

**Senate Bill 178 Summary
Form A**

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 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
Chaparral HS	Lolo James	Jeff Horn

Student Demographic Information for Bottom Quartile Performing Students

Ethnicity	Student Number	Percent
Asian	2	1.2
Black	37	22.4
Caucasian	11	6.7
Hispanic	104	63.0
Alaskan Native/Native American	0	0.0
Multiracial	9	5.5
Pacific Islander	2	1.2
English Learners	64	38.8
FRL	150	90.9

Allocation and Coordinated Funding

Allocation Amount	\$620,400.00
Coordinated Funding	Title I \$759,520.00

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)	2/6/18, 4/3/18, 9/25/18
Audience	School Organizational Team
Feedback	Meeting Minutes: https://drive.google.com/file/d/1SRWRUnVF8ujq1k41aNedGx192GthUCtF/view?usp=sharing https://drive.google.com/file/d/1501AxX9VA5FAuDaTL5sI2WW2CRyMUpGg/view?usp=sharing

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	<ol style="list-style-type: none"> Increase 2019 graduation rate by 3%-5%. Increase the pass rate of the End of Course Exam (ELA I) by 3%-5% by 2019. Increase the pass rate of the End of Course Exam (ELA II) by 3%-5% by 2019. Increase the pass rate of the End of Course Exam (Math I) by 3%-5% by 2019. Increase the pass rate of the End of Course Exam (Math II) by 3%-5% by 2019.

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
1.	<p>Action Step 1: Implement an extended learning opportunity via Summer Academy and prep buyouts for teachers to assist students in the lowest percentile (9.4:AI) and after school tutoring/credit retrieval (94:A3) programming with an Evidence Based Program (APEX, EBI:3)</p> <p>Associated Expenses: (\$158,380.46)</p> <ol style="list-style-type: none"> Hire a Campus Monitor for the safety of students on campus (\$41,677.41) Hire a Counselor for progress monitoring during the Summer to complete repeat tags and verify the correct courses are completed for students in the lowest percentile (\$2,000.00) Provide incentive pay for teachers working with ELL students with Teaching English as a Second Language (TESL) endorsement (\$5,000.00) Prep Buyouts for teachers who work with students in the lowest percentile (\$100,000.00) APEX Summer School (\$9,703.05) <p>EBI Level: 3</p> <p>Citation: APEX Learning. (2017) A study of the Impact of APEX Learning Digital Curriculum on Credit Recovery Student Outcomes Year 1. Retrieved August 28, 2017, from https://cdn.apexlearning.com/al/dallas//credit-recovery-yr2-efficacy-study.pdf</p> <p>Rationale: Chaparral High School will hold an APEX Summer Academy for 6 weeks for credit deficient students. Students will have the opportunity to retrieve credits through APEX. Students will also have the opportunity to retrieve credits throughout the school year and receive tutoring to ensure successful completion of the course(s). APEX has proven to increase student achievement, which has a direct impact on our graduation rate.</p>

2.	<p>Action Step 2: Implement Wraparound Services to adequately support students. (Counselor, EBI:4)</p> <p>Associated Expenses: (\$160,500.00)</p> <ol style="list-style-type: none"> 1. Hire 3 support staff to track unsuccessful transfers and attendance (\$105,000.00) 2. ACT prep course for students to receive tutoring to prepare for the ACT. (\$5,000.00) 3. Cambridge Educational Services: Victory for the ACT Test (14th Edition) (\$3,500.00) 4. Advanced Placement Saturday Preparation (\$6,000.00) 5. Adult Education (additional days of instruction) (\$6,000.00) 6. After School Tutoring (\$10,000.00) 7. APEX Saturday School (\$10,000.00) 8. Prep Buyouts for mentoring English Language Learner (ELL) newcomers to collaborate with classroom teachers on effective ways to increase student achievement for (ELL). Informs staff members of major trends and developments in the area of English Language Learner programs. Coordinates the parent component of the school's ELL program. (\$15,000.00) <p>EBI Level: 4</p> <p>Citation: Blank, M.R. (2009, October 31). A coordinated effort: Well –Conducted Partnerships Meet Students’ Academic, Health, and Social Service Needs. Retrieved August 29, 2017, from http://eric.ed.gov/?id=EJ863914</p> <p>Rationale: Chaparral High School will have a full-time counselor on campus to monitor students and support our student goals, especially students in the bottom quartile. The study shows how students perform better when a support system is in place. The counselor serves as support system, allowing teachers to focus on effective instruction. The students who will benefit from this implementation will be ELL student in the lowest 25% quantile. Implementation of these resources will have a direct impact on our graduation rate and College Readiness.</p>
3.	<p>Action Step 3: Implement data-driven Academic Intervention (<i>Achieve 3000, Reading Horizon</i>)(ELA) (Math) using and Evidence Based Program, EBI:1)</p> <p>Associated Expenses: (\$301,519.54)</p> <ol style="list-style-type: none"> 1. Purchase additional curriculum (<i>Achieve 3000, Reading Horizon</i>) (\$8,000.00) 2. Hire 2 licensed teachers to perform and implement daily interventions in Math. (\$159,666.00) 3. Prep buyouts for class size reduction. (\$133,853.54) <p>EBI Level: 1</p> <p>Citation: Magnolia Consulting. (2015) An Evaluation of the <i>Achieve 300</i> Programs. Retrieved September 19, 2017, from http://eric.ed.giv?id+ED563449</p>

	<p>Carnegie Learning. (2014) Transforming Math Learning through Professional Learning in Philadelphia, PA. Retrieved September 19, 2017, from http://www.carnegielearning.com</p> <p>Rationale: Chaparral High School will identify ELL students to take part in the implementation of these programs. Students will be monitored by the ELL facilitator throughout the year. The ELL facilitator will also serve as an academic support for teachers who serve ELL students. The success of our ELL students have a direct impact on our graduation rate.</p>
--	---