

**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 3
Charlotte & Jerry Keller Elementary School	Audrey Carroll	Dustin Mancl	3

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)	How was this position previously funded? (not applicable, strategic, etc.)	Additional Information
2 Learning Strategist	No	Senate Bill (SB) 178	

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)	How was this position previously funded? (not applicable, strategic, etc.)	Additional Information

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

Name of District	Name of School	Name of Principal
Clark County School District	Keller Elementary School	Audrey Carroll

School Staffing Information:

Vacancies FT Licensed educational personnel	Probationary licensed educational personnel	Substitute teachers for 20 or more consecutive days (long-term substitutes)
# of: 3	# of: 9	# of: 3
% of: 7% of 41	% of: 21% of 41	% of: 7% of 41

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

Question	Answer
Date of meeting	1-29-19, 2-12-19
Identify audience of consultation meeting	School Organizational Team
Specific results of consultation meeting	The team identified eligible students and targeted areas for improvement in order to: Improve learning outcomes for students in the bottom quartile. Improve learning for English Language Learners (ELL) in reading and math. The Team approved items and personnel to be purchased with funding.

School Growth Targets Data

Grade Level	Growth Targets Data
Elementary	2016-2017 Smarter Balanced Assessment data for ELA and Math for all students grades 3-5: ELA: 43.8% LEP: 21.18% Math: 28.6% LEP: 16.94% 2017-2018 Smarter Balanced Assessment data for ELA and Math for all students grades 3-5: ELA: 42% LEP: 26.44% Math: 28.2% LEP: 23.96% Please show student growth data from one other source for the past two or three years:

	<p>2017-2018 MAPGrowth Winter Math assessment data grades K-3: 44.6% not at risk.</p> <p>2017-2018 MAPGrowth Winter Reading assessment data grades K-3: 51.6% not at risk.</p> <p>2018-2019 MAPGrowth Winter Math assessment data grades K-3: 56% not at risk.</p> <p>2018-2019 MAPGrowth Winter Reading assessment data grades K-3: 57% not at risk.</p>
--	---

2-year Measurable Goals:

School Biennium	School Goals
2017-2019	<p>Increase the percent of 3rd-5th grade EL students proficient in reading to 41.4% by 2019.</p> <p>Increase the percent of 3rd-5th grade EL students proficient in math to 35.8% by 2019.</p> <p>Increase the percent of 3rd-5th grade FRL students proficient in reading to 46.8% by 2019.</p> <p>Increase the percent of 3rd-5th grade FRL students proficient in math to 39% by 2019.</p>

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
2018-2019 ELA measurable objective:	First through third grade ELL students who are also FRL students will increase ELA proficiency from 2018 fall benchmark baseline to 2019 spring benchmark by 10% as measured by MAP Growth formative assessments.
2019-2020 ELA measurable objective:	First through fifth grade ELL students who are also FRL students will increase ELA proficiency from 2019 fall benchmark baseline to 2020 spring benchmark by 10% as measured by MAP Growth formative assessments.
2018-2019 Math measurable objective:	Third and fifth grade ELL students who are also FRL students will increase math proficiency from 2018 fall benchmark baseline to 2019 spring benchmark by 10% as measured by MAP Growth formative assessments.
2019-2020 Math measurable objective:	First through fifth grade ELL students who are also FRL students will increase math proficiency from 2018 fall benchmark baseline to 2019 spring benchmark by 10% as measured by MAP Growth formative assessments.

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

(SB 178 section 9.4 & 9.5)

Sec 9.4				
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. <u> X </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> 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. _____ Additional supporting services necessary to adequately support services described in a-d:				
<u> 1 </u> . Parent and family engagement programs and services	<u> 2 </u> . School climate and culture programs	<u> 3 </u> . Social, psychological, or health care services to pupils and their families, including, but not limited to, counseling and wrap-around services.		

