

School Performance Plan

School Name	
Bracken, Walter ES	
Address (City, State, Zip Code, Telephone):	
1200 N 27th St	
Las Vegas, NV 89101-1517, (702) 799-7095	
Superintendent/Assistant Chief:	Pat Skorkowsky / Jeffrey Horn
For Implementation During The Following Years:	2017-2018

The Following MUST Be Completed:

Title I Status:	Served
Designation:	Reward School
Grade Level Served:	Elementary
Classification:	5 Star
NCCAT-S:	Not Required

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request ☐ Use of Core Instructional Materials ☐ Scheduling ☐ Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Kathleen Decker	Principal	Michelle Wheatfill	Assistant Principal
Christine Herbert	Magnet Theme Coordinator	Lucy Bourgault	fifth grade teacher
Elaine Bennett	third grade teacher	Betty Christian	school aide
Patricia Zier	clerk	Gregory Brown	parent
Peyton Norton	parent	Mark Scott	parent
Pedro Marengo	parent		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Summative Assessments	NA	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

Identified MOs for the 2015-2016 SPP were not met in reading proficiency for grade three. Third grade students participated in the SBAC. Proficiency decreased from 89% (2014) to 72% (2015). Identified MOs for the 2015-2016 SPP was met in fifth grade math and was not met in fourth grade math. The percent of fifth grade students exceeding in math increased from 16% to 30%. The percent of fourth grade students exceeding in math increased from 43% to 45%, but fell short of the 50% goal. Identified MOS for the 2015-2016 SPP was met in mandatory cultural competency. Both administrators participated in cultural competency training. The principal was a facilitator for district-wide cultural competency training. As a result of analyzing school wide data, teachers will be provided with professional development to improve reading instruction through increasing independent reading with accountability and professional development in Study Island.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
--	---	---	---	---	--------------------------------

Priority Need/Goal 1:

Increase Grade 3-5 student proficiency rates in reading.

Root Causes:

A lack of understanding the the state standardized assessments has been a challenge for teachers. Teachers need to align instruction to SBAC.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from 72% to 76% by 2017 as measured by state assessments.

Measurable Objective 2:

Increase the percent of 4th grade students proficient in reading from 85.5% to 89% by 2017 as measured by state assessments.

Measurable Objective 3:

Increase the percent of 5th grade students proficient in reading from 89.2% to 92% by 2017 as measured by state assessments.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will engage in self directed professional development throughout the year. Professional learning communities will take place weekly to support grade levels. Teachers will receive PD and follow up coaching to fully understand the instructional shift required by the NEPF and NVACS in reading.	Renaissance Learning, Study Island, AIMSweb (Title I - 2,125) , Journeys and other supplementary programs used for students. Substitute days for teacher collaboration time. (Title I - 5,280) AR360 training, Myon training	Study Island data, Accelerated Reader Reports, STAR reading and Journeys assessments to measure progress towards individual goals of all students.	Principal, classroom teachers monitor on a monthly basis. Goals met monthly tracked by administration and Strategist. Administration will conduct classroom observations and coaching.	On Task

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Family STEAM nights to ensure that all children are actively engaged in their learning and parents understand the new level of rigor. Stories and snacks will be held three times a year to promote literacy.	Grants fund these events - Teachers volunteer time Parenting books (Title I - \$1058.25)	Sign in sheets at all events and an effort by teachers to use texting, Facebook, Parent-link and notes home to ensure participation.	Principal and teachers	On Task

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Consistent instruction in all classrooms at each grade level aligned with the common core curriculum. Students will receive direct instruction before and after school tutoring based on data from Study Island, AR, STAR reading and AimsWeb. In addition, computer labs open before and after school (Title I - 11,663).	Existing staff Instructional Assistant hours (Title I - \$12,546) CTT (General - \$39,000) tutoring - ELL funds	Lesson Plans, Classroom Observations, Grade level PLC notes, Grade Books, Report Cards, Data (Study Island, AR, STAR reading and AIMSWeb)	Principal and classroom teachers on a weekly basis	On Task

Comments:

1.4 Other (Optional)	Continuation From Last Year:		NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
--	---	---	---	---	--------------------------------

Priority Need/Goal 2:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in math.

Root Causes:

Looking at the overall achievement gap among groups will allow teachers to look for trends within their data that can affect student learning. Data from the Nevada School Performance highlights the subgroups. The three year trend shows an increase each year.

