

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
Decker Elementary School	Alice Roybal-Benson	Dr. Samuel Scavella	Debbie Brockett

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
N/A	N/A	N/A	N/A

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	N/A	N/A	N/A

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

Name of District	Name of School	Name of Principal
Clark County	Decker Elementary School	Alice Roybal-Benson

School Staffing Information:

Vacancies FT Licensed educational personnel	Probationary licensed educational personnel	Substitute teachers for 20 or more consecutive days (long-term substitutes)
# of: 2 (filled by sub)	# of: 35	# of: 2 long term subs
% of: .92% of 46 licensed	% of: 76.49% of 46 licensed	% of: .92% of 46 licensed

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

Question	Answer
Date of meeting	January 24, January 29, February 13, 2019
Identify audience of consultation meeting	School Organizational Team [SOT] (1/24/19 & 2/13/19), Steering Committee (all 3 dates), licensed staff meeting (2/13/19)
Specific results of consultation meeting	Principal reviewed summative data, SPP goals & action steps aligned to summative data. The following needs were identified: strengthening Tier 1 instruction in reading and math, strengthening Tier 2 instruction/intervention in reading and math, providing additional academic language support for ELLs, increasing student motivation/engagement/attendance. All stakeholder groups were given the opportunity to provide suggestions on action steps and feedback on SPP action steps. SOT voted to approve final action steps and budget expenditures to attain SPP goals.

School Growth Targets Data

Grade Level	Growth Targets Data
3-5	2016-2017 SBAC-Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA) 38.9% Proficient 2017- 2018 SBAC-Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA) 40.5% Proficient 2016-2017 SBAC Math 23.0% Proficient 2017- 2018 SBAC Math 27.9% Proficient
K-3	

	2017-2018 MAP ELA Winter Benchmark 41.3% above the 40th percentile 2018- 2019 MAP ELA Winter Benchmark 43.1% above the 40th percentile 2017-2018 MAP Math Winter Benchmark 38.9% above the 40th percentile 2018- 2019 MAP Math Winter Benchmark 38.2% above the 40th percentile
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2-year Measurable Goals:

School Biennium	School Goals
	Increase the percent of all students proficient in ELA from X% to 59.2% by 2020 and to 61.2% by 2021 as measured by state summative assessments. Increase the percent of English Language Learners (ELL) proficient in ELA from X% to 44.4% by 2020 and to 47.2% by 2021 as measured by state summative assessments. Increase the percent of Free and Reduced Lunch (FRL) students proficient in ELA from X% to 49.4% by 2020 and to 51.9% by 2021 as measured by state summative assessments. Increase the percent of all students proficient in math from X% to 51.1% by 2020 and to 53.5% by 2021 as measured by state summative assessments. Increase the percent of English Language Learners (ELL) proficient in math from X% to 39% by 2020 and to 42% by 2021 as measured by state summative assessments. Increase the percent of Free and Reduced Lunch (FRL) students proficient in math from X% to 42% by 2020 and to 44.9% by 2021 as measured by state summative assessments. *Baseline data will be added when available.

Measurable objectives with rigorous growth targets

Please write measurable objectives for ELA and Math based on the needs assessment and community input meetings; can add additional measurable objectives, if needed.

Measurable Objective School Year and Type	Measurable Objective Description
2019-2020 ELA measurable objective:	Increase the percent of all students above the 60th percentile in ELA from X% (Fall) to Y% (Winter) and from Y% (Winter) to 59.2% (Spring) by 2020 as measured by MAP formative assessments. Increase the percent of ELL students above the 60th percentile in ELA from X% (Fall) to Y% (Winter) and from Y% (Winter) to 44.4% (Spring) by 2020 as measured by MAP formative assessments.

	*Once baseline data has been established for the 2019-2020 school year, mid-year targets will be set.
2020-2021 ELA measurable objective:	Increase the percent of all students above the 60th percentile in ELA from X% (Fall) to Y% (Winter) and from Y% (Winter) to 61.2% (Spring) by 2021 as measured by MAP formative assessments. Increase the percent of ELL students above the 60th percentile in ELA from X% (Fall) to Y% (Winter) and from Y% (Winter) to 47.2% (Spring) by 2021 as measured by MAP formative assessments. *Once baseline data has been established for the 2020-2021 school year, mid-year targets will be set.
2019-2020 Math measurable objective:	Increase the percent of all students above the 60th percentile in math from X% (Fall) to Y% (Winter) and from Y% (Winter) to 51.1% (Spring) by 2020 as measured by MAP formative assessments. Increase the percent of ELL students above the 60th percentile in math from X% (Fall) to Y% (Winter) and from Y% (Winter) to 39% (Spring) by 2020 as measured by MAP formative assessments. *Once baseline data has been established for the 2019-2020 school year, mid-year targets will be set.
2020-2021 Math measurable objective:	Increase the percent of all students above the 60th percentile in math from X% (Fall) to Y% (Winter) and from Y% (Winter) to 53.5% (Spring) by 2021 as measured by MAP formative assessments. Increase the percent of ELL students above the 60th percentile in math from X% (Fall) to Y% (Winter) and from Y% (Winter) to 42% (Spring) by 2021 as measured by MAP formative assessments. *Once baseline data has been established for the 2020-2021 school year, mid-year targets will be set.

