Appendix B: SB178 School Performance Plan – Addendum

SB178 School Performance Plan - Addendum

Nevada Department of Education

***Students in this plan refer to Economically Disadvantaged Students and EL students scoring in the 25th percentile**

Part I. School Information

Name of District	Name of School	Name of Principal
Douglas	Carson Valley Middle School	Nancy White

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: 3	# of: 3
% of: 0.29	% of: .088	% of: .088

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.

1. Date of Meeting: 10-16-2019
2. Type of Consultation Meeting: Planning Meeting
   a. School Organizational Team (S.O.T.) School Performance Planning Meeting
   Yes X No____

   b. Parent and Staff Meeting: 10-17-2019
   Yes X No_____

   1) Percentage of parents at this S.O.T. meeting: 11%
   2) Percentage of parents of the eligible students at this S.O.T. meeting: 0%

3. Results of the meeting: Action Plans were developed to provide Tier 2 interventions for identified students. Interventions to take place twice a week with licensed personnel utilizing Dream Box and i-Ready programs for both math and ELA. Incentives for student growth to be utilized throughout the program.

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 economically disadvantaged and EL students. Refer to the tables in Appendix A of the SB178 Guidance Document, to closely align your SMART goal for "Economically Disadvantaged" and "EL" students in ELA and Math with the state indicators.

→New for the 2019 biennium: High schools will refer to the long term goals and measures of interim progress for ELA and Math on pages 77 and 78 of the NSPF guidance document (generated by the ACT data) and located in Appendix A of this guidance document.

- ELA Example (Elementary): By the end of the 2018-19 schoolyear, 48% of our economically disadvantaged third grade students will be proficient in reading as indicated on the Smarter Balance assessment.
- Math Example (Elementary): By the end of the 2018-2019 schoolyear, 36% of our EL students will be proficient in math as indicated on the Smarter Balance assessment.

2019 – 2020 SMART Goals

Student Subgroup	School SMART Goals
ELA Economically Disadvantaged Students	By the end of the 2019-2020 schoolyear, 40% of our economically disadvantaged students in grades 6-8 will be proficient in reading as indicated on the Smarter Balance assessment.
ELA EL Students	By the end of the 2019-2020 schoolyear, 28% of our EL students in grades 6-8 will be proficient in reading as indicated on the Smarter Balance assessment.
Math Economically Disadvantaged Students	By the end of the 2019-2020 schoolyear, 30% of our economically disadvantaged students in grades 6-8 will be proficient in math as indicated on the Smarter Balance assessment.
Math EL Students	By the end of the 2019-2020 schoolyear, 24% of our EL students in grades 6-8 will be proficient in math as indicated on the Smarter Balance assessment.

Part III.

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

(SB 178 section 9.4 & 9.5)

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

XXX 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. **XXX** 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)

XXX 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

XXX 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. _____Additional supporting services necessary to adequately support services described in a-d:

_____1.Parent and family engagement programs and services

XXX 2.School climate and culture programs

_____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)

XXX 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

Part III.

B. Identify Strategy Implemented, Funds Allocated, and Students or Teachers Participating in the Strategy.

Identify Strategy Implemented from Section 9.4	**DreamBox**	**i-Ready**	**Cost of personnel**	**School Climate**
Funds Allocated for the Strategy	**$5,000**	**$9030.00**	**$23,000**	**$2570.**
Estimated Number of Students Participating in the Strategy	**57**	**35**		

Identify Strategy Implemented from Section 9.5	**DreamBox**	**i-Ready**
Funds Allocated for the Strategy	**$840**	**$3530**
Estimated Number of Teachers Participating in the Strategy	**12**	**12**

