

## Senate Bill 178

During the 79<sup>th</sup> 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 Learners (EL). 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
Elizondo Elementary School	Keith France	Ron Guerzon

### Student Demographic Information

Ethnicity	Student Number	Percent
Asian	3	0.5%
Black	179	29%
Caucasian	70	11.3%
Hispanic	361	58%
Alaskan Native/Native American	0	0.0%
Multiracial	45	7.2%
Pacific Islander	9	1.4%
English Learners	164	26.3%
Free or Reduced Lunch	567	91%

### Allocation and Coordinated Funding

Allocation Amount	\$322,800.
Coordinated Funding	<p style="text-align: center;">Total: \$36,016</p> <ol style="list-style-type: none"> <li>1. The <i>Success for All (SFA)</i> reading program has been purchased utilizing the school's strategic budget.</li> <li>2. Four days of professional development for the <i>SFA</i> program has been purchased with Title-1 funds (\$8,800) to assist with refining the teachers' skills with teaching fluency and strengthen best practices within the program.</li> <li>3. The <i>Evaluate</i> assessment program has been purchased with Title-1 funds (\$12,220) to assess student growth on a monthly basis in ELA and math, better address student deficiencies, and drive instruction.</li> <li>4. Computer programs were purchased for the 2017-18 school year to assist with reading fluency:               <ol style="list-style-type: none"> <li>A. <i>Study Island</i> purchased utilizing Title-I funds (\$4,696.)</li> <li>B. <i>Imagine Learning</i> purchased utilizing Title-III funds (\$4000.)</li> <li>C. <i>Achieve 3000</i> purchased utilizing Title-III funds (\$1020.)</li> </ol> </li> <li>5. \$5,280 will be utilized for substitutes utilizing Title-III monies to allow TESOL (Teaching English to Speakers of Other Languages) endorsed and Master teachers to observe and coach in real time the staff members who are struggling with delivering effective whole group and small group instruction which integrates best practice strategies.</li> </ol>

### 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)	9/12/17 , 9/25/17,
Audience	SOT and Parent Meeting
Feedback	The SOT decided that the school day should be extended to allow for additional time for English Language Arts (ELA) and math instruction and also time to provide evidenced based interventions. Also, to improve the student outcomes, increase student engagement, and allow for greater individualization of instruction, smaller class sizes are needed in the grades that have a high number of students in each class. Parents at the meeting agreed with the plan and had no further recommendations.

**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)
2017-2019	<p>Goal 1: By the end of the 2018-2019 school year, 57% of students will be proficient in reading and 48.5% of students will be proficient in math as measured by the Smarter Balanced Assessment.</p> <p>Goal 2: The percent of level 1 and 2 English Learners (EL) students in the domain of speaking, as assessed by the WIDA, a type of second language assessment, will be reduced 22%, from 57% to 35%.</p> <p>Goal 3: Increase the percent of 3rd- 5th grade EL students proficient in reading to 38.4% by 2018 and 41.4% by 2019.</p> <p>Goal 4: Increase the percent of 3rd- 5th grade EL students proficient in math to 32.4% by 2018 and 35.8% by 2019.</p> <p>Goal 5: Increase the percent of 3rd- 5th grade Free and Reduced Lunch (FRL) students proficient in reading to 44% by 2018 and 46.8% by 2019.</p> <p>Goal 6: Increase the percent of 3rd- 5th grade FRL students proficient in math to 35.7% by 2018 and 39% by 2019.</p>
2017-18 ELA	<ul style="list-style-type: none"> <li>* The average percent of correct answers will increase by at least 10% bi-monthly until reaching 60% by May 2018 as monitored by <i>Evaluate</i> monthly reading assessments.</li> <li>* The average percent of correct answers will increase by at least 10% bi-monthly until reaching 60% by May 2018 as monitored by <i>Evaluate</i> monthly reading assessments.</li> <li>* 20% of students will be proficient in reading by January 2018 as monitored by <i>Evaluate</i> monthly assessments.</li> <li>* 40% of students will be proficient in reading by May 2018 as monitored by <i>Evaluate</i> monthly assessments.</li> <li>* The percent of EL students who tested in the bottom quartile in the domain of speaking on the WIDA assessment will be reduced from 57% to 48%.</li> </ul>
2018-2019 ELA	<ul style="list-style-type: none"> <li>* The average percent of correct answers will increase by at least 10% bi-monthly until reaching 60% by May 2019 as monitored by <i>Evaluate</i> monthly reading assessments.</li> <li>* 40% of students will be proficient in reading by January 2019 as monitored by <i>Evaluate</i> monthly assessments.</li> <li>* 57% percent of students will be proficient in reading by May 2019 as monitored by <i>Evaluate</i> monthly assessments.</li> <li>* The percent of EL students who tested in the bottom quartile in the domain of speaking on the WIDA assessment will be reduced from 48% to 35%.</li> </ul>

