

Senate Bill 178 2019-2020
Licensed and Support Staff Positions

Please provide the following information regarding the licensed and support staff positions that are being funded through you SB178 plan.

Name of School	Name of Principal	School Associate Superintendent	Region Superintendent
Richard C. Priest Elementary School	Pamela Hays	Ann Hembrook	Grant Hanevold

Licensed Positions

List of Licensed Positions (learning strategist, math teacher, etc.)	Is this a NEW position (will this position require an additional person on staff?) (yes or no)	If not a new position, how was this position previously funded? (not applicable, strategic, etc.)	Additional Information
8114-Learn Strat TTL1 elementary (Michelle Caligone)	No	Title 1 and SB178	split funded: 61% is SB178 money (cost of \$41,387.00).
8000-Counselor elementary (Judith Morton-Pelto)	No	SB178	This position provides two counselors on site to address SEL needs of the students as targeted in goal 3 of the SPP. 85% is SB178 money (Cost of \$ 84,993.45)

Support Staff Positions

List of Support Staff Positions (instructional aide, clerk, etc.)	Is this a NEW position (will this position require an additional person on staff?) (yes or no)	If not a new position, how was this position previously funded? (not applicable, strategic, etc.)	Additional Information
N/A			

Senate Bill 178 2019-2020
Appendix B
Nevada Department of Education

Name of District	Name of School	Name of Principal
Clark County School District	Richard C Priest Elementary School (339)	Pamela Hays

School Staffing Information:

Vacancies FT Licensed educational personnel	Probationary licensed educational personnel	Substitute teachers for 20 or more consecutive days (long-term substitutes)
# of: 1	# of: 15	# of: 4
% of: 2%	% of: 29%	% of: 8%

Consultation meeting with parents, legal guardians, or organization team to determine needs of pupils and preferred services for pupils:

Question	Answer
Date of meeting	September 17, 2019, and October 28, 2019
Identify audience of consultation meeting	School Organizational Team (SOT)
Specific results of consultation meeting	Parents and SOT supported the continued use of a split-funded licensed strategist position at the school to provide evidence based interventions to prepare students for Read by 3 expectations, SBAC preparation, and Professional Development to staff. The team also supported the continued use of prior-purchased technology to implement evidence-based programs. SOT team agreed that Priest Elementary School needs to continue the additional counselor through split-funded sources and continue using a school-wide formative assessment program to enhance SEL priorities.

2-year Measurable Goals:

School Biennium	School Goals
2019-2021	<p>Increase the percent of all students proficient in ELA from 43.7% to 59.2% by 2020 and to 61.2% by 2021 as measured by state summative assessments.</p> <p>Increase the percent of English Language Learners (ELL) proficient in ELA from 29.2% to 42.2% by 2020 and to 52.2% by 2021 as measured by state summative assessments.</p> <p>Increase the percent of Free and Reduced Lunch (FRL) students proficient in ELA from 43.7% to 59.2% by 2020 and to 61.2% by 2021 as measured by state summative assessments.</p> <p>Increase the percent of all students proficient in math from 37.9% to 51.1% by 2020 and to 54.5% by 2021 as measured by state summative assessments.</p> <p>Increase the percent of English Language Learners (ELL) proficient in math from 29.2% to 42.2% by 2020 and 48% by 2021 as measured by state summative assessments.</p> <p>Increase the percent of Free and Reduced Lunch (FRL) students proficient in math from 37.9% to 46% by 2020 and to 51% by 2021 as measured by state summative assessments.</p>

Select SB 178 strategies that will help your school meet your goals and objectives.

Sec 9.4				
Minimum 90% of funds				
a. _____ Extended learning opportunities (EBI levels 1-4)				
1. _____ Summer Academy	2. _____ Intersession academy	3. _____ Program providing learning opportunities for children before or after school	4. _____ An extended school day	5. _____ Learning opportunity delivered at another time when school is not in session blank]
b. <u> X </u> Academic interventions				
1. _____ A reading or literacy center (EBI levels 1-4)	2. _____ Administration of a common, valid and reliable formative and summative assessment which is aligned to statewide standards and allows for comparisons between schools (EBI levels 1-4)	3. <u> X </u> _____ Implementation of relevant curriculum or software which is supported by EBI levels 1-3 , which may include a course of instruction in college and career readiness	4. <u> X </u> _____ The hiring of personnel to implement an academic intervention supported by EBI levels 1-3 .	
c. _____ Early childhood interventions, including, without limitation, a prekindergarten program that meets the standards for quality established by the Department.				
d. _____ Any other strategy designed by the public school and approved by the Department.				
e. <u> X </u> Additional supporting services necessary to adequately support services described in a-d:				
<u> </u> 1. Parent and family engagement programs and services	<u> </u> 2. School climate and culture programs	<u> X </u> 3. Social, psychological, or health care services to pupils and their families, including, but not limited to, counseling and wrap-around services.		

