

## 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
Cheyenne High School	Dr. Zachary Robbins	Dr. Jeff Geihs

### Student Demographic Information

Ethnicity	Student Number	Percent
Asian	68	3%
Black	675	32%
Caucasian	252	12%
Hispanic	982	47%
Alaskan Native/Native American	9	0%
Multiracial	81	4%
Pacific Islander	27	1%
English Learners	362	17%
Free or Reduced Lunch	1550	74%

### Allocation and Coordinated Funding

Allocation Amount	\$519,600.00
Coordinated Funding	<p><b>Title I--</b></p> <ul style="list-style-type: none"> <li>• Extra-duty tutoring and credit retrieval</li> <li>• Extra-duty collaboration for school climate and culture activities such as: "A Crucial Conversation about Care," Instructional Leadership Team, and Assessment and Instructional Rigor</li> <li>• Extra-duty licensed and support staff pay for Parent and Family Involvement activities such as: Father and Father Figures and English Language Learner Empowerment Nights</li> <li>• Progress monitoring software such as: <i>Catapult Evaluate</i>, IO Education, <i>EXAMGen</i>, and <i>Renaissance Star Reading</i></li> <li>• Professional Development such as: Cultural Competency, CREW as a Writing Strategy to Support End of Course, Reading Non-Fiction Texts, and Text Annotation</li> <li>• Professional Development Substitutes for Teacher Walkthroughs and Special Education Collaboration</li> <li>• The salary of two English class-size reduction teachers</li> <li>• The salary of two math class-size reduction teachers</li> <li>• Prep-buyouts including astronomy, art, geometry, virtual lab, chemistry, English, crime and justice, geoscience, and algebra</li> </ul> <p><b>Title III-</b></p> <ul style="list-style-type: none"> <li>• Prep-buyouts for academic interventions</li> </ul> <p><b>District Funded</b></p> <ul style="list-style-type: none"> <li>• <i>Apex</i> (online credit retrieval program) is funded by the district.</li> </ul>

	<b>Strategic Funded</b> <ul style="list-style-type: none"> <li>• Prep-buyouts for academic interventions</li> </ul>
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**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)	October 26 <sup>th</sup> , 2017; November 14 <sup>th</sup> , 2017; December 19 <sup>th</sup> , 2017; January 24 <sup>th</sup> , 2018
Audience	School Organizational Team
Feedback	<p>October 26<sup>th</sup>, 2017</p> <ul style="list-style-type: none"> <li>• The School Organizational Team reviewed the SB 178 allocation and discussed areas of need</li> </ul> <p>November 14<sup>th</sup>, 2017</p> <ul style="list-style-type: none"> <li>• The School Organizational Team discussed increased family engagement and student academic growth</li> </ul> <p>December 19<sup>th</sup>, 2017</p> <ul style="list-style-type: none"> <li>• The School Organizational Team prepared a plan of action for the highest priority needs of the school as it relates to student achievement</li> </ul> <p>January 24<sup>th</sup>, 2018</p> <ul style="list-style-type: none"> <li>• The School Organizational Team discussed funding in connection to student achievement</li> </ul>

