

## 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
Oran K. Gragson Elementary School	Lucia A. Valenzuela	Antonio Rael

### Student Demographic Information

Ethnicity	Student Number	Percent
Asian	0	0.0
Black	8	9.1
Caucasian	2	2.3
Hispanic	73	83.0
Alaskan Native/Native American	1	1.1
Multiracial	4	4.5
Pacific Islander	0	0.0
English Learners	56	63.6
Free or Reduced Lunch	88	100

### Allocation and Coordinated Funding

Allocation Amount	280,800
Coordinated Funding	<p>Programs used by the SB178 interventionists had been purchased with strategic budget funds to support more productive and meaningful interventions.</p> <p>Title I collaboration funds are used to pay classroom teachers and SB178 interventionists to look at data, analyze student progress, and modify interventions (if needed), on a weekly basis.</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)	8/18, 8/22, 8/25
Audience	Lead Team, School Organizational Team, Staff Members

Feedback	Implement research-based reading and language interventions to the lowest 25th percentile through learning strategists and certified temporary tutors. Provide collaboration time for teachers to analyze data.
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**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)
2017-2019	<p>Goal 1: By the end of the 2017-18 school year, 47.77% of 3<sup>rd</sup> – 5<sup>th</sup> grade students will be proficient in reading. By the end of the 2018-19 school year, 57% of 3<sup>rd</sup> – 5<sup>th</sup> grade students will be proficient in reading.</p> <p>Goal 2: By the end of the 2017-18 school year, 39.80% of 3<sup>rd</sup> – 5<sup>th</sup> grade students will be proficient in math. By the end of the 2018-19 school year, 48.5% of 3<sup>rd</sup> – 5<sup>th</sup> grade students will be proficient in math.</p> <p>Goal 3: Increase the percent of 3rd- 5th grade EL students proficient in reading to 38.4% by 2018 and 41.4% by 2019. Increase the percent of 3rd- 5th grade EL students proficient in math to 32.4% by 2018 and 35.8% by 2019. Increase the percent of 3rd- 5th grade FRL students proficient in reading to 44% by 2018 and 46.8% by 2019. Increase the percent of 3rd- 5th grade FRL students proficient in math to 35.7% by 2018 and 39% by 2019.</p>
2017-2018 ELA measurable objective:	<ol style="list-style-type: none"> <li>1. By the end of 2018-2019, increase the reading proficiency of 3rd – 5th grade students from 47.77% to 57% as measured by statewide assessments, Smarter Balanced Assessment Consortium (SBAC). Specifically, increase the percentage of 3rd grade students proficient in reading from 25.23% to 30.23% as measured by statewide assessments SBAC.</li> <li>2. Increase the percentage of 3rd – 5th grade students proficient in reading by 2019 as measured by Measures of Academic Progress (MAP), based on 2018 Spring baseline data.</li> <li>3. All students will be assessed using <i>AIMSweb Reading Curriculum-Based Measurement (RCBM)</i> and MAP, three times a year (Fall, Winter and Spring Benchmarks).</li> <li>4. Tier 3 students (bottom 10th Percentile) will be progress monitored weekly using <i>AIMSweb RCBM</i>.</li> </ol>

<p>2017-2018 Math measurable objective:</p>	<p>5. Tier 2 students (10-24th Percentile) will be progress monitored every two weeks using <i>AIMSweb RCBM</i>.</p> <p>1. By the end of 2017-2018, increase the math proficiency of 3<sup>rd</sup> – 5<sup>th</sup> grade students from 31.09% to 34.54% as measured by statewide assessments (SBAC). Specifically, increase the percentage of 3<sup>rd</sup> grade students proficient in math from 34.24% to 41.37%.</p> <p>2. Increase the percentage of 3<sup>rd</sup> – 5<sup>th</sup> grade students proficient in math by 2018 as measured by Measures of Academic Progress (MAP), based on Fall baseline data.</p>
<p>2018-2019 Math measurable objective:</p>	<p>By the end of 2018-2019, increase the math proficiency of 3<sup>rd</sup> – 5<sup>th</sup> grade students from 34.54% to 38% as measured by statewide assessments (SBAC). Specifically, increase the percentage of 3<sup>rd</sup> grade students proficient in math from 41.37% to 48.5%.</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>To meet Goal 1 and Objectives:</p>	<p>Goal 1: Increase reading proficiency rates.            Action Step: Implementation of a reading/literacy center for data-driven intervention for students during school hours using Evidence Based Programs (<i>Corrective Reading</i> and <i>Read Naturally</i> – already purchased). (<i>Corrective Reading</i> and <i>Read Naturally</i>, EBI:1)</p> <p>Associated Expenses:</p> <ol style="list-style-type: none"> <li>Licensed Teachers</li> <li>Certified Temporary Tutors (CTT)</li> <li>Extra-Duty Pay for Data Analysis</li> </ol> <p>Projected Outcome:</p> <ol style="list-style-type: none"> <li>Hire licensed teachers and CTTs to implement <i>Corrective Reading</i> and <i>Read Naturally</i> interventions and conduct data analysis of all programs used.</li> <li>Allow teachers time to collaborate and analyze data, determine targeted students, and monitor student progress.</li> </ol> <p>Citation:</p> <p><i>Read Naturally</i>:            Heistad, D. (2008). The effects of Read Naturally on grade 3 reading. Unpublished manuscript.            Read Naturally, Inc. (n.d.). Case 9: Third-grade students, Minneapolis, Minn. Retrieved from <a href="http://www.readnaturally.com">http://www.readnaturally.com</a></p> <p><i>Corrective Reading</i>:            Torgesen, J., Schirm, A., Castner, L., Vartivarian, S., Mansfield, W., Myers, D., Institute of Education Sciences (ED), W., DC. (2007). National Assessment of Title I. Final Report. Volume II: Closing the Reading Gap--Findings from a</p>

	<p>Randomized Trial of Four Reading Interventions for Striving Readers. NCEE 2008-4013. National Center for Education Evaluation and Regional Assistance. Retrieved from eric. (National Center for Education Evaluation and Regional Assistance.</p>
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