U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13NV1

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	☐	☐	☑	☐

Name of Principal: Ms. Kathleen Decker

Official School Name: Walter Bracken STEAM Academy

School Mailing Address: 1200 North 27th Street
Las Vegas, NV 89101-1517

County: Clark State School Code Number*: 002246

Telephone: (702) 799-7095 E-mail: deckekl@interact.ccsd.net

Fax: (702) 799-7102 Web site/URL: http://schools.ccsd.net/bracken

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Dwight Jones Superintendent e-mail: ddjones@interact.ccsd.net

District Name: Clark County School District District Phone: (702) 799-5000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Carolyn Edwards

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district
   - 217 Elementary schools (includes K-8)
   - 59 Middle/Junior high schools
   - 48 High schools
   - 0 K-12 schools
   - 324 Total schools in district

2. District per-pupil expenditure: 5067

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 12

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	15	16	31
K	27	28	55
1	57	53	110
2	60	50	110
3	53	35	88
4	49	35	84
5	49	35	84
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			562

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
8 %	Asian
10 %	Black or African American
55 %	Hispanic or Latino
1 %	Native Hawaiian or Other Pacific Islander
18 %	White
8 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 9%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred ***to*** the school after October 1, 2011 until the end of the school year.	19
(2)	Number of students who transferred ***from*** the school after October 1, 2011 until the end of the school year.	24
(3)	Total of all transferred students [sum of rows (1) and (2)].	43
(4)	Total number of students in the school as of October 1, 2011	504
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent of English Language Learners in the school: 42%

Total number of ELL students in the school: 223

Number of non-English languages represented: 21

Specify non-English languages:

Amharic, Arabic, Armenian, Bulgarian, Dari Persian, French, Filipino, Gujarati, Indonedian Bah, Italian, Japanese Nihor, Portugese, Romanian, Spanish, Tagalog, Thai, Urdu, Creole, Tamil, Teiugu

9. Percent of students eligible for free/reduced-priced meals: 61%

Total number of students who qualify: 325

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 5%

Total number of students served: 27

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	10	Specific Learning Disability
0	Emotional Disturbance	11	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	2	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	23	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	11	1
Paraprofessionals	10	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	7	0
Total number	52	1

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	96%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in vocational training	0%
Found employment	0%
Military service	0%
Other	0%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Walter Bracken Elementary School is a 50 year old school located in an urban neighborhood near downtown Las Vegas. In 2002, the school was designated as a Year 3 In Need of Improvement School based on low student test scores. The school was converted to an elementary magnet school for math and science through technology. Together the staff, students, community partners, and members of the neighborhood transformed the school into an award winning learning environment that benefits students, parents, and the community.

Bracken's unique learning environment attracted 905 students to apply for the 2012-2013 school year. Our successful recruiting efforts resulted in an applicant pool that had 27% Caucasian, 14% African American, 10% Asian, 11% Multiracial, 1% Hawaiian Pacific Islander, and 1% American Indian, and 36% Hispanic, mirroring our district demographics. Students apply to attend the school and are selected through a random lottery that has no selection criteria. The first jump in academic growth occurred after the second year as a magnet school. By 2004 we were the first school in the Clark County School District to be removed from the list of schools In Need of Improvement after having met AYP for two consecutive years. After that our momentum for improvement continued as we received High Achieving status for growth in 2010 and again in 2012. We have been consistently ranked a 5 star school which is the highest ranking attainable in CCSD. Our innovative approaches and soaring achievement makes us worthy of being designated a National Blue Ribbon School.

This year we have infused a new focus that includes more engineering and arts education, so we re-named our school program. Now we are now known as Walter Bracken Science, Technology, Engineering, the Arts, and Math (STEAM) Academy. We provide students with an education that emphasizes academic and behavioral excellence. Our mission statement is: The staff and administration of Walter Bracken STEAM Academy are committed to preparing our students for the future by improving academic achievement through investigative experiences. Our school vision is that all Bracken students will maintain high academic and behavioral standards in the pursuit of continued growth and success in magnet programs. With an experienced and stable staff empowered to make decisions, student achievement is soaring higher every year. Consistent behavioral expectations, positive incentives, and 97% average daily attendance, contribute to a student population that are excited and engaged in their education. Learning labs focused on earth, life, Lego, and physical sciences enrich the curriculum and add hands-on experiences. Children explore and investigate using critical thinking skills.

