

**Senate Bill 178 2018-2019
Licensed and Support Staff Positions**

Please provide the following information regarding the licensed and support staff positions that are being funded through you SB178 plan.

Name of School	Name of Principal	School Associate Superintendent	Performance Zone
Las Vegas High School	Debbie Brockett	Rebecca Kaatz	7

Licensed Positions

List of Licensed Positions (learning strategist, math teacher, etc.)	Is this a NEW position (will this position require an additional person on staff?) (yes or no)	How was this position previously funded? (not applicable, strategic, etc.)	Additional Information
APEX Teacher	No	Senate Bill (SB) 178	APEX Math Fundamentals
Math Teacher	No	SB 178	
TESL, English	No	General Budget	
Math Teacher	No	General Budget	
Math Teacher	No	General Budget	
Math Teacher	No	General Budget	

Support Staff Positions

List of Support Staff Positions (instructional aide, clerk, etc.)	Is this a NEW position (will this position require an additional person on staff?) (yes or no)	How was this position previously funded? (not applicable, strategic, etc.)	Additional Information
None			

Senate Bill 178 2018-2019
Appendix B
 Nevada Department of Education

Name of District	Name of School	Name of Principal
Clark County School District	Las Vegas High School	Debbie Brockett

School Staffing Information:

Vacancies FT Licensed educational personnel	Probationary licensed educational personnel	Substitute teachers for 20 or more consecutive days (long-term substitutes)
# of: Two	# of: 26	# of: 4
% of: 1 (122 licensed)	% of: 21 (121 Licensed)	% of: 4%

Consultation meeting with parents, legal guardians, or organization team to determine needs of pupils and preferred services for pupils:

Question	Answer
Date of meeting	April 17, 2018
Identify audience of consultation meeting	James Sammons (Teacher); Sean Klus (Teacher); Jen Clarke (Parent); David Pectol (Parent); Makenzie Floyd (Student); Maggie Newman (AP)
Specific results of consultation meeting	The Parent-Teacher-Student Team reviewed the data to determine the learning needs of the students performing in the bottom quartile. They identified the continued use of a research-based targeted intervention program that provides students with additional minutes of instruction, a system that provides opportunities for students to increase credit proficiency, and building consistency on campus among teachers as key levers in increasing student proficiency. They voted to approve the SB 178 plan.

School Growth Targets Data

Grade Level	Growth Targets Data
9 - 12	2018-2019 End of Course (EOC) English Language Arts (ELA) data: <ul style="list-style-type: none"> ● ELA I-73% pass rate ● ELA II-73.1% pass rate 2018-2019 EOC Math data: <ul style="list-style-type: none"> ● Math I-78.1% pass rate ● Math II-43.4% pass rate 2018-2019 ELA ACT score to 18.3 2018-2018 Math ACT score to 18.3 2018 Graduation rate: 93% 2018-2019 WIDA data: Proficient (35%) <ul style="list-style-type: none"> ● Bridging: 30% ● Reaching:5%

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2-year Measurable Goals:

School Biennium	School Goals
2017-2019	<ol style="list-style-type: none"> 1. By the end of the 2018-2019 school year, 73.0 % of students will be proficient in EOC ELA I. 2. By the end of the 2018-2019 school year, 73.1 % of students will be proficient in EOC ELA II. 3. By the end of the 2018-2019 school year, 78.1 % of students will be proficient in EOC Math I. 4. By the end of the 2018-2019 school year, 43.4 % of students will be proficient in EOC Math II. 5. By the end of the 2018-2019 school year, 92% of students will graduate from Las Vegas High School with each subgroup increasing their graduation rate by 2 - 6%. 6. By the end of the 2018-2019 school year, Las Vegas High School juniors will increase their composite ACT scores from 15.8 to 18.3. 7. By the end of the 2018-2019 school year, 51.0% of ELL students will reach English language proficiency (Bridging and Reaching). 8. Increase the graduation rate of EL students to 51.7% by 2018 and 56.3% by 2019. 9. Increase the graduation rate of FRL students to 71.5% by 2018 and 73.9% by 2019

Measurable objectives with rigorous growth targets

Please write measurable objectives for ELA and Math based on the needs assessment and community input meetings; can add additional measurable objectives, if needed.