Measurable Objective 1:

Increase the percent of Grade 5 students Exceeding in Math from 30 % to 35% by 2017 as measured by SBAC

Measurable Objective 2:

Increase the percent of Grade 4 students Exceeding in Math from 45% to 50% by 2017 as measured by SBAC

Measurable Objective 3:

Increase the percent of Grade 3 students Exceeding in Math from 21% to 26% by 2017 as measured by SBAC

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers through weekly PLC meetings learn together how to use online programs consistently to demonstrate mastery of the skills that students need to learn and also receive remediation and extra instruction. Teachers will meet during their SBCT to vertical align math curriculum based on standards.	Existing Staff, online programs, books. Online programs funded by general budget costing \$58,000.00. Substitutes for teacher collaboration time (General budget- \$5,280)	Study Island, IXL, Front Row, STAR math and rocket math data. Classroom observations, PLC and SBCT agendas.	Lesson plans/Observations by administration- Quarterly Weekly by Strategists and push in teachers	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Family STEAM nights to show how to engage in high quality lessons with their children. Parent information nights to review online programs. Conferences with Parents as needed when students are not at their benchmark.	Current staff volunteer time and grant funds have purchased all of the books given away and local Starbucks donates beverages and grant funds purchase snacks when they are not donated from Whole Foods. Parenting books (Title I - \$1058.25)	Sign in sheets and parent meeting logs.	Principal and classroom teachers will conduct these nights and mornings monthly.	On Task

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Consistently use Rocket Math, IXL, Study Island, Front Row and STAR math to ensure that students master math concepts and skills. Tier 2 students will participate in direct instruction through before and after school tutoring.	current programs and staff Instructional Assistant hours (Title I - \$12,546) CTT (General budget - \$39,000) tutoring- ELL funds	Study Island, Rocket Math, IXL, Front Row, STAR math and AIMSweb benchmark data.	Lesson plans/Observations by administration- Quarterly Weekly by Strategists and push in teachers	On Task

Comments:

2.4 Other (Optional)	Continuation From Last Year:		NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
--	---	---	---	---	--------------------------------

Priority Need/Goal 3:

Increase the percentage of school-based personnel trained in cultural competency. By April 2018, 100% of school personal will be trained in cultural competency delivered by the schools equity and diversity liaison.

Root Causes:

This will be done in order to close the cultural gap between administrators, teachers and students which can effect the academic performance of students.

Measurable Objective 1:

100% of staff will participate in a mandatory cultural competency professional development session during the 2017-2018 school year as measured by sign-in sheets.

Measurable Objective 2:

By April 2018, 95% of school based administration will participate in mandatory cultural competency training as measured by online module completion and Pathlore Transcripts.

Monitoring Status

Met

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Professional development and resources will be provided to support staff in the process of becoming aware and teaching students from a variety of backgrounds. Administration will complete classes by January 2018	Cultural Competency Research and Literature, Training, Monthly Feedback from Equity & Diversity Liasion	Professional Development, Resources from Equity & Diversity Department	Administration Verify AP completed classes by January 2018 Classes Completed by Equity and Diversity Liaison Monthly Counselor lessons monthly	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Family resources will be provided to support families in the learning process. The counselor and CIS coordinator will help provide services to our families.	Cultural Competency Research and Literature, Training, Monthly Feedback from Equity & Diversity Liasion	Resources from Equity & Diversity Department	Administration Parent Engagement Meeting October & February Counselor and Administration monthly	On Task

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Professional development and resources will be provided to support staff in the process of becoming aware and teaching students from a variety of backgrounds.	Professional Development A CIS coordinator will help provide services and educating staff on the needs and diversity of our students (Title I - 20,350)	Observations, Lesson Plans, curriculum, parent surveys	Equity and Diversity liaison will provide training at staff meetings Counselor lessons monthly	On Task

Comments:

3.4 Other (Optional)	Continuation From Last Year:		NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I	2,125	Aimsweb for progress monitoring	Goals 1 and 2
Title I	5,280	Substitute days for teacher collaboration	Goals 1 and 2
Title I	1,058.25	parenting books for STEAM nights and Stories and Snacks	Goals 1 and 2
General Budget	39,000	CTTs for progress monitoring and instructional support	Goals 1 and 2
General Budget	58,000	online programs and Journeys	Goals 1 and 2
Title I	20,350	CIS coordinator	Goal 3
Title I	12546	Instructional assistants to open computer lab before and after school for tutoring.	Goals 1 and 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

Our school has minimal turnover and therefore we do not have problems with recruiting or retaining highly-qualified teachers. Our strategy is empowerment and staff cohesiveness in an engaging learning environment.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

In a highly engaging environment, frequent events to include parents on a daily basis are provided. A parent volunteer coordinator ensures that all tasks get done and that all volunteers are able to contribute in a meaningful way. Both before and after school events ensure that all parents can participate in activities. Targeted curriculum and instruction is provided for grade level needs.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

This year our kindergarten teachers will conduct family meetings at the end of the year to ensure that there is a strong plan for working over the summer and parents are familiar with the needs of the kindergarten classrooms. Our fifth grade students spend time with all of the middle school magnet program facilitators to learn about their choices for middle school. They also take field trips to the schools to see them as well as participate in some before school shadow opportunities.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Our teachers make all curriculum and assessment decisions through staff meeting discussions, site council discussions and then finally blind voting where more than 60% must agree with the solution prior to implementation. We use zoomerang voting and staff discussions to make these decisions as well as a review of all collected data from programs used such as Study Island.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts

All of our funding sources are considered by our Site Council to ensure that we are meeting the needs of our students. We receive grants from several local organizations such as Green Our Planet, the Las Vegas Rotary Club, and USGBC among many others. We strive for sustainability and consistency with our program while innovating current practices to be more engaging for students.