§ 9.5
Maximum 10% of funds
_____ a. Professional development supported by evidence-based intervention levels 1 – 3.
_____ b. Reimbursement for coursework required to obtain endorsement relating to English language acquisition and development for teachers and other licensed educational personnel serving EL students.
_____ c. Retention incentives for teachers or other licensed educational personnel serving EL students and have obtained endorsement

Action Steps

- Describe the steps you will take to meet each goal and objective that includes programs and services meeting ESSA EBI tiers 1-4, and

- Include the citation of the research for the programs and/or services (in APA or MLA)

Action Step Type	Action Step Description
Academic interventions	<p>Action Step 1: Implementation of relevant curriculum or software which is supported by EBI levels 1-3 (Lexia EBI level 1) (9.4b3) and the hiring of personnel to implement an academic intervention supported by EBI levels 1-3 (Lexia EBI level 1) (9.4b4).</p> <p>This position will be focused on mentoring and coaching grades K-5 teachers on effective instructional practices and school wide programs including cultural relevance and social justice in order to increase proficiency and close the achievement gap in non-proficient students.</p> <p>Associated Expenses:</p> <ul style="list-style-type: none"> • PD Strategist (Split fund 40% [\$27, 885.00] Title I and 60% SB178 at \$41,828.00) -Recommended: Michelle Caligone (9.4b4) <p>EBI Level: 1</p> <p>Citation: Lee, L., Hughes, J., Smith, K., & Foorman, B. (2017). Coaches. An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement. Florida Center for Reading Research at Florida State University.</p> <p>Macaruso, P., Hook, P. E., & McCabe, R. (2006). The efficacy of computer-based supplementary phonics programs for advancing reading skills in at-risk elementary students. <i>Journal of Research in Reading</i>, 29(2), 162–172.</p> <p>Schechter, R., Macaruso, P., Kazakoff, E.R., & Brooke, E. (2015). Exploration of a blended learning approach to reading instruction for low SES students in early elementary grades. <i>Computers in the Schools</i>, 32, 183–200.</p>
Additional supporting services necessary to adequately support services described in a-d	<p>Action Step 2: Social, psychological, or health care services to pupils and their families, including, but not limited to, counseling and wrap-around services (9.4e3).</p> <p>EBI level: 4</p> <p>Associated Expenses:</p> <ul style="list-style-type: none"> • Counselor (\$84,993.45) (9.4e3) <p>Citation: Blank, M.R. (2009, October 31). A coordinated effort: Well-Conducted Partnerships Meet Students’ Academic, Health, and Social Service Needs.</p>

	<p>Hill, G.E. (2015). Guidance in Elementary Schools, The Start of a Continuous Program. <i>The Clearing House: A Journal of Educational Strategies, Issues and Ideas</i>, 111-116. Retrieved August 25, 2017, from http://www.tandfonline.com</p> <p>Rationale: The goal of a second counselor to assist with social emotional learning is to promote and improve students’ attitudes and beliefs about themselves, their relationships with others, and their education. This will mean various types of skills related to emotional intelligence during intensive classroom lessons at all grade levels.</p>
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Coordinated Funding	
	<p>Priest Elementary School implements the following additional funds to increase student achievement:</p> <p>Title I funds have allowed us to purchase two Interventionists working with Grade 1 and Grade 2 students to increase achievement in ELA and Math. The addition of a second counselor (with SB 178 funds) will provide support with MTSS/PBIS/CHAMPS in conjunction with Sanford Harmony Curriculum will be utilized to decrease behavior issues to allow students to focus on academic objectives. Title I funds have also allowed us to purchase a Data Strategist working with K-5 data to support teachers in analyzing data from the following sources: SBAC, MAPS, SIPPS, Lexia, and school wide formative/summative assessments developed during PLCs. This position will support data driven instruction to increase achievement in ELA and Math. Title I will also split-fund a PD Strategist (Split fund 40% at \$27, 885.00 from Title I and 60% SB178 at \$41,828.00). This position will be focused on mentoring and coaching Grades K-5 teachers on effective instructional practices and school wide programs including cultural relevance and social justice in order to increase proficiency and close the achievement gaps in non proficient students.</p> <p>Read by Three funds will allow us to provide a full time learning strategist that will work in conjunction with the SB 178 requested staffing. This position will assist with the alignment of intervention practices during reading instruction with Freckle and Lexia.</p> <p>Through coordination of all funding sources, SB178 Strategist and SB178 Counselor will develop result-oriented leaders through goal-setting, actions, and effective monitoring of those goals. The SB178 Strategist and Counselor will also provide professional development in order to enhance culturally responsive practices at Priest aligned to CCSD goals and the school’s performance plan goal 3.</p> <p>In addition, previous general budget funds will purchase iReady for school-wide curriculum implementation to support NVACS. iReady will also support school-wide data collection and alignment to SPP. The data strategist will collect and support data analysis of iReady diagnostic tools.</p>