2017-2018 Math	<ul style="list-style-type: none"> <li>* Students will increase the percent of correct answers at least 10% bi-monthly until reaching 60% by May 2018 as monitored by <i>Evaluate</i> monthly math assessments.</li> <li>* 18% percent of students will be proficient in math by January 2018 as monitored by <i>Evaluate</i> monthly assessments.</li> <li>* 35% percent of students will be proficient in math by May 2018 as monitored by <i>Evaluate</i> monthly assessments.</li> <li>* The percent of proficient EL students will increase from 65% to 68% in math as monitored by the <i>Evaluate</i> monthly assessment.</li> </ul>
2018-2019 Math	<ul style="list-style-type: none"> <li>* Students will increase the percent of correct answers at least 10% bi-monthly until reaching 60% by May as monitored by <i>Evaluate</i> monthly math assessments.</li> <li>* 35% of students will be proficient in math in January 2019 as monitored by <i>Evaluate</i> monthly assessments.</li> <li>* 48.5% of students will be proficient in math by May 2019 as monitored by <i>Evaluate</i> monthly assessments.</li> <li>* The percent of proficient EL students will increase from 68% to 70% in math as monitored by the <i>Evaluate</i> monthly assessment.</li> </ul>

### 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
Action Step 1	<p><b>Goals 1, 3, 4, 5, and 6:</b> Increase reading and math proficiency.</p> <p><b>Action Step 1:</b> Provide additional time to implement the <i>Success for All (SFA)</i> program with fidelity to better support the EL students in the skill of oral language. In addition, this time would allow for interventions Specifically, the percent of level 1 and 2 students in the domain of speaking as assessed by the WIDA assessment will be reduced by 10% each year.</p> <p><b>Associated Expenses</b> (\$82,800):</p> <ol style="list-style-type: none"> <li>1. 19 minute Extended Day for all licensed staff (\$82,800)</li> </ol> <p><b>EBI level:</b> 1</p> <p><b>Citations:</b> Cheung, A. &amp; Slavin, R. E. (2005). Effective Reading Programs for English Language Learners and Other Language-Minority Students. <i>Bilingual Research Journal</i>, 29(2), 241–267. <a href="http://www.successforall.org/wp-content/uploads/2016/02/Eff-Rdg-Progs-ELL-and-others.pdf">http://www.successforall.org/wp-content/uploads/2016/02/Eff-Rdg-Progs-ELL-and-others.pdf</a></p> <p><b>Monitoring status as of 2/12/18:</b> All staff members are receiving the additional 19 minutes to their day which allows for the students to receive an additional 20 minutes. This in return has allowed for additional time during the <i>SFA</i> leveled reading program period in grades 1-3, and a longer ELA block for 4th and 5th grades. The additional time also allows EL students to utilize interventions purchased with other funds during the ELA and math blocks.</p>
Action Step 2	<p><b>Goal 2, 3, and 4:</b> Decrease the amount of non-proficient EL students in reading and math</p> <p><b>Action Step 1:</b> Improve the student outcomes, increase student engagement, and greater individualization of instruction utilizing TESOL (Teaching English to speakers of other languages) strategies.(9.4, D)</p> <p><b>Action Step 2:</b> With smaller class sizes, implement cooperative learning strategies in each subject throughout the day to provide additional time for student discourse to address oral language development for EL students.</p> <p><b>Associated Expenses:</b> \$240,000.</p> <ol style="list-style-type: none"> <li>1. Three (3) class size reduction teachers (\$80,000 X 3= \$240,000.)</li> </ol> <p><b>EBI level:</b> 4</p> <p><b>Rational:</b> To address Goal 1 and 2, three teachers will be utilized to lower class sizes. This will in return raise student outcomes; reduce harmful effects of large class size to minority students (Mathis, W. (6 / 2016)), and allow for greater individualization of instruction.</p> <p><b>Citations:</b> Kim, J. (2006/2007). The relative influence of research on class-size policy. <i>Brookings Papers on Education Policy</i>, 273-295. <a href="https://scholar.harvard.edu/files/jameskim/files/book_chp-2007-bp-kim-classsize-research_0.pdf">https://scholar.harvard.edu/files/jameskim/files/book_chp-2007-bp-kim-classsize-research_0.pdf</a></p>

	<p><b>Monitoring status as of 2/12/18:</b> Teacher have been purchased in grades 1st, 2nd, and 5th. The class sizes were lowered from 23 students to 18 in 1st grade, from 25 students to 21 in 2nd grade, and 38 students to 29 in fifth grade. All the teachers are receiving training in EL strategies to utilize in the classroom.</p>
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