 00	
	651 Software	0 00	0 00	
	652 Information Tech Items of Value *	0 00	0.00	
	653 Web-based and Similar Programs	0 00	0 00	
	Total 600	436,778.76	0.00	436,778.76
800	810 Dues and Fees	0 00	0 00	
	890 Other Miscellaneous	0 00	0 00	
	800 Other	0.00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		436,778.76	0.00	436,778.76
** Aprproved Indirect Cost Rate : 0.00%				9,783.84
700	730 Equipment over $5,000 each	0.00	0.00	
	700 Other	0 00	0 00	
	Total 700	0.00	0.00	0.00
TOTAL				446,562.60

Signature: _____
Signature of Authorized Representative

Date 2/8/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

INSTRUCTION

Grant: Anthony Saville Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Anthony Saville Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
300	PURCHASED PROF. SERVICES:					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Anthony Saville Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
					TOTAL	$ -

INSTRUCTION

Grant: Anthony Saville Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
600	SUPPLIES:					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies				$ 436,778.76	$ 436,778.76
651	Instructional Software					$ -

INSTRUCTION

Grant: Anthony Saville Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -

NARRATIVE: FY16

Saville's projected enrollment for FY16 is 1540. In addition, there are 59 classroom teachers, 3 specialists, 3 counselors, 1 Site-Based-Technologist (SBT), and 5 administrators. Therefore, the total number of Chromebook device packages being requested is1611.

1611 x $723 (package cost) = $1,164,753.00

This budget includes 37.5% of the total cost of the device packages requested.

INSTRUCTION

Grant: Anthony Saville Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
				TOTAL	$ 436,778.76	

INSTRUCTION

Grant: Anthony Saville Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
800	OTHER OBJECTS:					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ 436,778.76	
Approved Indirect Cost Rate: 2.24% x Subtotal Above					$ 9,783.84	
700	EQUIPMENT:					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRANT TOTAL	$ 446,562.60	

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Anthony Saville Middle School FISCAL YEAR 2017

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT ____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0 00	
	580 Staff Travel	0.00	0 00	
	500 Other	0.00	0.00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0 00	0 00	
	612 Non InfomationTech Items of Value *	0.00	0 00	
	620 Energy	0.00	0 00	
	630 Food	0 00	0 00	
	640 Books and Periodicals (Ex 641)	0 00	0.00	
	641 Textbooks	0.00	0.00	
	650 Supplies, Info Tech (Ex 651 , 652, 653)	727,974 24	0 00	
	651 Software	0 00	0 00	
	652 Information Tech Items of Value *	0 00	0.00	
	653 Web-based and Similar Programs	0.00	0 00	
	Total 600	727,974.24	0.00	727,974.24
800	810 Dues and Fees	0.00	0 00	
	890 Other Miscellaneous	0 00	0 00	
	800 Other	0 00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		727,974.24	0.00	727,974.24
** Aprproved Indirect Cost Rate : 0.00%				16,306 62
700	730 Equipment: over $5,000 each	0.00	0 00	
	700 Other	0.00	0 00	
	Total 700	0.00	0.00	0.00
TOTAL				744,280.86

Signature: _____ Date 2/8/16

Signature of Authorized Representative

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

INSTRUCTION

Grant: Anthony Saville Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Anthony Saville Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
300	PURCHASED PROF. SERVICES:					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Anthony Saville Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	

INSTRUCTION

Grant: Anthony Saville Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
600	**SUPPLIES:**					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies				$ 727,974.24	$ 727,974.24
651	Instructional Software					$ -

INSTRUCTION

Grant: Anthony Saville Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -

NARRATIVE: FY17 (also based on FY16 projections)
Saville's projected enrollment for FY16 is 1540. In addition, there are 59 classroom teachers, 3 specialists, 3 counselors, 1 Site-Based-Technologist (SBT), and 5 administrators. Therefore, the total number of Chromebook device packages being requested is1611.
1611 x $723 (package cost) = $1,164,753.00
This budget includes 62.5% of the total cost of the device packages requested.

INSTRUCTION

Grant: Anthony Saville Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
				TOTAL	$ 727,974.24	

INSTRUCTION

Grant: Anthony Saville Middle School Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
800	OTHER OBJECTS:					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ 727,974.24	
Approved Indirect Cost Rate: 2.24% x Subtotal Above					$ 16,306.62	
700	EQUIPMENT:					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRAND TOTAL	$ 744,280.86	

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCISD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Anthony Sicilie Middle School FISCAL YEAR 2016-2017

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT _____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0 00	
	580 Staff Travel	0 00	0 00	
	500 Other	0 00	0 00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0 00	0.00	
	612 Non InfomationTech Items of Value *	0 00	0 00	
	620 Energy	0.00	0 00	
	630 Food	0 00	0 00	
	640 Books and Periodicals (Ex 641)	0 00	0.00	
	641 Textbooks	0 00	0.00	
	650 Supplies, Info Tech (Ex 651 , 652, 653)	1,164,753.00	0 00	
	651 Software	0.00	0.00	
	652 Information Tech Items of Value *	0.00	0.00	
	653 Web-based and Similar Programs	0.00	0.00	
	Total 600	1,164,753.00	0.00	1,164,753.00
800	810 Dues and Fees	0 00	0 00	
	890 Other Miscellaneous	0 00	0 00	
	800 Other	0 00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		1,164,753.00	0.00	1,164,753.00
** Aprproved Indirect Cost Rate : 0.00%				26,090 46
700	730 Equipment: over $5,000 each	0 00	0 00	
	700 Other	0 00	0 00	
	Total 700	0.00	0.00	0.00
TOTAL				1,190,843.46

Signature: _____
Signature of Authorized Representative

Date 2/8/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

Fund 2790000000
Grant
Project
Cost Center 9200010402
Nevada Ready 21 - Anthony Saville MS (FY16)

Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost		Budget
5650	0100	1000	0650	Technology Supplies					$436,778.76
				Chromebook and Device Package		604.12	@ $723.00	$436,778.76	
				Saville's projected enrollment for FY16 is 1540. In addition, there are 59 classroom teachers, 3 specialists, 3 counselors, 1 Site-Based-Technologist (SBT), and 5 administrators. Therefore, the total number of Chromebook device packages being requested is1611.					
				1611 x $723 (package cost) = $1,164,753.00					
				This budget includes 37.5% of the total cost of the device packages requested.					
				Supplies - Information Technology Related Total					$436,778.76
5901	1000	2900	0951	Indirect Costs			2.24% x	$436,778.76	$9,783.84
				Other Objects Total					$9,783.84
				Project Total					$446,562.60

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

Fund 2790000000
Grant
Project
Cost Center 9200010402
Nevada Ready 21 - Anthony Saville MS (FY17)

Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost		Budget
5650	0100	1000	0650	Technology Supplies					$727,974.24
				Chromebook and Device Package		1,006.88 @	$723.00	$727,974.24	
				Saville's projected enrollment for FY16 is 1540. In addition, there are 59 classroom teachers, 3 specialists, 3 counselors, 1 Site-Based-Technologist (SBT), and 5 administrators. Therefore, the total number of Chromebook device packages being requested is1611.					
				1611 x $723 (package cost) = $1,164,753.00					
				This budget includes 62.5% of the total cost of the device packages requested.					
				Supplies - Information Technology Related Total					$727,974.24
5901	1000	2900	0951	Indirect Costs			2.24% x $727,974.24		$16,306.62
				Other Objects Total					$16,306.62
				Project Total					$744,280.86

Appendix A: Cover Sheet

Section 1.0
APPLICATION FOR SUBGRANT UNDER
FY16-FY17 State Educational Technology Implementation Funds

NRS 388.780-805
Commission on Educational Technology

Return to:
Kimberly Vidoni
700 East Fifth Street
Carson City, NV 89701

1. DISTRICT NAME AND MAILING ADDRESS:	2. AUTHORIZED CONTACT PERSON: (This person must be available 2/25/16, 9:00-4:00 to answer questions at the phone number below.)
Clark County School District **5100 W. Sahara Ave.** **Las Vegas, NV 89146-3406** **Name of School: Charles Silvestri Junior High School**	**Name** Sharon Heyman **Title** Grant Coordinator **Phone and Extension:** (702) 799-5273 **Fax Number:** (702) 799-5239 **E-mail Address: sheyman@interact.ccsd.net**

3. Total Funds Requested: $1,319,463.43

One-to-One: : **$1,319,463.43**

WAN Upgrades:

4. CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on: August 27, 2015 (date)

5. Signature

District Assistant Superintendent

STATE DEPARTMENT USE ONLY

Date Received: Approved:

Initial Grant Award Issued: _____ Amount: $_____

Appendix B: School Demographics Worksheet
Complete the form with information about the applying school

School Name: Charles Silvestri JHS

Students

# Enrolled	# IEP	# FRL	#ELL
1,650	176	926	127

The information below is for informational purposes only and will not be subject to scoring.

Staff (Current, Pre-NR21 Counts)

#Teachers	#Tech Coaches	#IT Technicians	Total # Staff in Gateway
68	1.0*	1.0	108

*CCSD provides 0.20 FTE Digital Learning Coach (DLC) for each middle school. Middle schools participating in NV Ready 21 for 2016-2017 will be provided with 1.0 FTE DLC. DLCs will be centrally supervised and supported. This coaching support is for one year and intended to build capacity at each school.

Does the school use Canvas as an LMS? Yes (No)

If so, in what capacity?
Other LMS tools actively being utilized by teachers and students at Silvestri JHS include:

- Edgenuity implementation in Math and ELA courses for individualized blended and flipped learning activities allowing students to access high school credit Geometry H, English 9H, and Foreign Language courses;
- MobyMax, Read 180, and System 44 implementation in Math and ELA Fundamentals courses providing students catching up to grade level with blended learning opportunities to continually engage in personalized content delivery and progress monitoring;
- Edmodo, Canvas, Google Apps For Education (GAFE), myCCSD, Moodle, MobyMax, Read 180, System 44,and ClassDojo utilization for student-to-student and student-to-teacher content area collaborations, discussions, reflections, assignment posting, assessment, progress monitoring, and behavior tracking;
- the above Learning Management Systems (LMS) provide parent-observer viewing access to increase parent involvement in the learning environment;
- STEAM classroom explorations tying technology use to college and career pathways and readiness via technology rich and individually paced robotics, 3D engineering and printing, lasers, manufacturing, green energy, and plastics modules monitored and assessed through Pitsco's Synergy LMS;
- Science 6 content simulations provided by ExploreLearning's Gizmos Grant.

