

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
Richard Rundle Elementary School	Dr. Lenette Reece	Rebecca Kaatz

Student Demographic Information

Ethnicity	Student Number	Percent
Asian	0	0.0
Black	29	28.7
Caucasian	3	3.0
Hispanic	67	66.3
Alaskan Native/Native American	0	0.0
Multiracial	1	1.0
Pacific Islander	1	1.0
English Learners	50	49.5
Free or Reduced Lunch	91	90.1

Allocation and Coordinated Funding

Allocation Amount	\$336,000
Coordinated Funding	Professional Development: Partial funding of professional development will come from Title I. Technology: Partial funding of technology will come from Title I. Tutoring: Partial funding of tutoring will come from Title III - English Language Learner Division. Staff: Partial funding of additional staff will come from Title I and from the strategic budget.

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)	8/29/17
Audience	School Organizational Team (SOT)

Feedback	The SOT members discussed that we were selected to be a SB178 school and will be receiving additional funds to serve the learning needs of students performing in the bottom quartile, English Language Learner (ELL) students and Free & Reduced Lunch (FRL) students. We discussed what learning supports the students needed and identified the following interventions: extended learning opportunities (after school tutoring and Saturday sessions) and targeted parent engagement opportunities.
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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 goals:	By the end of the 2017-18 school year, 41% of students in the bottom quartile, identified ELL students, and identified RTI students will be proficient in reading.
2017-2018 Math measurable goals:	By the end of the 2018-19 school year, 45.8% of students in the bottom quartile, identified ELL students, and identified RTI students will be proficient in math.
2018-2019 ELA measurable goals:	By the end of the 2018-19 school year, 57% of students in the bottom quartile, identified ELL students, and identified RTI students will be proficient in reading.
2017-2018 Math measurable goals:	By the end of the 2018-19 school year, 45.8% of students in the bottom quartile, identified ELL students, and identified RTI students will be proficient in math.

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
Provide after School Tutoring (Math and English Language Arts (ELA)) for students in the bottom quartile, and identified English Language Learners (ELL) students.	We are serving 70 students in ELA tutoring and 70 students in mathematics tutoring after school for one-hour sessions, four days a week. These students were identified for this rigorous tutoring program based on their scoring the bottom quartile of the benchmark Measures of Academic Progress (MAP) assessment. The majority of these students are ELL students. Their after school instruction is designed to increase academic vocabulary and comprehension of standards.
Provide Saturday school, for students in the bottom quartile, and identified English Language Learners (ELL) students.	We are serving 60 students in ELA tutoring and 60 students in mathematics tutoring after school for one-hour sessions, four days a week. These students were identified for this rigorous tutoring program based on their scoring the bottom quartile of the benchmark MAP assessment. The majority of these students are ELL students. Their after school instruction is designed to increase students proficiency in reading and mathematics as well as academic vocabulary.

<p>Provide opportunities for the parents of the students in the bottom quartile and the ELL students to engage in Parent University classes.</p>	<p>We are serving the parents of identified student at the parent resource center through conducting Parent University classes. We also hold monthly parent academic engagement events.</p>
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