APPENDIX A - Professional Development Plan

1.1

Teachers will engage in self directed professional development throughout the year. Professional learning communities will take place weekly to support grade levels. Teachers will receive PD and follow up coaching to fully understand the instructional shift required by the NEPF and NVACS in reading.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers through weekly PLC meetings learn together how to use online programs consistently to demonstrate mastery of the skills that students need to learn and also receive remediation and extra instruction. Teachers will meet during their SBCT to vertical align math curriculum based on standards.

Goal 2 Additional PD Action Step (Optional)

3.1

Professional development and resources will be provided to support staff in the process of becoming aware and teaching students from a variety of backgrounds. Administration will complete classes by January 2018

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Family STEAM nights to ensure that all children are actively engaged in their learning and parents understand the new level of rigor. Stories and snacks will be held three times a year to promote literacy.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Family STEAM nights to show how to engage in high quality lessons with their children. Parent information nights to review online programs. Conferences with Parents as needed when students are not at their benchmark.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Family resources will be provided to support families in the learning process. The counselor and CIS coordinator will help provide services to our families.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase Grade 3-5 student proficiency rates in reading.

Measurable Objective(s):

- Increase the percent of 3rd grade students proficient in reading from 72% to 76% by 2017 as measured by state assessments.
- Increase the percent of 4th grade students proficient in reading from 85.5% to 89% by 2017 as measured by state assessments.
- Increase the percent of 5th grade students proficient in reading from 89.2% to 92% by 2017 as measured by state assessments.

Status

N/A

Comments:
1.1 Professional Development:
1.2 Family Engagement:
1.3 Curriculum/Instruction/Assessment:
1.4 Other:

	Mid-Year	End-of-Year
1.1	Teachers will engage in self directed professional development throughout the year. Professional learning communities will take place weekly to support grade levels. Teachers will receive PD and follow up coaching to fully understand the instructional shift required by the NEPF and NVACS in reading.	N/A
Progress		
Barriers		
Next Steps		
1.2	Family STEAM nights to ensure that all children are actively engaged in their learning and parents understand the new level of rigor. Stories and snacks will be held three times a year to promote literacy.	N/A
Progress		

Barriers		
Next Steps		
1.3	Consistent instruction in all classrooms at each grade level aligned with the common core curriculum. Students will receive direct instruction before and after school tutoring based on data from Study Island, AR, STAR reading and AimsWeb. In addition, computer labs open before and after school (Title I - 11,663).	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in math.

Measurable Objective(s):

- Increase the percent of Grade 5 students Exceeding in Math from 30 % to 35% by 2017 as measured by SBAC
- Increase the percent of Grade 4 students Exceeding in Math from 45% to 50% by 2017 as measured by SBAC
- Increase the percent of Grade 3 students Exceeding in Math from 21% to 26% by 2017 as measured by SBAC

Status
N/A

Comments:
2.1 Professional Development:
2.2 Family Engagement:
2.3 Curriculum/Instruction/Assessment:
2.4 Other:

	Mid-Year	End-of-Year
2.1	Teachers through weekly PLC meetings learn together how to use online programs consistently to demonstrate mastery of the skills that students need to learn and also receive remediation and extra instruction. Teachers will meet during their SBCT to vertical align math curriculum based on standards.	N/A
Progress		
Barriers		
Next Steps		
2.2	Family STEAM nights to show how to engage in high quality lessons with their children. Parent information nights to review online programs. Conferences with Parents as needed when students are not at their benchmark.	N/A
Progress		

Barriers		
Next Steps		
2.3	Consistently use Rocket Math, IXL, Study Island, Front Row and STAR math to ensure that students master math concepts and skills. Tier 2 students will participate in direct instruction through before and after school tutoring.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Increase the percentage of school-based personnel trained in cultural competency. By April 2018, 100% of school personal will be trained in cultural competency delivered by the schools equity and diversity liaison.

Measurable Objective(s):

- 100% of staff will participate in a mandatory cultural competency professional development session during the 2017-2018 school year as measured by sign-in sheets.
- By April 2018, 95% of school based administration will participate in mandatory cultural competency training as measured by online module completion and Pathlore Transcripts.

Status

Met

Comments:
3.1 Professional Development:
3.2 Family Engagement:
3.3 Curriculum/Instruction/Assessment:
3.4 Other:

	Mid-Year	End-of-Year
3.1	Professional development and resources will be provided to support staff in the process of becoming aware and teaching students from a variety of backgrounds. Administration will complete classes by January 2018	N/A
Progress		
Barriers		
Next Steps		
3.2	Family resources will be provided to support families in the learning process. The counselor and CIS coordinator will help provide services to our families.	N/A
Progress		

Barriers		
Next Steps		
3.3	Professional development and resources will be provided to support staff in the process of becoming aware and teaching students from a variety of backgrounds.	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		