Special instructional days; Super Science, Mighty Math, Ecological Engineering, and Multicultural Field Days, involve the entire staff and community in our academic themes. Several of our unique programs have been expanded to other schools both in and out of our district. With two computer labs and one to one iPads, students have access to modern technology for an innovative approach to reviewing content through apps, websites, and licensed programs. Career education is highlighted so that students are taught about future career opportunities. Outdoor gardens, tortoise habitats, and investigative field trips provide additional opportunities for hands-on discovery. All students participate in gardening and help to maintain the multiple school gardens. Parent and community support is abundant and provides our students with an optimal learning environment. We have many partnerships that involve on-site support such as: United Way for our onsite Piggy Bank, The Las Vegas Rotary Club for Reading Week, Career Days, UNLV Artsbridge, Local Chefs for our Junior Chef Activities, and Whole Foods for our Literacy events. We are constantly involving our partners in developing programs that support student learning. With outside support we believe all of our students will be capable of qualifying for our middle school magnet programs with good grades, attendance, test scores, and behavior. Our goals include sustaining and improving achievement, and creating new approaches to the current program so that student enjoyment of

learning increases. We review all of our programs and infuse new ideas that are fun and engaging for students while targeting the common core curriculum.

Bracken has been recognized as a School of Excellence by Magnet Schools of America in 2006, 2007, and 2012, and Distinction in 2008, 2010, and 2011. Based on improved achievement, staff, student, and parent surveys, our staff earned Empowerment bonuses every year that they were available from 2009. Our programs for robotics, sports and fitness, science, community service, and gardens have been highlighted in the news. We were designated as a Sports and Nutrition Demonstration Center by the President's Fitness Council in 2012. Several schools from our district, other states, and other countries visit to learn about our strategies so that they too can improve the achievement, health, and environment at their schools.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Each spring, all third, fourth, and fifth grade students participate in the Nevada Criterion Reference Test (CRT) in reading, math and science (fifth grade only). The fifth grade students also participate in the Nevada Writing Proficiency Examination. The performance descriptors for both the CRT and Writing Proficiency Exam are: Emergent/Developing, Approaching, Meeting and Exceeding Standards. Students who score in the Meets or Exceeds Standard category are deemed proficient according to the Nevada State Standards. For more information go to http://wwwdoe.nv.gov/

Walter Bracken Elementary met AYP at a High Achieving level in 2010 and again in 2012. Every year since 2002 the school's scores have increased. In 2005, Bracken was the first school in Clark County to be removed from the Needs Improvement list. In 2012, 87% of students performed at the proficient level in ELA as compared to 59.2% in 2008; and in mathematics the percent of students increased to 95% from 61.9% over the same period. This increase has been demonstrated school-wide in both subject areas for all subgroups.

During the 2008-2012 school years, all subgroups saw significant improvement in math achievement. The Hispanic subgroup gained 34% from 48%-82%. The ELL subgroup increased proficiency from 38%-68% (+30%). The FRL subgroup scores increased from 46%-84% (+38%). Hispanic students scores increased from 73%-95% (+22%). The White subgroup increased from 93%-97% (+4). These gains show a significant decrease in the achievement gap for our at-risk subgroups.

During the 2008-2012 school years, all subgroups saw improvement in reading achievement. The Hispanic subgroup gained 45% from 46%-92%. The ELL subgroup increased proficiency from 38%-88% (+50%). The FRL subgroup increased from 49%-94% (+45%). Hispanic students scores increased from 47%-82% (+35%). The White subgroup increased from 77%-96% (+19). These gains show a significant decrease in the achievement gap for our at-risk subgroups.

B. From 2008-2012, third grade students increased their overall student achievement in mathematics from 50%-96% (+46%). Hispanic student achievement increased from 35%-95% (+60%). 94% of the third grade FRL student subgroup met or exceeded standards in mathematics, an increase of 55%. The ELL subgroup increased mathematics proficiency from 35%-94% (+59%). The White subgroup increased proficiency from 92%-96% (+4%). In ELA, third grade students increased in proficiency from 61%-80% (+19%). Hispanic students' scores increased from 50%-68% (+18), and the FRL subgroup significantly improved from 50%-77% (+27%).

During the 2008-2012 school years, the fourth grade Hispanic subgroup gained 31% in mathematics from 64%-95%. The ELL subgroup increased proficiency from 77%-90% (+13%). The FRL subgroup scores increased significantly in mathematics from 65%-100% (+35%). The White subgroup increased proficiency by 4%, from 91%-95%. In ELA, overall scores increased from 67%-94% (+27%). Hispanic student scores increased significantly from 62%-95% (+33%). The White subgroup increased from 74%-88% (+14). The FRL subgroup increased 43% from 54%-97% while the ELL subgroup had the most significant increase of 55% from 35% to 90%.

