

**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
Cox, C. ES	Butch Heiss	Dr. Jeff Geihs

Student Demographic Information for Bottom Quartile Performing Students

Ethnicity	Student Number	Percent
Asian	0	0.0
Black	12	17.9
Caucasian	1	1.5
Hispanic	53	79.1
Alaskan Native/Native American	0	0.0
Multiracial	1	1.5
Pacific Islander	0	0.0
English Learners	42	62.7
FRL	67	100

Allocation and Coordinated Funding

Allocation Amount	\$432,000
Coordinated Funding	Title I, Title I TAZ, Title III, Strategic Budget

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)	3/21/18, 4/18/18
Audience	Clyde Cox ES SOT
Feedback	All members agreed

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 2018-2019 school year 57% of students will be proficient in ELA as measured by annual Smarter Balanced Assessments.</p> <p>By the end of the 2018-2019 school year 48.5% of students will be proficient in math as measured by annual Smarter Balanced Assessments.</p> <p>Increase the percent of 3rd- 5th grade English Learner (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 Free and Reduced Lunch (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																				
Increase reading and math proficiency rates	<p><u>Action Step 1</u>: Implement relevant curriculum and software, iReady, which is supported by EBI level 2. (9.4b3). A reading or literacy center (EBI levels 1-4)(9.4 b1)</p> <table border="1" data-bbox="560 1402 1510 1738"> <thead> <tr> <th colspan="4">Action Step 1: Progress Monitoring Summary</th> </tr> <tr> <th>Number of Students Targeted in this Action Step</th> <th>Number of Students Making Progress Towards ESSA Targets</th> <th>Success Rate (%)</th> <th>Assessment(s) and/or Metric(s) Used to Monitor Student Progress</th> </tr> </thead> <tbody> <tr> <td>60</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Mid-course Adjustment(s): The original Clyde Cox SB 178 plan was written to include a teacher to monitor reading centers and to provide tier II interventions. Teachers were not available for hire, so the plan was adjusted to hire instructional assistants for the same duties. Instructional assistants are not</p>	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	60											
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available, so the plan was modified again for teacher prep buyouts three days/week to provide tier two interventions. Teachers have been meeting with their groups weekly. In addition, instructional strategist and a fourth grade teacher have been monitoring students instruction, tracking data and setting goals with identified SB178 students. Updates will be provided once the second diagnostic has been fully administered.

Action Step 2: Implement a summer school program, Reach For Reading , iReady, Everyday Math. (9.4a.1)

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
60			

Mid-course Adjustment(s): This step has not yet occurred.

Action Step 3: Implement relevant curriculum and software for blended learning and intervention lessons for reading and math, iReady, Accelerated Reader. (9.4b3)

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
60			

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