

**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 School Associate Superintendent
Gragson Elementary School	Lucia A. Valenzuela	Antonio Rael

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

Ethnicity	Student Number	Percent
Asian	0	0.0
Black	4	8.2
Caucasian	2	4.1
Hispanic	40	81.6
Alaskan Native/Native American	2	4.1
Multiracial	1	2.0
Pacific Islander	0	0.0
English Learners	37	75.5
FRL	49	100

**Allocation and Coordinated Funding**

Allocation Amount	\$370,945
Coordinated Funding	Title 1 \$331,200

**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 4, 2018	April 9, 2018	April 19, 2018
Audience	Lead Team, School Organizational Team (SOT), Staff Members		
Feedback	Discussed school-wide needs and how to spend the additional funds. Implement research-based reading and language interventions to the lowest 25th percentile delivered by learning strategists and certified temporary tutors. Also discussed program and equipment purchases needed to implement these additional interventions.		

**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><b>Goal 1:</b> All students will increase proficiency in English Language Arts (ELA) from 38.4% to 44.6% by 2019 as measured by state summative assessments. This goal has been calculated to meet Nevada Department of Education (NDE) targets by 2022.</p> <p><b>Measurable Objective 1:</b> Increase the percent of all students in 3rd Grade above the 40th percentile in reading from 36% (Fall) to 41% (Winter) and from 41% (Winter) to 45% (Spring) as measured by Measure of Academic Progress (MAP) Growth Assessments.</p> <p><b>Goal 2:</b> All students will increase proficiency in math from 30.3% to 36.7% by 2019 as measured by state summative assessments. This goal has been calculated to meet NDE targets by 2022.</p> <p><b>Measurable Objective 2:</b> Increase the percent of all students above the 40th percentile in math from 28% (Fall) to 33% (Winter) and from 33% (Winter) to 38% (Spring) as measured by MAP Growth 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																																
Implementation of a reading/literacy center for data-driven intervention for students during school hours and in before and after-school tutoring using Evidence- Based Programs: Read Naturally, Corrective Reading, LexiaCore5, and Fountas and Pinnell Leveled Books for Differentiated Instruction; progress monitored using Evaluate, AIMSweb, and MIDAS Technology; and to be supported by the following technology: Chromebooks, Carts, and Headphones.	<p><u>Action Step 1:</u></p> <table border="1"> <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>Kindergarten - 78</td> <td></td> <td></td> <td>AIMSweb Letter Sound Fluency Benchmarks</td> </tr> <tr> <td>1st grade - 69</td> <td></td> <td></td> <td>English Language Arts Measure of Academic Progress (ELA MAP)</td> </tr> <tr> <td>2nd grade - 63</td> <td></td> <td></td> <td>ELA MAP</td> </tr> <tr> <td>3rd grade -95</td> <td></td> <td></td> <td>ELA MAP</td> </tr> <tr> <td>4th grade - 71</td> <td></td> <td></td> <td>Evaluate ELA, AIMSweb</td> </tr> <tr> <td>5th grade - 71</td> <td></td> <td></td> <td>Evaluate ELA, AIMSweb</td> </tr> </tbody> </table>	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	Kindergarten - 78			AIMSweb Letter Sound Fluency Benchmarks	1st grade - 69			English Language Arts Measure of Academic Progress (ELA MAP)	2nd grade - 63			ELA MAP	3rd grade -95			ELA MAP	4th grade - 71			Evaluate ELA, AIMSweb	5th grade - 71			Evaluate ELA, AIMSweb
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