

Senate Bill 178

During the 79th Legislative Session, Senate Bill (SB) 178 was passed to prioritize additional per-pupil allocations to provide support for students performing in the bottom quartile of student achievement who are Free and Reduced Lunch (FRL) and/or English Language Learners (ELL). Funding was prioritized; beginning with 1 and 2-star schools, and then to 3-star schools until the funds allocated to the Clark County School District were exhausted. The information provided below includes information which focused on the components of the plan.

School Information

Name of School	Name of Principal	Name of SAS
Hummel ES	Erica Etienne	Felicia Gonzales

Student Demographic Information

Ethnicity	Student Number	Percent
Asian	3	13.6
Black	3	13.6
Caucasian	7	31.8
Hispanic	7	31.8
Alaskan Native/Native American	0	0.0
Multiracial	1	4.5
Pacific Islander	1	4.5
English Learners	4	18.2
Free or Reduced Lunch	22	100

Allocation and Coordinated Funding

Allocation Amount	\$141,600.00
Coordinated Funding	<p>Senate Bill 178 Funding coupled with the school budget and Title 1 funding will support programs and initiatives established at Hummel Elementary School to improve the academic achievement of the students that scored in the bottom quartile. Specifically, all funds (Title I, General Funds, ELL funding, Grants, and Community partnerships) are coordinated in an effort to improve Tier I and Tier II instruction.</p> <p><i>Read by Three</i> funds have allowed us to purchase a literacy specialist. This position's primary responsibility is to coach teachers and certified temporary tutors on the implementation and use of Tier I literacy and math instructional strategies along with Tier II Intervention Leveled Literacy Intervention Kits.</p>

Plan

The Academic Unit worked collaboratively with the Research Department to identify students in the bottom quartile at each school. Schools refined the initial list taking into account any specific factors that affected each student, inherent transiency and instructional practice.

Consultation meetings were held with parents, legal guardians, and/or School Organizational Teams to determine the needs of pupils and preferred services.

Date(s) of Meeting(s)	Teacher-Leader Cadre Budget Planning Meetings (9/22/17) Teachers/Staff Collaboration Meetings (9/20/17,10/18/17, 11/07/17) SOT Meetings (9/21/17, 10/5/17, 11/2/17)
Audience	Teacher, Staff Members Parents
Feedback	Information on SB 178 funding, requirements and monitoring were shared. Needs identified from the teacher-leaders, teachers and staff and the School Organizational Team meetings revealed a need to focus on the following: <ul style="list-style-type: none"> • A common valid and reliable formative and summative assessment. • An academic intervention via the implementation of relevant curriculum. • Implementation of retention incentives/reimbursement. • incentives/professional development for teachers or other licensed personnel serving ELL/EL students and have obtained endorsement. • Wraparound services to adequately support students being served by the above interventions.

Measurable Goals

Measurable goals for the 2017-2018 and 2018-2019 school years were developed and aligned with the Every Student Succeeds Act (ESSA).

School Year	Goal(s)
2017-2019	By the end of the 2018-19 school year, 61.2% of third through fifth grade students will be proficient in reading. By the end of the 2018-19 school year, 48.5% of third through fifth grade students will be proficient in math.
2017-2018 ELA measurable objective:	Increase the percent of students scoring above the 50th percentile on the R-CBM measure using AIMSWeb assessments from October 2017 to May 2018. 1st Grade: 73% to 83% 2nd Grade: 69% to 79% 3rd Grade: 72% to 82% 4th Grade: 77% to 87% 5th Grade: 67% to 77%
2018-2019 ELA measurable objective:	Increase the percent of students scoring above the 50th percentile on the R-CBM measure using AIMSWeb assessments from October 2018 to May 2019. 1st Grade: 83% to 93% 2nd Grade: 79% to 89% 3rd Grade: 82% to 92% 4th Grade: 87% to 97% 5th Grade: 77% to 87%
2017-2018 Math measurable objective:	Increase the percent of students scoring above the 50th percentile on the MCOMP measure using AIMSWeb assessments from October 2017 to May 2018. 1st Grade: 75% to 85% 2nd Grade: 51% to 61% 3rd Grade: 53% to 63%

<p>2018-2019 Math measurable objective:</p>	<p>4th Grade: 55% to 65% 5th Grade: 70% to 80%</p> <p>Increase the percent of students scoring above the 50th percentile on the MCOMP measure using AIMSWeb assessments from October 2018 to May 2019.</p> <p>1st Grade: 85% to 95% 2nd Grade: 61% to 71% 3rd Grade: 63% to 73% 4th Grade: 65% to 75% 5th Grade: 80% to 90%</p>
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Action Steps

The following actions steps were developed and implemented, which include programs and services and supports that meet the Every Student Succeeds Act research tiers, Evidence-based Initiative (EBI).

