

**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
Hancock ES	Linda Sherer	Ronnie Gerzon

Student Demographic Information for Bottom Quartile Performing Students

Ethnicity	Student Number	Percent
Asian	3	5.3
Black	14	24.6
Caucasian	5	8.8
Hispanic	30	52.6
Alaskan Native/Native American	0	0.0
Multiracial	5	8.8
Pacific Islander	0	0.0
English Learners	27	47.4
FRL	57	100

Allocation and Coordinated Funding

Allocation Amount	\$332,400.55
Coordinated Funding	Title I - CSR teacher, Title I Reading Strategist, two Certified Temporary Tutors, Title I purchase of i-Ready, STAR reading assessment, Title I technology to support implementation of evidence-based programs, Title II extended learning opportunities to support bottom quartile English Learner 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)	2/1/2018, 4/4/2018, 4/16/ 2018, 4/26/2018, 11/14/2018
Audience	Parents, staff, community

Feedback	<p>After reviewing student achievement data and current school programming the staff identified possible uses for the use of the SB178 funds. These were recorded and presented to the SOT on 4/16/2018. Team input included:</p> <ul style="list-style-type: none"> ● Maintenance of a positive learning environment through the hiring of personnel to implement school climate and culture programs (PBIS) ● Technology to ensure that all students in the bottom quartile, identified English Language Learners (ELL), and identified Response to Intervention (RTI) students will have access to technology using chromebooks to implement school wide initiatives in reading and math ● Implementation of a valid and reliable formative and summative assessment ● Leveled books on campus to increase independent reading by students ● Personnel to implement academic intervention
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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>Goal 1. Increase the percent of students proficient in reading from 25% to 32% by the end of 2018-2019 school year as measured by the Smarter Balanced Assessment in English Language Arts.</p> <p>Goal 2. Increase the percent of students proficient in math from 21% to 29% by the end of 2018-2019 as measured by the Smarter Balanced Assessment in Math.</p> <p>Goal 3. Increase the percent of 3rd-5th grade English Learner (EL) students proficient in reading to 32% by 2019.</p> <p>Goal 4. Increase the percent of 3rd-5th grade English Learner (EL) students proficient in math to 29% by 2019.</p> <p>Goal 5. Increase the percent of 3rd-5th grade Free and Reduced Lunch (FRL) students proficient in reading to 32% by 2019.</p> <p>Goal 6. Increase the percent of 3rd-5th grade Free and Reduced Lunch (FRL) students proficient in math to 29% 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>Action Step 1: The hiring of personnel to implement an academic intervention (9.4 b.4)(Journeys, EBI 1)</p> <p>Action Step 2: Implement a reading or literacy center using evidence based program (9.4 b.1) (Read Well, EBI 3) (Accelerated Reader, EBI 3)</p> <p>Action Step 3: The hiring of personnel to implement school climate and culture programs (9.4 e.2) (PBIS, EBI 1).</p>	<p><u>Action Step 1:</u></p> <table border="1" data-bbox="561 291 1508 625"> <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>52</td> <td></td> <td></td> <td>AIMSweb</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Mid-course Adjustment(s):</p> <p><u>Action Step 2:</u></p> <table border="1" data-bbox="561 808 1508 1142"> <thead> <tr> <th colspan="4">Action Step 2: 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>76</td> <td></td> <td></td> <td>Read Well</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Mid-course Adjustment(s):</p> <p><u>Action Step 3:</u></p> <table border="1" data-bbox="561 1325 1508 1659"> <thead> <tr> <th colspan="4">Action Step 3: 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>203</td> <td></td> <td></td> <td>Attendance</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Mid-course Adjustment(s):</p>	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	52			AIMSweb									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	76			Read Well									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	203			Attendance								
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Action Step 4: Administration of a common, valid and reliable formative and summative assessment which is aligned to statewide standards and allows for comparisons between schools (9.4 b.2) (AIMSweb, EBI 2), (i-Ready, EBI 1)

Action Step 4:

Action Step 4: Progress Monitoring Summary			
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203			i-Ready
203			AIMSweb
116			MAPS
Mid-course Adjustment(s):			