

Allocation: \$165,600.00

Senate Bill 178 2020-2021
Appendix B
Nevada Department of Education
Licensed and Support Staff Positions

Please provide the following information regarding personnel costs and supplies/services that are being funded through your SB178 plan.

Name of School	Name of Principal	School Associate Superintendent	Region Superintendent
Richard C Priest	Pamela Hays	Dustin Mancl	Dustin Mancl

Important: Items on this sheet must match your final SB178 requests in your Strategic Budget Workbook.

Personnel

Licensed or Support	Description	Quantity	Is this a NEW position (will this position require an additional person on your staff?) Yes or No If not a new position, how was this position previously funded? (Strategic budget, Title I, etc.)	Unit Cost	Total
<i>Licensed</i>	Counselor elementary (Judith Morton-Pelto)	<i>1</i>	<i>Sb178</i>	\$88,205.51	\$88,205.51
Total Personnel=					\$88,205.51

Supplies & Services

Description	Quantity	Unit Cost	Total
Lexia (site-license)	1	18,000	18,000
Professional Development	1	37,000	37,000
Chromebooks	60	305.96	18,357.60
Headphones with Microphone	119	16.57	1,971.83
Chromebook Carts	2	1,030.00	2,060.00
Total Supplies & Service			\$77,389.43

Appendix B: SB178 School Performance Plan – Addendum
 SB178 School Performance Plan - Addendum
 Nevada Department of Education
 2020-2021 School Year

***Students in this plan refer to Economically Disadvantaged (ED) Students and English Learner (EL) students scoring at or below the 25th percentile**

Part I. School Information

Name of District	Name of School	Name of Principal
Clark County School District	Richard C Priest ES	Pamela Hays

A. School Staffing Information from previous year:

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

B. Consultation meeting with parents, legal guardians, or organization team to determine needs of students and preferred services for identified students; must be completed before funds can be used.

Consultation Meeting	
Date:	9/9/2020 & 9/10/2020
Type:	1. School organizational Team (SOT) Yes x__ No ____ 2. Parent and Staff Meeting Yes x__ No ____ a. Percentage of parents at SOT meeting: 1% b. Percentage of parents of the eligible students at this SOT meeting: 1%
Results:	The team supported the continued use of Lexia. SOT team agreed that Priest Elementary School needs to continue the additional counselor using a school-wide formative assessment program to enhance SEL priorities.

Part II. ELA and Math Measurable Goals: Please write a SMART goal for the eligible students receiving programs and services with SB178 funding. The measurable goal will depend on the

current status of the ED and EL students. Refer to the tables in Appendix A of the SB178 Guidance Document, to closely align your SMART goal for “ED” and “EL” students in ELA and math with the state indicators.

- ELA example (Elementary): Increase the percent of economically disadvantaged (ED) students proficient in English language arts (ELA) from 45% to 51.9% by 2021, as measured by state summative assessments.
- Math example (Elementary): Increase the percent of economically disadvantaged (ED) students proficient in mathematics from 36% to 44.9% by 2021, as measured by state summative assessments.

2020 - 2021 SMART Goals

Student Subgroup	School SMART Goals
ELA ED/FRL Students	Increase the percent of Free and Reduced Lunch (FRL) students proficient in ELA from 43.7% to 51.9% by 2021 as measured by state summative assessments.
ELA EL Students	Increase the percent of English Language Learners (ELL) proficient in ELA from 29.2% to 47.2% by 2021 as measured by state summative assessments.
Math ED/FRL Students	Increase the percent of Free and Reduced Lunch (FRL) students proficient in math from 37.9% to 44.9% by 2021 as measured by state summative assessments.
Math EL Students	Increase the percent of English Language Learners (ELL) proficient in math from 29.2% to 42% by 2021 as measured by state summative assessments.

Part III-A. Select SB 178 strategies to help your school meet the needs indicated from the consultation meetings.