Part IV. Action Steps

- State the action steps you will take to meet long-term goals and measurable objectives
  - Include SB178 strategy
  - Include programs and services meeting ESSA EBI tiers 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
#1 By the end of the 2019-2020 school year, 40% of our economically disadvantaged students in grades 6-8 will be proficient in reading as indicated on the Smarter Balance assessment.	**Action Step 1:** Implement i-Ready Program for Tier 2 interventions for students with trained personnel (strategy 9.4.b.3) EBI level 3 Associated Costs: • Purchase i-Ready program license (9.4.b.3) • Prep period payment of up to 12 licensed employees (9.4.b.4) • Additional hours for para professional (9.4.b.4) • Incentives for student growth in the program (Climate 9.4.b.4) Citation: Curriculum Associates. (2019). Open the pathway to success. Retrieved from curriculumassociates.com/products/i-ready.
#2 By the end of the 2019-2020 schoolyear, 28% of our EL students in grades 6-8 will be proficient in reading as indicated on the Smarter Balance assessment.	**Action Step 1:** Implement i-Ready Program for Tier 2 interventions for students with trained personnel (strategy 9.4.b.3) EBI level 3 Associated Costs: • Purchase i-Ready program license (9.4.b.3) • Prep period payment of up to 12 licensed employees (9.4.b.4) • Additional hours for para professional (9.4.b.4) • Incentives for student growth in the program (Climate 9.4.b.4) Citation: Curriculum Associates. (2019). Open the pathway to success. Retrieved from curriculumassociates.com/products/i-ready
#3 By the end of the 2019-2020 schoolyear, 30% of our economically disadvantaged students in grades 6-8 will be proficient in math as indicated on the Smarter Balance assessment.	**Action Step 1:** Implement Dream Box program for Tier 2 interventions for students with trained personnel ((strategy 9.4.b.3) EBI level 1 Associated Costs: • Purchase Dream Box program license (9.4.b.3) • Prep period payment of up to 12 licensed employees (9.4.b.4) • Incentives for student growth in the program (Climate 9.4.b.4) Citation: Center for Research and Reform for Education. (2019). Evidence for ESSA: Dreambox learning. Retrieved from https://www.evidenceforessa.org/programs/math/elementary/dreambox-learning

#4 By the end of the 2019-2020 schoolyear, 24% of our EL students in grades 6-8 will be proficient in math as indicated on the Smarter Balance assessment.	**Action Step 1:** Implement Dream Box program for Tier 2 interventions for students with trained personnel ((strategy 9.4.b.3) EBI level 1 Associated Costs: • Purchase Dream Box program license (9.4.b.3) • Prep period payment of up to 12 licensed employees (9.4.b.4) • Incentives for student growth in the program (Climate 9.4.b.4) Citation: Center for Research and Reform for Education. (2019). Evidence for ESSA: Dreambox learning. Retrieved from https://www.evidenceforessa.org/programs/math/elementary/dreambox-learning

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 FRL students.

Coordinated Funding
None

Appendix C: School Level SB178 State Grant Assurances

NEVADA DEPARTMENT OF EDUCATION

GENERAL INFORMATION

NAME OF DISTRICT/AGENCY: Douglas

NAME OF SCHOOL: Carson Valley Middle School

FISCAL YEAR: 2019-2020

GRANT/PROGRAM NAME: **SB178**

APPLICATION CERTIFICATION

I hereby certify that, to the best of my knowledge, the information in this application is correct.

SUBGRANTEE ASSURANCES

The SUBGRANTEE assures, if awarded a grant, subgrant, or contract:
The State Agency shall hold all SUBGRANTEES to the provisions within the applicable Nevada Revised Statute (NRS) that govern the funds passed through the STATE Agency to the SUBGRANTEE.

SPECIFIC SB178 PROGRAM ASSURANCES:

B. The SB178 school has completed the planning process, including mandatory consultation meetings.
C. The SB178 school ensures funds will only be used for the allowable purposes defined in Sections 9.4 and 9.5.
D. The SB178 school verifies the programs, services, and strategies implemented with funds will meet the evidence-based intervention criteria as indicted in SB178.

STATE REGULATIONS

Shall hold the SUBGRANTEE to the provisions established by the STATE AGENCY which govern the funds and program:

1. **ASSUMES RESPONSIBILITY**
   The SUBGRANTEE assumes full responsibility for the overall program which includes: fiscal administration, timely submission of required reports, program management including personnel, and meeting the goals and objectives in the approved grant application.