Silvestri Junior High School Implementation Plan

Silvestri JHS opened in 1998 to students in grades 6, 7, and 8. Silvestri JHS is recognized by Nevada Department of Education as being a "High Achieving" and "5-Star" school with demonstrated success, closing achievement gaps among all students during the 2012-13, 2013-14, and 2014-15 school years. Silvestri JHS has also been recognized as a National Title I Association "Distinguished School" for reducing the achievement gap, strengthening community ties, establishing a positive and collaborative school culture, and using data to improve student achievement and decision making during the 2013-14 school year.

Currently, the school has 1,654 students enrolled (See Table 1 for Student Demographics Summary) and employs five administrators, 35 support staff, and 74 teachers. Content courses include Mathematics, English Language Arts (ELA), Science, Social Studies, Computers, and Physical Education, complimented by a wide variety of elective courses such as Band, Choir, Orchestra, Art, Math Counts, Yearbook, Broadcasting, Online Foreign Languages, Digital Photography, and STEAM (Science, Technology, Engineering, Art, and Math). Silvestri JHS also implements the AVID College Readiness System (Advancement Via Individual Determination) to help close achievement gaps and prepare students for college and career success.

Table 1

Summary of Silvestri JHS Student Demographics and Targeted Populations

Minority Percentage	Free/Reduced Price Lunch	Students with Disabilities	English Language Learners
69%	51%	10%	6%

Supporting students in the use of technology to enhance learning in an equitable manner is an ongoing priority. Silvestri JHS has adopted a Bring Your Own Device (BYOD) policy since the 2014-15 school year, allowing students to use their own iPads, tablets, phones, or laptops to access online educational materials through the school Wi-Fi. However, less than a quarter of Silvestri students are able to take advantage of this opportunity. Student-generated funds were used to upgrade the campus Wi-Fi to support over 2000 devices connecting at once, with the hope of obtaining various grants or funding to purchase devices.

Silvestri teachers access a variety of technologies to provide learning opportunities with various devices and learning systems. The technologies currently available to students on campus range from a limited number of devices with 24/7 student availability to classroom carts for teacher check-out:

- 250 iPads are issued for 24/7 use as 1:1 devices to students in grade 8 Accelerated classes and AVID 8 courses (most were purchased in 2011);
- 170 iPads in carts are checked out to ELA and AVID 6 and 7 classes and shared with other classes on a rotating basis (purchased in 2012);
- 60 iPod Touch devices are issued to history and geography classes (obtained through a grant in 2011);

- 210 Lenovo Netbooks (7 carts) are issued to Science 7 and 8 and English classes (purchased in 2013);
- 40 Apple MacBooks (2 carts) are issued to a Science 6 and an English 8 class (purchased in 2010);
- 2 campus computer labs (40 desktop stations each), provided by CCSD, are available for teacher scheduling of technology integrated instruction.

Despite the school's Wi-Fi capabilities, Silvestri JHS is currently unable to provide a device for half of the student population at any given time. The current lack of available technology does not allow complete implementation of a learner centered, 21st century skills-driven school environment.

The available technologies are utilized to their fullest potential by teachers and students in the following manner:

- Online and blended learning (students work on computers and other devices at their own pace, allowing teachers to pull individual students or small groups for direct support) is used most commonly with the accelerated classes in 8th grade, where students receive the 1:1 iPads for 24/7 use.
- Edgenuity, an online learning system, allows students to access high school credit for Algebra I, Geometry H, and English 9H.
- Foreign Language courses, available online through Nevada Learning Academy, and Silvestri provides a supervised computer lab for these students before school daily.
- Fundamentals classes for students needing to catch up in math and/or reading skills, where teachers use online programs such as MobyMax, Read 180, and System 44, and Edgenuity MyPath, providing blended learning opportunities to continually engage in learner-centered, personalized content mastery and progress monitoring.
- Learning Management Systems (LMS) such as Edmodo, Canvas, Google Apps for Education (GAFE), myCCSD, Moodle, MobyMax, Read 180, System 44, and ClassDojo for student-to-student and student-to-teacher collaborations, discussions, reflections, assignment posting, assessment, progress monitoring, and behavior tracking. These LMS provide parent-observer viewing access to increase parent involvement in the learning environment.
- STEAM elective classroom explorations tying technology use to college and career pathways and readiness via technology rich and individually paced modules, include robotics, 3D engineering and printing, lasers, manufacturing, green energy, and plastics which are monitored and assessed through Pitsco's Synergy LMS.
- Science 6 content simulations provided by ExploreLearning's Gizmos Grant.
- AVID iPad use tied to employability skill and resume building, progress monitoring, and college readiness.

Increasing the technology available to students at Silvestri JHS to an equitable 1:1 learning environment will support the school's drive to increase student-centered learning by engaging all students in online and blended learning opportunities. With additional technology, students will be provided a personalized learning experience through consistent online LMS access integrated into daily instruction.

Goal 1: To increase student access to 24/7 learning platforms in Math, ELA, Science, and Social Studies
Objective 1: All students in Math will have 24/7 access to the District's online learning course offerings (e.g. Edgenuity or Canvas)
Outcome: 100% of Math teachers trained in LMS
Outcome: 85% of students enrolled in LMS
Objective 2: All students in ELA will have 24/7 access to the District's online learning course offerings (e.g. Edgenuity or Canvas)
Outcome: 100% of ELA teachers trained in LMS
Outcome: 85% of students enrolled in LMS
Objective 3: All students in Science will have 24/7 access to the District's online learning course offerings (e.g. Edgenuity or Canvas)
Outcome: 100% of Science teachers trained in LMS
Outcome: 85% of students enrolled in LMS
Objective 4: All students in Social Studies will have 24/7 access to the District's online learning course offerings (e.g. Edgenuity or Canvas)
Outcome: 100% of Social Studies teachers trained in LMS
Outcome: 85% of students enrolled in LMS
This goal will be achieved in three steps: 1. provide every student a 1:1 device; 2.train every Math, ELA, Science, and Social Studies teacher in the District's online learning course offerings platform; and 3.enroll every student in the District's online learning course offerings platform.

Goal 2: To increase student achievement and growth in Math, ELA, and Science (CI 3)
Objective 1: Student achievement and growth in Math will increase by 5% annually as measured by state assessments
Outcome: 90% of students will participate in progress and performance monitoring of their Math growth, skills acquisition, and goals twice per quarter
Outcome: 85% of students will participate in online Math assessment activities at least twice per quarter in preparation for state assessments.
Objective 2: Student achievement and growth in ELA will increase by 5% annually as measured by state assessments
Outcome: 90% of students will participate in progress and performance monitoring of their ELA growth, skills acquisition, and goals twice per quarter
Outcome: 85% of students will participate in online ELA assessment activities at least twice per quarter in preparation for state assessments.
Objective 3: Student achievement in Science will increase by 5% annually as measured by pre and post assessments
Outcome: 90% of students will participate in progress and performance monitoring of their Science growth, skills acquisition, and goals twice per quarter
Outcome: 85% of students will participate in online Science assessment activities at least twice per quarter in preparation for state assessments.

This goal will be achieved in three steps: 1. student baseline assessment; 2.student goal development; and 3.twice per quarter student assessment, progress, and performance monitoring activities.

Goal 3: To expand STEAM Explorations course offerings (CI 1)
Objective 1: Provide tiered STEAM explorations course offerings
Outcome: STEAM Explorations 1 (Beginner, 5 sections)
Outcome: STEAM Explorations 2 (Intermediate, 3 sections)
Outcome: STEAM Explorations 3 (Advanced, 2 section)
Objective 2: Increase STEAM exploration course enrollment
Outcome: Increase teaching capacity from one teacher to two teachers to provide 10 sections of STEAM explorations
Outcome: Each STEAM explorations course section enrolls 30 students, increasing available seats to 300
This goal will be achieved in three steps: 1. create additional, tiered STEAM Exploration course sections in the Master Schedule for the 2016-17 school year; 2. increase student, community, and feeder aligned elementary school awareness of STEAM Explorations during pre-registration and registration activities; and 3. provide sub days for teachers (2) who have expressed interest in teaching STEAM Explorations to shadow and collaborate with current teacher.

Implementation Details

School Change

Silvestri JHS teachers currently provide moderately high levels of technology integrated instruction based upon the uneven availability of technology. Grade 8 Accelerated teachers are able to provide daily technology integrations due to the 1:1 availability for 250 students. Teachers utilizing classroom technology carts and scheduling computer lab access are hampered by inequitable student access to technology outside of school.

The 1:1 opportunity provided by Nevada Ready (NR) 21 would further infuse blended learning activities on a consistent and equitable basis. The 1:1 opportunity would expand the current use of LMS platforms to provide students 24/7 learning opportunities to collaborate, discuss, monitor, inquire, and assess their content mastery.

School-centric supports for teachers will be critical to the success of this shift to 21st century learning with a focus on personalized, student-centered learning at Silvestri JHS:

- Major changes will begin with the Spring Retreat where teacher leaders meet with the administration to review student achievement data and revise school-wide systems and policies that impact student achievement in alignment with the Silvestri JHS mission and goals.
- Grade level and department collaboration meetings will be held weekly for effective and efficient implementation as discussions and reflections focus on teachers helping teachers learn to become skilled facilitators of personalized 21st century student-centered learning.

- GAFE committee members will provide support for teachers to increase the use of online discussions, collaboration, and assessment tools for students.
- Teacher-led professional development opportunities will focus on effective technology integration and student-centered practices.
- Teachers will be able to access and use pre-existing teacher lesson planning resources housed in the CCSD online planning tool, Curriculum Engine, tied to Nevada Academic Content Standards (NVACS) that highlight the use of technology in classrooms.

These supports of school change will be continually evaluated through qualitative and quantitative data points: direct classroom observations by administrators; student, community, and staff surveys; progress monitoring of student mastery of content standards; teacher lesson planning, including technology integrations; LMS access for curricula content activities; technology supports available; professional development opportunities; and technology based assessments.