From 2008-2012 fifth grade students increased their overall achievement in mathematics from 58%-91% (+33%). The Hispanic subgroup increased in mathematics from 42%-87% (+45%). The FRL student subgroup increased from 48%-89% (+41%) in mathematics. The Ell subgroup increased 59% in math from 14%-73%. In ELA, overall scores increased from 52%-89% (+37%). Hispanic students scores increased in ELA from 34%-84% (+50%). The FRL student subgroup increased from 34%-83% (+49%). The ELL subgroup increased by 49% from 18%-67% proficient. On the Nevada Writing Proficiency Test,

68% of the fifth graders met or exceeded standards in 2012 which is 18% above the district and state proficiency. This is an increase of 22.5% compared to the 2008 results of 45.5%.

The data for Bracken over the last five years clearly shows that students in all grades tested have made steady gains in ELA and mathematics. Every grade level shows an increased number of students scoring at the most proficient (meets and exceeds) level with less than a 10% achievement gap between subgroups in third and fourth grade math and fourth grade reading. Analysis of individual scores shows that none of our students score in the lowest category of emergent. They miss proficiency by a few points. We still have a gap between our ELL subgroups in third and fifth grade reading and fifth grade math. These gaps however are quickly closing as these groups have had greater gains each year than the other subgroups. We have no achievement gap any longer for our FRL subgroup. Our excellence can be attributed to consistent teaching, use of data, and teamwork which results in a positive learning environment and student success!

Through continuous monitoring of student data we were able to achieve our highest test results. Reading books is popular and fluency rates have soared. We measure our growth in Accelerated Reader points each year to monitor independent reading. Students annually earn double the points from the prior year. In addition to state testing, we use a school-wide progress monitoring program called AIMSweb. All students are assessed in math computation, basic math skills, reading comprehension and fluency each trimester. Students are identified for academic interventions and weekly progress monitoring to adjust instruction. Parents can see exactly what their child is learning and understand their academic goals. All of our online learning programs track student progress and specifically identify areas of weakness. Parents and teachers closely monitor and support student learning on these programs. Students are provided extra practice and remediation through weekly tutoring and daily open computer labs before and after school.

2. Using Assessment Results:

The staff at Walter Bracken STEAM Academy looks at assessment data consistently and carefully, analyzing for trends from year to year and between groups of students. This data is used to make decisions regarding the method of education given and determines if the tools being used are working. Teachers give pre-assessments to see if students already know content before teaching it to them. If the student passes, then they are challenged with higher level material or enrichment to further their learning. Once the content has been taught, a post assessment is given and is used to see how much growth has been made. At this time, teachers can identify which students need remediation, if the teaching strategies worked or not, or if certain methods worked for certain groups of students.

Students are monitored three times a year through AIMSweb testing in mathematics computation, fluency, and reading comprehension. Student scores are compared to the school, district, and nation. Benchmark goals are set for each student and a certain amount of growth is expected throughout the course of the year. After looking at the reading scores, it was noticed that students were not comprehending or reading fluently. Once the novel reading series program was implemented school wide, these scores skyrocketed. Grade level teachers sit together and target which students need more attention and collaborate on what worked for them to see growth.

Each student takes the STAR Reading test to determine their reading level. This data is used to help them select books at their appropriate levels, which leads to greater comprehension. Now that the teachers work with each student to find books to be successful with, there has been an increase of reading throughout the school. Students now ask for time to read.

Teachers use the assessment data from the CRTs to make decisions on which students need more academic support to be successful. Students who are extremely close to passing the test or are in danger of not passing this year are targeted and supported more and are generally selected for tutoring groups. Looking at the specific standards students struggled with and then coming up with tools to close those

gaps is the most valuable task from that data. Having open dialogue among teachers of the same grade level helps each teacher become better.

Parental involvement is monumental in ensuring the students are successful. Sending the assessment data home with them is important, but it is equally important for them to understand what that data means. The staff has developed a chart that explains where their child is academically, where they should be, and what that assessment actually looks for. This chart is sent home at the beginning of the school year, and parents are invited to come in to discuss the strategies they can put in place to help their child. Parent teacher conferences are held to further discuss this information.

Students have conferences with their teacher regarding their progress, and teachers do goal-setting with this data to help increase it. Charts keeping track of student progress and achievement can be found in every classroom for most subject areas, motivating students to improve and stay focused.

When the data is analyzed and graphs or charts are made showing the trends or growth they are shared with the staff and district personnel through email. The information is also sent to the community partners who support the school in so many ways. This allows those people to see directly the impact their support makes on the students.

3. Sharing Lessons Learned:

At Bracken we created a strong vision to be the best school that we can for our students. We developed a new school song where we state: “We're showing our community what a school can be”. That is exactly what we have accomplished. Just in the past few years we have been a model school within our district and throughout the United States. We have hosted many visitors and continue to share resources through our website.

