

Allocation: \$253,200.00

**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
Bunker Elementary School	Pauline Mills	Scarlett Perryman	Dustin Mancl

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	Teacher	1	SB178		\$88,206.00
Licensed	Strategist	1.56	SB178		\$137,600
Support	TFA	0.69	SB178		\$26,611
Total Personnel= 4.25					\$252,417

Allocation: \$253,200.00

Supplies & Services

Description	Quantity	Unit Cost	Total
Aimsweb Plus Licenses	120	\$780.0	\$780.0
Total Supplies & Service			\$780.0

Allocation: \$253,200.00

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	Berkeley Bunker ES	Pauline Mills

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: 0	# of: 2 are 1st Year Probationary 4 are 2nd Year Probationary 3 are 3rd Year Probationary	# of: 0
% of: 0	% : 1st Year Probationary - 3% 2nd Year Probationary - 7% 3rd Year Probationary - 5%	% of: 0

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:	9/2/20 (Staff), 9/9/20 (PLC), 9/22/20 (SOT), 9/23/20 (Staff), 9/25/20 (Staff)and 9/25/20 SOT approval
Type:	1. School organizational Team (SOT) Yes <input checked="" type="checkbox"/> No ___ 2. Parent and Staff Meeting Yes <input checked="" type="checkbox"/> No ___ a. Percentage of parents at SOT meeting: 3% b. Percentage of parents of the eligible students at this SOT meeting: 5%
Results:	Parents and staff members fully support the action steps and associated expenses outlined in the SB178 plan.

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

Allocation: \$253,200.00

depend on the current status of the ED and EL students. Refer to the tables in Appendix A of the SB178 Guidance Document, to closely align your SMART goal for “ED” and “EL” students in ELA and math with the state indicators.

- ELA example (Elementary): Increase the percent of economically disadvantaged (ED) students proficient in English language arts (ELA) from 45% to 51.9% by 2021, as measured by state summative assessments.
- Math example (Elementary): Increase the percent of economically disadvantaged (ED) students proficient in mathematics from 36% to 44.9% by 2021, as measured by state summative assessments.

2020 – 2021 SMART Goals

Student Subgroup	School SMART Goals
ELA ED/FRL Students	Increase the percent of Free and Reduced Lunch (FRL) students proficient in ELA from 42.7% 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 37.5% to 47.2% by 2021 as measured by state summative assessments.
Math ED/FRL Students	Increase the percent of Free and Reduced Lunch (FRL) students proficient in math from 30.8% 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 30% 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. __x__ Academic interventions	
	1. A reading or literacy center (EBI levels 1-4)

Allocation: \$253,200.00

x	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

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. <u>x</u> Additional supporting services necessary to adequately support services described in a-d:	
x	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	9.4.e.1	9.4.b.2		
Funds allocated for the strategy	\$225,806	\$26,611	\$780.0		
Estimated Number of Students Participating in the strategy	250	250	120		

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

Allocation: \$253,200.00

Part IV. Action Steps

- State the action steps you will take to meet long-term goals
 - Include SB178 strategy
 - Include programs and services meeting ESSA EBI levels 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
<p>Academic Interventions Increase the percent of Free and Reduced Lunch (FRL) students proficient in ELA from 42.7% to 51.9% by 2021 as measured by state summative assessments.</p> <p>Increase the percent of English Language Learners (ELL) proficient in ELA from 37.5% to 47.2% by 2021 as measured by state summative assessments.</p> <p>Increase the percent of Free and Reduced Lunch (FRL) students proficient in math from 30.8% to 44.9% by 2021 as measured by state summative assessments.</p> <p>Increase the percent of English Language Learners (ELL) proficient in math from 30% to 42% by 2021 as measured by state summative assessments.</p>	<p>Action Step 1: The hiring of personnel to implement an academic intervention supported by EBI levels 1-3 (ReadyGEN, EBI Level 3)(Investigations, EBI Level 3).(9.4 b.4)</p> <p>Associated Expenses:</p> <ul style="list-style-type: none"> ● 1 Licensed Teachers and 1.56 STEM Integration Strategists (\$225,806)(9.4.b.4) ● 120 AimsWeb Licenses (\$780.00)(9.4.b.2) <p>Citations: ReadyGEN EBI Level 3 Vilcheck, Ann. "ReadyGEN Field Summary Report." Pearson Learning Services, December 2016. Pearsonscool.com. August, 2017.</p> <p>Investigations EBI Level 3 Gatti, G., & Giordano, K. (2010). Gatti Evaluation Inc.: Pittsburg, PA</p> <p>Aimsweb Plus (120 Licences) for Progress Monitoring EBI Level 2 (140 more licenses with will purchased from our Title 1 Budget and RBG3 Budget) 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>