Students

Students of Silvestri JHS are anticipated to increase their ability to function in a global society by improving their communication and collaboration skills and increasing their proficiency at critical and creative thinking with the following structures and support:

- Student-centered learning that is individualized through a variety of LMS platforms
- Increased opportunities to collaborate with peers and teachers during and after the school day on standards-based activities and projects
- Increased engagement in activities that develop learning and innovation skills and across content areas
- Development of skillsets to assess their own learning and then achieve goals through grit and a growth mindset that practice and hard work equal success

Students are anticipated to increase skills in the effective use of media, information, and technology through increased learning opportunities beyond traditional classroom settings, and become the "producers" and "creators" rather than the "consumers" of information. Long-term and somewhat intangible benefits to students' life and career skills will include such things as increased adaptability to change, increased initiative and self-direction, improved social and cross-cultural skills, growth in productivity and accountability, and especially leadership and responsibility.

Student academic achievement outcomes will include increased performance in Math, ELA, and Science courses and standards based assessments, as well as increased participation in STEAM Exploration elective courses. Outcomes for students will be assessed through qualitative and quantitative measures that include student and staff surveys, teacher lesson plans, LMS discussion participation, teacher grading, and student progress monitoring. Benchmarks will be achieved progressively throughout the school-year, building upon skillsets established each academic quarter. State required high-stakes testing will measure student progress in Mathematics, English Language Arts, and Science.

Teachers

Silvestri JHS has a strong contingent of teachers who actively approach effective technology use in the classroom. Four teachers have successfully completed CCSD's Online & Blended Teacher certification with 10 more currently taking courses to complete their certification. These teachers have been strong proponents of effective technology use in the classroom, highlighting activities and resources during staff development days and department meetings. The Google Aps for Education (GAFE) committee spearheads the piloting and use of Google resources for education. GAFE committee members have been instrumental in showcasing strategies and resources to peers, increasing interest, exploration, and instructional inquiry into these web-based resources. The GAFE committee has also been very supportive and fluid in providing support and collaborative connections between their instructional peers and the digital coach assigned to the campus.

With this pre-established support structure and communicative network in place, the NR21 and District professional development (PD) resources will help supplement the steps which have already taken place, particularly with teachers who have yet to have consistent access to 1:1 instructional technologies and strategies for consistently effective implementation. By directly supporting those teachers of greatest need, Silvestri JHS will ensure an equitable and effective learning environment for all students. Teachers who are building upon previous experiences integrating technology will be supported in implementing and applying creative and effective student-centered approaches to instruction, with the expectation that their experiences and solutions will be shared openly with peers. These differentiated formal and informal PD and showcase opportunities are intended to support consistent and continual improvement and change to meet the school's NR21 goals.

The NR21 PD goals and commitments will be supported and augmented via the preexisting support structures as well as days set aside for staff development within the teacher's negotiated agreement. Teachers will be provided two days of open computer lab time in June 2016 to participate in the NR21 15-hour module. Teachers will be provided a stipend by the school for their successful participation and completion of the module. During the school day, after-school, and during staff development day, support opportunities that will be guided by teacher needs and NR21 goals will also be provided by their peers (the digital coach and strategists). Mandatory District PD commitments during NR21 participation will be mitigated by collaborative department networking. Silvestri JHS has been working to increase effective technology integration as well as actively searching for funding sources of 1:1 projects; thus, assimilating NR21 PD into the school's priorities will be seamless.

Principal

The administrative team at Silvestri JHS is led by Principal Merry Sillitoe, a dynamic leader who encourages and supports creative solutions, effective and consistent applications of change management, as well as the intrinsic development of one's professional responsibility to cultivate an engaging learning environment. Principal Sillitoe is an advocate and model for effective technology integration:

- Completed CCSD Blended Learning for Administrators coursework

- Provided incentives for teachers to complete CCSD Blended Learning for Teachers certification
- Created a school project plan for technology integration focused on blended and online learning skillsets
- Established school goals to differentiate and individualize student learning

Principal Sillitoe's leadership style, which is best summarized as collaborative, hard-working, and effective, is manifested within the rest of the administrative team. The vision of the school is molded by teacher leaders, in collaboration with administrators, through a yearly springtime "campus retreat" that provides unique insights into the climate, instructional practices, and procedures implemented during the school year and posits changes for the following school year. The instructional staff also provides consistent feedback regarding effective practices and change management through weekly department, grade level, department chair, and staff meetings.

Student insights are also integrated into the vision of the principal through monthly luncheons, informal conversations, and campus activities. The community contributes to the principal's vision through Parent Advisory Committee (PAC) meetings on a monthly basis and through Parent Night activities expanding upon academic content. In particular, PAC meetings elicit feedback regarding the policies and strategies communicated by the students, teachers, and school pathways (e.g. website, ParentLink announcements, and newsletter). The combination of these constructive communicative pathways aid in transforming the learning environment from within by using a strategy for change management that includes all vested stakeholders and developing an internal support for change before it occurs. Changes happen seamlessly at Silvestri JHS. This is due to Principal Sillitoe's varied leadership experiences.

District Coach

Clark County School District will provide one Technology Coach for each Nevada Ready 21 middle school. A technology coaching program has been in place in the District since the 2012 -2013 school year. Technology Coaches provide technology integration support and professional development for teachers. They work closely with teachers to look at student needs; plan, based on the Nevada Academic Content Standards; implement technology for meaningful learning; and examine the outcomes. Based on experience with the Technology Coach model, as well as the central support for and organization of the Technology Coaches, one Technology Coach per school will adequately address the professional development needs. In the four years of the e3 1:1 project, one Technology Coach provided services to the staff at two schools each year, for two years. Four years of survey data show that over 80% of the teachers felt they had enough professional development within the e3 project. In this project, one Technology Coach will assist the staff at one school for one year.

The technology coach at Silvestri JHS will build capacity sequentially: first, as a staff with basic and effective blended learning instructional strategy skill building; second, with deeper differentiated skillsets approaching assessments and project development with the learning strategists and GAFE committee members; and lastly, with collaborative teacher groupings that are posited to address instructional peer support through discussion, inquiry based integration approaches, and reflective experiences regarding successful implementation.

Currently, at least two-thirds of Silvestri teachers have been trained in and use an LMS (e.g. Edgenuity, Edmodo, Canvas, Synergy, GAFE, MobyMax); two teachers have been trained and certified as Canvas Controllers for course development; four teachers have been certified as CCSD Online & Blended Learning Teachers; and ten more teachers are actively taking these courses.

The Technology Coach, provided by CCSD, will collaboratively model effective instructional techniques, gradually releasing teachers new to blended learning as mastery is demonstrated through successive attempts. Teachers trained in blended learning will be assisted as needed and requested. The Technology Coach will also provide support for formative and summative assessment and technology-based tools and practices for monitoring growth and achievement.

In order to sustain the reach of this project for years to come, the Technology Coach will work with the teachers participating in the GAFE committee, the learning strategist, and administrators to create a continuing plan for building capacity among all staff. This core group will be the support for continuing current teacher growth as well as training teachers new to the building.

Parents/Caregivers and Other Stakeholders

Silvestri JHS has successfully worked through the issues that occur with providing students with 24/7 access to iPads due to the 250 that have been checked out to students each year for the past four years. Before the new devices are issued, parent meetings will be held where the expectations and benefits for students are clearly explained, and parents will be asked to sign paperwork acknowledging that they have attended such a meeting, or held a telephone conference with a school official.

The vision and mission of the Nevada Ready 21 initiative will be provided to all parents and stakeholders and prominently displayed on the Silvestri school website, highlighting benefits to students. Ongoing two-way communication is expected to occur through monthly parent meetings and quarterly Parent Night events, as well as informal conversations with students and community members. Silvestri JHS will continue to publish quarterly newsletters and to send timely ParentLink messages through telephone, texts, and email.

Technical Support

The Clark County School District provides a full-time site-based technician (SBT) for each middle school. The site-based technician will be responsible for responding to requests in 24-hours or less. Silvestri JHS also is training students to work with the technician in order to learn trouble shooting skills and be able to help their fellow students and their teachers. "Student-Tech Aides" will earn a badge to wear that identifies their demonstrated skills.

Silvestri will address lost and broken NR21 devices through a determination of the cause of the problem. Repair or replacement costs due to the negligent or intentional act of the school, teacher, or student will be expected to be paid by the responsible party or parties. The school

will use budget funds or Student Generated Funds to pay for out of warranty repair or replacement.

Connectivity

The Internet bandwidth at the school gateway is 604 kpbs per student. While the school is served from a central distribution point, the District will reserve bandwidth for the chosen schools to meet the minimum bandwidth requirements of the project. The District does not filter content at the individual site level. Content filtering is handled at the District firewall and is sufficient for this project. At the District level, 20 gbps of throughput capacity is available. CCSD is not planning any upgrades at this school in the next two years. In September 2015, Silvestri JHS upgraded the Wi-Fi to CCSD's Gen III 1:1 specifications by using student generated funds.

In September 2015. Silvestri JHS upgraded the Wi-Fi to CCSD's Gen III 1:1 specifications by using Student Generated Funds.

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Charles Silvestri Junior High School FISCAL YEAR 2016

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT ____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0 00	
	580 Staff Travel	0.00	0 00	
	500 Other	0.00	0 00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0 00	0 00	
	612 Non InfomationTech Items of Value *	0 00	0.00	
	620 Energy	0.00	0 00	
	630 Food	0 00	0 00	
	640 Books and Periodicals (Ex 641)	0 00	0 00	
	641 Textbooks	0.00	0 00	
	650 Supplies, Info Tech (Ex 651 , 652, 653)	483,961.74	0.00	
	651 Software	0 00	0 00	
	652 Information Tech Items of Value *	0.00	0 00	
	653 Web-based and Similar Programs	0 00	0 00	
	Total 600	483,961.74	0.00	483,961.74
800	810 Dues and Fees	0.00	0 00	
	890 Other Miscellaneous	0.00	0 00	
	800 Other	0.00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		483,961.74	0.00	483,961.74
** Aprproved Indirect Cost Rate : 0.00%				10,840.74
700	730 Equipment: over $5,000 each	0.00	0 00	
	700 Other	0 00	0.00	
	Total 700	0.00	0.00	0.00
TOTAL				494,802.48

Signature: _____ Date 2/8/16
Signature of Authorized Representative

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

INSTRUCTION

Grant: Charles Silvestri Junior High School Project No: _____

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Charles Silvestri Junior High School Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
300	PURCHASED PROF. SERVICES:					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Charles Silvestri Junior High School Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	

INSTRUCTION

Grant: Charles Silvestri Junior High School Project No: _____

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
600	**SUPPLIES:**					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies				$ 483,961.74	$ 483,961.74
651	Instructional Software					$ -

INSTRUCTION

Grant: Charles Silvestri Junior High School Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -

NARRATIVE: FY16

Silvestri's projected enrollment for FY16 is1705. In addition, there are 68 classroom teachers, 3 specialists, 3 counselors, 1 Site-Based-Technologist (SBT), and 5 administrators. Therefore, the total number of Chromebook device packages being requested is1785.