We hosted the National School Board conference last year allowing participants to tour our facility. In 2007 we hosted the Magnet Schools of America conference with both school tours and several staff presentations. We also present annually at Magnet Schools of America conferences. We have hosted teachers from Columbia, Costa Rica, Japan, and several other states. One district in Utah has sent the entire staff of two schools who are implementing a STEM curriculum to spend 5 full days at our school. A principal from Orange County traveled to spend a day at the school. We also hosted a tour for the Las Vegas Chamber of Commerce. We participate each year in the Principal for a Day program bringing in new community partners which gives a greater understanding of schools today and of our program.

We have mentored two Empowerment schools from our district. Five of the other elementary magnet school principals have also visited to tour our campus and learn about our successful programs. We also regularly share data and collaborate with Will Beckley, Lois Craig, Ruby Duncan, Rex Bell, and Antonello elementary schools. We have had two schools visit to learn about our innovative reading program. As a result, Lois Craig Elementary is now implementing the program in their school. We have hosted several training sessions for all of the Gifted and Talented teachers in our district as well.

As a highly successful partnership school we have shared our strategies within the business community with all schools in our district. Our principal has conducted 5 district wide in-services with administrative and counseling staff to share our strategies for collaboration. In 2010 we helped develop a new partnership between the Las Vegas Rotary Club and Will Beckley Elementary school. Being able to help other schools and our community partners actively support education is an area an area of pride for our school staff.

4. Engaging Families and Communities:

Studies show that parents who are involved in their children's education have students that are more successful in school. The strategies our school has found most successful in working with family and community members for student success and school improvement are the use of our parent volunteer coordinator and work center, the volunteer website, special school events, volunteers and the use of community partners.

Rather than have a traditional Parent Teacher Association our school chooses to use a Parent Volunteer Coordinator. The primary function of this faculty member is to establish an environment for all parents to be involved with what happens at our school. Systems have been set up allowing parents to choose how they help, either through staying at school or working from home. Parents are primary contributors for activities such as WATCHDOGS (safety program involving male family members), literacy events and other school wide functions. Programs like these we believe improve both the moral of the parents and the students.

Our Parent Volunteer website, as well as the Bracken website, is an important resource for our parents and community members to stay connected and informed of school activities as well as homework assignments and days out of school. They are notified when we need assistance and/or donations. Feedback is given to them immediately from the website via use of the contact us section whenever they have concerns or questions.

Community partners, including Las Vegas Rotary Club, Capital One, Junior Achievement, Whole Foods, Create A Change Now, UNLV, First Move Chess, and others, are requested regularly to come to school for various activities such as Nevada Reading Week and Career Days. Students love to meet new people to hear how education has been instrumental in their success and how the things they are learning today can help them in their careers in the future. Students have learned the importance of gardening through parent and community volunteers in our garden areas, financial literacy through the Piggy Bank and Junior Achievement volunteers, and House Calls lessons through the Lied Discovery Museum staff.

At Walter Bracken STEAM Academy, community partners and family members are the backbone to the success of our students. They are the connection between home and school, which has created teamwork in educating our students. With everyone working together success for every child can be achieved.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Walter Bracken STEAM Academy has a school wide approach for the curriculum chosen to meet learning standards. Staff compares programs and then chooses the best option to be used. Primary and intermediate teachers work together to determine how to meet the needs of their students. Through this communication and keeping the students and standards in focus, a specific curriculum has been chosen and is reevaluated as needed.

The core reading program selected by the school is Journeys from Houghton Mifflin Harcourt. This program was chosen because it is aligned with the Common Core standards. The program spirals through the concepts throughout all grade levels so students are able to build upon skills. In addition, there is a school wide program to get students reading novels. Each student selects a novel series at their reading level and then reads that entire series before they can move to another. Since this program has been implemented, the growth of reading comprehension, stamina, and ability has sky-rocketed.

Lucy Calkins Writing Program that meets the common core standards is used in all grade levels. Teachers have taken trainings on the program to correctly implement it. Students are writing throughout all content areas with consistent assessments.

Math is taught using the Investigations program from TERC to give students a hands-on approach to learning. Like the reading program, the concepts and strategies build from year to year, giving the students the opportunity to learn over time. From the use of the Investigations program, students are able to justify and explain their answers thoroughly and fully understand the reasoning behind the concept. The Rocket Math program is used to ensure that all students learn their math facts with automaticity.

Science lessons occur in the classroom as well as in the three science labs on campus. These lessons primarily come from Full Option Science System (FOSS). The entire school is organized to ensure that each grade level is responsible for a specific concept in each of the fields of science. A new addition to the curriculum is from Engineering is Elementary (EIE). This program has engineering kits that relate to the FOSS science concepts. Students work through the engineering design process while reviewing or building upon those science standards that they have learned previously.

