

Allocation: \$176,400.00

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
Robert Taylor Elementary School	Kimberly Basham	Reece Oswalt	Dr. Deanna Jaskolski

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
Licensed	Strategist	1	No, SB 178	\$88,205.51	\$88,205.51
Licensed	Strategist	1	No, Split fund 0.0125% General fund and 99.9875% SB 178	\$88,205.51	\$88,194.49
Total Personnel= 2					\$176,400

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Supplies & Services

Description	Quantity	Unit Cost	Total
Total Supplies & Service			0

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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	Robert Taylor Elementary School	Kimberly Basham

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:3	# of:15	# of:3
% of:5%	% of: 27%	% of:5%

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: 9/15/2020; 9/21/2020	Leadership Team Meeting; SOT
Type:	1. School organizational Team (SOT) Yes <u> X </u> No <u> </u> 2. Parent and Staff Meeting Yes <u> X </u> No <u> </u> a. Percentage of parents at SOT meeting: <u> 1 </u> % b. Percentage of parents of the eligible students at this SOT meeting: <u> 1 </u> %
Results:	Team members provided input on the importance of supporting growth and proficiency to students in grades 2-5 and the need for continued intervention in both reading and math.

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

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

2020 – 2021 SMART Goals

Student Subgroup	School SMART Goals
ELA ED/FRL Students	Increase the percent of economically disadvantaged (ED) students proficient in ELA from 28.3% 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 28.6% to 47.2% by 2021 as measured by state summative assessments.
Math ED/FRL Students	Increase the percent of economically disadvantaged (ED) students proficient in math from 29.5% 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 28.6% 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. <u> X </u> 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)
	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
X	4. The hiring of personnel to implement an academic intervention supported by EBI levels 1-3

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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
	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)	
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	9.4.b.4				
Funds allocated for the strategy	\$176,400				
Estimated Number of Students Participating in the strategy	147				

Identify Strategy Implemented from Section 9.5			
Funds Allocated for the Strategy			
Estimated Number of Teachers Participating in the Strategy			

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Part IV. Action Steps

Goal	Action Step Description
Increase the percent of economically disadvantaged (ED) students proficient in ELA from 28.3% to 51.9% by 2021 as measured by state summative assessments.	Action Step 1: Hiring of personnel to implement an academic intervention supported by EBI levels 1-3 (Lexia EBI Level 2)(9.4b.4) Associated Expenses: • 1 Learning Strategist: \$88,205.51(9.4b.4) • 1 Learning Strategist: \$88,194.49(9.4b.4) Citation: 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.
Increase the percent of English Language Learners (ELL) proficient in ELA from 28.6% to 47.2% by 2021 as measured by state summative assessments.	ST Math (EBI Level: 3) Rutherford, T., Farkas, G., Duncan, G., Burchinal, M., Kibrick, M., Graham, J., ... Martinez, E. (2014). A Randomized Trial of an Elementary School Mathematics Software Intervention: Spatial-Temporal Math. <i>Journal of Research on Educational Effectiveness</i> , 7(4), 358–383. http://doi.org/10.1080/19345747.2013.856978
Increase the percent of economically disadvantaged (ED) students proficient in math from 29.5% to 44.9% by 2021 as measured by state summative assessments.	Corrective Reading (EBI Level: 1) Torgesen, J., Schirm, A., Castner, L., Vartivarian, S., Mansfield, W., Myers, D., ... Institute of Education Sciences (ED), W., DC. (2007). National Assessment of Title I. Final Report. Volume II: Closing the Reading Gap--Findings from a Randomized Trial of Four Reading Interventions for Striving Readers. NCEE 2008-4013. National Center for Education Evaluation and Regional Assistance. Retrieved from eric. (National Center for Education Evaluation and Regional Assistance.
Increase the percent of English Language Learners (ELL) proficient in math from 28.6% to 42% by 2021 as measured by state summative assessments.	

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

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Senate Bill 178 funds are coordinated with Strategic Funds, Grants, and Title I dollars to ensure that every child first has strong Tier I instruction in the classroom and the appropriate assessments administered to identify and target student groups for intervention services in the reading center, math center, and for after-school tutoring.