1785 x $723 (package cost) = $1,290,555.00

This budget includes 37.5% of the total cost of the device packages requested.

INSTRUCTION

Grant: Charles Silvestri Junior High School Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
				TOTAL	$ 483,961.74	

INSTRUCTION

Grant: Charles Silvestri Junior High School Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
800	OTHER OBJECTS:					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ 483,961.74	
Approved Indirect Cost Rate: 2.24% x Subtotal Above					$ 10,840.74	
700	EQUIPMENT:					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRAND TOTAL	$ 494,802.48	

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Charles S. Ivestri Junior High School FISCAL YEAR 2017

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT ____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0 00	
	580 Staff Travel	0.00	0 00	
	500 Other	0.00	0.00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0 00	0 00	
	612 Non InfomationTech Items of Value *	0 00	0 00	
	620 Energy	0.00	0.00	
	630 Food	0 00	0 00	
	640 Books and Periodicals (Ex 641)	0.00	0 00	
	641 Textbooks	806,593.26	0 00	
	650 Supplies; Info Tech (Ex 651 , 652, 653)	0.00	0 00	
	651 Software	0.00	0 00	
	652 Information Tech Items of Value *	0.00	0 00	
	653 Web-based and Similar Programs	0.00	0 00	
	Total 600	806,593.26	0.00	806,593.26
800	810 Dues and Fees	0 00	0 00	
	890 Other Miscellaneous	0.00	0 00	
	800 Other	0 00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		806,593.26	0.00	806,593.26
** Aprproved Indirect Cost Rate : 0.00%				18,067 69
700	730 Equipment: over $5,000 each	0.00	0.00	
	700 Other	0 00	0.00	
	Total 700	0.00	0.00	0.00
TOTAL				824,660.95

Signature: _____
Signature of Authorized Representative

Date 2/8/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

INSTRUCTION

Grant: Charles Silvestri Junior High School Project No: _____

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Charles Silvestri Junior High School Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
300	PURCHASED PROF. SERVICES:					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Charles Silvestri Junior High School Project No: _____

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:			TOTAL	$ -	

INSTRUCTION

Grant: Charles Silvestri Junior High School Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
600	SUPPLIES:					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks				$ 806,593.26	$ 806,593.26
650	Info Tech Supplies					$ -
651	Instructional Software					$ -

INSTRUCTION

Grant: Charles Silvestri Junior High School Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -
	NARRATIVE: FY17 (also based on FY16 projections) **Silvestri's projected enrollment for FY16 is1705. In addition, there are 68 classroom teachers, 3 specialists, 3 counselors, 1 Site-Based-Technologist (SBT), and 5 administrators. Therefore, the total number of Chromebook device packages being requested is1785.** **1785 x $723 (package cost) = $1,290,555.00** **This budget includes 62.5% of the total cost of the device packages requested.**			**TOTAL**	**$ 806,593.26**	

INSTRUCTION

Grant: Charles Silvestri Junior High School Project No: _____

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
800	OTHER OBJECTS:					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ 806,593.26	
Approved Indirect Cost Rate: 2.24% x Subtotal Above					$ 18,067.69	
700	EQUIPMENT:					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRANT TOTAL	$ 824,660.95	

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Charles Silvestri Junior High School FISCAL YEAR 2016-2017

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT ____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0 00	
	580 Staff Travel	0 00	0 00	
	500 Other	0.00	0 00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0 00	0 00	
	612 Non InfomationTech Items of Value *	0.00	0 00	
	620 Energy	0.00	0 00	
	630 Food	0 00	0.00	
	640 Books and Periodicals (Ex 641)	0 00	0 00	
	641 Textbooks	806,593 26	0 00	
	650 Supplies, Info Tech (Ex 651 , 652, 653)	483,961 74	0 00	
	651 Software	0 00	0 00	
	652 Information Tech Items of Value *	0 00	0.00	
	653 Web-based and Similar Programs	0.00	0 00	
	Total 600	1,290,555.00	0.00	1,290,555.00
800	810 Dues and Fees	0 00	0 00	
	890 Other Miscellaneous	0 00	0 00	
	800 Other	0.00	0.00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		1,290,555.00	0.00	1,290,555.00
** Aprproved Indirect Cost Rate : 0.00%				28,908.43
700	730 Equipment: over $5,000 each	0 00	0.00	
	700 Other	0.00	0 00	
	Total 700	0.00	0.00	0.00
TOTAL				1,319,463.43

Signature: _____
Signature of Authorized Representative

Date 2/8/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

Fund 2790000000
Grant
Project
Cost Center 9200010536
Nevada Ready 21 - Charles Silvestri JHS (FY16)

Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost		Budget
5650	0100	1000	0650	Technology Supplies					$483,961.74
				Chromebook and Device Package		669.38	@ $723.00	$483,961.74	
				Silvestri's projected enrollment for FY16 is1705. In addition, there are 68 classroom teachers, 3 specialists, 3 counselors, 1 Site-Based-Technologist (SBT), and 5 administrators. Therefore, the total number of Chromebook device packages being requested is1785.					
				1785 x $723 (package cost) = $1,290,555.00					
				This budget includes 37.5% of the total cost of the device packages requested.					
				Supplies - Information Technology Related Total					$483,961.74
5901	1000	2900	0951	Indirect Costs			2.24% x $483,961.74		$10,840.74
				Other Objects Total					$10,840.74
				Project Total					$494,802.48

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

Fund 2790000000
Grant
Project
Cost Center 9200010536
Nevada Ready 21 - Charles Silvestri JHS (FY17)

Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost		Budget
5650	0100	1000	0650	Technology Supplies					$806,593.26
				Chromebook and Device Package		1,115.62 @	$723.00	$806,593.26	
				Silvestri's projected enrollment for FY16 is1705. In addition, there are 68 classroom teachers, 3 specialists, 3 counselors, 1 Site-Based-Technologist (SBT), and 5 administrators. Therefore, the total number of Chromebook device packages being requested is1785. 1785 x $723 (package cost) = $1,290,555.00 This budget includes 62.5% of the total cost of the device packages requested.					
				Supplies - Information Technology Related Total					$806,593.26
5901	1000	2900	0951	Indirect Costs			2.24% x	$806,593.26	$18,067.69
				Other Objects Total					$18,067.69
				Project Total					$824,660.95

Appendix A: Cover Sheet

Section 1.0
APPLICATION FOR SUBGRANT UNDER
FY16-FY17 State Educational Technology Implementation Funds

NRS 388.780-805
Commission on Educational Technology

Return to:
Kimberly Vidoni
700 East Fifth Street
Carson City, NV 89701

1. DISTRICT NAME AND MAILING ADDRESS:	2. AUTHORIZED CONTACT PERSON: (This person must be available 2/25/16, 9:00-4:00 to answer questions at the phone number below.)
Clark County School District **5100 W. Sahara Ave.** **Las Vegas, NV 89146-3406** **Name of School: Del E. Webb Middle School**	**Name** Sharon Heyman **Title** Grant Coordinator **Phone and Extension:** (702) 799-5273 **Fax Number:** (702) 799-5239 **E-mail Address: sheyman@interact.ccsd.net**

3. Total Funds Requested: $1,374,163.88

One-to-One: : **$1,374,163.88**

WAN Upgrades:

4. CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on: August 27, 2015 (date)

5. Signature

District Assistant Superintendent

STATE DEPARTMENT USE ONLY

Date Received: Approved:

Initial Grant Award Issued: _____ Amount: $_____

Appendix B: School Demographics Worksheet
Complete the form with information about the applying school

School Name: Del E. Webb MS

Students

# Enrolled	# IEP	# FRL	#ELL
1,771	121	358	42

The information below is for informational purposes only and will not be subject to scoring.

Staff (Current, Pre-NR21 Counts)

#Teachers	#Tech Coaches	#IT Technicians	Total # Staff in Gateway
69	1.0*	1.0	110

*CCSD provides 0.20 FTE Digital Learning Coach (DLC) for each middle school. Middle schools participating in NV Ready 21 for 2016-2017 will be provided with 1.0 FTE DLC. DLCs will be centrally supervised and supported. This coaching support is for one year and intended to build capacity at each school.

Does the school use Canvas as an LMS? (Yes) No

If so, in what capacity?

- In sixth grade Computer Literacy classes, students use Canvas LMS to complete tests and quizzes; Google Classroom to access online lessons; and some of the Softchalk lessons created by the CCSD Innovative Learning Environments Department.
- In eighth grade science, students access almost all content online with Edmodo and Google Classroom (e.g., homework assignments, study guides, PowerPoint presentations, videos, tests, multiple choice quizzes).
- In math and reading classes, teachers use Edmodo for two primary purposes: formative assessment using Snapshots and teacher-made assessments to determine students' mastery of specific content standards; and for communication with students and parents regarding homework assignments, projects, due dates, and upcoming tests.

Del Webb Middle School Implementation Plan

Del Webb Middle School opened in 2006, and the current principal has led the school for the past ten years. Del Webb has been ranked as a 5-Star School on the Nevada School Performance Framework for the past four years. A 5-Star School is among the highest performing schools in Nevada in student proficiency and/or student growth on the State assessments. Del Webb continues to be one of the largest middle schools in the state of Nevada, with a current enrollment of 1778 students.

Currently, Del Webb Middle School has three hard-wired computer labs, two classroom laptop carts, two iPod carts, and a library/media center with 25 hard-wired computers available for teachers to utilize; however, the demand far exceeds the availability of the computer labs. Teachers must sign-up well in advance to use the computer labs, making it impossible for students to access online resources, educational software applications, and computer adaptive assessments on a daily basis. Despite these limitations, Del Webb teachers have persisted in finding creative ways to integrate technology into their instructional programs.