Technology education comes through daily experiences on the one to one iPads, classroom computers, and tools. Students utilize computer labs on campus with approximately 30 computers to practice skills. Social Studies competition excites students to learn facts through the participation in the GeoBee from National Geographic, which they have participated in for two years. Students participate in Social Studies daily through the Adventure to Fitness program, which gets every student moving while learning about different places around the world.

The arts are now a school wide focus as a part of our STEAM program. All students participate in Music and Art classes weekly. Teachers have incorporated the arts in to classroom projects and assignments when assessing student work. Students learn how to read music and play instruments as well as dance and sing. The Orff Schulwerk curriculum is used for those classes. In art they learn about artists styles and create projects inspired by them.

Physical Education is used throughout the campus on a daily basis. All teachers have incorporated ten minutes of physical activity into their daily schedule. These activities often highlight curriculum in social studies and math. We focus on health and are a Demonstration Site for Healthy Schools through our total school health program targeting fitness, nutrition, and health maintenance.

2. Reading/English:

Here at Bracken STEAM Academy, we believe reading is the foundation of a strong education. The more a student reads, the greater their comprehension and vocabulary knowledge becomes. Currently two programs are used in tandem, the core reading program Journeys and our own novel book series. We have implemented an innovative way to increase reading comprehension and interest. Each teacher and support staff at Bracken houses several book series for the students to join. The students read the books in their chosen series which is based on their reading level scored by Accelerated Reader. Once the students complete the series they receive a charm to add to their charm necklace. After 3 completed series, the student can then earn their grade level dog tag.

As a school we adopted the Journeys Common Core reading system. The program comes with full access to an online student edition as well as an interactive practice site for students to reinforce skills learned in the classroom. The leveled readers are an essential part in classroom differentiation in meeting the needs of students. Students use their iPads to access the books and tests allowing the teacher to provide the correct books for all students. Parent access to these programs through a home link allows them to see exactly what their child does not understand and they too can pull up the digital version of the story to practice at home.

At Bracken we strive to meet the needs of all of our students. The Novel Series exchange system we use encourages students to read at their level. This way each student feels comfortable reading since the entire class may all be in a different series. We encourage students to set goals in completing their series as a way to build comprehension and fluency. As a result of this program the majority of our students are meeting and exceeding grade level fluency and comprehension benchmarks. Goals are individualized based on performance so that all students continue to improve regardless of the level where they are performing.

Additional support from online programs such as RAZ kids, Reading Eggs, Reading Express, Lexia, Earobics, Phonics Express, and Reading A to Z provide materials for students to practice outside of the school day. Grade level tutoring for non-proficient students is provided weekly along with daily access to both computer labs for additional practice on these programs.

3. Mathematics:

Walter Bracken STEAM Academy has a broad range of resources to address students at various learning levels in mathematics. Students are grounded with Investigations as a core curriculum used across the school. These lessons fit right into our school theme as we encourage students to investigate mathematical concepts. The students work on computation skills through daily drills called Rocket Math. They are recognized for their hard work of passing math facts in addition, subtraction, multiplication, and division. A school wide Mighty Math day has a focus on skills that are tricky to master in a fun way. On that day, all of the school's staff has smaller groups of students targeting specific skills based on data.

For maintaining concepts students have learned in the classroom, teachers assign projects and online homework. Math Facts in a Flash is used to help students memorize facts. Study Island is web-based test prep management program that keeps students engaged in the learning process by giving immediate feedback for assigned skills. Teachers also use IXL to assign extra practice of specific core skills. Accelerated Math addresses particular objectives that we would like to see students master by the end of each trimester. Students who need work on objectives will get individual attention with an aide or teacher to help them master that skill. All of these programs not only address the needs of students who are below or at grade level, they also allow students to move above into the curriculum of higher grade levels as they demonstrate mastery. Every student, with hard work, has the ability to master all skills in their grade level.

To help remedial students we identify them based on AIMSweb data, a general outcome measure of skills. We also use data from Star Math Assessment, iReady, Orchard Now, and Study Island (which are web-based assessments to identify mastery of math skills). Data is measured weekly for students who are struggling so that instruction can be adjusted to meet their needs.

Students who excel in math are able to be pushed through programs like Khan Academy on the web that teaches students higher level concepts. Teachers may track students by coaching them on their individual goals. Students are also given differentiated math instruction through the effective pedagogy of teachers at Walter Bracken. Teachers do this by giving project-based learning, tic-tac-toe learning choices, and by getting instruction from our GATE program.

4. Additional Curriculum Area:

The performing and visual arts are greatly encouraged and supported at our school through a well-balanced variety of activities that include weekly classes for all students, clubs, achievement programs, and performing groups during the school day. School wide themed weeks for the arts help all staff members highlight the arts throughout the instructional day.

