# School Performance Plan

School Name

Bruner, Lucile ES

Address (City, State, Zip Code, Telephone):

4289 Allen Ln
N Las Vegas, NV 89032-548, (702) 799-0620

Superintendent/Assistant Chief: Pat Skorkowsky / Kimberly Mangino

For Implementation During The Following Years: 2016-2017

**The Following MUST Be Completed:**

| | |
|---|---|
| **Title I Status:** | Served |
| **Designation:** | NA |
| **Grade Level Served:** | Elementary |
| **Classification:** | 3 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 |
|---|---|---|---|
| Sonya Burdine | Parent | Dr. Cathy Conger | Principal |
| Jennifer Hornyak | Assistant Principal | Le Carter | Grade 1 Teacher |
| Amy Stover | Grade 2 Teacher | Christopher Hartzer | Grade 5 Teacher |
| Anne Haymore | Learning Strategist | Carly Skinner | Learning Strategist |
| Doreen Walsh | Grade 3 Teacher | | |

# 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) |
| Formative Assessments Practice | Placement (Proficiency Levels) | Achievement Gap Data |
| Summative Assessments | Comparison of ELPA with other Assessments | Individualized Education Programs (IEP) |
| NA | NA | Special Education Procedures - Whole School |
| 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.

Strengths -
-When comparing subgroup trends in previous years on the Nevada CRT with the current proficiency rates on the 2016 SBAC, the Hispanic supgroup is closing the achievement gap when compared to the Caucasian subgroup.
-The implementation of Positive Behavior Supports (PBS) and the school wide adoption of the Sanford Harmony program, the number of behavior incidents has decreased throughout the campus.
-The average daily attendance (ADA) in every minority and program subgroup is above the Clark County School District daily average.

Areas of concern -
On the 2016 SBAC in reading, the following percentages of students were proficient: 28% Grade 3, 37% Grade 4, 30% Grade 5.
On the 2016 SBAC in Math, the following percentages of students were proficient: 21% Grade 3, 22% Grade 4, 14% Grade 5.
The African American subgroup demonstrated the lowest percentage of proficiency in all grades in both subjects on the 2016 SBAC.

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

| Based on the CNA, identify all that apply: | ☑ General Education | ☑ FRL | ☑ ELL | ☑ IEP | ☐ Other |
|---|---|---|---|---|---|

**Priority Need/Goal 1:**
Increase reading proficiency.

**Root Causes:**
Teachers do not have a comprehensive understanding of NVACS. The gaps in teachers' knowledge is impacting high-quality, rigorous Tier I instruction. Lack of effective/targeted professional planning within grade levels and/or among vertically aligned grade levels focusing on student data to drive decision making. Inaccuracies and inconsistencies in assessment lead to misidentified student needs. Lack of knowledge of current instructional resources and/or misuse or non-use of resources.

**Measurable Objective 1:**
Increase the percent of 3rd - 5th grade students proficient in reading from 29% to 35% by 2017 as measured by state assessments (SBAC).

**Measurable Objective 2:**
Increase the percent of students scoring above the 50th percentile on the AIMSweb benchmark assessment from 35% (fall) to 45% (spring) as measured by the AIMSweb R-CBM.

| Monitoring Status |
|---|
| N/A |

| ACTION PLAN | | MONITORING PLAN | | |
|---|---|---|---|---|
| **Action Step**<br>(please only list one action step per box) | **Resources and Amount Needed for Implementation**<br>(people, time, materials, funding sources) | **List Artifacts/Evidence of Progress:**<br>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: 1.5, 2.1** | |
| Professional development focusing on NVACS, unwrapping standards (Curriculum Engine). Consistent professional planning within grade levels and between grade levels. | District Representatives (IDPL, Curriculum Engine), Learning Strategists (Title I funded $144,000), Title I Instructional Aide (Title I funded $42,000) Bruner Staff | Agendas / evaluations, Direct observations noting effective instruction, STPT notes | Administration - Observations ongoing Aug - May, SPP Team - Monitoring Mtgs ongoing Aug - May, Learning Strategist and Instructional Coach Meetings with Admin Bi-Weekly | N/A |