Measurable Objective School Year and Type	Measurable Objective Description
2017-2018 ELA measurable objective:	<ol style="list-style-type: none"> 1. By the end of the 2017-2018 school year, the number of proficient students in EOC ELA I reading assessment will increase from 37.3%-55.55%. <p>At the first six-week check during the 2017-2018 school year, the number of proficient students in IXL ELA reading assessment will increase by 6% from baseline data score.</p> <p>At the second six-week check during the 2017-2018 school year, the number of proficient students in IXL ELA reading assessment will increase 12% from baseline data score.</p>

	<p>At the third six-week check during the 2017-2018 school year, the number of proficient students in IXL ELA reading assessment will increase from 18% from baseline data score.</p> <p>2. By the end of the 2017-2018 school year, the number of proficient students in EOC ELA II writing assessment will increase from 68.9%-71.0%.</p> <p>At the first six-week check during the 2017-2018 school year, the number of proficient students in IXL ELA writing assessment will increase 6% from baseline data score.</p> <p>At the second six-week check during the 2017-2018 school year, the number of proficient students in IXL ELA writing assessment will increase from 12% from baseline data score.</p> <p>At the third six-week check during the 2017-2018 school year, the number of proficient students in IXL ELA writing assessment will increase 18% from baseline data score.</p> <p>3. By the end of the 2017-2018 school year, juniors will increase their English ACT score from 14.0 to 16.15.</p> <p>4. By the end of 2017-2018 school year, juniors will increase their Reading ACT score from 16.0 to 17.15.</p> <p>5. By the end of the 2017-2018 school year, the number of English language proficient (Bridging and Reaching) students will increase from 3.38% to 27.19%.</p>
<p>2018-2019 ELA measurable objective:</p>	<p>1. By the end of the 2018-2019 school year, the number of proficient students in EOC ELA I reading assessment will increase from 55.55%-73.0%.</p> <ul style="list-style-type: none"> ● At the first six-week check during the 2018-2019 school year, the number of proficient students in IXL ELA reading assessment will increase 6% from baseline data score. ● At the second six-week check during the 2018-2019 school year, the number of proficient students in IXL ELA reading assessment will increase by 12% from baseline data score. ● At the third six-week check during the 2018-2019 school year, the number of proficient students in IXL ELA reading assessment will increase by 18% from baseline data score. <p>2. By the end of the 2018-2019 school year, the number of proficient students in EOC ELA II writing assessment will increase from 71.0%-73.1%.</p>

	<p>At the first six-week check during the 2018-2019 school year, the number of proficient students in IXL ELA writing assessment will increase by 3% from baseline data score.</p> <ul style="list-style-type: none"> ● At the second six-week check during the 2018-2019 school year, the number of proficient students in IXL ELA writing assessment will increase by 6%. ● At the third six-week check during the 2018-2019 school year, the number of proficient students in IXL ELA writing assessment will increase by 9%. ● <p>3. By the end of the 2018-2019 school year, juniors will increase their English ACT score from 16.15 to 18.3.</p> <p>4. By the end of 2018-2019 school year, juniors will increase their Reading ACT score from 17.15 to 18.3.</p> <p>5. By the end of the 2018-2019 school year, the number of English language proficient (Bridging and Reaching) students will increase from 12.77% to 35.0%.</p>
<p>2017-2018 Math measurable objective:</p>	<p>1. By the end of the 2017-2018 school year, the number of proficient students in EOC Math I assessment will increase from 66.9%-72.5%.</p> <ul style="list-style-type: none"> ● At the first six-week check during the 2017-2018 school year, the number of proficient students in IXL Algebra I assessment will increase by 5% from baseline data score. ● At the second six-week check during the 2017-2018 school year, the number of proficient students in IXL Algebra I assessment will increase by 10% from baseline data score. ● At the third six-week check during the 2017-2018 school year, the number of proficient students in IXL Algebra I assessment will increase by 15% from baseline data score. <p>2. By the end of the 2017-2018 school year, the number of proficient students in EOC Math II assessment will increase from 38.7%-41.05%.</p> <ul style="list-style-type: none"> ● At the first six-week check during the 2017-2018 school year, the number of proficient students in IXL Geometry assessment will increase by 2% from baseline data score. ● At the second six-week check during the 2017-2018 school year, the number of proficient students in IXL Geometry assessment will increase by 4% from baseline data score. ● At the third six-week check during the 2017-2018 school year, the number of proficient students in IXL Geometry assessment will increase by 6% from baseline data score. <p>3. By the end of the 2017-2018 school year, juniors will increase their Math ACT score from 16.3 to 17.3.</p>

