

**Senate Bill 178 Summary  
Form A**

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 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
Adcock ES	Wendy B. DeMille	Ronnie Guerzon

**Student Demographic Information for Bottom Quartile Performing Students**

Ethnicity	Student Number	Percent
Asian	8	1.25
Black	63	9.8
Caucasian	106	16.67
Hispanic	423	66.3
Alaskan Native/Native American	1	.16
Multiracial	29	4.55
Pacific Islander	8	1.25
English Learners	207	83.57
FRL	638	100

**Allocation and Coordinated Funding**

Allocation Amount	\$330,000.00
Coordinated Funding	Our school utilizes Title 1 funds to hire personnel. Title Strategist/Data support, CTT, and a class size reduction teacher. In addition funds were used to help with implementing Ready Gen. Title III funds are utilized on a CTT to pull intervention groups. Our General Budget for Accelerated Reader, Read by Grade 3, and literacy materials.

**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)	4/11/18; 5/14/18; 5/17/18; 8/24/18;9/12/18,10/25/18
Audience	School Organizational Team, Parents, Support Staff, and Licensed Staff

Feedback	Needs identified from the meetings revealed a need to focus on the following: Math intervention program Spatial Temporal Math (ST Math) Math strategist Reading program (Ready Gen) 3rd grade class size reduction teacher Humanities teacher Technology tied to program implementation
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**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>Increase the percent of students proficient in reading from 46.49% to 51.49% by the end of the 2018-2019 school year as measured by the Smarter Balanced Assessment in English Language Arts.</p> <p>Increase the percent of students proficient in Math from 34.8% to 42% by the end of the 2018-2019 school year as measured by the Smarter Balanced Assessment in Math.</p> <p>Increase the percent of 3rd- 5th grade English Learner (EL) students proficient in reading to 41% by 2019 as measured by state summative assessments.</p> <p>Increase the percent of 3rd- 5th grade Free and Reduced Lunch (FRL) students proficient in reading to 48% by 2019 as measured by state summative assessments.</p> <p>Increase the percent of 3rd- 5th grade English Learner (EL) students proficient in math to 44% by 2019 as measured by state summative assessments.</p> <p>Increase the percent of 3rd- 5th grade Free and Reduced Lunch students proficient in math to 48% by 2019 as measured by state summative assessments.</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
Increase proficiency rates in reading and Math..	<p><b>Action Step 1:</b> Implementation of relevant curriculum or software (ReadyGEN, EBI Level 3). <b>(9.4 b3)</b></p> <p>Associated Expenses: \$69,607.00</p> <p>Intervention Teacher to effectively implement program <b>(9.4 b4)</b></p> <ul style="list-style-type: none"> <li>● Licensed Teacher to effectively implement program <b>(9.4 b4)</b></li> <li>● ReadyGEN materials to support implementation of program <b>(9.4 b3)</b></li> </ul>

Citation: Vilcheck, Ann. "ReadyGEN Field Summary Report." Pearson Learning Services, December 2016. Pearsonscool.com. August, 2017.

**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
31			Ready- Gen Assessments, Maps data, Aims data

Mid-course Adjustment(s):

**Action Step 2: Implementation of relevant curriculum or software (ST Math, EBI Level 3). (9.4 b3)**

Associated Expenses: \$206,817.00

- Intervention Teacher to effectively implement program **(9.4 b4)**
- Licensed Teacher to effectively implement program **(9.4 b4)**
- Math interventionist to implement program, mentor/model effective program implementation for teachers, and work with CPD to sustain long-term implementation of effective math strategies. **(9.4 b4)**
- Professional Development through Math strategist on effective math strategies through book studies and peer coaching. **(9.5 a)**

Citation: Rutherford, T., Farkas, G., Duncan, G., Burchinal, M., Kibrick, M., Graham, J., ... Martinez, E. (2014). A Randomized Trial of an Elementary School Mathematics Software Intervention: Spatial-Temporal Math. *Journal of Research on Educational Effectiveness*, 7(4), 358–383. <http://doi.org/10.1080/19345747.2013.856978>

**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
579	579	100%	Reports from ST Math

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Mid-course Adjustment(s):

**Action Step 3:** Parent and family engagement programs and services, and school climate and culture programs. **(9.4 e2)**

Associated Expenses: \$68,218.00

- Extra Duty Pay for 2 support staff personnel community liaison and effectively implement family engagement (translate data/progress in identified intervention programs), and school climate and culture programs. **(9.4 b4)**
- 1 counselor to effectively support services to pupils and their families, including, but not limited to, counseling and wrap-around services. **(9.4 e3)**

Citation: Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J. (2009). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions*, 11(3), 113-144.

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
638			Parent Survey results, Sign-in sheets, Counselor log

Mid-course Adjustment(s):