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:** | **NCCAT-S Indicators:** | |
| Family Nights provided with focused sessions on literacy. APPLE core reading program, and Parent Conferences with focused literacy discussions | Bruner Staff, Parent Family Night materials (Title I Parent Involvement funding) | Family Night agenda / evaluation, parent communication to promote Family Nights, APPLE reading bookmarks and parent letters promoting program, Teacher conference notes, parent communication promoting conferences | Administration - monitoring Aug - May, Bruner staff (Family Night Planning committee), Mrs. Camacho - APPLE monitoring ongoing Aug - May | N/A |

Comments:

| 1.3 Curriculum/Instruction/Assessment (Required) | | Continuation From Last Year: | NCCAT-S Indicators: 1.5, 2.1 | |
|---|---|---|---|---|
| Implement consistent Tier I instruction based on NVACS Consistently use small group literacy instruction to include Daily 5 and Flying Start to Literacy. Effective / targeted STPT with a focus on collaboration & student data. Consistent / accurate use of AIMSweb and other data to monitor student achievement. | Learning Strategists (Title I Funding $144,000), tutoring (ELL funded), | Lesson plans - daily, direct observations - monthly, STPT meeting notes - bi- weekly, Learning Strategist / Instructional Coach / Administration Meeting notes, Student data reports (AIMSweb, etc) | Administration - Ongoing Aug - May, Learning Strategist / Instructional Coach - Ongoing Aug - May | N/A |

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: | ☑ General Education | ☑ FRL | ☑ ELL | ☑ IEP | ☐ Other |
|---|---|---|---|---|---|

**Priority Need/Goal 2:**
Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading (28.9%) and math (13.9%).

**Root Causes:**
Teachers do not have a comprehensive understanding of NVACS, preventing a barrier to consistent high-quality Tier I instruction. Lack of effective/targeted professional planning within grade levels and/or among vertically aligned grade levels focusing on student data, specific to students identified in the minority subgroups, to drive decision making. Inaccuracies and/or inconsistencies in assessment leading to misidentified student needs. Lack of instructional resources and/or misuse or non-use of resources.

**Measurable Objective 1:**
Reduce the proficiency gap in ELA between our African American subgroup and our White/Caucasian subgroup as measured by the 2017 state assessments (SBAC).

**Measurable Objective 2:**
Reduce the proficiency gap in Math between our African American subgoup and our White/Caucasian subgroup as measured by 2017 state assessments (SBAC).

**Measurable Objective 3:**
Increase the percent of students scoring above the 50th percentile on the AIMSweb benchmark assessment (MCOMP fall to spring benchmark).

| 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:** | **NCCAT-S Indicators:** | |
| Professional development focusing on NVACS, unwrapping the standards (Curriculum Engine), and newly adopted math curriculum resources. | District Representatives (IDPL, Curriculum Engine), Learning Strategist (Title I Funding $72,000), Title I Instrucation Assistant (Title I funded $42,000) and Bruner ES staff | Professional Development Calendar/Agendas Direct Observations noting effective instruction STPT Notes Lesson Plans | Administration- observations ongoing Aug-May SPP Team- Monitoring Mtgs ongoing Aug-May Learning Strategist meetings with administration bi-weekly | 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:** | **NCCAT-S Indicators:** | |
| Family Nights provided with focused emphasis on Math to increase parents involvement and knowledge to assist students at home. | Bruner Staff Family Night Materials (Title I Parent Set-Aside funds) | Family Night Calendar / Flyers Notes regarding what information/sessions are provided Parent evaluations | Administration- monitoring | N/A |

