

**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 25<sup>th</sup> percentile**

**Part I. School Information**

Name of District	Name of School	Name of Principal
Elko County School District	Elko High School	Tim Wickersham

**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: 14	# of: 2
% of: 0%	% of: 21%	% of: 3%

**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:

2. Type of Consultation Meeting:

a. School Organizational Team (S.O.T.)

Yes  No

b. Parent and Staff Meeting:

Yes  No

1) Percentage of parents at this S.O.T. meeting: 60%

2) Percentage of parents of the eligible students at this S.O.T. meeting: 30%

3. Results of the meeting: Members of the S.O.T. unanimously decided that the ELL program at EHS needs a complete overhaul. We have new staff and making gains in ELL performance is an imperative for our school. It was decided that we needed to learn much more about what an effective ELL program looks like. Maria Ortega, the ELL instructor, has forged contacts in Clark County and with Nevada TESOL. We have made arrangements to participate in conference calls with both Clark County ELL staff and Nevada TESOL. We have arranged to have Nevada TESOL come to deliver professional development to our entire staff in January. In addition, we have tentatively agreed to send four EHS staff members to Clark County to observe current practices and discuss program design with Clark County school district authorities. We agreed that Maria should be sent to the WIDA Conference this Fall in Rhode Island to learn how to deliver instruction that will increase our students' performance on the WIDA Assessment. We also studied the proposal from Solution Tree to deliver professional development to our core staff and administration. Overall, it was recognized that our ELL performance is and has been a very difficult problem and it

is time to address it in a concrete manner. It is our intent to create the first fully functional, effective ELL program at EHS.

**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.

**2019 – 2020 SMART Goals**

Student Subgroup	School SMART Goals
ELA Economically Disadvantaged Students	Given that 18.5% of our FRL students attained proficiency on the 2019 administration of the ACT assessment in ELA, by the end of the 2019-20 school year, <b>30%</b> of our FRL students will be proficient in ELA.
ELA EL Students	Given that 0% of our 11 <sup>th</sup> grade EL students attained proficiency on the 2019 administration of the ACT assessment in ELA, by the end of the 2019-20 school year, <b>10%</b> of our 11 <sup>th</sup> grade EL students will be proficient in ELA.
Math Economically Disadvantaged Students	Given that 10.9% of our FRL students attained proficiency on the 2019 administration of the ACT assessment in Math, by the end of the 2019 school year, <b>18%</b> of our FRL students will be proficient in Math.
Math EL Students	Given that 0% of our 11 <sup>th</sup> grade EL students attained proficiency on the 2019 administration of the ACT assessment in Math, by the end of the 2019-20 school year, <b>10%</b> of our 11 <sup>th</sup> grade EL students will be proficient in Math.

**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
  - 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.  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
  - 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
  - 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	TUTORING	HOME VISITS	ACT BOOT CAMP	NEWCOMER ELL PROGRAM	
Funds Allocated for the Strategy	\$8,000 (Three ELL staff, tutoring 3 lunch hours per week, for 28 weeks at \$30/hour)	\$6,000 (wages) and \$10,000 (Potential Medical/Dental/Vision expenses) (Three staff members making 60 total evening visits of one hour duration)	\$16,000 (100 ELL and FRL students at \$149 per student)	\$5,000 (25 Rosetta Stone licenses for EL newcomers at \$155 per license); ACCESS Newcomer Resource package (\$500); Class set of book <u>The House on Mango Street</u> (\$500)	
Estimated Number of Students Participating in the Strategy	25-75	30	50	25	

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

Identify Strategy Implemented from Section 9.4	<b>COLLEGE AND CAREER CENTER</b>	<b>CLARK COUNTY VISITATION</b>	<b>WIDA CONFERENCE ATTENDANCE</b>		
Funds Allocated for the Strategy	\$60,000 (Hardware, software, publications, periodicals, and furniture to establish CCR Center)	\$2,000 (Fuel, meals, lodging for travel to Las Vegas to observe effective ELL practices hosted by CCSD staff)	\$2,000 (Airfare, meals and lodging for travel to and from Rhode Island to attend for Maria Ortega, ELL Instructor)		
Estimated Number of Students Participating in the Strategy	1,275	120	120		

Identify Strategy Implemented from Section 9.5	<b>SOLUTION TREE PROFESSIONAL DEVELOPMENT FOR ELL</b>		
Funds Allocated for the Strategy	\$16,000 (Two days of on-site in-service training at \$6,500/day plus materials.		
Estimated Number of Teachers Participating in the Strategy	30		

**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
<p>Given that 18.5% of our 11<sup>th</sup> grade FRL students attained proficiency on the 2019 administration of the ACT assessment in ELA, by the end of the 2019-20 school year, <b>30%</b> of our 11<sup>th</sup> grade FRL students will be proficient in ELA as measured by the 2020 ACT administration.</p>	<p><b>Action Step 1:</b></p> <p>Provide opportunity for 75 FRL students to attend ACT Boot Camp in February of 2020 to prepare for the state ACT administration on 2/25/20. (Strategy 9.4.a.5)</p> <p>Associated Costs:</p> <ul style="list-style-type: none"> <li>• \$149 tuition per student payable to Tutors Across America (9.4.A.5)</li> </ul> <p><b>Action Step 2:</b></p> <p>Implement focused tutoring for FRL students underperforming in ELA at lunch and after school using the IXL program as a remedial tool. (Strategy 9.4.b.3; 9.4.a.3)</p> <ul style="list-style-type: none"> <li>• Purchase of 1 ChromeBook cart (9.4.b.3)</li> <li>• Purchase of site license for IXL ELA program for grades 9-12 (9.4.b.3)</li> </ul> <p><b>Action Step 3:</b></p> <p>WIDA Conference attendance and Clark County Visitation to support and reinforce new and existing strategies for ELL.</p> <ul style="list-style-type: none"> <li>• Airfare, lodging, and meals for ELL Teacher to attend WIDA Conference in Rhode Island (9.4.e)</li> <li>• Fuel, lodging, and meals for four staff members to visit Clark County ELL programs. (9.4.e)</li> </ul>