Goal: Students will be prepared to meet the challenges of the 21st Century.	
Objective 1: Student achievement will improve.	
	Outcome: 80% of participating students will manage their assignments, calendars, and workflow electronically, documented by teacher records.
	Outcome: 80% of participating students will complete a project-based learning experience or performance task that requires analysis and synthesis of content knowledge each year, documented by teacher records.
	Outcome: The number of students who fail math and English Language Arts first semester 2016 will decrease by 10% compared to students who failed math and ELA first semester 2015.
	Outcome: The number of participating students in the non-proficient levels on state assessments will decrease by 5% each year.
This goal will be achieved by students consistently utilizing their digital calendar to record assignments, due dates, and upcoming assessments. Student will monitor their grades in Infinite Campus and chart growth and progress made toward their individual learning goals. In addition, all teachers will allocate time towards this student monitoring process. Teachers and counselors will compare student achievement data from 2015-16 with results from 2016-17.	
Goal: Students will develop skills necessary for digital literacy and digital citizenship.	
Objective 1: Student use of online resources will increase.	
	Outcome: 100% of participating students will use supplemental electronic resources to develop critical thinking and problem solving skills in at least two core content areas each year, documented by teacher records and surveys.
	Outcome: Teacher/student digital interactions will increase by at least 15% per year, documented through survey instruments.
	Outcome: Students will demonstrate knowledge of digital citizenship, documented by 80% success on unit assessments of the Digital Citizenship curriculum from Common Sense Media.

This goal will be achieved by students participating in the on-line digital citizenship curriculum course provided by Common Sense Media. Teachers will facilitate cross-curricular lessons which will empower students to think critically, behave safely, and participate responsibly in the digital world. Teachers will provide opportunities for students to interact digitally with them (e.g., Gmail, Quizlets, Padlets, Poll Everywhere, interactive digital notebooks, and digital portfolios). Throughout the school year, teachers will require students to access, evaluate, and use electronic resources to develop critical thinking and problem solving skills.

Implementation Details

School Change

Currently, teachers utilize a variety of technology applications to engage students in learning the Nevada Academic Content Standards. Teachers create multimedia lessons and presentations containing engaging audio and video to teach the content standards in math, English Language Arts, science, and social studies classes. Promethean Boards, Elmo Document Cameras, and LCD Projection Systems allow teachers to showcase student projects and presentations, lead students on virtual field trips, and involve students in collaborative problem solving. The Promethean board software allows the whiteboard at the front of the classroom to become a computer screen viewable by the entire class. Science teachers utilize these configurations for demonstrations and virtual experiments; however, the constraint of whiteboard technology is that only one student at a time (or the teacher) can solve the problem or manipulate the information. 21st Century Learning demands that every student is provided the opportunity to be a problem solver in a fluid and dynamic learning environment wherein the learner can self-correct, revise, create, synthesize, collaborate, and produce work that is meaningful while receiving constructive feedback from their teacher and peers.

Despite limitations to availability of student computers, Del Webb teachers have persisted in finding creative ways to integrate technology into their instructional programs. Following are some examples of how teachers and students are using technology:

- In sixth grade Computer Literacy classes, students use Canvas LMS to complete tests and quizzes; Google Classroom to access online lessons; and some of the Softchalk lessons created by the CCSD Innovative Learning Environments Department.

- Math teachers utilize Geometry Sketchpad software to engage students in learning abstract mathematical concepts such as distance formula and transformations through computer-generated visual models, animation, and three-dimensional diagrams.

- In eighth grade science, students access almost all content online through Edmodo and Google Classroom (e.g., homework assignments, study guides, PowerPoint presentations, videos, tests, multiple choice quizzes).

- In math and reading classes, teachers use Edmodo for two primary purposes: formative assessment using Snapshots and teacher-made assessments to determine students' mastery of specific content standards; and for communication with students and parents regarding homework assignments, projects, due dates, and upcoming tests.

While Del Webb has teacher leaders who have effectively incorporated technology into their classrooms, with the implementation of NR21, Del Webb M.S. will transition to integral use of technology across a multitude of settings. When all students have 24/7 access to computers, they can access a wider array of resources to support their learning, to communicate with peers and their teachers, and to become fluent in their use of the technological tools of the 21st century workplace. Students will be able to take their computers home, which will facilitate students keeping their work organized and allow them to continue learning beyond the school day and outside the school walls.

Student, parent, and staff surveys (electronic) will be used each quarter to evaluate data points so that school leaders can monitor the change process and school growth throughout the first and second year of implementation of NR21.

Examples of survey questions students will be asked are as follows:

In which classes have you accessed the Internet for research this quarter?
In which classes did you obtain digital comments, feedback, or scores from your teacher?
In which classes have you submitted assignments or homework electronically?
In which classes did you participate in online collaboration with your peers?
How frequently do you enter information into your digital calendar?
Have you met your learning goals for the first quarter?

Administrators will collect data during teacher observations and during post-observation conferences to determine teacher perception of the effective use of new technology in their instructional programs. Del Webb counselors will analyze and compare the quarterly missing assignment reports from 2016-2017 with the prior school year to determine if there is improvement in students completing work with the implementation of NR21. Del Webb administration will analyze the list of students who failed first semester core classes from the 2015-2016 school year with the students' semester grades at the end of the first semester of 2016-2017 to determine if the students have improved their performance. Parents will be surveyed to determine their perception of how students are utilizing the new technology to complete work at home, access online resources, and take responsibility for their learning.

Students

How often does one walk into a restaurant and see a family who is having dinner, yet each family member is using a cell phone? This phenomenon is mirrored each day at lunch in the Del Webb M.S. cafeteria where students are permitted to use their cell phones. Like adults, students are very "connected" to their mobile devices. They depend on their cell phones for immediate access to information, and they crave digital interaction. Imagine for a moment, the student without a cell phone, who looks over the shoulder of a student sitting next to him. That student, for whatever reason, has limited access, a symptom of the digital divide. With the implementation of NR21, Del Webb M.S. will utilize the most powerful tool available – personal computing devices – to engage every student. Instead of teachers competing with technology, Del Webb M.S. teachers will leverage technology to launch all students into the 21st century.

Teachers will engage students in a 21st century skills-driven, learner-centered environment by utilizing digital tools such as Google Does with Hyperlinks that require relevant.

interactive tasks in lieu of traditional paper and pencil worksheets. Teachers will utilize Padlets, Quizlets, and other online surveys to check for student understanding during instruction or at the end of a lesson. These formative assessments will drive instructional planning so that teachers can better meet the individual needs of diverse learners. In a 21st century learning environment, one size does not fit all. Teachers will adjust their instruction based on the information they gather from polling students through quick on-line assessments, by immediately adapting their instructional approach and/or by individualizing future lessons for identified students who struggle with key concepts. Teachers will also be able to accelerate learning for students who show mastery of skills by providing relevant learning opportunities that take students deeper into content, allowing for more personalized learning for students to excel and not be held back waiting for the class to finish an assignment or unit. Students will utilize online resources for researching topics pertaining to units of study and develop their own research questions based on their interests with guidance from their teachers.

All students will be taught information literacy through the online Common Sense Education curriculum during fourth period. The School Improvement Team will determine which days the lessons will be taught so that the Common Sense Education units will be taught school-wide throughout the 2016-17 school year, with unit assessments administered to all students. The curriculum teaches students how to evaluate the quality, credibility, and validity of websites, as well as how to give proper credit for sources that they use in their reports and projects. Students will learn how to conduct effective and efficient online searches and will practice these skills in their content classes when searching for answers to questions and when gathering information for problem-based learning projects.

With the use of personal computing devices comes the responsibility that students must assume to keep themselves safe online and to ensure that they do not engage in cyberbullying or in any unlawful digital activity. The Common Sense Education curriculum will be used to teach lessons that address these issues and will help students understand their responsibilities as well as the logical consequences of acting irresponsibly. Students will be taught the social nature of digital media and technologies, and they will learn that they have a digital footprint over which they can take some control, based on what they post online.

The desired 21st century learning outcomes for students at Del Webb M.S. include critical thinking and problem solving, skilled communication, collaboration, creativity, and innovation. These outcomes will be monitored and assessed through teacher observations; teacher lesson plans; teacher records; and student, staff, and parent surveys.

Critical thinking and problem solving: With the adoption of the Nevada Academic Content Standards several years ago, Del Webb teachers have transitioned their instructional practice from requiring student to memorize and comprehend information to facilitating analysis, synthesis, and evaluation of academic concepts. Results have shown that Del Webb teachers and students have embraced this transition and are now ready to make the next transition from critically thinking with paper and pencil to problem solving with Google and gigabytes.

Skilled communication: Since Del Webb M.S. is a pilot Google Apps for Education (GAFE) school, all students and staff have Gmail accounts; however, not all students are

able to access their accounts consistently. With implementation of NR21, teachers will communicate frequently with students and parents to promote learning, work completion, and achievement. Digital communication will also combat the challenges of students falling behind due to absences from medical appointments, illnesses, and family emergencies by allowing students to immediately access learning materials through Google docs instead of waiting until the student returns to school to find or learn what he has missed.

Collaboration: At the middle school level, students are dependent on their parents to transport them after school for collaborative group work, a situation that is neither practical nor efficient, especially at a school like Del Webb M.S. where 65% of the students qualify for bus transportation to school. Projects that traditionally required face-to-face meetings will now be accomplished virtually, much like in the business world where offices on both coasts of the nation work collaboratively despite distance and time constraints.

Creativity and innovation: Planet mobiles, book report posters, shoebox dioramas, and paper mache volcanoes which required parental supervision (and sometimes parental completion) along with many trips to the craft store are a thing of the past. Today, 21st Century learners must be afforded opportunities to creatively demonstrate their ingenuity and responses to real-world problems. With NR21, Del Webb students will develop arguments for or against space exploration; they will analyze the plausibility of a dystopian novel; they will invent a product to alleviate the depletion of resources in the Amazon Rainforest; they will present a plan for protecting human and natural resources in the wake of a natural disaster. No visit to the craft store required.

The benchmarks that will be used to achieve the learning outcomes are as follows:

- Teachers will be expected to demonstrate ways they utilize technology to differentiate lessons for diverse learners. For example, English Language Learners may be provided Google translator to ensure understanding of grade level content, and struggling learners will be given additional practice and instruction to remediate skill deficiencies.
- Students will be expected to demonstrate proficiency in using a digital calendar and other tools to record their goals, track their progress, plan research projects, and collaborate with their classmates to complete group projects.
- Teachers will be expected to demonstrate efficiency in managing digital workflow, including assigning and responding to student work electronically.
- Teachers will be expected to provide digital learning resources such as notes, videos, and/or primary documents to all students.
- Students will be expected to maintain interactive electronic notebooks for their classes with teacher feedback and input as necessary.

