



Clark County School District

Shelley Berkley Elementary School

School Performance Plan: A Roadmap to Success

Shelley Berkley Elementary 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: Diana Gomez

School Website: <https://berkleyes.wixsite.com/berkley-elementary>

Email: gomezd1@ccsd.nv.net

Phone: 702.799.2525

School Designations: ☐ Title I ☐ MRI ☐ CSI ☐ TSI ☐ ATSI

Our SPP was last updated on June 30, 2023



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/shelley_berkley_elementary_school/2023/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
Diana Gomez	Principal(s) <i>(required)</i>
Candace Feller	Other School Leader(s)/Administrator(s) <i>(required)</i>
Karla Tadmor April Ortega Andi Jones Katie Dawson Emily Stebbings Jennifer DiPalma	Teacher(s) <i>(required)</i>
Nora Nelson	Paraprofessional(s) <i>(required)</i>
Victoria Sadiki Megan Hall Nella Adoushian	Parent(s) <i>(required)</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
Team Meeting	6/8/23	<ul style="list-style-type: none">Reviewed previous goals & actions, revised academic goal
School Organizational Team Meeting (via Google Meet)	5/10/23	<ul style="list-style-type: none">Reviewed data & actions, discussed continue goals
Team Meeting	9/28/23	<ul style="list-style-type: none">Status Check - reviewed data/goals and determine implementation level
School Organizational Team Meeting (via Google Meet)	1/16/24	<ul style="list-style-type: none">Status Check - reviewed data/goals, determine implementation level, budget feedback
Team Meeting	1/18/24	<ul style="list-style-type: none">Status Check - reviewed data/goals, determine implementation level, next steps
School Organizational Team Meeting (via Google Meet)	2/1/24	<ul style="list-style-type: none">Final Budget Review



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	MAP Growth Assessment Data	Panorama Data	Instructional Walk Data
	<p><i>Areas of Strength: Primary grades (K-2) increased the number of students in the 61%ile and above from the fall to spring achievement.</i></p> <p><i>Reading: K = 23->36, 1 = 30->44, 2 = 48->58</i></p> <p><i>Math: K = 40->44, 1 = 36->51, 2 = 31->42</i></p>		
	<p><i>Areas for Growth: Intermediate grades (3-5) need to increase the number of students in the 61%ile and above</i></p>		
Problem Statement	<p><i>Students are not demonstrating enough growth to reach the 61 percentile (aligns with SBAC proficiency)</i></p>		
Critical Root Causes	<p><i>Critical root causes consist of inconsistent delivery of rigorous Tier I instruction and task alignment.</i></p>		

Part B

Student Success	
<p>School Goal: <i>Our school goal is to increase the number of students in the “HighAverage” (61-80%ile) and “High” (81+%ile) by 6%, across all grade levels, by the third administration of the MAP Growth Assessment (end of the school year.)</i></p>	<p>Aligned to Nevada’s STIP Goal: <i>3 - All students experience continued academic growth.</i></p>



Improvement Strategy: Delivery of rigorous Tier I instruction in core content areas with tasks aligned to the learning targets. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1
Intended Outcomes: <i>When teachers purposefully plan to deliver rigorous Tier I instruction with tasks aligned to the learning targets, students will engage in meaningful learning, which will support an increase of overall number of students in “HighAverage” and “High” learning tiers.</i>
Action Steps: <ul style="list-style-type: none">● Consistent use of CCSD adopted curriculum● Lead Team will provide feedback on Tier I Expectations Document● Common formative & summative assessments● Enhancing adopted curriculum with engagement strategies● Data analysis for better understanding, ownership, and staff buy-in
Resources Needed: <ul style="list-style-type: none">● Tier I curriculum● Monitoring Tools● MAP Data Reports● Instructional Unit Support, as needed
Challenges to Tackle: <ul style="list-style-type: none">● Teacher knowledge of MAP data analysis; administration will schedule data reviews with each teacher● Teacher resistance to change their “way” of planning due to their own perception they are already purposefully planning; PLC expectations will be followed including unwrapping standards, the use of learning progressions and success criteria. PLC activators will assist with the “shift” of mindset● Knowledge/familiarity of new ELA curriculum; teachers will attend PL sessions offered via ELMs and will be expected to follow curriculum as designed to become familiar with it. Administration may schedule PL sessions with CID or HMM consultant, as needed
Improvement Strategy: Consistent use of Exact Path. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3
Intended Outcomes: <i>When students use Exact Path, which is based on students’ MAP results, for at least the minimum recommended minutes per week, students will be able to work on their differentiated areas of improvement; this will support an increase in overall number of students in “HighAverage” and “High” learning tiers.</i>
Action Steps:



