

**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
Newton ES	Majorie DiCamillo	Robert Mars

Student Demographic Information for Bottom Quartile Performing Students

Ethnicity	Student Number	Percent
Asian	0	0.0
Black	6	15
Caucasian	15	37.5
Hispanic	15	37.5
Alaskan Native/Native American	0	0.0
Multiracial	3	7.5
Pacific Islander	1	0.0
English Learners	5	2.5
FRL	40	100

Allocation and Coordinated Funding

Allocation Amount	\$129,600
Coordinated Funding	Our school is currently not designated a Title 1 school. All funds are coordinated in order to support school goals and objectives. Funds from SB 178 will support the implementation of Reading and Math Centers to provide additional instruction to targeted 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)	4/11/18
Audience	School Organizational Team (SOT) and Community
Feedback	The team wanted to include Certified Temporary Tutors, technology and academic programs for students. There was concern regarding purchasing a licensed person or excessive Certified Temporary Tutors (CTTs).

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	<ul style="list-style-type: none"> ● All students will increase proficiency in English Language Arts from 54% to 57% by 2019 as measured by state summative assessments. ● All students will increase proficiency in Math from 43.3% to 48.5% by 2019 as measured by state summative assessments. ● Increase the percent of 3rd- 5th grade English Learners (EL) proficient in reading to and 41.4% by 2019. ● Increase the percent of 3rd- 5th grade English Learners (EL) proficient in math to 35.8% by 2019. ● Increase the percent of 3rd- 5th grade Free and Reduced Lunch (FRL) students proficient in reading to 46.8% by 2019. ● Increase the percent of 3rd- 5th grade Free and Reduced Lunch (FRL) students proficient in math to 39% by 2019.

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: Implementation of relevant curriculum or software which is supported by EBI levels 1-3, using evidence based program (Lexia EBI:2 Accelerated Reader EBI Level 3, Leveled Literacy Intervention Kits (EBI Level 1), (9.4-A3, B2, B3, &B4)</u></p> <p>Associated Expenses: (\$80,186.74)</p> <ol style="list-style-type: none"> 1. Lexia (\$8500.00) and/or AR (\$6,706.17) 2. MAP 4th & 5th (\$3,125.00) 3. Certified Temporary Tutor (\$14,300.00) - before, during and after school tutoring support 4. 37 desktop computers@\$493.00 (\$18,241.00), 2 printers (\$465.52) and 37 headphones(\$279.00) 5. Paper for individualized Lexia and LLI lessons and homework (\$544.50) 6. Leveled Literacy Intervention Kits (EBI Level 1)- 1 of each level (\$28,025.55) <p>Citations: Leveled Literacy Intervention EBI Level 1 Overview: http://www.heinemann.com/fountasandpinnell/lli_Overview.aspx</p>

Ransford-Kaldon, C., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010). Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from: <https://eric.ed.gov/?id=ED544374>

Lexia EBI Level 2

Macaruso, P., Hook, P. E., & McCabe, R. (2006). The efficacy of computer-based supplementary phonics programs for advancing reading skills in at-risk elementary students. *Journal of Research in Reading*, 29(2), 162-172.

Schechter, R., Macaruso, P., Kazakoff, E.R., & Brooke, E. (2015). Exploration of a blended learning approach to reading instruction for low SES students in early elementary grades. *Computers in the Schools*, 32, 183–200.

Accelerated Reader EBI Level 3

Shannon, L. C., Styers, M. K., & Siceloff, E. R. (2010). Charlottesville, VA: Magnolia Consulting.

MAP EBI Level 3

National Center for Education Evaluation and Regional Assistance (12/2012). *The Impact of the Measures of Academic Progress (MAP) Program on Student Reading Achievement*. Retrieved from https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_20134000.pdf

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
40	40	50	LLI, MAP, AR, Lexia
Mid-course Adjustment(s):			

Action Step 2:

Implementation of relevant curriculum or software which is supported by **EBI levels 1-3**, using Evidence based program Front Row Math: EBI Level:3 **(9.4-A3, B2, B3 &B4)**

Associated Expenses: (\$49,406.00)

1. Front Row Math (\$9,100.00)
2. Certified-Temporary Tutors(\$14,300.00)- before, during and after school tutoring
3. Technology- 80 Chromebooks (\$21,196.00), 80 headphones (\$620.00), 33 cases (\$1650.00), 80 mice (\$440.00), 2 Charging

Carts (\$2100.00)

EBI Level:3

Citation:

Front Row Math EBI Level 3

Know Progress. (n.d.). Front Row Increases Math Scores in Elementary Students.

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
40	40	50	FrontRow (Freckle)

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):