



Clark County School District

Burkholder Middle School

School Performance Plan: A Roadmap to Success

Burkholder Middle School 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: Christopher Hermes

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 10/25/22.



School Demographics and Performance Information

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/lyal_burkholder_middle_school/2022/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

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
Christopher Hermes	Principal(s) <i>(required)</i>
Jessica Maleskey	Other School Leader(s)/Administrator(s) <i>(required)</i>
Annie Pande, Amanda Perkins	Teacher(s) <i>(required)</i>
Kim Deputy, Carey Dutchover	Paraprofessional(s) <i>(required)</i>
Kimberly Huff, Cindy Omohundro, and Anna Marie Binder	Parent(s) <i>(required)</i>
Livia Estes	Student(s) <i>(required for secondary schools)</i>
N/A	Tribes/Tribal Orgs <i>(if present in community)</i>
Ayesha Yacubic	Specialized Instructional Support Personnel <i>(if appropriate)</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
SPP Review	9/30/22	<ul style="list-style-type: none">• Our goals were reviewed and progress was monitored.



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
Data Reviewed	% Proficient (Math, ELA, and Science) Math MGP ELA MGP Grade Distribution Data from Focus Ed MAP Data Student work samples	Panorama Data	Walkthrough Data Pacing Guides/Lesson Plans Extracurricular Opportunities
	<i>Areas of Strength:</i> Our math teachers are now in their second year of implementing Carnegie math and have other colleagues in the district utilizing the Carnegie curriculum.		
	<i>Areas for Growth:</i> As a small school, our math department continues to need creative solutions in order to PLC effectively and in order to review student work.		
Problem Statement	Historically, students have underperformed their fellow CCSD peers in mathematics on state assessments.		
Critical Root Causes	A lack of a standardized, well-aligned curriculum resulted in inconsistent teaching and learning practices.		

Part B

Student Success	
School Goal: All students will increase in Math proficiency from 18.1% to	Aligned to Nevada’s STIP Goal: Increase percentage of students



39.7% by 2022-2023 as measured by state summative assessments.	attending 3-, 4-, and 5- star schools
Improvement Strategy: Teachers will regularly analyze all assessment data to progress monitor students and implement needed instructional changes that are rooted in proven effective differentiated instructional strategies on a consistent basis. (MAPs Growth Plan 6-8 and NWEA Science 6-8)	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
Intended Outcomes: All students will improve in math proficiency as measured by state assessments.	
Action Steps: Teachers will meet biweekly to discuss progress monitoring.	
Resources Needed: Time scheduled by admin.	
Challenges to Tackle: Scheduling conflicts.	
Improvement Strategy: Teachers will provide student assessment practice modeling NVACS/SBAC Format, Open Up resources, and Math accelerator	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
Intended Outcomes: All students will improve in math proficiency as measured by state assessments.	
Action Steps: Teachers will assign assessment practice to students weekly.	
Resources Needed: Access to technology and programming.	
Challenges to Tackle: Scheduling conflicts.	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
English Learners: Progress monitoring for all subgroups will take place through data analysis by subgroups.	



Foster/Homeless: Progress monitoring for all subgroups will take place through data analysis by subgroups.

Free and Reduced Lunch: Progress monitoring for all subgroups will take place through data analysis by subgroups.

Migrant: Progress monitoring for all subgroups will take place through data analysis by subgroups.

Racial/Ethnic Minorities: Progress monitoring for all subgroups will take place through data analysis by subgroups.

Students with IEPs: Progress monitoring for all subgroups will take place through data analysis by subgroups.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Equitable Distribution of Teachers Data PLC Data Student Growth and Achievement Data Lesson Plan Data Observation Data Canvas Data	School Climate Data for Students, Parents, and Staff Student Growth and Achievement Data Teacher/staff survey data (informal) Observation data	PLC Data School and Staff Schedules FocusEd Data
	<i>Areas of Strength:</i> Our admin team has prioritized classroom observations and has provided ongoing feedback and guidance to teachers re: increasing student discourse		
	<i>Areas for Growth:</i> Admin will continue to provide professional learning to teachers focused on engagement and discourse strategies.		
Problem Statement	Teachers currently do a disproportionate amount of thinking for students through “stand and deliver” instruction.		
Critical Root Causes	Teachers are having to adapt new curriculum to new platforms while learning new material and then deliver it to students.		

