

**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
Mack MS	Roxanne James	Dr. Jeff Geihs

Student Demographic Information for Bottom Quartile Performing Students

Ethnicity	Student Number	Percent
Asian	5	1.2
Black	68	16.6
Caucasian	19	4.6
Hispanic	303	73.9
Alaskan Native/Native American	1	0.2
Multiracial	13	3.2
Pacific Islander	1	0.2
English Learners	216	52.7
FRL	406	99

Allocation and Coordinated Funding

Allocation Amount	\$603,600
Coordinated Funding	Title I: \$463,600 TurnAround: \$509,375 Strategic Budget: \$5,715,864 Hope Squared: \$60,000 1003a: 248,788 Set Aside: \$85,000

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)	April 9, 2018 & September 17, 2018
Audience	On 4/9/2018 and again on 8/17/18, the SOT discussed possible interventions/programs that the SB 178 support could be used for, such as: RTI time devoted each day to language acquisition, Extended learning opportunities through SBAC Boot Camps, and After-School Math Tutoring to provide supports for students in areas of skill deficits; 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 AVID program so that FRL/ELL students have the supports they need to take challenging coursework (accelerated classes) in order to

	<p>matriculate to AP and honors classes after promotion to high school . Additionally, the use of a grade level Achieve 3000 teacher in order to promote literacy to our lowest learners. Additionally, the need to purchase Achieve 3000 for the use in both the Spanish literacy classes and in the regular Achieve 3000 classes. Plan was submitted to the SOT and they voted to support the plan (7-0).</p>
Feedback	

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>All students will increase proficiency in ELA from 25.21% to 33.3% by 2019 as measured by state summative assessments.</p> <p>Increase the percent of English Learners achieving AGP toward English Language Proficiency from 23% to 27% by 2019 as reported on the Nevada School Performance Framework and measured by ELPA.</p> <p>Increase the percent of 6th-8th grade Free and Reduced Lunch students proficient in reading to 44.4% by 2019.</p> <p>All students will increase proficiency in math from 13.1% to 22% by 2019 as measured by state summative assessments.</p> <p>Increase the percent of 6th-8th grade English Learner students proficient in math to 20.2% by 2019.</p> <p>Increase the percent of 6th-8th grade Free and Reduced Lunch students proficient in reading to 29.2% 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>Action Step 1: The hiring of personnel to implement an academic intervention supported by EBI levels 1-3. (9.4.b.4) (AVID) teacher to expand the opportunities for students currently performing in the bottom quartile to have access to an evidenced based program that promotes college readiness and success in rigorous</p>

accelerated classes in middle school in order to put them on track for Advance Placement and International Baccalaureate coursework in high school.

Associated Costs:

Advancement Via Individual Determination (AVID) teacher.
(\$82,667.00)

EBI Level: 2

Citation:

Lee, L., Hughes, J., Smith, K., & Foorman, B. (2017). Coaches. An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement. Florida Center for Reading Research at Florida State University.

Black, A. C., Little, C. A., McCoach, D. B., Purcell, J. H., & Siegle, D. (2008). Advancement Via Individual Determination: Method Selection in Conclusions About Program Effectiveness. *Journal Of Educational Research, 102*(2), 111-123. doi:10.3200/JOER.102.2.111-124

Action Step 1: 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
36			

Mid-course Adjustment(s):

Action Step 2: 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-Implement data-driven Academic Interventions using an evidenced based program. Provide reading support for the lowest readers in each of three grade levels 6-8 by utilizing a proven program, ACHIEVE 3000 (EBI 1 9.4.b.3 and 9.4.b.4)

Associated Costs:

Five Achieve 3000 teachers to implement the program (\$447,006.00)

EBI Level: 1

Citation:

Shannon, L., & Grant, B-J. (2015). *An evaluation of the Achieve3000 programs*. Charlottesville, VA: Magnolia Consulting.

Lee, L., Hughes, J., Smith, K., & Foorman, B. (2017). Coaches. An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement. Florida Center for Reading Research at Florida State University.

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
627			

Mid-course Adjustment(s):

Action Step 3: The hiring of personnel to implement an academic intervention supported by **EBI levels 1-3-** Provide reading and writing instruction for 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.(Achieve 3000 EBI 1 9.4.b.3 and 9.5.c)

Associated Costs:

Two Spanish Language Teachers (\$148,079.00)
Retention incentives for teachers or other licensed educational personnel serving EL students and have obtained endorsement (\$8,000.00)

EBI level: 3

Citation:

Shannon, L., & Grant, B-J. (2015). *An evaluation of the Achieve3000 programs*. Charlottesville, VA: Magnolia Consulting.

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
343			

Mid-course Adjustment(s):