

**Senate Bill 178 Summary  
Form A**

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 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
Rundle ES	Dr. Lenette Reece	Rebecca Kaatz

**Student Demographic Information for Bottom Quartile Performing Students**

Ethnicity	Student Number	Percent
Asian	0	0.0
Black	19	35.8
Caucasian	1	1.9
Hispanic	32	60.4
Alaskan Native/Native American	0	0.0
Multiracial	1	1.9
Pacific Islander	0	0.0
English Learners	25	47.2
FRL	53	100

**Allocation and Coordinated Funding**

Allocation Amount	350,400.00
Coordinated Funding	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)	10/16/18
Audience	Staff meeting and School Organizational Team (SOT)

Feedback	During both the staff meeting and the SOT meeting, it was discussed that we were selected to be a SB178 school again 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 2018-2019 school year was developed and aligned with the Every Student Succeeds Act (ESSA).

School Year	Goal(s)
2018-2019	<p>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.</p> <p>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.</p> <p>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.</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																				
Extended learning opportunities, after school tutoring, Saturday school, academic interventions, evidence based curriculum supported by levels 1-3, hiring personnel to implement interventions (9.4.a.3 & 5 & 9.4.b.3 & 4).	<p><u>Action Step 1:</u> 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. Curriculum was purchased to support students in instruction both within the school day and after school tutoring.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: left;">Action Step 1: Progress Monitoring Summary</th> </tr> <tr> <th style="width: 25%;">Number of Students Targeted in this Action Step</th> <th style="width: 25%;">Number of Students Making Progress Towards ESSA Targets</th> <th style="width: 15%;">Success Rate (%)</th> <th style="width: 35%;">Assessment(s) and/or Metric(s) Used to Monitor Student Progress</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </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												
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Administration of a common, valid and reliable formative and summative assessment which is aligned to state wide standards and allows for comparisons between schools (EBI levels 1-4) (9.4.b.2).

Providing professional development for teachers, coaches, and administration to build capacity for strong leadership and positive school climate and culture (9.5.a).

Action Step 2:

A valid and reliable common assessment throughout the school will be utilized to monitor student growth throughout the school year.

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

Mid-course Adjustment(s):

Action Step 3:

Professional development for teachers, coaches, and administration will target measures to increase the rigor and engagement in classrooms for identified students. Additionally, professional development will focus on culture and climate, developing teacher leaders, and strengthening the coaching model.

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

Mid-course Adjustment(s):