

**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
Jacobson ES	Amber Brookins	Ronnie Guerzon

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

Ethnicity	Student Number	Percent
Asian	0	0.0
Black	2	06.4
Caucasian	2	29.4
Hispanic	7	41.2
Alaskan Native/Native American	0	0.0
Multiracial	0	0.0
Pacific Islander	0	0.0
English Learners	6	35.3
FRL	10	58.8

**Allocation and Coordinated Funding**

Allocation Amount	\$51,600
Coordinated Funding	<p>Title III Funds:</p> <ul style="list-style-type: none"> <li>● Imagine Learning English student licenses</li> <li>● After school tutoring</li> </ul> <p>Title I:</p> <ul style="list-style-type: none"> <li>● 4th grade teacher</li> <li>● Ascend Math</li> <li>● Reading A-Z</li> <li>● BrainPop</li> <li>● Instruction Materials</li> <li>● Novel Units/Books</li> </ul> <p>Strategic Budget:</p> <ul style="list-style-type: none"> <li>● Partially fund 3rd grade teacher (with SB178)</li> </ul>

**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.

<b>Date(s) of Meeting(s)</b>	March 20, 2018, March 23, 2018
<b>Audience</b>	Staff, School Organizational Team (SOT)
<b>Feedback</b>	Parents and staff were concerned about class sizes being large and wanted all additional funds to go towards staffing.

**Measurable Goals**

Measurable goals for the 2018-2019 school year was developed and aligned with the Every Student Succeeds Act (ESSA).

<b>School Year</b>	<b>Goal(s)</b>
2018-2019	<p>Increase the percent of targeted students meeting growth projections in reading from 9% (Spring SY 2017-18) to 30% (Spring SY 2018-19) as measured by MAP Growth Assessments. We will utilize MAP assessment data administered three times a year, as well as AIMSWeb to progress monitor student growth.</p> <p>Increase the percent of targeted students meeting growth projections in math from 9% (Spring SY 2017-18) to 30% (Spring SY 2018-19) as measured by MAP Growth Assessments. We will utilize MAP assessment data administered three times a year, as well as AIMSWeb to progress monitor student growth.</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																				
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