Comments:

| 2.3 Curriculum/Instruction/Assessment (Required) | | Continuation From Last Year: | NCCAT-S Indicators: | |
|---|---|---|---|---|
| Implement consistent, high quality, rigorous Tier I instruction based on NVACS. Consistently use small group instruction math, and intervention instruction. Teachers will conduct targeted STPT with a focus on student data and adjust instruction accordingly. | Learning Strategist (Title I Funded), Kathy Richardson Books, Tutoring funds & staff (ELL funded), | Lesson plans and direct observation notes, STPT notes, student achievement data, Learning Strategist & administration meeting notes | Administration - ongoing Aug-May, Learning Strategist and Instructional Coach - ongoing Aug-May, SPP Committee - once each semester | N/A |

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: | ☑ General Education | ☑ FRL | ☑ ELL | ☑ IEP | ☑ Other |
|---|---|---|---|---|---|

**Priority Need/Goal 3:**
Increase the percentage of school-based personnel trained in cultural competency.

**Root Causes:**
There is a need for training in the area of cultural competency as evidenced by district student achievement gap data.

**Measurable Objective 1:**
100% of staff will participate in a mandatory cultural competency professional development session during the 2016-2017 school year as measured by sign-in sheets.

| 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** |
| **3.1 Professional Development (Required)** | | **Continuation From Last Year:** | **NCCAT-S Indicators:** | |
| Staff will attend Professional Development in Cultural Responsiveness designed to redefine individual perceptions of others as expressed through communication and relationship building to facilitate educational experiences responsive to student talents, interests and challenges. | Resources provided by Equity and Diversity in partnership with National Academic Educational Partners and other community-based organizations provided during the 2016-2017 school year. | Staff agendas, sign in sheets, evaluations of PD sessions | Administration will ensure this action step takes place. Timeline: throughout the 2016 - 2017 school year. | 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: | |
|---|---|---|---|---|
| | | | | N/A |

Comments:

| 3.3 Curriculum/Instruction/Assessment (Optional) | | Continuation From Last Year: | NCCAT-S Indicators: | |
|---|---|---|---|---|
| | | | | N/A |

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 Funds | $218,000 | Instructional Strategist, technology, substitute teachers to allow for professional development. | Goals 1 and 2 |
| ELL Funds | $4,911 | Tutoring for ELLs | Goals 1 and 2 |
| General Budget | TBD | purchase of necessary curriculum resources in the areas of literacy, math, and educational technology | Goals 1, 2 and 3 |

# 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.**
CCSD requires only highly qualified licensed teachers, Special Program Teacher Assistants, and Instructional Assistants to be allowed to work at a Title I school. The administration required all applicants for open positions provide the highly qualified documentation at the time of interview. The administration would screen applicants during the interview for knowledge, techniques and strategies for working with at-risk populations.

**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.**
Bruner will be providing at least two Academic Parent Nights to increase strategies and techniques families can use at home to increase reading, writing, and math with all levels. Parents will attend a variety of sessions based on their needs and age of students. The activities will be hands-on with parents focusing on the higher level of questions. The presenters will be modeling for parents. Students will be receiving materials to take home to assist the families.

**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.).**
The pre-K program will transition to kindergarten with peer socialization during non-instructional times, snack, recess and Parent events. The kindergarten program will transition with an opportunity for lunch and spending time in a first grade class during the month of May. The fifth grade students will receive 3 transition lessons from the counselor, a field trip to the middle school (Swainston MS), and magnet school presentation.

**4. Identify the measures that include teachers in decisions regarding the use of academic assessments.**
The staff uses the state testing, AIMSweb, Lexia Core 5, iStation, SRI, Core Phonics, WIDA ACCESS, and other formative assessments to address the strength and concerns of the school. The information is used to plan for necessary instructional changes, student groupings, RTI referrals, and planning for the upcoming school year.

**5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts**
The Title I Program will be used to provide a preschool program for the four year old children living in the school's attendance zone. The program will allow students to learn English, proper socialization skills, and be exposed to literature and mathematics. CCSD funds and federal Title I funds are utilized to provide two Learning Strategists who assist in professional development and coach/model teaching strategies.

# APPENDIX A - Professional Development Plan

**1.1**
Professional development focusing on NVACS, unwrapping standards (Curriculum Engine). Consistent professional planning within grade levels and between grade levels.