Part B

Adult Learning Culture	
School Goal: Teachers will provide opportunities for extended, productive discourse between the teacher and student(s) and among students for at least 30% of their lessons each day. (IS-3)	STIP Connection: Increase percentage of students attending 3-, 4-, and 5- star schools
Improvement Strategy: <i>Administrators will utilize and share Observation Walk Through Forms with Teachers.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1	



Intended Outcomes: Teachers will provide more opportunities for students to practice metacognitive thinking.
Action Steps: Administrators will meet with teachers biweekly to discuss Observation Walk Through Forms with teachers.
Resources Needed: Time for administrators to meet with teachers and Observation Walk Through Forms.
Challenges to Tackle: Scheduling conflicts.
Improvement Strategy: Teachers will meet with their PLCs to make meaningful changes to lesson plans, as needed, to provide additional time for students to participate in discourse.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2
Intended Outcomes: Teachers will provide more opportunities for students to practice metacognitive thinking.
Action Steps: Teachers will meet in their PLCs biweekly to discuss where appropriate in lessons to include more metacognitive thinking for students.
Resources Needed: Time for PLCs to meet and discuss.
Challenges to Tackle: Scheduling conflicts.
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: Progress monitoring for all subgroups will take place through data analysis by subgroups.
Foster/Homeless: Progress monitoring for all subgroups will take place through data analysis by subgroups.
Free and Reduced Lunch: Progress monitoring for all subgroups will take place through data analysis by subgroups.
Migrant: Progress monitoring for all subgroups will take place through data analysis by subgroups.
Racial/Ethnic Minorities: Progress monitoring for all subgroups will take place through data analysis by subgroups.
Students with IEPs: Progress monitoring for all subgroups will take place through data analysis by subgroups.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	School Climate Data (Engagement, Safety, Social and Emotional Competence) Chronic Absenteeism (K-12) Discipline Data (suspensions, expulsions, avg. # of instructional days missed) Panorama Data	Teacher Attendance Teacher Retention Grade Level Meeting Data	School Climate Data for Parents Event 2 Outreach Session Data SOT Data
	<i>Areas of Strength:</i> The implementation of our Star-On program has provided students with a way to set goals and work their way back into the comprehensive school setting, resulting in a decrease of repeated behavior that results in out-of-school discipline.		
	<i>Areas for Growth:</i> More focused preventative measures, including counselor intervention and social worker intervention, will be needed to continue helping students learn conflict management skills that prevent behaviors that lead to out-of-school discipline.		
Problem Statement	Black students are disproportionately suspended with instruction from school, often as a result of fighting, which leads to disengagement from the school community and instruction.		
Critical Root Causes	Black students have made up 39% of suspensions with instruction in the 21-22 school year, and 45.5% of those suspensions with instruction were a result of fighting.		

Part B

Connectedness	
School Goal: By the end of the 2023 SY, black students will make up no more than 30% of suspensions with instruction.	STIP Connection: <i>Address disproportionate discipline</i>
Improvement Strategy: The student success office will work to identify students who have been involved in fights to provide additional	



wrap-around services from the counselors and the social worker.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1 and 4
Intended Outcomes: A 9% decrease in percentage of black students making up suspensions with instruction.
Action Steps: Admin will check behavior data monthly to determine which students may need additional intervention from their counselors and or the social worker. The social worker will meet with students identified by admin weekly.
Resources Needed: Behavior data and time for the social worker and or counselors to meet with students identified as needing more intervention.
Challenges to Tackle: Scheduling conflicts and lack of interest from students.
Improvement Strategy: Students who have previously been suspended for fights will be provided the opportunity to participate in Burkholder Middle School's Star-On program.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1 and 4
Intended Outcomes: A 9% decrease in percentage of black students making up suspensions with instruction.
Action Steps: Students who have previously fought who reoffend will be provided the opportunity to participate in Star-On.
Resources Needed: Hope2 funding to pay for teacher prep buys.
Challenges to Tackle: Disinterest/lack of participation by students and or their families.
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: Progress monitoring for all subgroups will take place through data analysis by subgroups. Foster/Homeless: Progress monitoring for all subgroups will take place through data analysis by subgroups.



Free and Reduced Lunch: Progress monitoring for all subgroups will take place through data analysis by subgroups.

Migrant: Progress monitoring for all subgroups will take place through data analysis by subgroups.

Racial/Ethnic Minorities: Progress monitoring for all subgroups will take place through data analysis by subgroups.

Students with IEPs: Progress monitoring for all subgroups will take place through data analysis by subgroups.

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)
Hope 2	\$21,978.00	<i>Paying for teacher prep buys to provide Star-On program</i>	3
Title I	\$94,132.60	Strategist to work with students facilitating small group instruction to remediate and extend student learning.	1 and 2
Title I	\$73,191.24	Class Size Reduction Teacher	1 and 2
General Fund	\$3,905,915	Staffing and Supplies	1, 2, and 3