The implementation of NR21 at Del Webb M.S. will ultimately improve student achievement by engaging students in personalized learning, meaningful collaboration, and relevant, real-world applications. In a perfect world, middle school students would consistently complete homework assigned by their teachers, and turn in their homework on time. However, not all students feel compelled to do homework, and some students lack the tools they need at home to be successful. Based on the high number of missing assignments many students have each quarter (Missing

Assignment Report, from Infinite Campus, the District's student grading information system), there is a large percentage of Del Webb M.S. students who are not engaged in their education. Some Del Webb M.S. students have as many as 20 or 30 missing assignments in their classes. Students' incomplete work leads to poor performance on assessments, which ultimately leads to students falling behind in mastering the required grade level standards and failing their classes. The lack of participation in one's education over several weeks can result in learning gaps that are difficult to bridge. When students develop chronic habits of not completing work, the achievement gap widens, and students are left behind, at-risk of dropping out and/or not graduating. Technology can inspire and engage students who are not otherwise motivated to earn good grades or win their parents' approval. Del Webb teachers will utilize technology to inspire students to actively engage and take ownership of their own learning, thus deepening their learning and increasing achievement in the core subjects.

Teachers

The new Clark County School District teacher contract allocates 64 minutes per week for professional development. Del Webb Middle School is prepared to allocate a significant amount of this time to adapting current teacher pedagogy to meet the expectations of NR21. Historically, a minimum 30 minutes each week is dedicated to Structured Teacher Planning Time, wherein Del Webb M.S. teachers work collaboratively to plan instruction, align curriculum, and analyze student assessment data in an effort to improve student achievement. This professional development will continue, with guided conversations about NR21. Teacher leaders within these groups will provide valuable information for the administration as to what teachers need with regard to continued professional development and support. The teacher leaders will share teacher needs and successes with the administration as well as the digital coach to help continue with transforming teaching to student-centered models focused on 21st century competencies through the implementation of NR21 in classrooms. While these teacher leaders will still be responsible for daily instruction, Del Webb is willing to allocate four pull-out days, one each quarter (with substitutes to cover their classes), to provide NR21 teacher leaders with the time necessary to adapt the ever-changing technological advances that NR21 will place at their fingertips to the needs of their grade level and department teachers.

Teachers will work together with their colleagues to plan common instructional activities that incorporate the new technology, software applications, Google extensions, and opportunities for students to collaborate with their peers. Del Webb M.S. teachers have successfully worked together with their colleagues over the last eight years to build strong professional learning communities based on mutual respect and interdependence. With these structures in place, teachers are ready to continue their work – supporting each other in transforming teaching of content in ways that enhance real-world problem solving, critical thinking, and other 21st century skills. Currently, Del Webb M.S. has a group of "early adopters," teachers who have already found ways to successfully integrate technology available to them in powerful ways that support deep learning for students. Five Del Webb M.S. teachers are Google Certified Educators, and they have provided assistance to other teachers in setting up their Google teacher websites and online Google Classrooms. In addition, there are math, science and English Language Arts teachers who have led teachers in their departments in utilizing Edmodo for online student assessments, parent communication, and providing student access to digital content. These teacher leaders will be part of the Technology Cadre, trained by the District Technology Coach

and given latitude in trying new techniques, to fail, to succeed, and to learn from their successes and failures. Del Webb M.S. teacher leaders will provide support to their colleagues as they share lesson ideas, digital resources, and instructional strategies that create 21st century experiences.

Effective professional development must be tiered to meet the needs of a diverse staff. In addition, professional development must be immediately applicable to the teachers' classrooms so that they are able to implement what they learn. Finally, teachers utilizing what they gain from professional development must be observed and provided feedback regarding the implementation. Teachers will be observed by their supervising administrators to ensure that the technology provided by NR21 is being implemented with fidelity. Del Webb M.S. administrators recognize that teachers are not all at the same level of comfort and readiness to fully incorporate all aspects of the available technological resources; however, each teacher will set professional goals toward becoming facilitators of personalized, student-centered learning. Del Webb teacher leaders will be available to provide peer feedback for teachers who request it, and the District Technology Coach will be available to model lessons and provide side-by-side classroom assistance to teachers who are incorporating technology into their instructional programs. Lead teachers at Del Webb have shown teachers this year that using Google Classroom is not too scary, especially if they try one new thing at a time. During professional development activities, Del Webb lead teachers have provided professional development to their colleagues on a variety of technological applications for classroom instruction. For example, a lead teacher provided professional development for staff on how to assign video modules (Learnzillion and Discovery Education) to students who struggle with specific learning targets in math and English Language Arts. Another lead teacher taught teachers how to set up Google Classroom so that students could create research projects using Google Docs that could be submitted electronically for teacher feedback throughout the writing process. Each time administration asks Del Webb teacher leaders to share their best practices with creating 21st Century learning experiences for students, teachers share what they have tried that has made an impact on student learning, especially instructional activities which have resulted in increased motivation for students to learn and actively engage in the work and content. This model of professional development at Del Webb M.S. energizes the staff, leading to positive interactions between teachers and promoting further willingness of teachers to take risks that will improve student engagement and learning. Collegial sharing of best practices will continue to happen during Structured Teacher Planning Time which is held weekly throughout the school year.

Del Webb administration believes that differentiated instruction will result in student success, and this philosophy applies to the faculty and staff as well. Del Webb teachers have different levels of comfort and expertise with technology, and their varying levels of experience must be understood by those organizing professional development. Direct teacher surveys as well as observations by administrators will be utilized to assess the needs of teachers for professional development. When administrators are conducting classroom observations as part of the supervisory process, they will be looking for ways that teachers are creating 21st century learning experiences for students. If students are not utilizing technology, either in the classroom or at home to further their learning, the administrators are responsible for determining why and using this information to help guide professional development that meets the specific needs of Del Webb teachers. Understanding how teachers react to change is critical. For example, over

the past few years, the teachers of the Clark County School District have faced significant changes. From the adoption of the Nevada Academic Content Standards, a new teacher evaluation system, and a new computerized student information system and gradebook, teachers have been overwhelmed by new initiatives forced upon them over the past two years. Interestingly, when the NR21 grant was presented to Del Webb M.S. staff, it was well-received. However, the implementation of the grant will naturally require extra time for teachers to learn and adapt their teaching practices. While some teachers will adapt and embrace the changes, other teachers may be reluctant and apprehensive. Leaders at Del Webb Middle School will be ready and willing to identify teachers along the spectrum and provide the support, encouragement, and resources that the teachers need to be successful in implementing this important change that will ultimately transform teaching and learning.

Over the next two years, science teachers will continue to implement the Next Generation Science Standards, which were adopted by the Nevada Department of Education. The roll-out of the new science standards began this school year with sixth grade, requiring sixth grade science teachers to revamp their entire instructional program to align the content, methods of instruction, and assessments with the new standards. Over the next two years, the new science standards will be implemented in seventh grade, beginning in the 2017-2018 school year, and in eighth grade, beginning in the 2018-2019 school year. The new science standards represent a significant shift in planning and delivering instruction for science teachers across the state and nation. The traditional science classroom learning of the past involving textbooks, lectures, live demonstrations, and memorization of facts is obsolete. Now a more dynamic classroom experience is required: teachers must provide guided labs that immerse students in inquiry and exploration which can be enhanced with on-line technology such as simulations and peer-to-peer feedback using Google docs which allow for collaboration and discourse at higher levels and beyond the walls of the classroom. Del Webb science teachers need professional development on how to take their traditional labs and transform them into three-dimensional learning experiences. The technology training that is needed to implement NR21 dovetails well with the content that science teachers are now required to know and incorporate to prepare students for Science Technology Engineering and Mathematics (STEM) college and career opportunities.

In order for NR21 to really take hold and transform learning, teachers must envision the many possibilities that technology offers – beyond merely adapting traditional teaching strategies to incorporate more student-centered strategies for instruction such as project-based learning. To culminate their learning of a unit, for example, students will engage in more extended projects using design and multimedia tools, including presentation software and software for making and editing digital images and movies. It will be most important to provide professional development that is targeted to help teachers become more "student-centered" in their teaching. Teachers will need time to collaborate with their colleagues to develop age-appropriate extended problems and projects for students that use real-world resources, student collaboration, and computer tools to reach solutions or create final products.

Principal

In her 10 years as principal of Del Webb Middle School, Paula Naegle has always demonstrated characteristics that support a transition to the NR21 model. Ms. Naegle communicates her vision to students, staff, and parents that teaching and learning in a safe and respectful environment is the number one priority at Del Webb Middle School. She demonstrates her commitment to providing the very best education possible by serving as a role model, working shoulder to shoulder with teachers and staff to implement positive changes and District initiatives such as integrating the Common Core State Standards, understanding the new Nevada Educator Performance Framework, and adopting the Nevada Growth Model for student learning and achievement. One of Ms. Naegle's chief strengths is her ability to motivate teachers and staff to set high standards for themselves as professional educators, to set the bar high for themselves and for students in an effort to constantly strive for excellence. Ms. Naegle encourages teachers to reflect on their practice and seek meaningful professional development that both strengthens their teaching skills and ignites their passion for teaching. She inspires teachers to be leaders on campus, in the District, and on the national level, sparking a desire for teachers to share their best practices with colleagues and contribute to professional conversations around the work of education. Over the past ten years, Ms. Naegle has developed strong collegial groups wherein the faculty collaborates closely together with teachers in their grade level content area to build powerful instructional programs that benefit students.

Ms. Naegle has supported the use of educational technology by upgrading school computer labs when District computer refreshment funding lagged behind. She consistently devotes funding from the school budget to upgrading computers and printers, and she supports teachers by using school generated funds to send teachers to technology conferences so they can obtain research-based methodologies for integrating technology into their instructional practices. In addition, Ms. Naegle has a proven track record of supporting teachers in piloting numerous math and reading software programs to help close the achievement gap for students at Del Webb Middle School (Math 180, Go Math, Do the Math Now, Engage NY, Code X Common Core ELA).