Dance teams for students are provided to practice and prepare for a festival and school wide performances. Students learn and memorize sequencing of dance steps, proper form and performance expectations. They are encouraged to provide suggestions for sequences and steps. Their creative input provides students with collaboration, communication, problem solving, and ownership of their end product.

Perseverance, patience, positive reinforcement of other students, and teamwork are skills that these students must learn and use for the success of the entire team. Working together strongly supports an engineering atmosphere as they work on individual strengths and weaknesses to support a common goal and performance outcome.

A variety of performance based opportunities are offered, as well as an individual achievement program. The ensemble choices vary each year but can include recorder club, instrument ensemble, drum ensemble and singing based performance groups.

The drum ensemble provides students with many essential skills that cross the curriculum. During ensemble preparation, students must maintain a high standard of musical skills. The success of the group is dependent on the combination of individual parts fitting together exactly during the passing of time through a constant steady beat timeline.

Complex rhythms are combined in layers to create a final product that works together like a machine. Students are learning how to put parts together and keep them moving. Each part is dependent on the others, and although individual parts can sustain a musical pattern of their own, it is when the parts work together that the students achieve success. They are constantly engaging their teamwork skills through the drumming basics of listening, focusing, watching, matching and balance. These musical skills are preparing them for future successes while learning how to deal with the complexities of team efforts.

Art club students prepare school murals as a team and then work to complete them on the walls of the school and within classrooms. The students work with the teacher to identify the desired mural content and then research and work together to accomplish the task.

5. Instructional Methods:

Walter Bracken STEAM Academy provides and differentiates instruction on multiple levels in order to meet the needs of our diverse population. Teachers incorporate technology into every part of instruction. During whole group instruction, teachers use a combination of the interactive Promethean Board and

responders. One of the foremost tools used at Walter Bracken STEAM Academy is the use of one-to-one iPads to enhance instruction, engage students in interactive activities, reinforce skills, assist with remediation, and accelerate learning. Differentiated instruction is also provided through the use of computers. Teachers use computers to enhance instruction through the use of a variety of programs, listed on our school's website, and implementing online homework that is developed with individual needs in mind.

In addition to technology, teachers incorporate many hands-on and cooperative learning strategies. It has become part of the school wide culture to encourage hands-on instruction through special days and classes offered, such as Mighty Math Day, Super Science Day, and Explorations. Kagan Cooperative Learning Structures are used daily throughout the school to help students communicate, work together, reinforce skills, and process information in a collaborative way.

At Walter Bracken, teachers also recognize the importance of using assessment data to guide instruction. Prior to a new unit of instruction, pretests are given. The data gathered is then used to break students into smaller groups based on their learning needs. Students are then taught new skills in these smaller groups as a way to better meet individual needs and differences. All students are progress monitored using AIMSweb. Assessment data is analyzed on a regular basis to help ensure that all students are meeting Common Core grade level standards.

Another important tool for differentiation that must be mentioned is parents. Teachers often share assessment data and valuable tools and strategies with parents in order to work as a team to better meet the needs of all students. Each grade level maintains a website that provides a plethora of information both for the students and parents. Each website houses all online homework information, take-home project information, current events, resource links, grade level standards, teacher contact links, and homework help.

At Walter Bracken STEAM Academy, teachers go above and beyond to stay current with technological demands within the classroom and providing instruction on multiple levels to meet the needs of its diverse populations and student subgroups.

6. Professional Development:

Walter Bracken STEAM Academy uses a variety of instructional programs and tools for student learning. Instructional tools are selected and approved by the Student Improvement Team. Instructional materials are selected to provide students with the opportunities and experiences for academic growth. To take full advantage of these resources, it is necessary to have a comprehensive staff development program that involves teachers, aides, students, administrators and parents when necessary.

Training for new equipment and programs is differentiated and offered throughout the school year. To ensure maximum use and benefit of school educational equipment and programs, follow up activities occur during weekly staff meetings. Additional uses and new concepts are shared at staff development days and at grade level meetings. As much as possible, staff development includes peer coaches to assist teachers at Bracken. Staff peer coaches are used school-wide for guided practice and expanding knowledge.

Success of new equipment and programs is determined by measurable academic growth of our students. Teachers and administration monitor student growth through various reports available through the programs or specific instruments to measure student growth.

Each year Bracken STEAM Academy reviews programs and academic success from each. At that time it is decided to keep, modify, or replace programs. Recently iPads were purchased for every student in grades one through five. Teachers were given iPads to become familiar with their use and capabilities. Following this introduction, teachers and staff were trained to take full advantage of the iPad as an

instructional tool. Throughout the year teachers review new application software (apps) and make suggestions to purchase and use apps to increase student learning. Apps are selected to help students meet the Common Core standards. Additionally, training and uses of apps is done in staff meetings and at staff development days.

