Clark County School District
Selma F. Bartlett
2021-2022 School Performance Plan:
A Roadmap to Success

Selma F. Bartlett ES 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 Brodie Christian for more information.

Principal: Brodie Christian
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Phone: 7027995750

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](#).

		Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
Enrollment Data											
	Total	%	%	%	%	%	%	%	%	%	%
School	#	%	%	%	%	%	%	%	%	%	%
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

		Math			ELA			Science	ELPA	
Student Performance Data										
Academic Year	**School/ District**	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School									
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School									
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*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			
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
Brodie Christian	**Principal(s)** *(required)*
Christine Clayman	**Other School Leader(s)/Administrator(s)** *(required)*
Kathy Butler, Hanzel Alfaro, Amy Kreutzer	**Teacher(s)** *(required)*
Danielle Johnson-Williams	**Paraprofessional(s)** *(required)*
Angie Lee, Kathryn Palmer, Laurel O'Neil	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
Add rows as needed	

School Community Outreach

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

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Open House	Aug 6, 2021 3 PM	400	Welcoming community back to school, discuss academics and challenges to distance education.
PTO Meeting	Aug 18, '21 3:35PM	50	The school community has a lot to do academically, socially, emotionally for students.
SOT/PTO	Aug 26, '21 3:45PM	10	Staffing/budget changes will impact what we do.
SOT/PTO	Sept 30, '21 3:45PM	10	Ongoing data, assessment, challenges discussions
SOT/PTO	Oct 21, '21 3:45PM	10	RTI/Tier 1 refinement and IA discussions.

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	MAPS/AIMS	Lifeline	Learning Strategist IA/Small Groups
Problem Statement	Students at Bartlett ES may be one to two grade levels behind academically and socially.		
Critical Root Causes	Teachers will continue to increase their understanding of Nevada Academic Content Standards, RTI and tiered instruction including IA. Learning Strategist and Staff will better analyze data and use data from AIMSweb, MAPS, and other sources to increase proficiency rates in math at a higher level as required to show student growth on NSPF. Looking at the overall achievement on SBAC will allow teachers to look for trends within their data that can affect student learning. Specific students will be targeted to maximize growth gains. Although the scores are still meeting standards, school-wide growth must increase in order to facilitate student achievement at a higher level and reach all students. Various school-wide practices such as students constructed responses, and collaborative groups need to be utilized at different levels within each grade level.		

Part B

Student Success	
School Goal: Increase the Median Growth Percentile of all students in ELA from 72.9 % to 80% by 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework.	**Aligned to Nevada's STIP Goal:** *Insert after Event 3*

Improvement Strategy: Increase proficiency of all students in Math as measured by state summative assessments and reported on the Nevada School Performance Framework utilizing IA, small group, tutoring.

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

Intended Outcomes: Increase the Median Growth Percentile from 72.9 % to 80% by 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Action Steps:

- Professional development will be planned to instruct teachers how to utilize NVACS to align with NEPF, to engage students and learn at higher levels, provide enrichment activities and/or remediation activities, and use the correct measures to verify growth or lack of growth. PTO funded After-school tutoring will be provided by licensed staff.

Resources Needed:

- PD Materials, NVACS plans, MAPS assessment, NEPF, RTI interventions, IA interventions, Read by 3 interventions, teacher meetings with admin regarding growth.

Challenges to Tackle:
- Student and staff involvement, consistency in attendees, materials and supplies, time and implementation.

Improvement Strategy: Increase proficiency of all students in ELA as measured by state summative assessments and reported on the Nevada School Performance Framework utilizing IA, small group, tutoring.

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

Intended Outcomes: Increase the Median Growth Percentile as measured by state summative assessments and reported on the Nevada School Performance Framework.

Action Steps:
- Professional development will be planned to instruct teachers how to utilize NVACS to align with NEPF, to engage students and learn at higher levels, provide enrichment activities and/or remediation activities, and use the correct measures to verify growth or lack of growth. PTO funded After-school tutoring will be provided by licensed staff.