2. **AGREES TO FULLY COMPLY**

   The SUBGRANTEE agrees to fully comply with the evaluation team that will evaluate the effectiveness of this grant. Noncompliance may affect the SUBGRANTEE'S eligibility in future sub-awards from NDE or result in forfeiture of remaining funds.

3. **AGREES TO DEOBLIGATION**

   The SUBGRANTEE agrees that any funds not committed for expenditures by the end of the grant cycle will be deobligated to State general fund with the Annual Financial Report.

4. **WILL SUBMIT FINAL FINANCIALS**

   The SUBGRANTEE will submit the Final Financials to the Nevada Department of Education (NDE) within 30 days or less from the end of the grant cycle. Noncompliance will result in ineligibility for future sub-grant cycles.

5. **BUDGET REQUESTS MADE IN WRITING AND APPROVED**

   All requests for budget amendments must be made in writing and approved by the Local Education Agency prior to expenditure of funds.

6. **AGREES TO COMPLY WITH NDE REQUIREMENTS**

   That the SUBGRANTEE agrees to comply with NDE's requirement to submit supporting source documentation with reimbursement requests which will ensure that all costs charged to state grants are allowable.

7. **DOCUMENTS CLEAR AND READILY AVAILABLE**

   The documentation for all transactions, controls and other significant events must be clear and readily available for examination upon request. All documentation such as invoices or contracts, etc. should be maintained at the SUBGRANTEE's principal place of business. If they are not, the SUBGRANTEE must bear the cost of making original documents available for examination by the State.

8. **TEACHERS AND INSTRUCTIONAL AIDES SHALL BE CERTIFIED**

   Personnel employed as teachers and instructional aides by the SUBGRANTEE or personnel contracted to provide such service to the SUBGRANTEE shall be certified pursuant to the provisions of NRS 386.590 (as amended by Senate Bill 509 of the 2015 Session of the Nevada Legislature, Chapter 238, Statutes of Nevada (2015).

9. **MAINTAIN EFFECTIVE CONTROL AND ACCOUNTABILITY**

   The SUBGRANTEE shall maintain effective control and accountability for all grant funds, property, and other assets. Good internal control necessitates that fiscal responsibilities be clearly established. Accounting functions should be separated to the fullest extent possible so that no one person authorizes, executes, and approves the same transactions. Policies covering personnel and accounting procedures and separation of duties must be documented in a policies and procedures manual or other similar document.

10. MAINTAIN CONTINUING RESPONSBILITY

The SUBGRANTEE must maintain continuing responsibility for the overall program. This includes the establishment of written policies and procedures for program operations. The following areas must not be delegated to subrecipients or persons who are not employees or officials of the SUBGRANTTEE organization:

a. Being informed of and accountable for all program income and expenditures;
b. Performance of timely written evaluations of the program, and monitoring of established goals and objectives as written in the program's grant award;
c. Financial reports and all other reports required by NDE including monthly Requests for Funds, required quarterly progress reports and final program reports (as applicable);
d. Administration of the program in accordance with each agency's administrative practice.

11. IMMEDIATE NOTIFICATION ON LEGAL ACTION OR NEGATIVE PUBLICITY

SUBGRANTEES must notify the Education Programs Professional immediately regarding any legal action or negative publicity related to grant-funded events, activities, services, purchases, or outreach.

12. COMPLIANCE OF SUBRECIPIENTS

All instructions, requirements, rules and regulations for grants administered through the SUBGRANTEE are applicable to subgrantees, contracts or other mechanisms passing on these funds. It is the responsibility of the SUBGRANTEE to ensure compliance of subrecipients through monitoring, reporting, site visits, fiscal reviews or other means. NDE may implement probationary measures with the SUBGRANTEE for noncompliance.

13. INDIRECT COSTS

Indirect costs are not allowed on State grants or contracts to school districts, or charter schools. All non-profit organizations, NSHE or other entities, which are funded in whole or in any part with State funds, must submit a copy of their approved Indirect Cost Rate Request to receive indirect funds prior to award.