Given that 0% of our 11<sup>th</sup> grade ELL students attained proficiency on the 2019 administration of the ACT assessment in ELA, by the end of the 2019-20 school year, **10%** of our 11<sup>th</sup> grade ELL students will be proficient in ELA.

**Action Step 1:**

Provide opportunity for 25 ELL students to attend ACT Boot Camp in February of 2020 to prepare for the state ACT administration on 2/25/20. (Strategy 9.4.a.5)

- \$149 tuition per student payable to Tutors Across America (9.4.A.5)

**Action Step 2:**

Implement home visits for the lowest performing quartile of our ELL subgroup as measured by performance on the WIDA Assessment. (Strategy 9.4.e.1,2,3)

- Wages for three staff members (2 classified, 1 certified) to make a 1 hour visit to 30 student homes on two occasions during the 2019-20 school year. (9.4.e.1)
- Reserve \$10,000 for social, psychological or healthcare services identified as necessary for student academic success during home visits. (9.4.e.3)

**Action Step 3:**

Implement cohesive protocol for newcomer ELL students (Strategy 9.4.b.3)

- Purchase of 25 licenses for Rosetta Stone language acquisition program. (9.4.b.3)
- Purchase of ACCESS Newcomers Program Package. (9.4.b.3)

**Action Step 4:**

Design and implement a comprehensive school plan to improve performance of ELL subgroup. (Strategy 9.5.a)

- Purchase one day of professional development for core teachers from Solution Tree. (Strategy 9.5.a)
- Purchase of one day of design and consultation for administration from Solution Tree. (Strategy 9.5.a)
- Purchase of associated materials. (Strategy 9.5.a)

Goal	Action Step Description
<p>Given that 10.9% of our FRL students attained proficiency on the 2019 administration of the ACT assessment in Math, by the end of the 2019 school year, <b>18%</b> of our FRL students will be proficient in Math.</p>	<p><b>Action Step 1:</b></p> <p>Implement focused tutoring for FRL/ELL students underperforming in Math at lunch and after school using the IXL program as a remedial tool. (Strategy 9.4.b.3; 9.4.a.3)</p> <ul style="list-style-type: none"> <li>• Purchase of 3 ChromeBook carts (9.4.b.3) to utilize current subscription of IXL Math in currently scheduled tutoring programs.</li> <li>• Wages for three bi-lingual aides to assist ELL students in lunch and after school tutoring for 3 hours each. (9.4.b.4)</li> </ul> <p>Citation: (Added for the use of existing IXL program funded out of General Fund)</p> <p>“The IXL Effect”, (2016, February) Measuring the Impact of IXL Math and IXL Language Arts in California Schools. Retrieved from: <a href="https://www.ixl.com/research/Impact-of-IXL-in-California.pdf">https://www.ixl.com/research/Impact-of-IXL-in-California.pdf</a></p>

Goal	Action Step Description
<p>Given that 0% of our 11<sup>th</sup> grade EL students attained proficiency on the 2019 administration of the ACT assessment in Math, by the end of the 2019-20 school year, <b>10%</b> of our 11<sup>th</sup> grade EL students will be proficient in Math.</p>	<p><b>Action Step 1:</b></p> <p>Implement focused tutoring for FRL/ELL students underperforming in Math at lunch and after school using the IXL program as a remedial tool. (Strategy 9.4.b.3; 9.4.a.3)</p> <ul style="list-style-type: none"> <li>• Purchase of 3 ChromeBook carts (9.4.b.3) to utilize current subscription of IXL Math in currently scheduled tutoring programs.</li> </ul> <p>Wages for three bi-lingual aides to assist ELL students in lunch and after school tutoring for 3 hours each. (9.4.b.3)</p> <p>Citation: (Added for the use of existing IXL program funded out of General Fund)</p> <p>“The IXL Effect”, (2016, February) Measuring the Impact of IXL Math and IXL Language Arts in California Schools. Retrieved from: <a href="https://www.ixl.com/research/Impact-of-IXL-in-California.pdf">https://www.ixl.com/research/Impact-of-IXL-in-California.pdf</a></p>

**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.

<b>Coordinated Funding</b>
<p><b>Zoom:</b> Currently, Zoom funds are used to employ a full-time ELL aide and a half-time ELL aide. This funding stream also provides software licenses (Achieve 3000) for all ELL students, who utilize this literacy program in their ELL Study Skills class (required).</p> <p><b>General Fund:</b> We have used general fund to purchase IXL Math licenses for all students enrolled in Pre-Algebra. Students enrolled in this course are those who have been identified (via transcript and standardized testing) as being academically unprepared to take Algebra I. 54% of students enrolled in Pre-Algebra have been identified as economically disadvantaged and/or ELL.</p>