Resources Needed:

- PD Materials, NVACS plans, MAPS assessment, NEPF, RTI interventions, IA interventions, Read by 3 interventions, teacher meetings with admin regarding growth.

Challenges to Tackle:
- Student and staff involvement, consistency in attendees, materials and supplies, time and implementation.

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

English Learners: Increase proficiency in math and ELA

Foster/Homeless: Increase proficiency in math and ELA

Free and Reduced Lunch: Increase proficiency in math and ELA

Migrant: Increase proficiency in math and ELA

Racial/Ethnic Minorities: Increase proficiency in math and ELA

Students with IEPs: Increase proficiency in math and ELA. Meet IEP goals and benchmarks

Inquiry Area 2 - Adult Learning Culture
Part A

	Adult Learning Culture		
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	Weekly during grade level, RTI, IA, data meetings	Grade level meetings attended, staff and data meetings with admin, learning strategist.	PLC meetings and continuous review of instructional methods, curriculum, flexible student groupings for IA and small groups.

Problem Statement	Time not being wasted and being efficient with that time. Planning and staying informed of all impacted students is a challenge. No one falling through the cracks or left behind is essential.
Critical Root Causes	Teachers will continue to increase their understanding of Nevada Academic Content Standards, RTI and tiered instruction including IA. Learning Strategist and Staff will better analyze data and use data from AIMSweb, MAPS, and other sources to increase proficiency rates in math at a higher level as required to show student growth on NSPF. Looking at the overall achievement on SBAC will allow teachers to look for trends within their data that can affect student learning. Specific students will be targeted to maximize growth gains. Although the scores are still meeting standards, school-wide growth must increase in order to facilitate student achievement at a higher level and reach all students. Various school-wide practices such as students constructed responses, and collaborative groups need to be utilized at different levels within each grade level.

Part B

Adult Learning Culture	
School Goal: Increase the Median Growth Percentile of all students in ELA from 72.9 % to 80% by 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework.	**STIP Connection:** *Insert after Event 3*

Improvement Strategy: Provide staff tools to increase proficiency of all students in Math as measured by state summative assessments and reported on the Nevada School Performance Framework utilizing IA, small group, tutoring. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:*
Intended Outcomes: Provide staff tools to increase the Median Growth Percentile as measured by state summative assessments and reported on the Nevada School Performance Framework.
Action Steps: ● Professional development will be planned to instruct teachers how to utilize NVACS to align with NEPF, to engage students and learn at higher levels, provide enrichment activities and/or remediation activities, and use the correct measures to verify growth or lack of growth. PTO funded After-school tutoring will be provided by licensed staff.
Resources Needed: ● PD Materials, NVACS plans, MAPS assessment, NEPF, RTI interventions, IA interventions, Read by 3 interventions, teacher meetings with admin regarding growth.

Challenges to Tackle:
- Student and staff involvement, consistency in attendees, materials and supplies, time and implementation.

Improvement Strategy: Increase proficiency of all students in ELA as measured by state summative assessments and reported on the Nevada School Performance Framework utilizing IA, small group, tutoring.

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

Intended Outcomes: Provide staff tools to increase the Median Growth Percentile as measured by state summative assessments and reported on the Nevada School Performance Framework.

Action Steps:
- Professional development will be planned to instruct teachers how to utilize NVACS to align with NEPF, to engage students and learn at higher levels, provide enrichment activities and/or remediation activities, and use the correct measures to verify growth or lack of growth. PTO funded After-school tutoring will be provided by licensed staff.

Resources Needed:

- PD Materials, NVACS plans, MAPS assessment, NEPF, RTI interventions, IA interventions, Read by 3 interventions, teacher meetings with admin regarding growth.

