

## Senate Bill 178

During the 79<sup>th</sup> 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
Richard C. Priest Elementary School	Pamela Hays	Dr. Jeff Geihs

### Student Demographic Information

Ethnicity	Student Number	Percent
Asian	0	0.0
Black	41	43.6
Caucasian	9	9.6
Hispanic	41	43.6
Alaskan Native/Native American	0	0.0
Multiracial	3	3.2
Pacific Islander	0	0.0
English Learners	28	29.8
Free or Reduced Lunch	84	89.4

### Allocation and Coordinated Funding

Allocation Amount	
	\$274,800.00
Coordinated Funding	<p>Priest Elementary School utilized a variety of funding sources including strategic budget, Title I and Title I Turnaround in addition to SB 178. These budgets were used to purchase programs such as <i>ST Math</i>, <i>Fast ForWord</i>, <i>Front Row</i>, and <i>Lexia</i>. All of these programs have web-based components to them. Students cannot consistently access these programs in their classrooms with the current technology resources on campus. Providing teachers a Chromebook for each student through SB 178 funding allowed students to access the content in each program at a consistent and meaningful manner. SB 178 also provided additional staffing for 1 licensed interventionist and 2 certified-temporary tutors (CTT) to assist with intervention utilizing the previous mentioned programs.</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)	8/24/17, 9/14/17, 11/2/17
Audience	Teachers, support staff, parents, School Organizational Team (SOT)
Feedback	The principal met with members of all stakeholder groups including teachers, parents and support staff. Teachers represented each grade level as well as specialists. Feedback provided was predominantly positive and in agreement with the proposed budget expenditures. Parents supported the use of licensed intervention teachers at the primary grades to provide evidence based interventions to prepare students for Nevada Ready Read by Grade 3 expectations; tutor identified students in math and reading; train staff on the programs to ensure implementation fidelity; technology to implement evidence-based program.

### 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	<p>By the end of the 2018-19 school year, 57% of all students will be proficient in reading as measured by smarter balanced assessment.</p> <p>By the end of the 2018-2019 school year 41.4% of all EL students will be proficient in reading as measured by smarter balanced assessment.</p> <p>Increase the percent of 3rd- 5th grade EL students proficient in reading to 38.4% by 2018 and 41.4% by 2019.</p> <p>Increase the percent of 3rd- 5th grade EL students proficient in math to 32.4% by 2018 and 35.8% by 2019.</p> <p>Increase the percent of 3rd- 5th grade FRL students proficient in reading to 44% by 2018 and 46.8% by 2019.</p> <p>Increase the percent of 3rd- 5th grade FRL students proficient in math to 35.7% by 2018 and 39% by 2019.</p>

### 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
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<p>Goal 1: Increase reading proficiency</p>	<p>Action Step 1: Implement data driven Academic Interventions using Evidence Based Program (<i>FastForWord</i>, EBI:3) (9.4, B3, B4)</p> <p>Associated Expenses:</p> <ol style="list-style-type: none"> <li>1. Hire 1 teacher and 2 certified-temporary tutor</li> <li>2. Purchase curriculum, <i>Fast ForWord</i> Beginning Reading Grades K-3</li> <li>3. Technology – Chromebooks and charging carts</li> <li>4. Professional development and collaboration for staff substitute release with Capstone</li> </ol> <p>EBI Level 3</p> <p>Citation: <a href="https://ies.ed.gov/ncee/wwc/Study/76621">https://ies.ed.gov/ncee/wwc/Study/76621</a> Improved language skills by children with low reading performance who used <i>Fast ForWord</i> Language. Scientific Learning Corporation (2004).</p> <p>Rationale: <i>Fast ForWord</i> is an approved SB 178 vendor and is implemented in Turnaround Schools. Technology is necessary to ensure students can access the instructional activities provided. Hiring intervention staffing will provide direct support to primary grades for full implementation.</p>
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<p>Goal 2: Increase math proficient</p>	<p>Action Step 1: Implementation of relevant curriculum/software blended learning and intervention lessons for math during before/after school tutoring.(9.4b3).</p> <p>Associated Expenses:</p> <ol style="list-style-type: none"> <li>1. Provide after school tutoring with <i>Classworks: Classbloom Mathematics</i> software program</li> <li>2. Extra-duty pay for teachers providing tutoring</li> <li>3. Assess students at the end of tutoring sessions to obtain growth data.</li> </ol> <p>EBI Level 3</p> <p>Citation: curriculumadvantage.com; THE Journal2009_AltEducationSC.pdf, Bridget McCrea</p> <p>Rationale: To support our student goals, we will provide before/after school tutoring to all struggling students with <i>Classbloom</i>. <i>Classworks/Classbloom</i> is a proven learning program that provides struggling students in math with a combination of computer assisted instruction and small group direct teacher instruction.</p>
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