

**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
Darnell ES	Patricia Cobb	Jefferey Hybarger

Student Demographic Information for Bottom Quartile Performing Students

Ethnicity	Student Number	Percent
Asian	1	4.0
Black	8	32.0
Caucasian	3	12.0
Hispanic	10	40.0
Alaskan Native/Native American	0	0.0
Multiracial	3	12.0
Pacific Islander	0	0.0
English Learners	5	20.0
FRL	25	100

Allocation and Coordinated Funding

Allocation Amount	\$198,000.00
Coordinated Funding	Darnell Elementary School coordinated the Strategic Budget and Title III funding (\$3,734,900.20) as well as the Read by Grade 3 (RBG3) funding for a Learning Strategist with the SB-178 funding. The RBG3 Learning Strategist will manage the Certified Temporary Tutors, monitor Lexia usage and progress, work with individual students, and will receive Linda Mood Bell professional development funded through SB-178. Title III will be used to fund tutoring for ELL students. The Strategic Budget will be used for staffing and support through the purchase of supplies for students.

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)	4/19/18; 5/10/18; and 5/17/18
Audience	School Organizational Team

Feedback	The School Organizational Team (SOT) discussed current resources and suggested using SB-178 funds to purchase FOSS kits to increase engagement; Chromebooks to increase access to intervention programs; Lexia to supplement reading intervention; and certified temporary tutors on 4/19/18. On 5/10/18; the SOT recommend coordinating the Strategic Budget and the SB-178 budget to ameliorate the impact of a cut of \$92,000 from the Strategic Budget. On 5/17/18, the SOT reviewed the SB-178 proposal draft and approved the amendments.
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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>All students will increase proficiency from 56.8% to 64% in ELA and in Math from 41% to 49% by 2019 as measured by Spring 2019 administration of the state summative assessment.</p> <p>Increase the percent of English Language Learners achieving AGP toward English Language Proficiency from 21.7% to 41.4% by 2019 as measured by English Language Proficiency Assessment.</p> <p>Increase the percent of 3rd- 5th grade English Language Learners proficient in reading to 41.4% by 2019.</p> <p>Increase the percent of 3rd- 5th grade English Language Learners proficient in math to 35.8% by 2019.</p> <p>Increase the percent of 3rd- 5th grade Free and Reduced Lunch students proficient in reading to 46.8% by 2019.</p> <p>Increase the percent of 3rd- 5th grade Free and Reduced Lunch students proficient in math to 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												
	<p><u>Action Step 1:</u></p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th colspan="4" style="text-align: left;">Action Step 1: Progress Monitoring Summary</th> </tr> <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>	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				
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32			Lexia, AIMSweb, and ESGI

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
32			AIMSweb, ESGI, and formative assessments

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
TBD			AIMSweb and ESGI

Mid-course Adjustment(s):