Challenges to Tackle:
- Student and staff involvement, consistency in attendees, materials and supplies, time and implementation.

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

English Learners: Increase proficiency in math and ELA

Foster/Homeless: Increase proficiency in math and ELA

Free and Reduced Lunch: Increase proficiency in math and ELA

Migrant: Increase proficiency in math and ELA

Racial/Ethnic Minorities: Increase proficiency in math and ELA

Students with IEPs: Increase proficiency in math and ELA. Meet IEP goals and benchmarks

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	Oct 21, '21	Oct 22, '21	Oct 21, '21
Problem Statement	Students at Bartlett ES may be behind socially and emotionally, thus causing an increase in "bullying" type behaviors such as inappropriate name calling, physical touching, and not following school rules of keeping hand and feet to oneself.		
Critical Root Causes	Distance Education was ineffective for some students. Socialization and acting appropriately in school has become a challenging issue in comparison to pre-distance education. Teachers will continue to increase their understanding of CHAMPS. Learning Strategist and staff will better analyze data and use data from IC, counselor, and other sources to increase appropriate school behavior. Various school-wide practices such as students attending restorative meetings, constructed responses, and collaborative groups need to be utilized at different levels within each grade level and across the school.		

Part B

Connectedness	
School Goal: Increase the appropriate behavior of students in school and decrease "bullying" type behaviors.	**STIP Connection:** *Insert after Event 3*
Improvement Strategy: : Use CHAMPS to increase the appropriate behavior of students in school and decrease "bullying" type behaviors. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:*	
Intended Outcomes: Provide staff tools to increase the appropriate behavior of students in school and decrease "bullying" type behaviors.	
Action Steps: ● Professional development will be planned to instruct teachers how to utilizeCHAMPS to engage students and learn appropriate school behaviors at high levels, provide enrichment activities and/or remediation activities, and use the correct measure to verify growth or lack of growth of non-bullying behaviors.	
Resources Needed:	

- PD Materials, CHAMPS, RTI (behavior), counseling sessions, teacher meetings with admin regarding school wide behaviors.

Challenges to Tackle:
- Student and staff involvement, consistency in attendees, materials and supplies, time and implementation.

Improvement Strategy: Use restorative meetings to increase the appropriate behavior of students in school and decrease "bullying" type behaviors.

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

Intended Outcomes: Provide staff tools to increase the appropriate behavior of students in school and decrease "bullying" type behaviors.

Action Steps:
- Professional development will be planned to instruct teachers how to utilize restorative meetings to engage students and learn appropriate school behaviors at high levels, provide enrichment activities and/or remediation activities, and use the correct measure to verify growth or lack of growth of non-bullying behaviors.

Resources Needed:
- PD Materials regarding restorative meetings, RTI (behavior), counseling sessions, teacher meetings with admin regarding school wide behaviors.

Challenges to Tackle:
- Student and staff involvement, consistency in attendees, materials and supplies, time and implementation.

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

English Learners: Increase appropriate school behavior to decrease "bullying" type behaviors

Foster/Homeless: Increase appropriate school behavior to decrease "bullying" type behaviors

Free and Reduced Lunch: Increase appropriate school behavior to decrease "bullying" type behaviors

Migrant: Increase appropriate school behavior to decrease "bullying" type behaviors

Racial/Ethnic Minorities: Increase appropriate school behavior to decrease "bullying" type behaviors

Students with IEPs: Increase appropriate school behavior to decrease "bullying" type behaviors

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)
RBG3	91,267	Learning Strategist	1,2
English Learners	60,900	Hire teacher(s) to reduce class size and/or certified temporary tutors to provide academic interventions.	1,2
At-Risk Students	60,900	Hire teacher(s) to reduce class size and/or certified temporary tutors to provide academic interventions.	1,2
Strategic Budget	4,153,610	Staffing, supplies, and provide academic instruction and intervention to ensure student performance and achievement increases.	1,2