

## 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 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
Duane D. Keller Middle School	Debbie Brockett	Rebecca Kaatz

### Student Demographic Information

Ethnicity	Student Number	Percent
Asian	28	2.1%
Black	181	13.8%
Caucasian	89	6.8%
Hispanic	954	73.2%
Alaskan Native/Native American	0	
Multiracial	44	3.3%
Pacific Islander	12	0.9%
English Learners	356	27.3%
Free or Reduced Lunch	884	67.8%

### Allocation and Coordinated Funding

Allocation Amount	SB 178 Allocation \$ 434,400.00
Coordinated Funding	At Keller Middle School, we purchased additional teaching units to serve students scoring in the bottom quartile, English Language Learner (ELL) students and Free and Reduced Lunch (FRL) students in a smaller learning environment, allowing teachers to individualize instruction and reach the needs of our diverse population. With these funds, we purchased an evidence-based program for intense remediation during instructional day and for academic interventions before and after school and additional emotional support and guidance, by purchasing a bilingual counselor.

### 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)	4/11/2018
Audience	School Organizational Team (SOT)
Feedback	The Parent-Teacher-Student Team reviewed the data to determine the learning needs of the students performing in the bottom quartile. They identified the use of a research-based targeted intervention program that provides students with additional minutes of instruction in their specific areas of need and building consistency on campus among teachers as key levers in increasing student proficiency. They voted to approve the Senate Bill (SB) 178 plan.

### 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	<ol style="list-style-type: none"> <li>1. By the end of the 2018-2019 school year, 54.1 % of students will be proficient in SBAC ELA.</li> <li>2. Increase the percent of 6th 8th grade English Learner (EL) students proficient in reading to 20.3% by 2018 and 24.3% by 2019.</li> <li>3. Increase the percent of 6th-8th grade Free and Reduced Lunch (FRL) students proficient in reading to 41.4% by 2018 and 44.4% by 2019.</li> <li>4. By the end of the 2018-2019 school year, 36.5% of students will be proficient in SBAC Math.</li> <li>5. Increase the percent of 6th- th grade EL students proficient in math to 16% by 2018 and 20.2% by 2019.</li> <li>6. Increase the percent of 6th-8th grade FRL students proficient in math to 25.5% by 2018 and 29.2% by 2019.</li> </ol>
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**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>Implement data-driven academic interventions and extended learning opportunities for math using i-Ready.</p>	<p><b>Action Step 1:</b> Implement data-driven Academic Interventions for Math via an extended learning opportunity via summer academy, during school, after school tutoring/credit retrieval (9.4: A1, A5, A3, A4 B3, B4) using an Evidenced-Based Program (IXL and APEX EBI: 3).</p> <p>We have established a data-driven, tutoring program for 300 students that were identified using multiple data sources performing in the bottom quartile in mathematics proficiency. The newcomers and Long-Term English Learner (LTEL) students (LTELLs) are also identified. This program is designed to improve the identified students’ academic and language proficiency levels. These students spend an additional 60 minutes every school day, before or after school to fill gaps and increase mathematics proficiency.</p> <p><b>EBI Level: 3</b></p> <p><b>Associated Expenses: \$102,001</b></p> <ul style="list-style-type: none"> <li>● Prep Buyouts for class size reduction: \$20,000</li> <li>● Summer Academy: \$6,160</li> <li>● Coaching Days: \$3,465</li> <li>● iReady Software: \$18,201</li> <li>● Chromebooks: \$41,925</li> <li>● PD for iReady: \$2,250</li> </ul> <p><b>Citation:</b> Dorsey, Windy. (2105).Organizational and Educational Leadership Journal of Organizational and Educational Leadership, v1 n2 Article 2 p.31. <a href="http://www.curriculumassociates.com/products/ready-research-blended-it-works.aspx">http://www.curriculumassociates.com/products/ready-research-blended-it-works.aspx</a></p> <p>Curriculum Associates, L. (2014). <i>i-Ready/Ready Blended Efficacy Study</i>. Educational Research Institute of America</p> <p>i-Ready Reasearch Base for Instruction (January 2015). Retrieved from</p>

Implement data-driven academic interventions and extended learning opportunities for ELA using i-Ready.

<https://www.curriculumassociates.com/products/ready-research-iRinstr-why-it-works.aspx>

**Action Step 2:** Implement data-driven Academic Interventions for ELA via an extended learning opportunity via summer academy, during school, after school tutoring/credit retrieval using an Evidenced-Based Program (9.4: a.1, a.2, a.3, a.4; B3, B4).

This program will be implemented during math class in daily instruction and via an extended learning opportunity via summer academy, during school, after school tutoring/credit retrieval. In addition we have established a data-driven, tutoring program for 300 students that were identified using multiple data sources demonstrating they performed in the lowest 25-percent in ELA proficiency. The newcomers and LTELLs are also identified. This program is designed to improve the identified students' academic and language proficiency levels. These students spend 60 minutes every school day, before or after school to fill gaps and increase literacy proficiency. (9.4: A1, A5, A3, A4 B3, B4)

**EBI Level: 1**

**Associated Expenses: \$184,678**

- TESL Teacher: \$82,677
- English Teacher: \$66,822
- Prep Buyouts for class size reduction: \$26,078
- Summer Academy: \$6,160
- Coaching Days: \$3,465
- iReady Software: \$18,201
- Chromebooks: \$41,925
- PD for iReady: \$2,250

**Citation:**

i-Ready Reasearch Base for Instruction (January 2015). Retrieved from <https://www.curriculumassociates.com/products/ready-research-iRinstr-why-it-works.aspx>

Retention incentives for teachers or other licensed educational personnel serving EL students and have obtained endorsement

**Action Step 3:** We will provide reimbursement to teachers who directly teach our identified students on best practices and research-based strategies that benefit students with English language needs. There will be incentives for these highly trained teachers to remain at our school to continuously make a difference with our English language Learners, especially LTELLs and newcomers. (9.5.c)

**EBI Level: 3**

**Associated Expense: \$15,000**

- Incentives

Hiring a bilingual counselor.

We are hiring a bilingual counselor to provide counseling and wrap-around services to our pupils and their families. (9.4 e.3)

**Associated Expenses: \$79,833**

Bilingual counselor