Teachers have access to district training and conferences that can enhance their knowledge. They also work together through common preparation periods where they create their own agendas based on their needs. Representatives and specific program staff are often brought on campus to work directly with teachers. During four professional development days a year the teachers determine and request what they needs specifically and those resources are brought to them.

7. School Leadership:

At the end of 2007, staff voted to apply for Empowerment School status. As a result of this designation, we were granted greater autonomy for increased accountability. The philosophy with empowerment is that the person impacted by decisions is the one who should be making them. We were given our entire budget and told to think outside the box to make that money work to improve achievement. Our staff works and plans together to determine the best way to work with students. Together we plan for the year by selecting programs and strategies that are unique to Bracken. We chose to consistently use and monitor all programs with specific support that helps our students achieve. We worked together to ensure that every child was learning, excited about school, and had goals for their future. The principal monitors and supports all staff decisions.

Listening to business leaders through Empowerment conferences, we were able to embrace strategies that focused our entire campus on our goals. Everyone on campus knows what we want for our students, “Get them into Middle School Magnet programs!” These programs contain the same rigor and preparation for STEAM careers. We placed a lot of attention on consistent assessments and grade level planning. Weekly staff meetings include a schedule where all teachers take a turn sharing instructional practice. There is also a time for updates and technology sharing. Weekly School Improvement Team meetings include grade level, specialists, support staff, and parent representatives serve and the meetings are open for all to attend. Teachers take turns serving on this team with new members selected each year by their grade level. Decisions regarding our budget, schedule, and programs for staff, partners, and our parents are made at these meetings. We consistently use survey information to help make our decisions and include the input of everyone involved. We significantly changed our website to be a more content rich resource. The website includes grade level pages with online homework and upcoming projects. We work hard to ensure that our parents all understand how to use the site and include several parent training evenings to help them practice.

We have a stable, focused, and dedicated staff that ensures success for all of our students. We hold each other accountable for results and consistency. Data tells the truth about our students and we use that to determine where to go next.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Nevada Criterion Reference Test

Edition/Publication Year: 2001-2009 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	96	85	82	52	50
Exceeds	66	49	49	22	21
Number of students tested	85	75	74	73	76
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	94	81	73	52	39
Exceeds	58	48	43	16	11
Number of students tested	48	31	37	45	46
2. African American Students					
Meets and Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	4	3	5	7
3. Hispanic or Latino Students					
Meets and Exceeds	95	72	78	41	35
Exceeds	59	28	47	10	8
Number of students tested	41	32	45	42	48
4. Special Education Students					
Meets and Exceeds	Masked	60	50	Masked	21
Exceeds	Masked	30	40	Masked	14
Number of students tested	6	10	11	6	14
5. English Language Learner Students					
Meets and Exceeds	94	76	75	29	35
Exceeds	53	28	41	3	8
Number of students tested	34	25	32	34	40
6. White					
Meets and Exceeds	96	94	86	63	92
Exceeds	83	56	50	42	47
Number of students tested	24	16	15	19	17

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
We were unable to find data where boxes were left blank. In 2009-10 only 99% were tested due to a student moving out of state during the testing window.

13NV1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Nevada Criterion Reference Test

Edition/Publication Year: 2001-2009 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	80	77	73	59	61
Exceeds	42	37	30	22	21
Number of students tested	85	75	74	73	76
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	77	77	57	58	50
Exceeds	35	35	22	18	11
Number of students tested	48	31	37	45	46
2. African American Students					
Meets and Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	4	3	5	7
3. Hispanic or Latino Students					
Meets and Exceeds	68	69	66	45	50
Exceeds	27	19	24	7	10
Number of students tested	41	32	45	42	48
4. Special Education Students					
Meets and Exceeds	Masked	40	36	Masked	21
Exceeds	Masked	30	36	Masked	7
Number of students tested	6	10	11	6	14
5. English Language Learner Students					
Meets and Exceeds	48	68	50	29	45
Exceeds	10	16	6	0	10
Number of students tested	21	25	32	34	40
6. White					
Meets and Exceeds	99	81	87	84	71
Exceeds	63	38	40	37	47
Number of students tested	24	16	15	19	17

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
We were unable to find data where boxes were left blank.

