



Clark County School District
Burkholder Middle School
2021-2022 School Performance Plan:
A Roadmap to Success

Burkholder Middle School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Jessica Maleskey for more information.

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School Designations: Title I CSI TSI TSI/ATSI



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	565	.5%	2.5%	41.6%	10.4%	33.6%	2.1%	9.2%	17.7%	7.43%	100%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	25.18%	49	26.83%	50.09%	51	51.43%	47.1%	16.6%	63.3%
	District	36.1%*	49*	31.2*	47.4%*	49*	47.3*	28.9%*	5.5%**	31.9%*
2019	School	22.8%	44	22.6	45.1%	41	45.1	28.1%	15.6%	42.8%
	District	36.6%*	49*	31.5*	48.3%*	49*	48.2*	28.9%*	5.4%**	22.9%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2.9%	16.6%
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4.5%**	20.1%**

*Source: nevadareportcard.nv.gov

** Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	381	370	363
District*	379	368	361

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

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, Missy Curran	Teacher(s) <i>(required)</i>
Kim Deputy, Carey Dutchover	Paraprofessional(s) <i>(required)</i>
Paul Omohundro, Sharon Dorsey, Briana Fromm, Carlos Solorio	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>
<i>*Add rows as needed</i>	



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2	10/18/21 2:30 pm	3	
Event 3	10/19/21 7:30 am	3	
SOT Event 4	10/27/21 7:30 am	5	Stakeholders were onboard and agreed that the new school performance plan is a positive new development but acknowledged concerns with FERPA violations when analyzing data while still respecting the concept of transparency.



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 % Meeting Math AGP % Meeting ELA AGP % EL meeting AGP % Prior Non-proficient meeting Math AGP % Prior Non-proficient meeting ELA AGP Grade Distribution Data from Focus Ed MAPS Data Student work samples	Panorama Data	Walkthrough Data Pacing Guides/Lesson Plans Extracurricular Opportunities
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			
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School Goal: All students will increase in Math proficiency from 22.8% to 36% by 2021-2022 as measured by state summative assessments.	Aligned to Nevada's STIP Goal: Increase percentage of students 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
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
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 2022 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	



<p>the social worker. The social worker will meet with students identified by admin weekly.</p>
<p>Resources Needed: Behavior data and time for the social worker and or counselors to meet with students identified as needing more intervention.</p>
<p>Challenges to Tackle: Scheduling conflicts and lack of interest from students.</p>
<p>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.</p>
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1 and 4</p>
<p>Intended Outcomes: A 9% decrease in percentage of black students making up suspensions with instruction.</p>
<p>Action Steps: Students who have previously fought who reoffend will be provided the opportunity to participate in Star-On.</p>
<p>Resources Needed: Hope2 funding to pay for teacher prep buys.</p>
<p>Challenges to Tackle: Disinterest/lack of participation by students and or their families.</p>
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>
<p>English Learners: Progress monitoring for all subgroups will take place through data analysis by subgroups.</p> <p>Foster/Homeless: Progress monitoring for all subgroups will take place through data analysis by subgroups.</p> <p>Free and Reduced Lunch: Progress monitoring for all subgroups will take place through data analysis by subgroups.</p> <p>Migrant: Progress monitoring for all subgroups will take place through data analysis by subgroups.</p> <p>Racial/Ethnic Minorities: Progress monitoring for all subgroups will take place through data analysis by subgroups.</p> <p>Students with IEPs: Progress monitoring for all subgroups will take place through data analysis by subgroups.</p>



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	<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