2018-2019 Math measurable objective:	<p>1. By the end of the 2018-2019 school year, the number of proficient students in EOC Math I assessment will increase from 72.5%-78.1%.</p> <ul style="list-style-type: none"> ● At the first six-week check during the 2018-2019 school year, the number of proficient students in IXL Algebra I assessment will increase by 4% from baseline data score. ● At the second six-week check during the 2018-2019 school year, the number of proficient students in IXL Algebra I assessment will increase by 8% from baseline data score. ● At the third six-week check during the 2018-2019 school year, the number of proficient students in IXL Algebra I assessment will increase by 12% from baseline data score. <p>2. By the end of the 2018-2019 school year, the number of proficient students in EOC Math II assessment will increase from 41.05%-43.4%. At the first six-week check during the 2018-2019 school year, the number of proficient students in IXL Geometry assessment will increase by 2% from baseline data score.</p> <ul style="list-style-type: none"> ● At the second six-week check during the 2018-2019 school year, the number of proficient students in IXL Geometry assessment will increase 4% from baseline data score. ● At the third six-week check during the 2018-2019 school year, the number of proficient students in IXL Geometry assessment will increase 6% from baseline data score. <p>3. By the end of the 2018-2019 school year, juniors will increase their Math ACT score from 17.3 to 18.3.</p>
2018-2019 Graduation	By the end of 2018-2019 school year, the graduation rate will increase by 3% from the 2016-2017 graduation rate.
2018-2019 Credit Deficiency	End of each semester, the number of students showing credit deficiency will decrease by 2%.

Select SB 178 strategies that will help your school meet your goals and objectives.
(SB 178 section 9.4 & 9.5)

Sec 9.4 90% of funds				
a. <input checked="" type="checkbox"/> Extended learning opportunities (EBI levels 1-4)				
1. <input checked="" type="checkbox"/> Summer Academy	2. <input type="checkbox"/> Intersession academy	3. <input checked="" type="checkbox"/> Program providing learning opportunities for children	4. <input type="checkbox"/> An extended school day	5. <input checked="" type="checkbox"/> Learning opportunity delivered at another time when school is not in session blank]

		before or after school		
b. <input checked="" type="checkbox"/> Academic interventions				
1. <input type="checkbox"/> A reading or literacy center (EBI levels 1-4)	2. <input type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> The hiring of personnel to implement an academic intervention supported by EBI levels 1-3 .	
c. <input type="checkbox"/> Early childhood interventions, including, without limitation, a prekindergarten program that meets the standards for quality established by the Department.				
d. <input type="checkbox"/> Any other strategy designed by the public school and approved by the Department.				
e. <input type="checkbox"/> Additional supporting services necessary to adequately support services described in a-d:				
<input type="checkbox"/> 1. Parent and family engagement programs and services	<input type="checkbox"/> 2. School climate and culture programs	<input type="checkbox"/> 3. Social, psychological, or health care services to pupils and their families, including, but not limited to, counseling and wrap-around services.		

§ 9.5 10% of funds
<input checked="" type="checkbox"/> a. Professional development supported by evidence-based intervention levels 1 – 3.
<input type="checkbox"/> 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.
<input checked="" type="checkbox"/> c. Retention incentives for teachers or other licensed educational personnel serving EL students and have obtained endorsement

Action Steps

- Describe the steps you will take to meet each goal and objective that includes programs and services meeting ESSA EBI tiers 1-4, and
- Include the citation of the research for the programs and/or services (in APA or MLA)

Action Step Type	Action Step Description
	<p>Action Step 1: Implement data-driven Academic Interventions for Math via an extended learning opportunity via summer academy and after school tutoring/credit retrieval (9.4: A1, A5, A3, B3, B4) using an Evidenced-Based Program (IXL and APEX EBI: 3).</p> <p>Students will be identified through multiple sources of data, to ensure we are focusing our targeted remediation on the lowest 25% with an intense focus on the</p>

students with an identified risk factor, while also increasing the achievement levels of all students.