**Goal 1 Additional PD Action Step (Optional)**

**2.1**
Professional development focusing on NVACS, unwrapping the standards (Curriculum Engine), and newly adopted math curriculum resources.

**Goal 2 Additional PD Action Step (Optional)**

**3.1**
Staff will attend Professional Development in Cultural Responsiveness designed to redefine individual perceptions of others as expressed through communication and relationship building to facilitate educational experiences responsive to student talents, interests and challenges.

**Goal 3 Additional PD Action Step (Optional)**

# APPENDIX B - Family Engagement Plan

**1.2**
Family Nights provided with focused sessions on literacy. APPLE core reading program, and Parent Conferences with focused literacy discussions

**Goal 1 Additional Family Engagement Action Step (Optional)**

**2.2**
Family Nights provided with focused emphasis on Math to increase parents involvement and knowledge to assist students at home.

**Goal 2 Additional Family Engagement Action Step (Optional)**

**3.2**

**Goal 3 Additional Family Engagement Action Step (Optional)**

# APPENDIX C - Monitoring/Evaluation

## Priority Need/Goal 1

**Priority Need/Goal 1:**
Increase reading proficiency.

**Measurable Objective(s):**
- Increase the percent of 3rd - 5th grade students proficient in reading from 29% to 35% by 2017 as measured by state assessments (SBAC).
- Increase the percent of students scoring above the 50th percentile on the AIMSweb benchmark assessment from 35% (fall) to 45% (spring) as measured by the AIMSweb R-CBM.

| 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 | Professional development focusing on NVACS, unwrapping standards (Curriculum Engine). Consistent professional planning within grade levels and between grade levels. | N/A |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 1.2 | Family Nights provided with focused sessions on literacy. APPLE core reading program, and Parent Conferences with focused literacy discussions | N/A |
| Progress | | |

| | | |
|---|---|---|
| Barriers | | |
| Next Steps | | |
| 1.3 | Implement consistent Tier I instruction based on NVACS Consistently use small group literacy instruction to include Daily 5 and Flying Start to Literacy. Effective / targeted STPT with a focus on collaboration & student data. Consistent / accurate use of AIMSweb and other data to monitor student achievement. | 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 both reading (28.9%) and math (13.9%).

**Measurable Objective(s):**
- Reduce the proficiency gap in ELA between our African American subgroup and our White/Caucasian subgroup as measured by the 2017 state assessments (SBAC).
- Reduce the proficiency gap in Math between our African American subgoup and our White/Caucasian subgroup as measured by 2017 state assessments (SBAC).
- Increase the percent of students scoring above the 50th percentile on the AIMSweb benchmark assessment (MCOMP fall to spring benchmark).

| 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 | Professional development focusing on NVACS, unwrapping the standards (Curriculum Engine), and newly adopted math curriculum resources. | N/A |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 2.2 | Family Nights provided with focused emphasis on Math to increase parents involvement and knowledge to assist students at home. | N/A |
| Progress | | |

| | | |
|---|---|---|
| Barriers | | |
| Next Steps | | |
| 2.3 | Implement consistent, high quality, rigorous Tier I instruction based on NVACS. Consistently use small group instruction math, and intervention instruction. Teachers will conduct targeted STPT with a focus on student data and adjust instruction accordingly. | 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.

**Measurable Objective(s):**
- 100% of staff will participate in a mandatory cultural competency professional development session during the 2016-2017 school year as measured by sign-in sheets.

| Status |
|---|
| N/A |

**Comments:**

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

| | Mid-Year | End-of-Year |
|---|---|---|
| 3.1 | Staff will attend Professional Development in Cultural Responsiveness designed to redefine individual perceptions of others as expressed through communication and relationship building to facilitate educational experiences responsive to student talents, interests and challenges. | N/A |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 3.2 | | N/A |
| Progress | | |

| | | |
|---|---|---|
| Barriers | | |
| Next Steps | | |
| 3.3 | | N/A |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 3.4 | | N/A |
| Progress | | |
| Barriers | | |
| Next Steps | | |