Sec 9.4 (shall use 90% or more of the 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
b. <input checked="" type="checkbox"/> 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)

X	3. 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. 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. X Additional supporting services necessary to adequately support services described in a-d:
	1. Parent and family engagement programs and services
	2. School climate and culture programs
X	3. Social, psychological, or health care services to pupils and their families, including, but not limited to, counseling and wrap-around services

§ 9.5 (may not use more than 10% of funds)	
a. X	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

Part III-B. Identify strategy implemented, funds allocated, and students or teachers participating in the strategy.

Identify Strategy Implemented from Section 9.4	9.4 B.3	9.4 E.3			
Funds allocated for the strategy	40,389.43	88,205.51			
Estimated Number of Students Participating in the strategy	636	636			

Identify Strategy Implemented from Section 9.5	9.5A		
Funds Allocated for the Strategy	37,000		
Estimated Number of Teachers Participating in the Strategy	636		

Part IV. Action Steps

- State the action steps you will take to meet long-term goals
 - Include SB178 strategy
 - Include programs and services meeting ESSA EBI levels 1-4
 - Include all associated costs to meet the strategy
 - Include the citation of the research for the programs and/or services (in APA or MLA)

Goal	Action Step Description
<p>Increase the percent of Free and Reduced Lunch (FRL) students proficient in ELA from 43.7% to 51.9% 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 47.2% by 2021 as measured by state summative assessments.</p>	<p>Action Step 1: Implementation of relevant curriculum or software which is supported by EBI levels 1-3 (Lexia EBI level 1).</p> <p>Associated Expenses:</p> <ul style="list-style-type: none"> ● Lexia (site-license) (9.4.b.3) \$18,000 ● Chromebooks (9.4.b.3) 18,357.60 ● Headphones with Microphone (9.4.b.3) \$1,971.83 ● Chromebook Carts(9.4.b.3) \$2,060.00 <p>EBI Level: 1</p> <p>Citation:</p> <p>Hurwitz, L.B & Vanacore, K.P (2020). Impact of the Lexia Core 5 Reading Program on Students with Reading Difficulties. Concord, MA; Lexia Learning Systems LLC, A Rosetta Stone Company. research@lexialearning.com</p> <p>Gale, D. (2006). The effect of computer-delivered phonological awareness training on the early literacy skills of students identified as at-risk for reading failure. Retrieved May, 2008 from the University of South Florida website: http://purl.fcla.edu/usf/dc/et/SFE0001531.</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. Journal of Research in Reading, 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. Computers in the Schools, 32, 183-200.</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>	<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>

<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>	<ul style="list-style-type: none"> • Counselor (9.4e3). \$88,205.51 <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>
<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> <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>Action Step 3: Professional development supported by evidence-based intervention levels 1 – 3 (9.5a)</p> <p>Associated Expenses: Professional development (school wide program/curriculum trainings) extra duty pay (9.5a) \$37,000</p> <p>Citation: Anderson, S., Leithwood, K., & Strauss, T. (2010). Leading data use in schools: Organizational conditions and practices at the school and district levels. <i>Leadership and Policy in Schools</i>, 9(3), 292-327.</p> <p>Croft, A., Coggshall, J., Dolan, M., Powers, E., & Killion, J. (2010). Job-embedded professional development: What it is, who is responsible, and how to get it done well [Issue brief]. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from http://www.gtlcenter.org/sites/default/files/docs/JEPD%20Issue%20Brief.pdf</p> <p>Arizona Department of Education. LEAs are to offer a “well-rounded” educational experience to all students and to provide “equitable access to effective teachers.” ESSA 8101(42). Essa sEC. 2103</p>

Part V. Coordinated Funding. Schools are encouraged to list funding streams to maximize strategic leveraging of all funding to meet the needs of the students and improve student outcomes at a faster and sustainable rate. Create a bulleted list of funding streams and how they are applied to support EL and ED/FRL students.

Coordinated Funding

Priest Elementary School implements the following additional funds to increase student achievement:

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 also purchased a Learning strategist. 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.

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 SIPPS and Lexia.

Through coordination of all funding sources, SB178 Counselor will develop result-oriented leaders through goal-setting, actions, and effective monitoring of those goals. The SB178 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.