

**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
Carl ES	Brenda L. Swann	Jefferey Hybarger

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

Ethnicity	Student Number	Percent
Asian	2	4.5
Black	12	27.3
Caucasian	8	18.2
Hispanic	16	36.4
Alaskan Native/Native American	0	0.0
Multiracial	5	11.4
Pacific Islander	1	2.3
English Learners	3	6.8
FRL	44	100

**Allocation and Coordinated Funding**

Allocation Amount	\$240,000
Coordinated Funding	Title I: We paid for our Technology teacher with Title I funds this year to assist with implementation of i-Ready during specials. We also paid for a portion of i-Ready and the actual cost of the professional development from i-Ready through Title I funds. Our goal is to have one-to-one chromebooks this year so teachers can implement a blended learning model therefore between the SB 178 funds and Title I, we should be able to meet our goal, as well as replace some of the desktops to make i-Ready implementation much smoother for students and teachers. We also have had an analysis done regarding the bandwidth capabilities so we know how many people can get online at one time. If we run into issues, we have a plan to add additional access points or upgrades if needed.

**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)	August 24, 2017 - April 10, 2018
Audience	School Organizational Team (SOT)

Feedback	<p>Details regarding the SB 178 funding were shared. Options were discussed with the SOT during our August meeting including the following ideas:</p> <ul style="list-style-type: none"> <li>- Tutoring</li> <li>- Possible materials to increase effectiveness of Tier I instruction and intervention</li> <li>- Preschool</li> <li>- Saturday School</li> </ul> <p>Additional conversations and input was received at subsequent SOT meetings. The final plan for SB178 was presented &amp; approved on April 10, 2018.</p>
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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 ELA measurable objective:	<ol style="list-style-type: none"> <li>1. Increase proficiency of 3rd-5th grade students by 5% as measured by SBAC by the end of 2018-2019.</li> <li>2. Increase the percent of non-proficient students meeting Adequate Growth Percentile from 35.3% (ELA) by 10% as measured by state summative assessments in spring 2019 and reported on the Nevada School Performance Framework.</li> </ol>
2018-2019 Math measurable objective:	<ol style="list-style-type: none"> <li>1. Reduce the math proficiency gap between the Carl ES supergroup and lower performing ethnic/racial subgroup by 5% as measured by state assessments (SBAC) by the end of the 2018-2019 school year.</li> <li>2. Increase proficiency of 3rd-5th grade students by 5% as measured by SBAC by the end of 2018-2019.</li> <li>3. Increase the percent of non-proficient students meeting Adequate Growth Percentile from 21.1% (math) by 10% as measured by state summative assessments in spring 2019 and reported on the Nevada School Performance Framework.</li> </ol>
2018 – 2019 Reading/math formative (monitored mid year)	<ol style="list-style-type: none"> <li>1. Students will make growth of a minimum 30 points (from fall 2018 to spring 2019) in reading and math, as measured by i-Ready diagnostic assessments.</li> <li>2. The percent of students on or above grade level will increase from 29% (ELA) and 20% (math) by 25% (fall 2019 - spring 2020) in reading and math, as measured by the i-Ready assessment.</li> </ol>

**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							
Implementation of relevant curriculum/software blended learning and intervention lessons for reading and math through Curriculum Associates LLC (9.4b3)	<u>Action Step 1:</u>							
	Action Step 1: Progress Monitoring Summary							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Number of Students Targeted in this Action Step</th> <th style="width: 25%;">Number of Students Making Progress Towards ESSA Targets</th> <th style="width: 25%;">Success Rate (%)</th> <th style="width: 25%;">Assessment(s) and/or Metric(s) Used to Monitor Student Progress</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	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			
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Math (55)			i-Ready
Reading (50)			i-Ready

Mid-course Adjustment(s):

Action Step 2:

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

Mid-course Adjustment(s):

Action Step 3:

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

Mid-course Adjustment(s):