

**Senate Bill 178 2018-2019
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	Performance Zone
Darnell Elementary School	Patricia J. Cobb	Jeff Hybarger	1

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 Certified Temporary Tutors	No	Strategic Budget and Read by Grade 3 Grant	

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
Instructional Assistant	Yes	N/A	

Senate Bill 178 2018-2019
Appendix B
 Nevada Department of Education

Name of District	Name of School	Name of Principal
Clark County School District	Darnell Elementary School	Patricia J. Cobb

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	# of: 5	# of: 2
% of: 4	% of: 10	% of: 4

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

Question	Answer
Date of meeting	April 19, 2018
Identify audience of consultation meeting	School Organizational Team (SOT)
Specific results of consultation meeting	Discussion of needs as previously identified in the School Performance Plan and Nevada School Performance Framework. Technology to implement evidenced-based reading and math programs as well as intervention programs and progress monitoring systems. Materials to implement programs. Professional development to ensure program fidelity. Specialized professional development to address dyslexia. STEAM lessons to engage Free and Reduced Lunch (FRL) and English Language Learner (ELL) students. Instructional assistants to provide individual intervention. Supplies to support implementation.

School Growth Targets Data

Grade Level	Growth Targets Data
K-5	3-5 Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA) = 57% 3-5 Smarter Balanced Assessment Consortium Math = 49% English Language Learner Smarter Balanced Assessment Consortium = 42%

2-year Measurable Goals:

School Biennium	School Goals
2017-2019	<p>All students will increase proficiency from 56.8% to 64% in ELA and in Math from 41% to 49% by 2019 as measured by Spring 2019 administration of the state summative assessment.</p> <p>Increase the percent of English Language Learners achieving AGP toward English Language Proficiency from 21.7% to 41.4% by 2019 as measured by English Language Proficiency Assessment.</p> <p>Increase the percent of 3rd- 5th grade English Language Learners proficient in reading to 41.4% by 2019.</p> <p>Increase the percent of 3rd- 5th grade English Language Learners proficient in math to 35.8% by 2019.</p> <p>Increase the percent of 3rd- 5th grade Free and Reduced Lunch students proficient in reading to 46.8% by 2019.</p> <p>Increase the percent of 3rd- 5th grade Free and Reduced Lunch 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
2017-2018 ELA measurable objective:	Increase the percent of students proficient in reading from 61% to 63% (3rd grade); 58.4% to 62% (4th grade); and 50.4% to 55% (5th grade) by Spring 2018 as measured by state assessments (SBAC).
2018-2019 ELA measurable objective:	Increase the percent of students proficient in reading from 63% to 68% (3rd grade); 62% to 67% (4th grade); and 55% to 60% (5th grade) by Spring 2019 as measured by state assessments (SBAC).
2018-2019 ELA measurable objective: formative assessment	Based on Fall Benchmark Assessment results, decrease the percent of students in Tier 3 from X% in fall 2018 to Y% in spring 2019 as measured by AIMSweb (R-CBM / M-Comp).
2017-2018 Math measurable objective:	Increase the percent of students proficient in math from 62.6% to 65% (3rd grade); 27.8% to 32% (4th grade); and 31.9% to 45% (5th grade) by Spring 2018 as measured by state assessments (SBAC).
2018-2019 Math measurable objective:	Increase the percent of students proficient in math from 65% to 67% (3rd grade); 32% to 37.8% (4th grade); and 45% to 49.9% (5th grade) by Spring 2019 as measured by state assessments (SBAC).

2018-2019 Math measurable objective: formative assessment	Based on Fall Benchmark Assessment results, decrease the percent of students in Tier 3 from X% in fall 2018 to Y% in spring 2019 as measured by AIMSweb (R-CBM / M-Comp).
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**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. <input checked="" type="checkbox"/> Extended learning opportunities (EBI levels 1-4)				
1. <input type="checkbox"/> Summer Academy	2. <input type="checkbox"/> Intersession academy	3. <input checked="" type="checkbox"/> Program providing learning opportunities for children before or after school	4. <input type="checkbox"/> An extended school day	5. <input type="checkbox"/> Learning opportunity delivered at another time when school is not in session
b. <input checked="" type="checkbox"/> Academic interventions				
1. <input checked="" type="checkbox"/> A reading or literacy center (EBI levels 1-4)	2. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> The hiring of personnel to implement an academic intervention supported by EBI levels 1-3 .	
c. <input type="checkbox"/> Early childhood interventions, including, without limitation, a prekindergarten program that meets the standards for quality established by the Department.				
d. <input type="checkbox"/> Any other strategy designed by the public school and approved by the Department.				
e. <input type="checkbox"/> Additional supporting services necessary to adequately support services described in a-d:				
<input type="checkbox"/> 1. Parent and family engagement programs and services	<input type="checkbox"/> 2. School climate and culture programs	<input type="checkbox"/> 3. 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
<input checked="" type="checkbox"/> 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 English Language Learner students.

