



## Clark County School District

# BUNKER ES

### School Performance Plan: A Roadmap to Success

*Bunker ES has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

**Principal:** Susan Johnson

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**School Designations:**  Title I     CSI     TSI     TSI/ATSI

*Our SPP was last updated on **October 24, 2022.***



## School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at [http://nevadareportcard.nv.gov/DI/nv/clark/berkeley\\_l\\_bunker\\_elementary\\_school/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/berkeley_l_bunker_elementary_school/2022/nspf/).

## School Continuous Improvement (CI) Team

*The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.*

Name	Role
Susan L. Johnson	<b>Principal(s)</b> <i>(required)</i>
Jeanette Taylor	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Ellen Dunn Amanda Eveleigh Kelly Stephen Christie Grandjean Teresa Hampton Laura Saville Mihaela Holmes Chanel Gigliotti Colin Haas Katheryn Myers Emily Poeltler Jodi Guciardo Erica Morris Darlene Morales Natalie Bame	<b>Teacher(s)</b> <i>(required)</i>
Stacy Gomez	<b>Paraprofessional(s)</b> <i>(required)</i>
Kathryn Scarlett	<b>Parent(s)</b> <i>(required)</i>



	<b>Student(s)</b> <i>(required for secondary schools)</i>
	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
<i>*Add rows as needed</i>	

## School Community Outreach

*This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

Outreach Activity	Date	Lessons Learned from the School Community
SOT	3/30/22, 4/27/22 and 5/20/22	Under the previous administration, meetings were held to continue work of the SPP
SOT	9/13/22	Feedback on updates of the SPP from this group
STEAM Night	9/29/22	Received feedback from families in person and through a survey they submitted. Parents want more opportunities to engage with the school in academic and social events.



# School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

## Inquiry Area 1 - Student Success

### Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
<b>Data Reviewed</b>	MAP, SBAC, Common Assessments	Panorama, Attendance, IC behavior data	EnVision, Grade Level Snapshots
	<i>Areas of Strength: WIDA student proficiency increased by 6.9%; SBAC Science proficiency increase of 11%; SBAC Math proficiency increase of 16.4%; SBAC ELA proficiency increase of 6.8%</i>		
	<i>Areas for Growth: Both ELA and Science SBAC saw a higher percentage of Level 1 students; there is a greater gap with our subgroups, especially African American, Special Education and ELL students, proficiency levels; while more student gained proficiency overall, we are not growing most students from one level to another; These trends are also showing in the Fall MAP data for this school year</i>		
<b>Problem Statement</b>	Low proficiency in English Language Arts and Mathematics		
<b>Critical Root Causes</b>	Lack of consistent use of Tier I Instructional materials, common assessments and PLC work across the grade levels.		



## Part B

Student Success	
<p><b>School Goal:</b> Increase the percent of students meeting/exceeding growth projections in Reading from 22% in Fall 2022-2023 to 30% in Winter 2022-2023 to 37% in Spring 2022-2023 as measured by MAP Growth Assessments. (using Historical MAP Overview Data)</p> <p>Increase the percent of students meeting/exceeding growth projections in Math from 17% in Fall 2022-2023 to 24% in Winter 2022-2023 to 32% in Spring 2022-2023 as measured by MAP Growth Assessments. (using Historical MAP Overview Data)</p>	<p><b>Aligned to Nevada's STIP Goal: Goal #3 All students experience continued academic growth,</b></p>
<p><b>Improvement Strategy:</b> <i>Classroom Grade level snapshots - monthly quick check for standards, curriculum, manipulative usage in math in all grades with immediate feedback for improvement</i></p> <p><i>Use of the Professional Learning Community (PLC) process to conduct data dives, grade level plan instruction to align with unwrapped standards and incorporate common assessments</i></p> <p><i>Increase usage of Tier I Instructional materials in all classrooms</i></p> <p><i>Increase of small group instruction as a tool for Tier I instruction</i></p> <p>.</p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3 (ReadyGen) and 3 (enVisions), 1 (Sound Partners)</p>	
<p><b>Intended Outcomes:</b> Purposeful planning using data to drive instruction (strengthen PLC process) Students receiving Tier I instruction in all classrooms, all subjects Students making adequate growth</p>	