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

(SB 178 section 9.4 & 9.5)

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	4. _____ An extended school day	5. _____ Learning opportunity delivered at another time when school is not in session blank]

		before or after school		
b. <u> X </u> Academic interventions				
1. <u> </u> A reading or literacy center (EBI levels 1-4)	2. <u> </u> 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> </u> The hiring of personnel to implement an academic intervention supported by EBI levels 1-3 .	
c. <u> </u> Early childhood interventions, including, without limitation, a prekindergarten program that meets the standards for quality established by the Department.				
d. <u> </u> Any other strategy designed by the public school and approved by the Department.				
e. <u> </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> </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
<u> X </u> a. Professional development supported by evidence-based intervention levels 1 – 3.
<u> </u> 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.
<u> </u> 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 Intervention	Action Step 1: 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. (9.4 b3) (Catapult, Do the Math, Imagine Math, Lexia) Associated Expenses: • Purchase <i>Catapult Learning</i> Tier 2 tutoring instruction to be provided during the school day (9.4 b3) (\$199,544.91)

	• Purchase <i>Do the Math</i> (9.4 b3) (\$9,212.40) • Purchase <i>Imagine Math</i> (9.4 b3) (\$7,000) • Purchase <i>Lexia Reading Core 5 Software</i> (9.4 b3) (\$8,500) Citations: Catapult Tutoring EBI Level 2: Catapult Learning.com. (2017). Results and Case Studies. Available at: https://cdn.catapultlearning.com/wp-content/uploads/2013/07/CL16061_Houston_Renewal-Slick.pdf [Accessed 8 Sep. 2017]. Do the Math EBI Level 2: “Do the Math: Math Intervention in New York City Schools Impact Study.” https://www.hmhco.com/Programs/Do-the-Math/Research-Results, Houghton Mifflin Harcourt/Scholastic, 2008, www.hmhco.com/programs/do-the-math/research-results. Imagine Math EBI Level 2: Garland, Marshall, et al. “Texas SUCCESS Comprehensive Evaluation Report.” https://www.imaginelearning.com/Research/Imagine-Math, Gibson Consulting Group, 2014, cdn-websites.imaginelearning.com/corporate/sites/default/files/2017-12/Texas%20SUCCESS%20Comprehensive%20Evaluation%20Report_0.pdf. Lexia EBI Level 2 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. 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.
Professional development supported by evidence-based intervention levels 1 – 3.	Action Step 2: Provide professional development on improving school climate and student engagement to improve student achievement. (<i>GYTO Get Your Teach On national conference, EBI: 4).</i> (9.5.a) Associated Expenses: (\$14,540) 1. <i>Get Your Teach On national conference</i> in Connecticut for 11 staff (\$14,540) a. Registration cost: \$360/person for 2-day trainings=\$3,960 b. Hotel cost: approximately \$600/night for 2 nights for 11 rooms=\$6,600 c. Flights from Las Vegas to Providence, RI cost: approximately \$611.50/person for 11 staff=\$6,726.50 d. Per diem meals cost: approximately \$142/person for 11 staff=\$1,562

	Citation: Education World: Building School Community, Culture, and Climate. (n.d.). Retrieved from http://www.educationworld.com/a_admin/focus/building_school_climate.shtml Rationale: The educators who attend the <i>Get Your Teach On</i> national conference will observe highly effective teachers implement best practices focusing on student engagement techniques, observe a school culture with high academic rigor and high behavioral expectations, and participate in hands-on workshops to enable them to replicate these practices in their own classrooms across Decker Elementary School. Student achievement will be improved by increasing student engagement and academic rigor, enhancing school climate, and engaging all stakeholders in the school culture.
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Coordinated Funding	
[Please describe how SB178 funds are coordinated and braided with other funding sources to focus on the unique needs of your school to improve student outcomes at a faster and sustainable rate.] <i>Lexia, Imagine Math, Do the Math</i> and <i>Catapult</i> Tier 2 reading and math academic interventions provided by SB 178 will be utilized in addition to current Tier 1 and Tier 2 instructional tools and personnel (funded Title I, English Language Learner [ELL] program, and Strategic Budget) with students in the 24th percentile and below, as identified through school and district screener assessments. SB 178 funds will provide an extension to the school's third year of Positive Behavior Interventions and Supports (unfunded) implementation (now also called MTSS in CCSD). Grade level chairs, administrators, and learning strategists will lead the implementation of school climate initiatives, including practices gleaned as a result of attending the <i>Get Your Teach On</i> national conference. Both the Strategic Budget and SB 178 funds will be used to send 11 licensed staff to participate in a 2-day educator training at the Get Your Teach on Conference in Uncasville, CT to increase teacher efficacy regarding the use of student engagement and motivation strategies, as well as, increased academic rigor. The Strategic Budget and Title I will provide ongoing professional development on additional student structured, reciprocal discourse, as well as engagement strategies and best practices to incorporate rigor into instruction.	