14. DISPUTING A DECISION

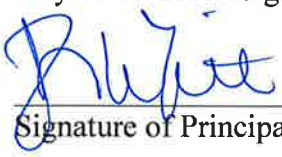
Decisions made by Education Program Professionals must be based on the grant agreements, approved budgets, grant assurance, written program policies and procedures, and written fiscal policies and procedures including those in the State Administrative Manual (SAM) and in any Nevada Revised Statute or state regulations and guidance that apply to the funding source. If a SUBGRANTEE disagrees with a decision, the SUBGRANTEE has the option to dispute the decision by taking the following steps:

a. Request in writing that the Education Programs Professional provide:
    1. Documentation upon which a decision is based. Written response will be made within seven (7) working days.
    2. If the disagreement is still unresolved, request in writing that the matter be reviewed by the NDE Program Director, whose decision will be final and will not be open to further discussion or challenge.

3. All interactions will be conducted with honesty, courtesy, and respect. It is essential that a professional relationship be maintained in order to properly administer the grant and provide effective services in the community.

4. Conduct that interferes with the administration of the grant or negatively impacts the ability to provide effective program services may result in termination of the grant after NDE carefully reviews the circumstances.
5. Timeliness of report submission will be tracked and noted in the grant file. Any extensions or exceptions to requirements must also be noted in the grant file.

Failure to comply with the terms and conditions detailed above may result in the loss of state funds and may be considered grounds for the suspension or termination of this grant.



Signature of Principal

Nancy K. White
Print Name of Principal

10-17-2019
Date

Carson Valley Middle School
Print Name of School

Signature of District Representative Assisting in the Development of the SB178 SPP Addendum

Print Name of District Representative Assisting in the Development of the SB178 SPP Addendum

Douglas County
District/Organization

AGENDA AND SIGN IN SHEET
SB 178 FUNDING MEETING
OCTOBER 16, 2019

1. Explanation of grant and requirements
2. Identification of students and areas of need
3. Discussion of possible interventions
4. Discussion of possible teachers/parapros for interventions
5. Create SMART goals and Action Steps
6. Complete the application

NAME	ROLE	SIGNATURE
Meg Getty	Teacher	
Lin Falkner	teacher	
Anita Swearingen	EL teacher	
Heather Lamb	Teacher	
Natalie Frias	Teacher	
Kelly Hoffman	PTO president/parent	
Ann Felte	Counselor	
Sarah Peterson	Vice Principal	

CVMS SIGN IN SHEET FOR: SB 178 Meeting

Date: 10/17/19

Certified Staff	Signature
Abawi, Angela	
Blane, Dana	
Briscoe, Shanda	
Buma, Margurite	
Bytheway, Robert	
Carter, Jason	
Celio, Jennifer	
Chambers, Stacey	
deLeón, Rebecca	
Derosiers, Susan	
Falkenhagen, John	
Falkner, Lin	
Felte, Ann	
Frias, Natalie	
Getty, Mary	
Gleason, Annie	
Groman, Christine	
Hamzik, Niki	
Harrell, Stacy	
Higman, Pam	
Huff, Kevin	
James, Heidi	
Kilgore, Jennifer	
Klein, Emily	
Kuehner, Heather	
Kuhlmann, Holly	
Laca, Amanda	
Lamb, Heather	

Wendi Walmed

Leiknes, Elizabeth	E. Leiknes
Lozada Ocampo, Julie	
McKeon, Tamar	
Norris, Michelle-Jacklynn	
Park, Unkyung	
Peters, Jamie	
Rzepkowski, Grace	
Smyth, Carly	
Swearingen, Anita	
Tollmann, Beckie	BTollmann
Tretton, Matthew	
Classified Staff	**Signature**
Aldridge, Jennifer	
Benbrooks, Mekoh	
Bingham, Monica	
Buntin, Leslie	
Crockett, Ann	
Dixon, Staci	
Downes, Jeanette	
Duingan, Viki	
Grant, Nora	
Hyman, Teri	
Matheson, MaryAnn	
Mitchell, Michael	
Owen, Troy	
Padavani, Maritza	
Severns, Deb	
Tatom, Teri	
Vangelderen, Anginette	