Allocation: \$253,200.00

<p>Additional supporting services necessary to adequately support services described in a-d</p> <p>Increase the percent of Free and Reduced Lunch (FRL) students proficient in ELA from 42.7% to 51.9% by 2021 as measured by state summative assessments.</p> <p>Increase the percent of English Language Learners (ELL) proficient in ELA from 37.5% to 47.2% by 2021 as measured by state summative assessments.</p> <p>Increase the percent of Free and Reduced Lunch (FRL) students proficient in math from 30.8% to 44.9% by 2021 as measured by state summative assessments.</p> <p>Increase the percent of English Language Learners (ELL) proficient in math from 30% to 42% by 2021 as measured by state summative assessments.</p>	<p>Action Step 2:</p> <p>To assist families with attendance plans, wrap around services, and target support for academics and the social emotional welfare of the bottom quartile of students. Parent and family engagement programs and services. (9.4 e.1)</p> <p>Associated Expenses:</p> <ul style="list-style-type: none">• Hire 1 Split funded Teacher Family Assistant (\$26,611)(9.4 e.1) <p>Citations:</p> <p>Wraparound Services (Elementary) EBI Level 4</p> <p>Brunns, E.J. & Sutter, J. C (2010) Summary of the wraparound evidence base. In E.J. Bruns & J.S. Walker (Eds.), The resource guide to wraparound. Portland, OR: National Wraparound Initiative from https://nwi.pdx.edu/NWI-book/Chapters/Brunns-3.5-(evidence-base).pdf</p> <p>Rationale:</p> <p>To assist families with attendance plans, wrap around services, and target support for academics and the social emotional welfare of the bottom quartile of students.</p>
--	--

Allocation: \$253,200.00

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
<ul style="list-style-type: none">● Title 1 - \$280,125 <p>The goal of Bunker Elementary School is to become more closely aligned with STEM Academy schools. The decision of the SOT to purchase a STEM/Humanities position out of Strategic Budget will create an interdisciplinary approach to instruction that resembles knowledge used in real life by integrating science, technology, engineering and math. By braiding the strategic, Title 1, SB 178 funds, we are able to increase staff, provide targeted accelerated interventions to enrich and motivate our bottom quartile of students. The staff will participate in data driven decisions that will impact student achievement. Family engagement and partnerships will be strengthened through a wrap around approach to ensure family efficacy. Continuing the Family Learning Center to provide opportunities for families to engage in University of Family Learning courses (FACES). (Staff allocated through the combination of the budgets will allow a needs assessment to be conducted and address concerns such as attendance challenges. Increased attendance will impact the overall success of our students by ensuring that quality instruction can be delivered each day.</p> <ul style="list-style-type: none">● Title III - \$10,626 <p>Increasing the professional capacity of teachers with EL strategies and techniques through professional development opportunities, both during and after the contract day, will in turn increase student achievement for our ELs. Registration fees will be provided for teachers to attend the Q-Tel conference in 2021.</p>

- **Title 1 - \$280,125**

The goal of Bunker Elementary School is to become more closely aligned with STEM Academy schools. The decision of the SOT to purchase a STEM/Humanities position out of Strategic Budget will create an interdisciplinary approach to instruction that resembles knowledge used in real life by integrating science, technology, engineering and math. By braiding the strategic, Title 1, SB 178 funds, we are able to increase staff, provide targeted accelerated interventions to enrich and motivate our bottom quartile of students. The staff will participate in data driven decisions that will impact student achievement. Family engagement and partnerships will be strengthened through a wrap around approach to ensure family efficacy. Continuing the Family Learning Center to provide opportunities for families to engage in University of Family Learning courses (FACES). (Staff allocated through the combination of the budgets will allow a needs assessment to be conducted and address concerns such as attendance challenges. Increased attendance will impact the overall success of our students by ensuring that quality instruction can be delivered each day.

- **Title III - \$10,626**

Increasing the professional capacity of teachers with EL strategies and techniques through professional development opportunities, both during and after the contract day, will in turn increase student achievement for our ELs. Registration fees will be provided for teachers to attend the Q-Tel conference in 2021.