Increase of small group instruction
<b>Action Steps:</b> Standards-based Tier 1 instruction with differentiation and scaffolds On-going PLC process with a focus on math instruction this year Small group instruction Common assessments aligned to standards
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● Professional development for educators regarding MTSS, PLC and enVision</li><li>● End-of-unit assessments from ReadyGen and enVision</li><li>● Multiple sources of data</li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● Time for PD, planning, debriefing</li><li>● Varied understanding by staff of the PLC process</li><li>● Deeper understanding of necessary foundational skills in reading, especially for intermediate grade level teachers</li><li>● Grade levels not using consistent pacing, instructional materials and assessments</li></ul>
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>
English Learners: QTEL & ALCA trained staff, extended vocabulary instruction, Response to Instruction/Intervention  Foster/Homeless: wrap-around services from counselor and social worker  Free and Reduced Lunch: wrap-around services from counselor and social worker  Migrant: N/A  Racial/Ethnic Minorities: Family Learning Center, Deep data dives to understand and address the growing equity gap  Students with IEPs: additional instructional assistants, master instructional schedule, full time SEIF



## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	Grade Level Snapshots Surveys PLC minutes, record input/comments Panorama	Surveys PLC minutes, record input/comments SOT minutes Review of PD Calendar PD evaluations	PLC 4-question discussion guide District PLC training (coming soon for all) Grade Level Snapshots Administrative observations "Get Better Faster" - Coaching Questions and Action Steps
	<i>Areas of Strength: Most teachers have a wealth of teaching experience and work well sharing ideas with their teams; strong strategist team has a clear understanding of coaching and is ready and willing to support the work of teachers</i>		
	<i>Areas for Growth: Each grade level has participated in the PLC process to varied degrees from a few working with common assessments to many needing to use consistent assessments to do the work of a PLC</i>		
<b>Problem Statement</b>	<p>The lack of focus on the 4 corollary PLC questions during grade level PLCs (1. What is it we want students to learn, 2. How do we know if they have learned it?, 3. How will we respond if they don't learn it?, 4. How will we respond if they have learned it?)</p> <p>In addition, all staff have not received training in cultural competencies and behavior management in several years, which directly impacts our subgroup achievement and SEL data gaps.</p>		
<b>Critical Root Causes</b>	Lack of understanding of the WHY behind the 4-question structure and how to use it for instructional decisions and next steps also a need for consistent use of Tier I curriculum , including common assessments to be able to use the PLC process.		



## Part B

Adult Learning Culture	
<p><b>School Goal:</b> 100% of teachers will use the PLC 4-question structure to guide instructional decisions by the end of the 2022-2023 school year.</p> <p>In addition, all staff will receive professional development in cultural competencies and behavior management.</p>	<p><b>STIP Connection:</b> <i>Goal 2 All students have access to effective educators</i></p>
<p><b>Improvement Strategy:</b> Increase teacher skillset in the formative assessment cycle to increase student achievement Strengthen the PLC structure to guide instructional decisions Provide professional development in the areas of cultural competencies and behavior management, especially as it relates to restorative practices to ensure all students have equal access to instruction.</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2 (PLC)</p>	
<p><b>Intended Outcomes:</b></p> <ul style="list-style-type: none"><li>● Data-driven decision making</li><li>● Targeted, relevant professional development</li><li>● Increase knowledge of basic foundational skills</li><li>● Scaffolding to close the achievement gap</li><li>● Managing behaviors to optimize learning</li><li>● Shared commitment and unity within the grade levels</li><li>● Building positive relationships with students and families</li></ul>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● Leadership training for PLCs</li><li>● Scaffolding Tier 1 standards using vertical alignment, identifying prerequisite skills needed</li><li>● Using Cultural competency training/materials, work to identify why our academic and SEL gaps are occurring for our African American, ELL and Special Education populations to then develop action steps to address their needs</li></ul>	



- Generate consensus for grade level behavior management, which will include restorative practices

**Resources Needed:**

- District supports for PLC professional development
- Community and district supports to develop effective behavior management strategies and self regulation techniques
- School counselor, Social Worker and MTSS Team
- Panorama data

**Challenges to Tackle:**

- Cultural competency focusing on African American, ELL and Special Education students/families
- Revamp hiring practices for equity and cultural competency
- Varied behavior management systems as well as minimal training on the CCSD guidelines included in the Code of Conduct by staff

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: Cultural awareness and sensitivity. Visual strategies and capitalizing on the assets the students and their families brings to the school. Family Resource Center and bi-lingual staff to support language barriers with students and families and the rest of the staff.