**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	<p>By the end of the 2018-19 school year, 73% students will be proficient in reading, as measured by the ELA I End of Course Exams.</p> <p>By the end of the 2018-19 school year, 73.1% students will be proficient in reading, as measured by the ELA II End of Course Exams.</p> <p>By the end of the 2018-19 school year, 78.1% students will be proficient in math, as measured by the Math I End of Course Exams.</p> <p>By the end of the 2018-19 school year, 43.4% students will be proficient in math, as measured by the Math II End of Course Exams.</p> <p>By the end of the 2018-2019 school year, 78.8% of Cheyenne students will graduate with a standard Diploma</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
<p><b>Action Step 1-</b> Using Apex, students will be afforded classes to improve proficiency and credit recovery during the summer (9.4a1).</p>	<p>Cheyenne High School will use <i>Apex</i> to provide students with an extended day and summer school opportunity to improve initial grades and/or recover a credit for a previously failed class. This action step supports measurable goal 1: Increase proficiency rates in math in Hispanic, Free-Reduced Lunch (FRL), and African-American subgroups; Increase tenth grade proficiency rates in reading in Hispanic, FRL, and African-American subgroups.</p> <p><b>EBI Level:</b> 1  <b>Citation:</b>  <i>Apex Learning.</i> (2017). Retrieved from <a href="https://cdn.apexlearning.com/al/dallas-credit-recovery-yr2-efficacy-study.pdf">https://cdn.apexlearning.com/al/dallas-credit-recovery-yr2-efficacy-study.pdf</a></p>
<p><b>Action Step 2-</b> After School Tutoring using Apex (9.4a3)</p>	<p>Cheyenne High School provides after school tutoring to students who need additional <i>Apex</i> support. Tutoring is available every day after school from 1:30pm to 3pm. This action step supports measurable goal 1: Increase proficiency rates in math in Hispanic, FRL, and African-American subgroups; Increase tenth grade proficiency rates in reading in Hispanic, FRL, and African-American subgroups.</p> <p><b>EBI Level:</b> 1  <b>Citation:</b>  <i>Apex Learning.</i> (2017). Retrieved from <a href="https://cdn.apexlearning.com/al/dallas-credit-recovery-yr2-efficacy-study.pdf">https://cdn.apexlearning.com/al/dallas-credit-recovery-yr2-efficacy-study.pdf</a></p>
<p><b>Action Step 3-</b> Provide common, valid, reliable formative assessment (Evaluate, EADMS, ACT, and STAR) and authentic practice in demonstrating proficiency on standardized assessments (9.4b2)</p>	<p>Common formative and summative assessments are available to students in various content areas and used to measure student achievement. Students take the <i>Evaluate</i> assessment every month to help track their progress toward End of Course (EOC) proficiency. This action step supports measurable goal 1: Increase proficiency rates in math in Hispanic, FRL, and African-American subgroups; Increase tenth grade proficiency rates in reading in Hispanic, FRL, and African-American subgroups</p> <p><b>EBI Level:</b> 2  <b>Citation:</b>            Catapult (2017). <i>ESSA evidence-based information for evaluate services</i>. Las Vegas, NV: Cavato, K., &amp; Marshall, J.            Jones, P., Ligon, G. D., &amp; Austin Independent School District, T. E. (1981). <i>Preparing Students for Standardized Testing: A Literature Review. Publication No. 81.61.</i>; Herman, J. L., Golan, S., &amp; Center for Research on Evaluation, S. C. (1990). Effects of Standardized Testing on Teachers and Learning--Another Look.            Monpas-Huber. J.B. (2015). <i>Just pressing buttons? Validity evidence for the Star and Smarter Balanced Summative Assessments</i>. The WERA Educational Journal, 8(1), 39-44. Retrieved from <a href="http://www.wera-web.org/wp-content/uploads/2015/12/WEJ-November-2015-final.pdf#page=39">http://www.wera-web.org/wp-content/uploads/2015/12/WEJ-November-2015-final.pdf#page=39</a>            The Condition Of College &amp; Career Readiness 2016. (2016). Retrieved from</p>

[http://www.act.org/content/dam/act/unsecured/documents/CCCR\\_National\\_2016.pdf](http://www.act.org/content/dam/act/unsecured/documents/CCCR_National_2016.pdf)

McGrew, Sean. "Catapult Learning West, LLC: Essa Evidence-Based Information for Evaluate Services." Catapult Learning, December, 2016.

**Action Step 5-** Support students who struggle with interpersonal, family, or behavioral difficulties in their efforts to demonstrate proficiency, as measured by the Nevada End of Course Exams (9.4e3; 9.5a)

Programs such as *Restorative Justice* support students who have behavioral difficulties. This program provides conflict resolution options, addresses social and emotional barriers that impede equal education outcomes, and prevents students from missing valuable instructional time. This action step supports measurable goal 1: Increase proficiency rates in math in Hispanic, FRL, and African-American subgroups; Increase tenth grade proficiency rates in reading in Hispanic, FRL, and African-American subgroups.

**EBI Level:** 4

**Citation:**

Wilhite, Shannon, Ph.D. "Effects of the WhyTry Social Skills Program on Students with Emotional and Behavioral Disorders at an Alternative Campus." *Doctoral Dissertation, University of North Texas* (2010)

**Action Step 1-** Implement the State of Nevada's Health Information Systems Curriculum, a course of instruction in college and career readiness for FRL and ELL students who scored in the bottom quartile in the End of Course Exams. (B3)

This action step supports measurable goal 2: Improve the percentage of students who graduate college and career ready as measured by the Cheyenne High School graduation rate.

**EBI Level:** 3

**Citation:**

*College For Every Student*. (2016). Retrieved from <http://www.collegefes.org/pdfs/16-0460%20New%20Dimensions%20white%20paper%5B2%5D.pdf>  
King, A. (2015). Reflecting on classroom practice: Spatial reasoning and simple coding. *Australian Mathematics Teacher*, 71(4), 21-27.  
Milner, S. (1973). *The Effects of Computer Programming on Performance in Mathematics*

**Action Step 1-** Engage parents and families in after school climate and culture initiatives. (9.4e1, 9.4d)

Cheyenne High School plans Father and Father Figure Nights, Noches de Empoderamiento, Financial Aid Nights, and Freshman Nights to engage parents in school climate and culture initiatives. These activities keep parents informed and provide them with the tools they need to support their students' academic progress. This action step supports goal 3: Improve climate and culture to facilitate increased proficiency in math and reading.

**EBI Level:** 4

**Citation:**

Fan, W., & Williams, C. M. (2010). The effects of parental involvement on students' academic self-efficacy, engagement, and intrinsic motivation. *Educational Psychology*, 30(1), 53-74; Marie Onaga and Cécile Lardemelle (2010) Promoting Academic Engagement Among Immigrant Adolescents Through School-Family-Community Collaboration. *Professional School Counseling*: October 2010, Vol. 14, No. 1, pp. 15-26.