

Senate Bill 178

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 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
Marvin M. Sedway Middle School	Chareece Sheppard	Dr. Celese Rayford

Student Demographic Information

Ethnicity	Student Number	Percent
Asian	0	0.0
Black	158	35.5
Caucasian	15	3.4
Hispanic	252	56.6
Alaskan Native/Native American	0	0.0
Multiracial	17	3.8
Pacific Islander	3	0.7
English Learners	177	39.8
Free or Reduced Lunch	390	87.6

Allocation and Coordinated Funding

Allocation Amount	\$597,600.00
Coordinated Funding	<p>SB 178 will be coordinated with the Strategic Budget to support various interventions focused on providing the support to target the students in the bottom quartile of assessments. <i>Achieve 3000</i> data will be purchased and the <i>ALEKS</i> intervention software will be used which is provided by the District. The strategic budget will be used to purchase any additional supplemental resources, which may be needed to provide the necessary support to the students. Student progress will be monitored with fidelity to ensure students are making measurable gains.</p> <p>SB 178 will be coordinated with the school's Title III/English Language Learner funding to implement interventions targeting the students in the bottom quartile of assessments as listed above. <i>Achieve 3000</i> intervention and Reading Horizons software will be used to ensure students are using the program with fidelity and making measured gains. This aligns with the English Language Learner Plan as two teachers and Title 1 Family Aide are assigned to complete proficiency monitoring check-in with students.</p> <p>SB 178 will be coordinated with the school's Title I funding and strategic budget to hire personnel targeting the students</p>

	<p>in the bottom quartile of assessments as listed above. Also, hiring a strategist, English Language Arts teachers, and preps for math intervention classes (purchased with Title I and the strategic budget) will ensure students' needs are met academically and emotionally to support student success. In addition, the SB 178 money will be used to compensate teachers for the Parent Teacher Home Visits. The Parent Teacher Home Visit initial training was purchased with the strategic budget and the SB 178 funds will support this endeavor with a means to compensate the teachers for the home visits.</p>
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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)	8/7/18, 8/16/18, 9/6/18, 9/10/18, 9/11/18, 9/18/18, 10/16/18, 11/1/18
Audience	<ol style="list-style-type: none"> 1. On 8/7/18, an <i>ALEKS</i> training was provided during the Summer Institute to provide a general introduction to the program with steps on how to set up classes. 2. On 8/16/18, a professional development was provided for instruction on how to use <i>SAM</i> for ELA, Math, and Special Education teachers. The training focused on creating class rosters, how to edit classes, and how to locate scores. 3. On 9/6/18, a Math Department PD was provided on how to use <i>ALEKS</i> with time for teachers to set up classes, add students to rosters, and then they were shown how to run reports and interpret them. 4. On 9/10/18, an <i>Achieve 3000</i> PD was provided for half the day for the ELA and Social Studies departments. Teachers new to the program were in the morning session while teachers who needed a refresher were scheduled in the afternoon. 5. On 9/11/18, a Sedway Instructional Leadership Team (SILT) was held with department leaders. Input was sought from department members and they were asked to discuss suggestions with their departments as to how the money should be utilized. 6. On 9/18/18, a School Organizational Team (SOT) meeting was held where SB 178 was discussed with the team. Input was given by the team members and possible supports for students was discussed such as additional licensed staff members, academic intervention programs such as <i>Achieve 3000</i> and <i>ALEKS</i> etc. 7. On 10/16/18, a representative from <i>Achieve 3000</i> provided classroom modeling for teachers who requested it. 8. On 11/1/18, an <i>Achieve 3000</i> PD was provided after school for teachers who had additional questions and/or concerns.