13NV1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Nevada Criterion Reference Test

Edition/Publication Year: 2001-2009 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	96	89	84	53	76
Exceeds	30	32	16	20	31
Number of students tested	82	80	83	81	83
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	100	89	84	53	65
Exceeds	31	32	16	20	19
Number of students tested	39	44	45	44	35
2. African American Students					
Meets and Exceeds	Masked	Masked	Masked	Masked	80
Exceeds	Masked	Masked	Masked	Masked	27
Number of students tested	4	4	7	8	15
3. Hispanic or Latino Students					
Meets and Exceeds	95	85	71	35	64
Exceeds	24	28	10	13	17
Number of students tested	37	46	42	46	42
4. Special Education Students					
Meets and Exceeds	90	Masked	Masked	39	Masked
Exceeds	20	Masked	Masked	6	Masked
Number of students tested	10	3	8	18	8
5. English Language Learner Students					
Meets and Exceeds	90	83	68	22	77
Exceeds	14	20	4	4	32
Number of students tested	21	41	25	28	17
6. White					
Meets and Exceeds	95	95	100	80	91
Exceeds	53	47	19	35	57
Number of students tested	17	19	26	20	23

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
We were unable to find data where boxes were left blank.

13NV1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Nevada Criterion Reference Test

Edition/Publication Year: 2001-2009 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	94	89	80	63	67
Exceeds	43	30	30	16	22
Number of students tested	82	80	83	81	83
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	97	82	84	53	54
Exceeds	46	18	42	5	10
Number of students tested	39	44	45	44	48
2. African American Students					
Meets and Exceeds	Masked	Masked	Masked	Masked	67
Exceeds	Masked	Masked	Masked	Masked	27
Number of students tested	4	4	7	8	15
3. Hispanic or Latino Students					
Meets and Exceeds	95	80	64	48	62
Exceeds	38	24	19	2	5
Number of students tested	37	46	42	46	42
4. Special Education Students					
Meets and Exceeds	70	Masked	Masked	34	Masked
Exceeds	30	Masked	Masked	6	Masked
Number of students tested	10	3	8	18	8
5. English Language Learner Students					
Meets and Exceeds	90	80	40	36	35
Exceeds	29	20	0	0	6
Number of students tested	21	41	25	28	17
6. White					
Meets and Exceeds	88	100	100	90	74
Exceeds	41	37	42	35	43
Number of students tested	17	19	26	20	23

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
We were unable to find data where boxes were left blank.

13NV1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Criterion Reference Test

Edition/Publication Year: 2001-2009 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	91	87	81	67	58
Exceeds	26	63	10	23	12
Number of students tested	81	83	83	85	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	89	78	73	48	48
Exceeds	24	2	9	13	2
Number of students tested	46	41	44	46	44
2. African American Students					
Meets and Exceeds	Masked	Masked	Masked	64	Masked
Exceeds	Masked	Masked	Masked	21	Masked
Number of students tested	2	8	8	14	7
3. Hispanic or Latino Students					
Meets and Exceeds	87	77	70	51	42
Exceeds	20	2	2	9	4
Number of students tested	51	43	47	43	50
4. Special Education Students					
Meets and Exceeds	Masked	Masked	62	60	Masked
Exceeds	Masked	Masked	6	10	Masked
Number of students tested	7	7	16	10	7
5. English Language Learner Students					
Meets and Exceeds	73	75	33	9	14
Exceeds	5	0	0	0	0
Number of students tested	18	36	12	11	21
6. White					
Meets and Exceeds	100	100	95	91	100
Exceeds	36	10	18	39	27
Number of students tested	15	21	22	24	11

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
We were unable to find data where boxes were left blank.

13NV1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Nevada Criterion Reference Test

Edition/Publication Year: 2001-2009 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	89	67	61	60	52
Exceeds	51	39	10	14	9
Number of students tested	82	83	83	85	77
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	83	56	55	46	34
Exceeds	45	20	5	9	2
Number of students tested	47	41	44	46	44
2. African American Students					
Meets and Exceeds	Masked	Masked	Masked	57	Masked
Exceeds	Masked	Masked	Masked	14	Masked
Number of students tested	3	8	8	14	7
3. Hispanic or Latino Students					
Meets and Exceeds	84	49	45	47	34
Exceeds	41	19	0	5	4
Number of students tested	51	43	47	43	50
4. Special Education Students					
Meets and Exceeds	Masked	Masked	31	30	Masked
Exceeds	Masked	Masked	12	0	Masked
Number of students tested	7	8	16	10	7
5. English Language Learner Students					
Meets and Exceeds	67	44	8	18	
Exceeds	22	8	0	0	
Number of students tested	18	36	12	11	21
6. White					
Meets and Exceeds	100	90	82	83	91
Exceeds	64	57	23	26	9
Number of students tested	14	21	22	24	11

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
We were unable to find data where boxes were left blank. In 2008-9 only 99% were tested due to a student moving out of state during the testing window.