

**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
Rainbow Dreams Academy - ES	King Duncan	Daniel Tafoya

Student Demographic Information for Bottom Quartile Performing Students

Ethnicity	Student Number	Percent
Asian	0	0.0
Black	18	78.3
Caucasian	0	0.0
Hispanic	3	13.0
Alaskan Native/Native American	0	0.0
Multiracial	2	8.7
Pacific Islander	0	0.0
English Learners	1	4.3
FRL	23	100

Allocation and Coordinated Funding

Allocation Amount	\$163,200.00
Coordinated Funding	SB 178 funds will be supported by funds from Title I, these funds will be used to strengthen student technology skills, in order to develop strong literacy and math skills through the implementation of <i>Success for All</i> . One-to-one technology, through Title I will develop SBAC proficiency skills needed for academic improvement. Our schools budget will be used to support <i>Success for All</i> instruction, materials and Professional Development in <i>Success for All</i> and Literacy Instruction for all staff.

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)	2/16/2018
Audience	Parents, Teachers, Staff

Feedback	Requests for more Teachers Aids, Literacy Specialist and additional staff. Also request for additional learning opportunities for students outside of the regular classroom.
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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	Formative Assessments; increase percent proficient in ELA from baseline of 20.1% to 29.5% on the second and 39.6% by the third assessment as measured by MAP.
2018-2019	Formative Assessments; increase percent proficient in Math from baseline of 12.6% to 18% on the second and 21.1% by the third assessment as measured by MAP.

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>Action Step 1: Implement a summer academy.</p> <p>Associated Expenses: Extra-duty pay for teachers to provide additional instruction in the summer. (\$27,200.00)</p> <p>EBI Level: 1 (Strong)</p> <p>Citation: Success for All Borman, G. D., Slavin, R. E., Cheung, A. C. K., Chamberlain, A. M., & al, et. (2007). Final Reading Outcomes of the National Randomized Field Trial of Success for All. American Educational Research Journal, 44(3), 701–731.</p> <p>Correnti, R. (2009). Examining CSR Program effects on student achievement: casual explanation through examination of implementation rates and student mobility.</p> <p>Madden, N., Slavin, R., Karweit, N., Dolan, L., & Wasik, B. (1993). Success for All: Longitudinal effects of a schoolwide elementary restructuring program. American Educational Research Journal, 30, 123-148.</p>

Quint et al. (2015). Scaling Up the Success for All Model of School Reform: Final Report from the Investing in Innovation (i3) Evaluation. MDRC.

Ross, S.M., Wang, L.W., Sanders W.L., & Wright S.P. (1999). Two- and three-year achievement results on the Tennessee value-added assessment system for restructuring schools in Memphis

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
100			STRIDE, NWEA Summer Assessment

Mid-course Adjustment(s): Summer Academy will be implemented during the summer between the 2018-2019 and 2019-2020 school year.

Action Step 2: **Action Step 2:** The hiring of personnel to implement an academic intervention supported by **EBI levels 1-3. 9.4 b4**

Associated Expenses:

Two Teacher’s Aides (\$54,000.00)

Principal of Academic Instruction (\$82,000.00)

EBI Level: 1 (Strong)

Citation:

Borman, G. D., Slavin, R. E., Cheung, A. C. K., Chamberlain, A. M., & al, et. (2007). Final Reading Outcomes of the National Randomized Field Trial of Success for All. *American Educational Research Journal*, 44(3), 701–731.

Lee, L., Hughes, J., Smith, K., & Foorman, B. (2017). Coaches. *An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement*. Florida Center for Reading Research at Florida State University.

This position will facilitate coaching for all elementary classroom teachers in best practices for English Language Learners and FRL students in the bottom quartile. This position further promotes the implementation of our school wide Success For All Reading intervention ensuring that all ELL and FRL students show academic growth in reading.

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
225			NWEA, STRIDE

Mid-course Adjustment(s):NWEA Progress Monitoring Assessments for the Winter window just opened, upon conclusion of this testing the number of students making progress will be determined.