Foster/Homeless: Sense of belonging and trust through relationships and positive rapport, MTSS referrals to other agencies

Free and Reduced Lunch: Deeper understanding of the effects of poverty, MTSS referrals to other agencies

Migrant: N/A

Racial/Ethnic Minorities: Sense of belonging and trust. Leveraging the unique aspects of culture to add value to the learning experiences we develop for students

Students with IEPs: Expanding inclusive practices and effectiveness to differentiate instruction, SEIF to provide/support positive behavior management techniques for all staff;region supports from Student Services Division (SSD)



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	Attendance data for students District Wide Survey Data (Grades 3, 4 and 5) Panorama Data MTSS notes and referrals Discipline data in IC	District Wide Survey Data (relevant sections) Previous NCCAT data Grade level chair feedback during Leadership Team meetings	District Wide Survey Data (Relevant sections) SOT feedback Family event feedback surveys Parent sign in sheets
	<i>Areas of Strength:</i> We have a dedicated group of parent volunteers and others who have expressed an interest in helping.		
	<i>Areas for Growth:</i> Our volunteers have mostly been Hispanic women. We would like to see a more diverse group of volunteers to more closely represent our community.		
<b>Problem Statement</b>	Families may not feel welcome on campus due to some of the Covid-19 issues during the shutdown and tighter security measures put in place this school year.		
<b>Critical Root Causes</b>	Need for more direct communication with our families about the volunteer opportunities and classes offered. We need to continue to build relationships with our individual families.		

### Part B

Connectedness	
<p><b>School Goal:</b> Increase family engagement by seeking additional services provided by community partners and growing our family resource center.</p> <p>As measured by the Bunker Sign in sheets, we will increase family participation in our school-based parent classes and parent volunteer</p>	<p><b>STIP Connection:</b> Goal #6 All students and adults learn and work in safe environments where identities and relationships are valued and celebrated.</p>



opportunities by 15% from Semester 1 to Semester 2.

**Improvement Strategy:**

- Broaden family volunteer and class options to address a broader population of families
- Licensed professionals support the work to provide strategies to families in areas of academic deficiencies
- Align parent training sessions with school improvement goals
- Offer ESL classes to families
- STEM Pre-kindergarten program with families

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Creating a positive school climate and culture - level 3, Climate and Culture EBI Level 4*

**Intended Outcomes:**

- Increased family participation with the school
- Increased student achievement in deficit areas
- Extension of participating families on SOT

**Action Steps:**

- Host resource fair on day of parent-teacher conferences
- Identify ways parents can offer their skills/abilities to the school
- Diversify families involved in volunteering at the school, supporting the resource center, and attending classes
- Update school interactive website regularly
- Provide consistent information at Parent/Teacher Conferences to support student growth
- Offer/Bring back more community/school focused fun events (ie yard sale, carnival, movie night, dances...)

**Resources Needed:**

- Community Partnerships
- Parent access to the Family Learning Center
- Teacher Family Assistant to facilitate the adult and child learning model

**Challenges to Tackle:**

- Hesitations regarding COVID restrictions
- Motivation to participate in family learning opportunities



- Language barriers

**Improvement Strategy:** *N/A*

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

**Intended Outcomes:** *N/A*

**Action Steps:**

- *N/A*

**Resources Needed:**

- *N/A*

**Challenges to Tackle:**

- *N/A*

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: Language support for parents (translations and English classes), access to community resources

Foster/Homeless: Access to community resources and supports, referrals through our MTSS team and BoysTown

Free and Reduced Lunch: Sense of belonging and trust through relationships and positive rapport, referrals through our MTSS team and BoysTown

Migrant: *N/A*

Racial/Ethnic Minorities: Sense of belonging and trust through relationships and positive rapport and communication, access to community resources

Students with IEPs: Access to community resources, positive rapport and relationships, BoysTown partnership



## COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Budget	\$4,442,631.56	<ul style="list-style-type: none"> <li>Staffing (34.75 licensed, 15 Support Staff and 2 administrators)</li> <li>Operating expenses</li> </ul>	Goal 1, 2 and 3
Title 1 Budget	\$343,440	<ul style="list-style-type: none"> <li>4 additional licensed positions</li> <li>1 CTT</li> <li>Supplies</li> </ul>	Goal 1
EL Budget	\$335,694.91	<ul style="list-style-type: none"> <li>3.25 Licensed teachers</li> <li>1 TFA (Family Engagement)</li> </ul>	Goal 1, 2 and 3
At Risk	\$125,715.78	<ul style="list-style-type: none"> <li>1.5 licensed Teacher</li> </ul>	Goal 1 and 2
ESSER	\$115,700.00	<ul style="list-style-type: none"> <li>1 licensed teacher</li> <li>2 CTTs</li> </ul>	Goal 1
Read by 3	\$94,969.60	<ul style="list-style-type: none"> <li>Literacy support coach</li> <li>Data collection and analysis</li> <li>Modeling and supporting teachers</li> <li>Assessments</li> <li>Professional learning</li> </ul>	Goal 1 and 2
Remaining Operating Budget: \$175,788.46			