Feedback	<ol style="list-style-type: none"> 1. Hire teachers to provide interventions to our lowest-quartile students in math and English 2. Hire a strategist to assist in tracking the data, and to facilitate professional development. 3. Provide technology to assist with the implementation of programs being purchased. 4. Provide additional academic support through programs such as <i>Achieve 3000</i> and <i>ALEKS</i>.
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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)
2017-2018 ELA measurable objective:	<ol style="list-style-type: none"> 1. Increase the percent of Grades 6-8 students Proficient in ELA from 25.5% (2017) to 39.8% (2018) as measured by the State Assessment, Smarter Balanced Assessment Consortium (SBAC). 2. Increase the percent of Grades 6-8 students Proficient in ELA from 22.3% (August 2017) to 28.1% (October 2017) to 33.9% (January 2018) to 39.8% (March 2018) as measured by the Reading Inventory (RI).
2018-2019 ELA measurable objective:	
2017-2018 Math measurable objective:	<ol style="list-style-type: none"> 1. Increase the percent of Grades 6-8 students Proficient in ELA to 54.1% by 2019 as measured by the State Assessment (SBAC). 2. Increase the percent of Grades 6-8 students Proficient in ELA to 54% by 2019 as measured by the (RI) administered 4 times throughout the school year.
2018-2019 Math measurable objective:	
	<ol style="list-style-type: none"> 1. Increase the percent of Grades 6-8 students Proficient in Math from 7% (2017) to 21.75% (2018) as measured by the State Assessment (SBAC). 2. Increase the percent of Grades 6-8 students Proficient in Math from 5.3% (August 2017) to 10.8% (October 2017) to 16.3% (January 2018) to 21.75% (March 2018) as measured by the Math Inventory (MI).
	<ol style="list-style-type: none"> 1. Increase the percent of Grades 6-8 students Proficient in Math to 36.5% by 2019 as measured by the State Assessment (SBAC). 2. Increase the percent of Grades 6-8 students Proficient in Math to 36.5% by 2019 as measured by the (MI) administered 4 times throughout the school year.

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
Goal 1 and 2: Increase ELA proficiency rates and increase Math proficiency rates	Action Step 1: Implement academic interventions including a relevant curriculum or software (<i>Achieve 3000</i> , EBI:1). Hire a licensed Learning Strategist to assist in tracking the data and to provide support to our teachers using the <i>Achieve 3000</i> program.

Associated Expenses:

1. Hire 3 teachers (2 English Language Arts and 1 English Language Arts Strategist)
2. Purchase *Achieve 3000* (professional development provided by *Achieve 3000* – included within purchase quote)
3. Purchase technology (laptops, laptop carts, desktops, keyboards, mice, iPads, iPad carts)
4. Hire a licensed learning strategist to support data tracking and analysis as well as implementation

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
463	195	42%	RI administered 4 times throughout the year

Mid-course Adjustment(s): Our Achieve3000 rep provided a full day of training in November and then demonstrated/modeled lessons and/or debriefed with teachers on three other days throughout the year. She also provided three trainings after school for one a half hours (per training) on a variety of topics including how to pull reports, how to use the data, and how to best decide which lessons to assign (including how to search for appropriate articles).

Action Step 2: Hire personnel to implement an academic intervention (*Reading Horizons*, EBI: 3)

Associated Expenses:

1. Hire 1 teacher (1 English Language Arts)

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
19	7	37%	RI administered 4 times throughout the year
25	19	87% average progress	Reading Horizons

Mid-course Adjustment(s): Students analyzed a printout of their RI assessment and looked at the questions they got wrong. Students were able to figure out what was their main difficulty, which was vocabulary. We then concentrated solely on using context clues to figure out meaning of words. We practiced using context clues with various texts.

Action Step 3: Implement data-driven Academic Interventions in Math using Evidence Based Program (*ALEKS*, EBI: 3).

Associated Expenses:

1. Purchase prep buys for staff members to teach intervention classes
2. Utilize the District provided program (*ALEKS*)
3. Instructional Supplies

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
383	198	52%	MI administered 4 times throughout the year

Mid-course Adjustment(s): A half day training was provided to math teachers in September on ALEKS. Follow up discussions (including tips and best strategies) were shared throughout the year during Department meetings.

Action Step 4: Implement additional supporting services to adequately support services described above.

Associated Expenses:

1. Provide extra-duty pay for staff to conduct home visits and increase parent and family engagement

Action Step 4: 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
90	14	16%	Home visits conducted

Mid-course Adjustment(s): We facilitated a refresher training in January which resulted in an increase from 2 home visits to 14 home visits by the end of February.

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