

## 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
Jerome D. Mack Middle School	Roxanne James	Jeffrey Geihs

### Student Demographic Information

Ethnicity	Student Number	Percent
Asian	3	0.7
Black	81	18.3
Caucasian	23	5.2
Hispanic	316	71.3
Alaskan Native/Native American	1	0.2
Multiracial	13	2.9
Pacific Islander	6	1.4
English Learners	212	47.9
Free or Reduced Lunch	386	87.1

### Allocation and Coordinated Funding

Allocation Amount	\$570,000.00
Coordinated Funding	<p>This funding will work in concert with the support the school has received from HOPE2 , which provided one social worker, TITLE I, which provided tutors for the AVID program, and the support we have received from the English Language Learner (ELL) department for <i>Reading Horizons</i> and <i>Achieve 3000</i> prep-buys and programs. Additionally, the district is funding <i>ALEKS</i>, the program designed for the tutoring and math campus as well as <i>Evaluate</i>, a math and reading interim tester, to formatively assess student progress. Additionally, the strategic budget will fund \$22 dollar an hour monies to fund mentoring for each teacher to meet with five to eight students per week for at least one hour for the duration of the school year.</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)	8/21/17
Audience	School Organizational Team (SOT) members plus one community member
Feedback	<p>On 8/21/17, the SOT discussed possible interventions/programs to support the learning needs of students scoring in the bottom quartile, English Language Learner (ELL) students, and Free and Reduced Lunch (FRL) students that the SB 178 support could be used for, such as: Extended learning opportunities through Smarter Balanced Assessment Consortium (SBAC) boot camps, and after-school math tutoring to provide supports for students in areas of skill deficits; a counselor to promote students' academic attainment by connecting students and families to wraparound services and supports; two Spanish teachers to provide literacy in our ELL students' first language in order to promote the academic achievement of English Language Learners literacy in English, and expanding the <i>AVID</i> program so that FRL/ELL students have the supports they need to take challenging coursework (accelerated classes) in order to matriculate to AP and honors classes after promotion to high school. Additionally, the use of a grade level <i>Achieve 3000</i> teacher in order to promote literacy to our lowest learners.</p> <p>Additionally, the need to purchase <i>Achieve 3000</i> for the use in both the Spanish literacy classes and in the regular <i>Achieve 3000</i> classes. Plan was submitted to the SOT and they voted to support the plan (7-0).</p>

**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)
End of 2018-19	<ul style="list-style-type: none"> <li>By the end of 2018-2019, 54% of all students will be proficient in reading as measured by the SBAC English Language Arts (ELA) assessment.</li> <li>Increase the percent of 6th- 8th grade ELL students proficient in reading to 20.3% by 2018 and 24.3% by 2019 as measured by the SBAC ELA assessment.</li> <li>Increase the percent of 6th- 8th grade FRL students proficient in reading to 41.4% by 2018 and 44.4% by 2019 as measured by the SBAC ELA assessment.[1]</li> <li>By the end of the 2018-2019 school year, 36% of all students will be proficient in math as measured by the SBAC math assessment.</li> <li>Increase the percent of 6th- 8th grade ELL students proficient in math to 16% by 2018 and 20.2% by 2019 as measured by the SBAC math assessment.</li> <li>Increase the percent of 6th- 8th grade FRL students proficient in math to 25.5% by 2018 and 29.2% by 2019 as measured by the SBAC math assessment.[2]</li> </ul>

**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
Provide intensive instruction to build skills	We expanded the opportunities for students currently performing in the bottom quartile which is 92 students, to have access to an evidenced-based class that that not only promotes motivation and perseverance, but college readiness and success in rigorous accelerated classes in middle school in order to put them on

<p>Provide instructional support for Long Term English Language Learner (LTELL) students</p>	<p>track for Advance Placement and International Baccalaureate coursework in high school.  EBI 3: Black, A. C., Little, C. A., McCoach, D. B., Purcell, J. H., &amp; Siegle, D. (2008). Advancement Via Individual Determination: Method Selection in Conclusions About Program Effectiveness. <i>Journal Of Educational Research</i>, 102(2), 111-123. doi:10.3200/JOER.102.2.111-124</p> <p>We are providing reading support for the lowest readers in each of three grade levels 6-8 by utilizing a proven program, including small group learning opportunities for the lowest performing of the 285 LTELLs, ACHIEVE 3000.  EBI 3: Shannon, L., &amp; Grant, B-J. (2015). <i>An evaluation of the Achieve3000 programs</i>. Charlottesville, VA: Magnolia Consulting.</p>
<p>Support students in their first language to support literacy attainment in English.</p>	<p>We are providing reading and writing instruction serving 130 students in their first language (Spanish) in order to support literacy in a second language, English. Additionally, this allows students to gain credits in high school prior to leaving middle school, setting students up for later success.  EBI 3: <i>An evaluation of the Achieve3000 programs</i>. Charlottesville, VA: Magnolia Consulting.</p>
<p>Provide extended learning opportunities</p>	<p>We are providing extended learning opportunities for students currently performing in the bottom quartile after school and on Saturday boot camps in the math tutoring lab.  EBI 3: F. Hock, M., A. Pulvers, K., D. Deshler, D., &amp; B. Schumaker, J. (2001). The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD. <i>Remedial &amp; Special Education</i>, 22(3), 172.</p>
<p>Build home-school connections</p>	<p>A staff member promotes students' academic attainment through mentoring and by connecting students and families to wraparound services and supports for students currently performing in the bottom quartile. They also coordinate the mentoring and tutoring programs after school for this student population.  EBI 2; Alvarez, M. E., Bye, L., Bryant, R., &amp; Mumm, A. M. (2013). School Social Workers and Educational Outcomes. <i>Children &amp; Schools</i>, 35(4), 235-243.</p>