§ 9.5
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
<p>Support goals 1 & 2: Increase proficiency in math.</p>	<p>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.b.2,b.3,b.4)</p> <p>(A) The Learning Strategist will provide additional instruction time during daily small group instruction to targeted students in the lowest quartile who are ELL and/or FRL in 30 minute blocks utilizing the evidenced-based program, Focused Math as prescribed. Students will be progress monitored and data will be collected to monitor student progress and growth. Each student will complete the MAP Assessment at each benchmark to assess growth and progress toward goal. Objectives include the following: utilize evidence-based program materials as prescribed, monitor and record student progress, assess student progress with MAP assessment at each benchmark, and ensure students meet 10% growth goal in math as measured by MAP Assessment. (B) Teachers will implement data-driven Academic Interventions (Math) using Evidenced Based Programs.(9.4: B2, B3, B4)</p> <p>EBI Level: 1</p> <p>Citation: Research-Based Curriculum: Focused Mathematics Intervention. Report. (2018). Retrieved from https://www.teachercreatedmaterials.com/estore/files/research/fmi_white_paper.pdf. <i>Focused Mathematics Intervention (Grades K–8, English and Grades K–5, Spanish)</i>. Teacher Created Materials Publishing.</p> <p>Associated Expenses: Focused Math Levels 1 & 2 (\$1,100)</p>
<p>Support goals 1 & 2: Increase proficiency in reading.</p>	<p>Action Step 2: 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. The Learning Strategist will provide additional instruction time during daily writing instruction to targeted students in the lowest quartile who are ELL and/or FRL in 30 minute blocks utilizing the evidenced-based program, Empowering Writers as prescribed. Students will be progress monitored and data will be collected to monitor student progress and growth. Each student will complete the MAP Assessment at each benchmark to assess growth and progress toward goal. Objectives include the following: utilize evidence-based program materials as prescribed, monitor and record student progress, assess student progress with MAP assessment at each benchmark, and ensure students meet 10% growth goal in math as</p>

<p>Support goals 1 & 2: Increase proficiency in reading and math utilizing technology resources.</p>	<p>measured by MAP Assessment. (B) Teachers will implement data-driven Academic Interventions using Evidenced Based Programs.(9.4: B2, B3, B4)</p> <p>EBI Level: 2</p> <p>Associated Expenses: Empowering Writers (\$3,798)</p> <p>Citation: Research-Based Curriculum: Empowering Writers. Report. (2018). Retrieved from https://www.empoweringwriters.com/improving-teacher-practice-improving-student-writing/. <i>Laying the Foundation: Why Good Writing Starts with the Teacher</i>. Empowering Writers. Write.Read.Succeed.</p> <p>Action Step 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. Students will use Chromebooks to access evidenced-based online program and also to access intervention component and complete assessments for progress monitoring. Teachers will implement technology to support evidenced-based intervention program, iReady and complete assessment for monitoring student growth and progress.(9.4.b.3)</p> <p>EBI Level: 3</p> <p>Associated Expenses: Chromebooks & Chromebook charging carts (\$6,718)</p> <p>Citation: Harper, B. & Milman, N. B. (2016). <i>One-to-One Technology in K-12 Classrooms</i>. Journal of Research on Technology in Education. https://www.tandfonline.com/doi/abs/10.1080/15391523.2016.1146564?src=rcsys&journalCode=ujrt20</p> <p>Citation: Tomlinson, C.A., (2015). Fuchs & Fuchs, 1999. Torgesen, 2006. Fisher, Ivey, 2006. Stecker, 2005. Bransford, Brown, & Cocking, 2003). <i>iReady – Research Base for Instruction</i>. Curriculum Associates. Retrieved from https://www.casamples.com/downloads/iReadyResearchBaseInstruction_final.pdf</p>
--	---

Coordinated Funding	
<p>In addition to SB 178 funding, ELL Title III and Title 1 funding will be used to purchase Imagine Learning, Imagine Math, and iReady and provide extended school day learning in reading and math for ELL students.</p>	