

**Senate Bill 178 Summary
Form A**

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 may also be 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 focuses on the components of the plan. A final version of this form will be posted on your website.

School Information

Name of School	Name of Principal	Name of SAS
Priest ES	Pamela Hays	Dr. Jeff Geihs

Student Demographic Information for Bottom Quartile Performing Students

Ethnicity	Student Number	Percent
Asian	0	0.0
Black	21	44.7
Caucasian	2	4.3
Hispanic	21	44.7
Alaskan Native/Native American	1	2.1
Multiracial	2	4.3
Pacific Islander	0	0.0
English Learners	14	29.8
FRL	47	100

Allocation and Coordinated Funding

Allocation Amount	\$285,600.00
Coordinated Funding	<p>Title 1 Funds provided the addition of two classroom teachers and two building strategists utilized for behavior management and data analysis.</p> <p>Read By Grade 3 - provided 1 literacy strategist.</p> <p>ELL funds supplied after school tutoring and substitute release for ELL protocol walk thoughts</p> <p>21st Century Learning Centers provided funds for extended after school programming.</p> <p>1003(a) provides an external vendor for school improvement supports.</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)	9/25/2018 and 10/09/2018
Audience	SOT Members and parent audience
Feedback	Voting members were in agreement with outlined services for 2018-2019 allocations and supports. Clarification for strategists roles within the building and the external vendor choice was provided during question and answer.

Measurable Goals

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

School Year	Goal(s)
2018-2019	<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
	<p><u>Action Step 1</u>: Provide blended learning opportunities through the administration of a common, valid and reliable formative and summative assessment, implementation of relevant curriculum or software (FastForWord, Front Row, Evaluate, EBI: 3), and the hiring of personnel to implement an academic intervention. (9.4: b3, b4)</p> <p>Action Step 1: Progress Monitoring Summary</p>

Number of Students Targeted in this Action Step	Number of Students Making Progress Towards ESSA Targets	Success Rate (%)	Assessment(s) and/or Metric(s) Used to Monitor Student Progress
285/582	205	22%	FastForWord
285/585	285	54%	Front Row/Freckle
285/449	95	7%	Evaluate

Mid-course Adjustment(s): The original rollout of the FastForWord was targeted only for students at Tier 3 levels of need, but we determined it would benefit all students at Priest ES.

Action Step 2: Program providing learning opportunities for children before or after school.

Action Step 2: Progress Monitoring Summary

Number of Students Targeted in this Action Step	Number of Students Making Progress Towards ESSA Targets	Success Rate (%)	Assessment(s) and/or Metric(s) Used to Monitor Student Progress
285/582	205	22%	FastForWord
285/585	285	54%	Front Row/Freckle
285/449	95	7%	Evaluate

Mid-course Adjustment(s): Programs have been integrated into after school tutoring with 21st Century.

Action Step 3: Social, psychological, or health care services to pupils and their families, including, but not limited to, counseling and wrap-around services.

Action Step 3: Progress Monitoring Summary

Number of Students Targeted in this Action Step	Number of Students Making Progress Towards ESSA Targets	Success Rate (%)	Assessment(s) and/or Metric(s) Used to Monitor Student Progress
758	758	1%	Daily attendance from comparative months 2017 and 2018

Mid-course Adjustment(s): none

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