- Designate Exact Path minutes in classroom daily schedules
- Teachers training students on program
- Teachers setting student expectations
- Weekly monitoring of usage minutes
- Incentives by grade level

Resources Needed:

- Exact Path
- Classroom Schedules
- Chromebooks
- Administration will monitor weekly minutes
- Incentives (free Friday activity)

Challenges to Tackle:

- Students reluctant/unmotivated to use Exact Path; teachers and/or administration will create incentives for using Exact Path
- Enough time for students who receive related services (resource, GATE, TAGS) to meet recommended minutes; master schedule will be adjusted to ensure all students have minutes within the instructional day
- Higher achieving students reaching levels/skills on Exact Path that student cannot learn/sustain only with teaching video (ex. Fifth grade students working on middle school math)

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

English Learners: Master schedule includes time for EL learners to develop language through the use of Imagine Learning

Foster/Homeless: Teachers will provide tiered interventions and acceleration for students within the instructional day. Budget to keep a school aide to provide small group services for at-risk students. Maintain smaller class sizes in primary grades.

Free and Reduced Lunch: Teachers will provide tiered interventions and acceleration for students within the instructional day. Maintain smaller class sizes in primary grades.

Migrant: n/a

Racial/Ethnic Minorities: Teachers will provide tiered interventions and acceleration for students within the instructional day. Budget to keep a school aide to provide small group services for at-risk students. Maintain smaller class sizes in primary grades.

Students with IEPs: Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data,



determine students' needs, and plan effective instruction and support.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	PLCs & Observations	Lead Team & PL sessions	PLC/Feedback Structure
	Areas of Strength: Grade levels unwrapped at least 5 standards of one core subject (reading or math).		
	Areas for Growth: Understanding the purpose and impact of PLCs. Teachers need to use PLCs for purposeful planning of instruction and tasks.		
Problem Statement	PLCs do not have the instructional impact that is expected - need activators.		
Critical Root Causes	Lack of understanding of PLC purpose - task & assessment alignment, analyzing student data and reaction appropriately to instruction		

Part B

Adult Learning Culture	
School Goal: <i>Our school goal is to increase the %age of standard-aligned tasks by the end of the 23-24 school year as measured by data collected via Focal point and the Tier I Monitoring Tool during walk-throughs from 33% to 80%.</i>	STIP Connection: 2 - All students will have access to effective educators
Improvement Strategy: Increase the effectiveness of PLCs so teachers can collaborate on purposeful lesson planning and instruction delivery. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
Intended Outcomes: <i>When teachers engage in PLCs, they will increase their own knowledge of effective strategies, deepen their knowledge of the content standards, and will be able to create tasks more closely aligned to the learning target.</i>	

**Action Steps:**

- Administrator presence at PLCs
- Implement PLC Expectations
- PLC Activators

Resources Needed:

- PLC+ book
- Lead Team
- Master Calendar for PLCs
- Tier I Learning Expectations Document
- PLC Notes

Challenges to Tackle:

- Changing the educators' mindset; administration will set the expectation - sharing expectations documents, providing PL and feedback for task alignment.
- Knowledge/familiarity of new ELA curriculum; teachers will attend PL sessions offered via ELMs and will be expected to follow curriculum as designed to become familiar with it. Administration may schedule PL sessions with CID or HMH, as needed.
- Having only a few activators; as initial activators become proficient in the role, we will build capacity within grade levels (this will take years).