_____ c. Retention incentives for teachers or other licensed educational personnel serving English Language Learner 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: Implement a reading/literacy center in each classroom and one within the school to include small group instruction with Certified Temporary Tutors and/or programming with an Evidence-based Program. Instructional assistants to provide individualized intervention and assessment. After school tutoring based on Lexia and/or Imagine Learning software. Administration of a common, valid and reliable formative and summative assessment which is aligned to statewide standards and allows for comparisons between schools.</p> <p>Associated Expenses (\$131,675.00)</p> <ol style="list-style-type: none"> 1. Certified Temporary Tutors (\$28,000.00) 2. Instructional Assistant (\$16,898.00) 3. Technology (Chromebooks for small groups and literacy center) (\$44,900.00) 4. Lexia Program Licenses (\$9,900.00) 5. Reading Series Intervention Program (cost noted in Action Step 2) 6. Formative Assessment (AIMSweb and ESGI) (\$4,100.00) 7. Job 2 for Library Aide and Resource Room IA (1 hour each daily) to provide intervention and assess students (\$6,225.00) 8. After school tutor (\$2,000.00) 9. Supplies for literacy center and Action Step 1 implementation (paper, highlighters, crayons, pencils, color printer for reports, headphones, whiteboard markers, small whiteboards, copy paper, printer cartridges, and mice) (\$19,652.00) <p>EBI Level: Lexia (1); AIMSweb (2)</p> <p>Citation: (Lexia) 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>

	<p>(AIMSweb) Shapiro, E.S., & Gibbs, D.P. (2014). Comparison of progress monitoring with computer adaptive tests and curriculum based measures. Bethlehem, PA: Center for Promoting Research to Practice, Lehigh University. Available online from http://coe.lehigh.edu/cprp/research/current</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 (9.4 b3)</p> <p>Associated Expenses (\$63,734.50)</p> <ol style="list-style-type: none"> 1. Grades 1-2 reading series with differentiated materials (Reach for Reading) (\$56,684.50) 2. Grade K-5 science curriculum (FOSS Kits) (\$700.00) 3. Substitute teachers (\$6,350.00) <p>EBI Level: Reach for Reading (1); FOSS (4)</p> <p>Rationale: STEM implementation will improve student engagement and overall school culture.</p> <p>Citation: (Reach for Reading)Wilkerson, S & Savoy, M. (2013). National Geographic Learning’s Reach for Reading program: An efficacy study. Charlottesville, VA: Magnolia Consulting, LLC.</p> <p>(FOSS) Johnson, Renee Polk (2017). How STEAM Transformed Our School’s Culture. The Journal.com. Available online from https://thejournal.com/articles/2017/05/18/how-steam-transformed-our-schools-culture.aspx.</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 (9.4 b3)</p> <p>Associated Expenses:(\$2,590.00)</p> <ol style="list-style-type: none"> 1. Linda Mood-Bell (LiPS) (\$1,990.00) 2. Substitute Teachers (\$600.00) <p>EBI Level: (1)</p> <p>Citation: Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Herron, J., & Lindamood, P. (2010). Computer-assisted instruction to prevent early reading difficulties in students at risk for dyslexia: Outcomes from two instructional approaches. <i>Annals of Dyslexia</i>, 60(1), 40–56.</p>

	Torgesen, J.K., Wagner, R.K., & Rashotte, C.A. (1997). The prevention and remediation of severe reading disabilities: Keeping the end in mind. <i>Scientific Studies of Reading</i> , (1), 217-234.
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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.] We use State Class Size Reduction funds and Clark County School District (CCSD) differentiated staffing funds to lower class sizes in kindergarten through third grade. Budget money is used to purchase supplies, materials, and software subscriptions. School Generated Funds money is used to provide incentives to students and staff, supplement school small repair needs, and enhance community involvement (academic evening events and parent meetings). A school counselor is funded through the Strategic Budget, and school social worker through a state grant. CCSD ELL Department funds Imagine Learning software for identified students.