Ms. Naegle is supporting teachers in their use of technology by paying for ten teachers to attend the Google EdTech GAFE Summit on January 30-31, 2016. She will attend this conference with the teachers, and debrief with them to discuss how they will share what they have learned with the Del Webb faculty after the conference. Ms. Naegle also approved the purchase of new software for Computer Design classes, and she converted a classroom to a new computer lab in the 2014-2015 school year. In December 2015, Ms. Naegle led a school committee to develop a new, more interactive school website for parents and students. The new site features student-generated video announcements, dedicated Google webpages for all teachers, and web forms for parents and students to use to increase communication with teachers.

While Ms. Naegle's vision for student learning has contributed to the increase of student achievement over the past ten years, she realizes that, in order to prepare the children of today for the world they will enter upon high school graduation, it is time for transformation at Del Webb Middle School. Ms. Naegle understands that in today's interconnected and technology-driven world, a learning environment can be virtual, online, or even remote. Students today are eager to blog, tweet, and chat about what they know. When rules permit, students actively use

their cell phones on campus to access the Internet, text their friends, and play games. The same students who show excitement, interest, persistence, and curiosity when using their mobile devices, often show apathy, disinterest, and disdain for the traditional academic tasks that teachers typically require in the classroom (e.g., lecture, worksheets, reading a textbook).

Ms. Naegle regularly communicates her vision to staff, parents, students, and other stakeholders at regular parent meetings, staff meetings, department coordinator meetings, grade level meetings, and professional learning community meetings. She will be a champion for developing a 21st century mindset for the Del Webb MS community with the adoption of Nevada Ready 21 technology in the 2016-2017 school year. Planning for professional development will begin in March 2016 for the upcoming school year so that, during the first year of implementation, all teachers will be able to effectively use Google Apps for Education (Refer to Teacher section for professional development plan). The principal is committed to attending all state-required professional development for implementation of Nevada Ready 21, and she will require the Del Webb administrative team to participate in NR21 leadership training so that they can support students and teachers in the change process. In addition, Ms. Naegle will avail herself of opportunities to learn how to effectively incorporate STEM software and other applications by attending technology trainings and workshops that pertain to middle level education.

District Coach

Clark County School District will provide one Technology Coach for each Nevada Ready 21 middle school. A technology coaching program has been in place in the District since the 2012 -2013 school year. Technology Coaches provide technology integration support and professional development for teachers. They work closely with teachers to look at student needs, plan (based on the Nevada Academic Content Standards), implement technology for meaningful learning, and examine the outcomes. Based on CCSD's experience with the Technology Coach model, as well as the central support for and organization of the Technology Coaches, one Technology Coach per school will adequately address the professional development needs. In the four years of the e3 1:1 project, one Technology Coach provided services to the staff at two schools for two years. Four years of survey data show that over 80% of the teachers felt they had enough professional development within the e3 project. In this project, one Technology Coach will assist the staff at one school for one year.

For one-to-one computing to transform Del Webb's instructional programs for the better, professional development is crucial. Teachers will be provided with substantive technical and instructional support so they can build the skills and confidence needed to effectively use technology in their classrooms. Since some teachers are more experienced and prepared to immediately implement one-to-one technology than others, professional development will be differentiated for teachers. The first phase of professional development will include both on-line modules and face-to-face trainings that all teachers will be required to complete. Teachers will begin the 15-hour module of instruction provided by the state to inform teachers about the NR21 mission and vision for student-centered learning as well as the Nevada Computer and Technology Standards, Canvas LMS, and classroom management of computing devices. In addition, all teachers will be provided with school-wide management training pertinent to successful integration of the Chromebooks into the classroom so that common rules and

expectations are utilized throughout the school. Teachers who are new to Del Webb MS will be provided training on how to develop and maintain a Google web page and District Gmail to facilitate effective parent/guardian communication.

Using a "train-the-trainer" model, the Technology Coach will work with Del Webb's teacher leaders, the Technology Cadre. These teachers have demonstrated leadership in their content areas and proficiency in using technology effectively in their classrooms. The Technology Cadre will be comprised of approximately 30 teachers (10 English Language Arts, 10 science, 6 social studies, 3 math, and 1 computer). The Technology Coach will provide professional development for the Del Webb Technology Cadre throughout the first year to ensure that they have in-depth training on GAFE, creativity software, and other applications and extensions, so that these teachers are able to train and assist other teachers in their departments. The teacher leaders will share best practices for technology integration during weekly Structured Teacher Planning Time and Department Meetings. Training of the 30 teachers will take place during weekly professional development time before school, as well as during teacher prep periods twice monthly. Administrators will also participate in the teacher trainings so they are able to assist students, teachers, and parents in using Chromebooks effectively.

The Technology Coach will be available to work with teachers one-on-one and in small groups as needed for training on Google Apps for Educators. Teachers will schedule appointments with the Technology Coach using the Google Calendar. In addition, the Technology Coach will respond to teachers' questions via Gmail, and the Technology Coach will be provided a radio so that he/she can be contacted in case a teacher needs immediate assistance in the classroom. The Technology Coach will attend Department Coordinator Meetings so that he/she is informed about curriculum, academic content standards, and other school initiatives, as he/she will be an integral part of the school change process and needs to develop knowledge of school programs and personnel. The Technology Coach will also need to be welcomed by the staff and develop effective working relationships with faculty, staff, administration, and students so that he/she can support 21st century, personalized learning at the school.

Parents/Caregivers and Other Stakeholders

The principal of Del Webb M.S. met with parents to discuss the application for NR21 on January 20, 2016. She explained the vision and mission of Nevada Ready 21 and shared her hopes that Del Webb M.S. would be successful in obtaining one-to-one computing for all students. She described how teachers at Del Webb M.S. are ready to implement engaging, personalized learning experiences that develop 21st century skills students will need to be successful both now and in their future. Ms. Naegle reviewed with parents the many ways teachers are currently using computer applications in their classrooms. Parents expressed their desire to be more involved in their children's learning and expressed their appreciation for the ways that teachers provide information electronically to parents so that they are made aware of homework assignments, upcoming tests, and student progress. Parents were very supportive of the principal's desire to apply for NR21.

To ensure that parents are prepared to support their students with the implementation of NR21, parents workshops will be offered twice each quarter. The Technology Coach and teacher leaders will facilitate parent technology workshops to teach parents how to use Gmail

and Google Docs, how to access online resources as well as provide information on digital literacy and internet safety to help parents guide their children when they are working on-line at home. In addition, timely email blasts will be sent to all parents regarding technology updates and tips on using the Google calendar and other digital tools to improve student productivity. At monthly parent meetings, the principal will share progress made toward Del Webb's NR21goals and objectives, including showcasing student work as evidence of the transformation process.

Technical Support

The Clark County School District provides a full-time site-based technician (SBT) for each middle school. The site-based technician will be responsible for responding to requests in 24-hours or less. To obtain support, staff members submit an electronic request through the Quick-it System, the District's on line computer service request system. The site-based technician prioritizes the service requests and quickly responds, repairing or resolving the concern, usually within the same day. In addition, Del Webb's site-based technician carries a school radio so that he can be contacted by the office when a teacher requests immediate assistance for technology problems that cannot wait.

If a Chromebook breaks due to normal usage or accident, the parent or student will bring the device to the school banker's office where they will fill out a form describing the problem with the device. The school banker will secure the device until such time as the site-based technician can pick it up and examine it to determine if the repair falls inside or outside of the provided warranty. Risk of damage or loss occurring as a result of defects, normal usage, theft, and accidents will be assumed by the Nevada Ready 21 program, and the site-based technician will follow the state procedures accordingly so that the students can obtain a replacement device.

If a Chromebook is damaged due to negligent or intentional acts of a student, the student will be referred to the deans' office, and the student will be fined the amount it costs to repair or replace the device. If a parent or student cannot pay the fine assessed, then School Generated Funds will be used to pay for the repair or replacement of the device, and the student will be asked to provide school or community service in lieu of payment.

To help cover the cost of out-of-warranty repairs and replacements, Del Webb M.S. will ask all parents to pay a $20 technology fee at the beginning of the school year. Parents are accustomed to paying $10 for the student agenda/planner each year, so the technology fee will replace the fee for the agenda, as students will transition to using a digital calendar. The technology fee will be placed in the school banking account to be used solely for NR21 device repairs and replacement.

Connectivity

The Internet bandwidth at the school gateway is 562 kpbs per student. While the school is served from a central distribution point, the District will reserve bandwidth for the chosen schools to meet the minimum bandwidth requirements of the project. The District does not filter content at the individual site level. Content filtering is handled at the District firewall and is sufficient for this project. At the District level, 20 gbps of throughput capacity is available. The CCSD is not planning any upgrades at this school in the next two years.

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Del Webb Middle School FISCAL YEAR 2016

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT _____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0 00	
	580 Staff Travel	0 00	0 00	
	500 Other	0 00	0 00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0 00	0.00	
	612 Non InfomationTech Items of Value *	0.00	0.00	
	620 Energy	0.00	0 00	
	630 Food	0 00	0.00	
	640 Books and Periodicals (Ex 641)	0 00	0 00	
	641 Textbooks	0.00	0 00	
	650 Supplies; Info Tech (Ex 651 , 652, 653)	504,024 99	0 00	
	651 Software	0 00	0 00	
	652 Information Tech Items of Value *	0 00	0.00	
	653 Web-based and Similar Programs	0.00	0 00	
	Total 600	504,024.99	0.00	504,024.99
800	810 Dues and Fees	0.00	0 00	
	890 Other Miscellaneous	0 00	0.00	
	800 Other	0 00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		504,024.99	0.00	504,024.99
** Aprproved Indirect Cost Rate : 0.00%				11,290 16
700	730 Equipment over $5,000 each	0.00	0 00	
	700 Other	0.00	0 00	
	Total 700	0.00	0.00	0.00
TOTAL				515,315.15

Signature: _____
Signature of Authorized Representative

Date 2/5/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

INSTRUCTION

Grant: Del Webb Middle School Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Del Webb Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
300	PURCHASED PROF. SERVICES:					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Del Webb Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	

INSTRUCTION

Grant: Del Webb Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
600	**SUPPLIES:**					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies				$ 504,024.99	$ 504,024.99
651	Instructional Software					$ -

INSTRUCTION

Grant: Del Webb Middle School Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -

NARRATIVE: FY16

Webb's projected enrollment for FY16 is1785. In addition, there are 63 classroom teachers, 2 specialists, 3 counselors, 1 Site-Based-Technologist (SBT), and 5 administrators. Therefore, the total number of Chromebook device packages being requested is1859.

1859 x $723 (package cost) = $1,344,057.00

This budget includes 37.5% of the total cost of the device packages requested.