EBI Level: 3

Associated Expenses: \$343,726

- IXL Program: \$20,700
- Prep Buyouts: \$30,000
- 4 Math Teachers: \$275,016
- Summer Academy: \$3,300
- Coaching Days: \$5,500
- Professional Development: \$9,210
 - ACT Training
 - IXL Training
 - iReady Diagnostic

Citation:

APEX Learning (2017) A study of the Impact of Apex Learning Digital Curriculum on Credit Recovery Student Outcomes Year 1. (September 8, 2017). Retrieved from

<https://cdn.apexlearning.com/al/dallas-credit-recovery-yr2-efficacy-study.pdf>

Measuring the Impact of **IXL Math** and IXL Language Arts in California Schools. (2016, February 29). Retrieved from

<https://www.ixl.com/research/Impact-of-IXL-in-California.pdf>

Action Step 2: Implement data-driven Academic Interventions for ELA via after school tutoring/credit retrieval (9.4: A.3, B3, B4) using an Evidenced-Based Program (IXL and APEX EBI: 3)

Students will be identified through multiple sources of data, to ensure we are focusing our targeted remediation on the lowest 25% with an intense focus on the students with an identified risk factor, while also increasing the achievement levels of all students.

Teachers will participate in the following trainings: IXL training in both Math and ELA to support their understanding of the IXL program and usage in the classroom; ACT through MasterPrep to train teachers on preparing students for ACT; and, onsite training for i-Ready diagnostic training; and professional coaching by assigned teachers.

TESL endorsed teachers will receive a retention stipend for remaining at Las Vegas High School and working directly with ELL students. (9.5b)

EBI Level: 3

Associated Expenses: \$262,474

- IXL Program: \$20,700
- Chromebooks/Carts: \$12,382
- Prep Buyouts: \$37,716
- ELL Teacher: \$79,333
- APEX Teacher: \$79,333
- Summer Academy: \$3,300
- TESL Endorsement Incentive: \$15,000
- Coaching Days: \$5,500
- Professional Development: \$9,210
 - ACT Training
 - IXL Training
 - iReady Diagnostic

Citation:

APEX Learning (2017) A study of the Impact of Apex Learning Digital Curriculum on Credit Recovery Student Outcomes Year 1. Retrieved September 8, 2017, from <https://cdn.apexlearning.com/al/dallas-credit-recovery-yr2-efficacy-study.pdf>
 Measuring the Impact of IXL Math and IXL Language Arts in California Schools. (2016, February 29). Retrieved from <https://www.ixl.com/research/Impact-of-IXL-in-California.pdf>

Coordinated Funding

Las Vegas High School has shown success in increasing the graduation rate through the use of smaller class sizes, integration of technology, and extended day opportunities for students. We have implemented teacher-made remediation programs and APEX, and the online IXL program. Using this program we will be able to ensure we have remediation for all students, with targeted remediation for the lowest 25% of students. The SB 178 budget will enable us to provide two positions for math remediation sections and APEX credit retrieval sections that otherwise would not be possible for us this year. This is vital, as these three positions ensure the success of many students with risk factors such as ELL and/or FRL.

Additionally, we already have Chromebooks available to integrate the IXL program but we can supplement that current technology to ensure ALL teachers using the program have access to the technology. Furthermore, we were successful with offering an on-site summer school program, independent from CCSD in 2016- 2017, and will be able to ensure we can again offer this program in the 2018-2019 school year.

Furthermore, we have a large ELL population, and with this funding, we will be able to increase the efficacy of our teachers while also offering them an incentive to continue to work within a Title I school, with the students that benefit most from their knowledge. Our Title I funds have continuously been focused on reducing class sizes to meet the individual needs of students, with intense focus on the “at-risk” population of students. As demands to lower class sizes increased, we had to eliminate the extended opportunities for students to get remediation within the school day and with these funds we can continue to expand learning opportunities for students. We have been successful in maintaining our staff through

years, but as the demands of the job and the accountability measures heighten, offering them financial reward will allow us to keep our highly-effective teachers on staff.