Action Step	Description
<p>With EBI programs and/or services to meet goal 1 and objectives: Goal 1 and 2 increase reading and math proficiency.</p>	<p>Action Step 1: Implement an academic intervention via the administration of a common valid and reliable formative and summative assessment. (MAP, EBI: 4).</p> <p>Associated Expenses: \$3,250.00</p> <p>1. 4th and 5th grade Measures of Academic Progress (MAP) licenses EBI Level: 4 Citation: Dahlin, M. and Tarasawa, B. (2013, January). A LEVEL PLAYING FIELD. How College Readiness Standards Change the Accountability Game. Retrieved, from Retrieved September 7, 2017 https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_20134000.pdf Rationale: In the current K12 education environment, data is used to make important decisions everyday. Understanding assessments and data literacy are thus essential for all education stakeholders, from teachers and parents to administrators and policymakers.</p> <p>Measures of Academic Progress (MAP) will provide a school-wide Interim Assessment System for Grades K-5. This system will integrate Measures of Academic Progress (MAP), NWEA’s computer-adaptive growth assessment aligned to Nevada Content Standards, containing high-quality items that are immediately scored and available for adjusting instructional practice. Teachers can utilize data provided immediately after a MAP administration to customize instruction to meet the needs of their students. Northwest Evaluation Association provides assessment, research, and professional development expertise to support Clark County School District’s comprehensive assessment framework as well as its strategic goals tied to high quality instruction, continuous improvement and effective communication through better use of data.</p> <p>Action Step 2: Implement an academic intervention via the implementation of relevant curriculum. (Leveled Literacy Intervention, EBI: 3)</p> <p>Associated Expenses: \$53,847.00</p> <p>1. Licensed teacher/Certified Temporary Tutors (4)</p>

<p>With EBI programs and/or services to meet goal 3 and objectives: Increase the percent of staff members trained in cultural competency.</p>	<p>EBI Level: 3 Citation: Leveled Literacy Intervention System. (n.d.). Retrieved September 7, 2017, from http://www.intensiveintervention.org/chart/academic-intervention-chart/13641 Rationale: The Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention designed for children who perform below grade-level expectations in reading and writing. LLI serves those students who need intensive support to achieve grade-level competency through explicit instruction in reading, writing, and word work combined with opportunities for increased language modeling and oral language development. Specific strategies for English language learners are included in the instructional plan. The academic area of focus is reading (including phonological awareness, phonics/word study, comprehension, fluency, vocabulary, spelling, and oral language development) and writing (including spelling, sentence construction, and writing in response to reading to increase comprehension). Each LLI system includes a collection of leveled books based on ten text characteristics to provide enough support and challenge for the reader so that he/she can be successful and make steps toward grade-level goals.</p> <p>Action Step 1: Implement retention incentives/reimbursement incentives/professional development for teachers or other licensed personnel serving EL students and have obtained endorsement.</p> <p>Associated Expenses: \$14,160.00 Retention incentives for teachers Reimburse teachers working toward TESL endorsement Conferences (If sending teachers to conferences include travel, conference registration, etc. as associated expenses) Professional development supported by evidence-based intervention levels 1 – 3. SB 178 funding allows for retention incentives for teachers or other licensed educational personnel, not inclusive of administrators, who serve pupils who are English learners and who have obtained an endorsement relating to English language acquisition and development. Additionally, candidates for retention incentives must serve students who score in the bottom 25th percentile of proficiency and who do not have an individualized education plan (IEP). The following range was reached by using current Victory Schools’ Recruitment and Retention Pay Category 1 as a model. Not only will this range allow flexibility for SB178 principals, but it also provides consistency between Victory and SB178 schools. Category 1 \$250.00 - \$1,000.00 • All effective-highly effective licensed teachers (Pre-K – 12) who have an endorsement relating to English language acquisition at all SB 178 Schools. When retention pay is provided, the same retention pay will be provided to all teachers within that designated area at that school.</p>
<p>With EBI programs and/or services to meet goal 3 and objectives: Increase the percent of staff</p>	<p>Action Step 1: Implement wraparound services to adequately support students being served by the above interventions (School Counselor, EBI: 4) (9.4: E3) Associated Expenses: \$70,343.00</p>

<p>members trained in cultural competency.</p>	<p>1. Hire a licensed school counselor. EBI Level: 4 Citation: Blank, M. R. (2009, October 31). A Coordinated Effort: Well-Conducted Partnerships Meet Students' Academic, Health, and Social Service Needs. Retrieved September 7, 2017, from https://eric.ed.gov/?id=EJ863914</p> <p>Rationale: To support our student goals, we will have a full-time school counselor on our campus. The study shows how students improve performance better when counselors serve as support centers allowing teachers to focus on instruction.</p> <p>The school counselor will implement the comprehensive guidance and counseling program according to the <i>State of Nevada's School Counseling Program Student Standards</i> which are aligned with the national standards set forth by the <i>American School Counselors Association (ASCA)</i>. The employee, utilizing leadership, advocacy, and collaboration, will participate in a school counseling program that promotes and enhances academic achievement, personal/social growth, and career development for elementary students. This person will be expected to adhere to the Clark County School District's Professional Domains and Standards for Licensed Employees and report directly to the school site administrator.</p>
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