INSTRUCTION

Grant: Del Webb Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
				TOTAL	$ 504,024.99	

INSTRUCTION

Grant: Del Webb Middle School

Project No:

Fiscal Year: 2016

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
800	OTHER OBJECTS:					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ 504,024.99	
Approved Indirect Cost Rate: 2.24% x Subtotal Above					$ 11,290.16	
700	EQUIPMENT:					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRANT TOTAL	$ 515,315.15	

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Del Webb Middle School FISCAL YEAR 2017

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT ____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0 00	
	580 Staff Travel	0 00	0 00	
	500 Other	0 00	0 00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0 00	0 00	
	612 Non InfomationTech Items of Value *	0.00	0 00	
	620 Energy	0.00	0 00	
	630 Food	0.00	0 00	
	640 Books and Periodicals (Ex 641)	0.00	0 00	
	641 Textbooks	840,032 01	0 00	
	650 Supplies; Info Tech (Ex 651 , 652, 653)	0.00	0 00	
	651 Software	0.00	0.00	
	652 Information Tech Items of Value *	0.00	0 00	
	653 Web-based and Similar Programs	0 00	0 00	
	Total 600	840,032.01	0.00	840,032.01
800	810 Dues and Fees	0 00	0 00	
	890 Other Miscellaneous	0 00	0 00	
	800 Other	0 00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		840,032.01	0.00	840,032.01
** Aprpproved Indirect Cost Rate : 0.00%				18,816 72
700	730 Equipment over $5,000 each	0.00	0 00	
	700 Other	0.00	0 00	
	Total 700	0.00	0.00	0.00
TOTAL				858,848.73

Signature: _____
Signature of Authorized Representative

Date 2/8/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

INSTRUCTION

Grant: Del Webb Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	**Title of Position or Description of Item**	**FTE**	**Quantity**	**Unit Amount/ Calculations**	**Total Amount**	**Budget Summary Object Total**
100	**PERSONNEL:** Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:** Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits					
	NARRATIVE: Standard fringe benefits rates.					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Del Webb Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
300	PURCHASED PROF. SERVICES:					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: Del Webb Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	

INSTRUCTION

Grant: Del Webb Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
600	SUPPLIES:					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks				$ 840,032.01	$ 840,032.01
650	Info Tech Supplies					$ -
651	Instructional Software					$ -

INSTRUCTION

Grant: Del Webb Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -
	NARRATIVE: FY17 (also based on FY16 projections) **Webb's projected enrollment for FY16 is1785. In addition, there are 63 classroom teachers, 2 specialists, 3 counselors, 1 Site-Based-Technologist (SBT), and 5 administrators. Therefore, the total number of Chromebook device packages being requested is1859.** **1859 x $723 (package cost) = $1,344,057.00** **This budget includes 62.5% of the total cost of the device packages requested.**			TOTAL	$ 840,032.01	

INSTRUCTION

Grant: Del Webb Middle School

Project No:

Fiscal Year: 2017

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
800	**OTHER OBJECTS:**					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ 840,032.01	
Approved Indirect Cost Rate: 2.24% x Subtotal Above					$ 18,816.72	
700	**EQUIPMENT:**					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRAND TOTAL	$ 858,848.73	

BUDGET EXPENDITURE SUMMARY

SCHOOL DISTRICT CCSD PROJECT NUMBER _____

SCHOOL / GRANT NAME: Del Webb Middle School FISCAL YEAR 2016-2017

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT _____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0 00	0.00	
	580 Staff Travel	0 00	0 00	
	500 Other	0 00	0 00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0.00	0 00	
	612 Non InfomationTech Items of Value *	0 00	0 00	
	620 Energy	0 00	0.00	
	630 Food	0.00	0 00	
	640 Books and Periodicals (Ex 641)	0 00	0 00	
	641 Textbooks	840,032 01	0 00	
	650 Supplies, Info Tech (Ex 651 , 652, 653)	504,024 99	0 00	
	651 Software	0 00	0 00	
	652 Information Tech Items of Value *	0.00	0.00	
	653 Web-based and Similar Programs	0 00	0.00	
	Total 600	1,344,057.00	0.00	1,344,057.00
800	810 Dues and Fees	0.00	0 00	
	890 Other Miscellaneous	0 00	0 00	
	800 Other	0 00	0 00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		1,344,057.00	0.00	1,344,057.00
** Aprproved Indirect Cost Rate : 0.00%				30,106 88
700	730 Equipment: over $5,000 each	0.00	0 00	
	700 Other	0 00	0 00	
	Total 700	0.00	0.00	0.00
TOTAL				1,374,163.88

Signature: _____
Signature of Authorized Representative

Date 2/5/16

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

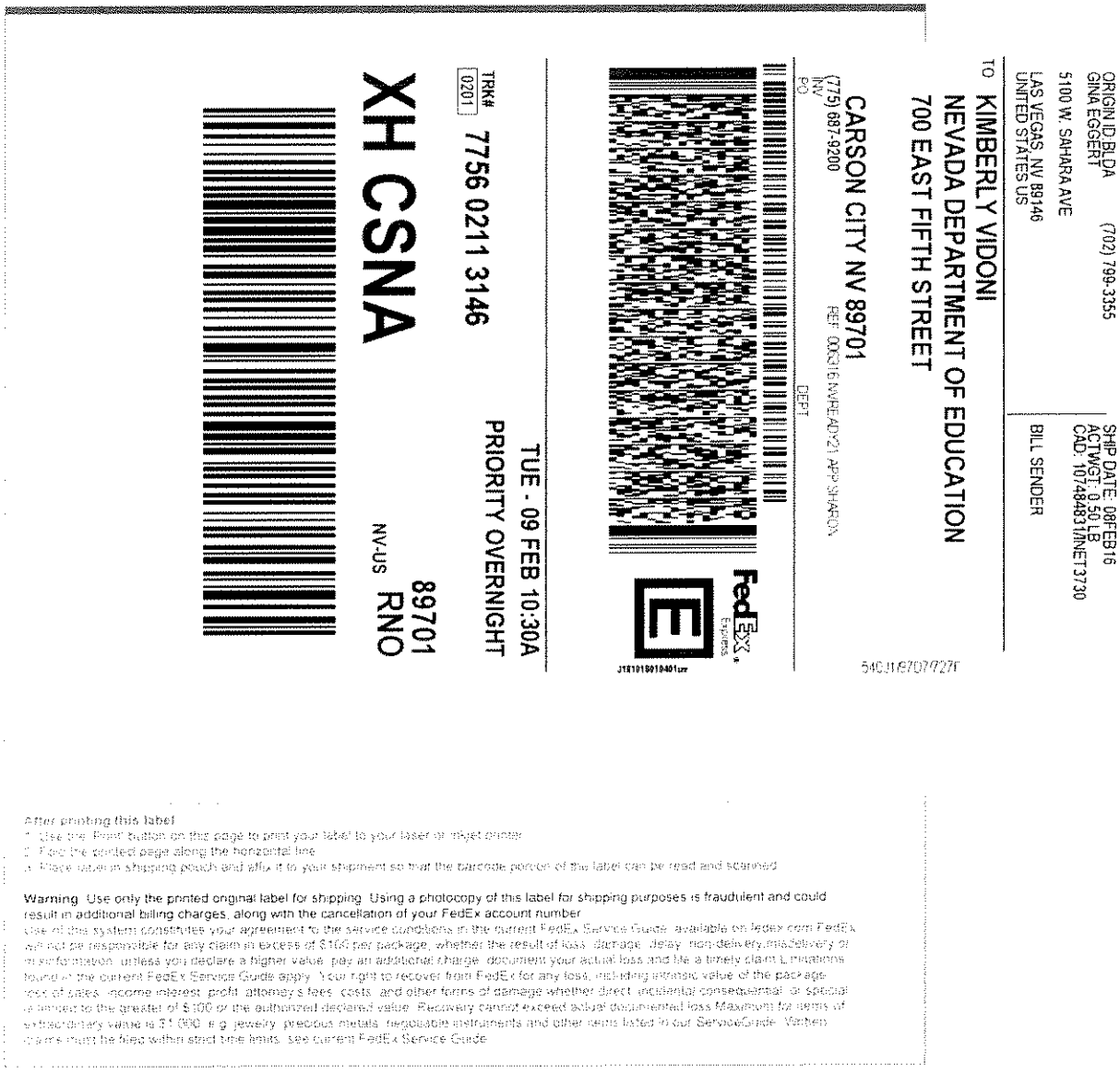
Fund 2790000000
Grant
Project
Cost Center 9200010300
Nevada Ready 21 - Del E. Webb Middle School (FY16)

Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost		Budget
5650	0100	1000	0650	Technology Supplies					$504,024.99
				Chromebook and Device Package		697.13	@ $723.00	$504,024.99	
				Webb's projected enrollment for FY16 is1785. In addition, there are 63 classroom teachers, 2 specialists, 3 counselors, 1 Site-Based-Technologist (SBT), and 5 administrators. Therefore, the total number of Chromebook device packages being requested is 1859. 1859 x $723 (package cost) = $1,344,057.00 This budget includes 37.5% of the total cost of the device packages requested.					
				Supplies - Information Technology Related Total					$504,024.99
5901	1000	2900	0951	Indirect Costs			2.24% x	$504,024.99	$11,290.16
				Other Objects Total					$11,290.16
				Project Total					$515,315.15

SUPPLEMENTARY SCHEDULES
Nevada Ready 21

Fund 2790000000
Grant
Project
Cost Center 9200010300
Nevada Ready 21 - Del Webb MS (FY17)

Account Number	Program	Function	Object	Title of Position / Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost		Budget
5650	0100	1000	0650	Technology Supplies					$840,032.01
				Chromebook and Device Package		1,161.87 @	$723.00	$840,032.01	
				Webb's projected enrollment for FY16 is1785. In addition, there are 63 classroom teachers, 2 specialists, 3 counselors, 1 Site-Based-Technologist (SBT), and 5 administrators. Therefore, the total number of Chromebook device packages being requested is 1859. 1859 x $723 (package cost) = $1,344,057.00 This budget includes 62.5% of the total cost of the device packages requested.					
				Supplies - Information Technology Related Total					$840,032.01
5901	1000	2900	0951	Indirect Costs			2.24% x	$840,032.01	$18,816.72
				Other Objects Total					$18,816.72
				Project Total					$858,848.73



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