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

English Learners: Master schedule includes time for EL learners to develop language through the use of Imagine Learning

Foster/Homeless: Teachers will provide tiered interventions and acceleration for students within the instructional day. Budget to keep a school aide to provide small group services for at-risk students. Maintain smaller class sizes in primary grades.

Free and Reduced Lunch: Teachers will provide tiered interventions and acceleration for students within the instructional day. Maintain smaller class sizes in primary grades.

Migrant: n/a

Racial/Ethnic Minorities: Teachers will provide tiered interventions and acceleration for students within the instructional day. Budget to keep a school aide to provide small group services for at-risk students. Maintain smaller class sizes in primary grades.

Students with IEPs: Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze



data, determine students' needs, and plan effective instruction and support.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Panorama, Infinite Campus & PBIS Data</i>	<i>PBIS Structure & Team</i>	<i>Communication Structure</i>
	<i>Areas of Strength: FY 2022-23, SBES decreased the number of discipline referrals recorded in Infinite Campus from previous year (32 a semester to 30 the entire year) through the creation of PBIS team, implementation of PBIS structure and student buy-in. Additionally, in the "sense of belonging" category SBES gained 9 points to 76% as measured by Panorama Survey.</i>		
	<i>Areas for Growth: Lower physical altercation incidents</i>		
Problem Statement	Students resorting to putting hands on each other because their cannot solve a conflict		
Critical Root Causes	Lack of a positive strategies to regulate emotions		

Part B

Connectedness	
School Goal: Our school goal is to decrease the number of discipline referrals recorded in Infinite Campus by 50% (with a focus on decreasing physical altercation incidents) and increase student emotion regulation by 4 points as measured by the Panorama and District survey questions by the end of the 23-24 school year.	STIP Connection: 6 - All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.



Improvement Strategy: Continuation of *Positive Behavior Intervention Supports*

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

Intended Outcomes: *Continuation of the Positive Behavior Intervention Support structure will support staff on how to define/respond to behavior needs, teaching positive strategies will help students control their immediate reaction to increase emotional regulation.*

Action Steps:

- Continue implementation of PBIS Structure
- Provide 1) PBIS refresher, 2) Behavior Matrix, 3) Positive strategies to regulate emotions
- Implementation follow-through
- Continuous support sessions
- Send teacher to PBIS in the Classroom PL Session offered by the academic unit, as needed
- Begin discussion of MBIs

Resources Needed:

- Panorama Data
- IC Referral Data
- Staff Survey Data
- PBIS Team
- MTSS Structure (poster of current resources for each tier)
- SEL Curriculum
- Reinforcement system

Challenges to Tackle:

- Teachers reluctant to follow behavior matrix (minor --> major); administration will enforce the use of PBIS structure and availability of MTSS supports
- Inconsistent implement of behavior interventions; administration will enforce the use of PBIS structure and availability of MTSS supports
- Teachers reluctant to build positive relationships with “tough” students; PBIS Team will support teachers with variety of strategies and research on the positive relationships and counselor can provide PL on restorative practices
- Changing staff mindset (not sending students out class and/or school); administration will set the expectation that the CCSD Code of Conduct will be followed and counselor can provide PL on restorative practices
- Teacher accurately defining behavior incidents

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



English Learners: Master schedule includes time for EL learners to develop language through the use of Imagine Learning.

Foster/Homeless: Teachers will provide tiered interventions and acceleration for students within the instructional day. Budget to keep a school aide to provide small group services for at-risk students. Maintain smaller class sizes in primary grades.

Free and Reduced Lunch: Teachers will provide tiered interventions and acceleration for students within the instructional day. Maintain smaller class sizes in primary grades.

Migrant: n/a

Racial/Ethnic Minorities: Budget to keep a school aide to provide small group services for at-risk students. Budget and hire a CTT to provide small group instruction for at-risk students. Maintain smaller class sizes in primary grades.

Students with IEPs: Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

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 Fund	\$5,387,274	Staffing, general supplies, tutoring, instructional supplies/programs, Care Solace	Goal 1, 2 & 3
At-Risk	\$361,077	3 CSR Teachers	Goal 1
English Learners	\$471,782	5 CSR Teachers	Goal 1