



Clark County School District

Selma F. Bartlett

School Performance Plan: A Roadmap to Success

Selma F. Bartlett ES 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: Brodie Christian

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

Our SPP was last updated on 06/26/2023.



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/selma_f_bartlett_elementary_school/2022/nspf/.

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

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Brodie Christian	Principal(s) <i>(required)</i>
Christine Clayman, Jana Stewart	Other School Leader(s)/Administrator(s) <i>(required)</i>
Kathy Butler, Hanzel Alfaro, Amy Kreutzer	Teacher(s) <i>(required)</i>
Danielle Johnson-Williams	Paraprofessional(s) <i>(required)</i>
Stephen Silberkraus, Cheryl Chitupatham, Laurel O'Neil	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</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
SOT	05/18/23	Conducted Act 3: Reviewing Our Journey to make decisions regarding which goals to correct, cancel, or continue.
Continuous Improvement Team (Staff Meeting)	TBD	Focus shifting from proficiency to individual student growth. Reaching all students and goal setting is important. Teaching and Learning Cycle/PLC/MTSS
AARSI Data Meeting (Staff Meeting)	TBD	Data presented to enhance understanding of impacting individual student growth. Data presented to assist teachers with setting individual student learning growth goals.
SOT CIP Act 3 Outreach Meeting	TBD	Data slide deck presented to enhance understanding of impacting individual student growth. Data slide growth presented to explain the need for teachers with setting individual student learning growth goals.
Parent Teacher Conference	10/9/23-10/13/23	Teachers share individual student growth data and explain the shift from proficiency to growth. Discussion takes place to determine individual student strengths/weaknesses and improvement goals. Parent, student, and teacher collaborate on next steps.



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/AIMS	Lifeline, Panorama, CHAMPS	Learning Strategist IA/Small Groups
	<i>Areas of Strength: Proficiency is holding steady. ELA SBAC scores increased from 55.3 to 58.3% (3 percentage point increase). Math SBAC scores increased from 26.4% to 49.6 % (23.2 percentage point increase).</i>		
	<i>Areas for Growth: Individual student learning goal setting is needed.</i>		
Problem Statement	Some students at Bartlett ES are one to two grade levels behind academically and socially.		
Critical Root Causes	Lack of understanding of the NVACS, RTI process, and Tiered Instruction. Lack of data-driven instructional decisions. Lack of student goal setting. Under utilization of constructed responses and collaborative grouping structures.		



Part B

Student Success	
School Goal: Increase the percent of students above the 60th percentile in ELA from 41% (spring 2023) to 45% (spring 2024), and the percent of students meeting or exceeding the established growth target in math from 40% (spring 2023) to 44% (spring by 2024), as measured by the MAP Growth Assessments.	Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth
Improvement Strategy: All students will engage in high-quality standards based Tier 1 Instruction that is scaffolded to meet all students' instructional needs. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):	
Intended Outcomes: Increase the ELA growth rate of individual students as measured by comparisons of MAP Fall to Winter to Spring Growth Assessment scores, and state summative assessments and reported on the Nevada School Performance Framework.	
Action Steps: <ul style="list-style-type: none">• Teachers will purposefully plan instruction in alignment with lesson planning expectations following CCSD Reg 6122 guidelines.• Teachers will utilize approved Tier 1 instructional materials to plan and deliver high-quality Tier 1 and Tier 2 instruction.• Teachers will use and follow CCSD Pacing Guides in all content /subjects when planning lessons/tasks.• Administration will conduct classroom instructional observations to monitor and provide post-observation feedback conferences with all teachers to support Tier 1 instruction.• Administration will monitor the use of approved Tier 1 instructional materials by all teachers.• Administration will monitor the use of CCSD Pacing Guides by all teachers.• <i>Teachers will review Fall MAP Growth scores data with each student. Together, teacher and student will set a Winter MAP Growth goal to work towards, including what specific skills are needed for this growth to take place. This will be repeated for Spring.</i>	
Resources Needed: <ul style="list-style-type: none">• PD Materials, NVACS plans, MAP Growth Assessments, NEPF, RTI interventions, IA interventions, Read by 3 interventions, teacher meetings with academic committee regarding growth, and redesigned Prep schedule.	
Challenges to Tackle: <ul style="list-style-type: none">• Teacher knowledge of Tier I materials and scaffolding strategies; learning strategists and mentor teachers will assist novice teachers.	



Improvement Strategy: Increase individual student growth by analyzing student weaknesses and strengths of all students in Math as measured by MAP Growth Assessments, and other sources (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 Math growth rate of individual students as measured by comparisons of MAP Fall to Winter to Spring scores, and state summative assessments and reported on the Nevada School Performance Framework.

Action Steps:

- Professional development and AARSI led trainings will be planned to instruct teachers how to utilize various data related to growth on 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.
- Intervention and acceleration and tutoring will be provided by licensed staff during the school day.

Resources Needed:

- PD Materials, NVACS plans, MAP assessment, NEPF, RTI interventions, IA interventions, Read by 3 interventions, teacher meetings with academic committee regarding growth, and redesigned Prep schedule.

Challenges to Tackle:

- Teacher capacity to provide acceleration/enrichment/intervention to groups of students; learning strategists and mentor teachers will assist administration in supporting teachers.

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

English Learners: Increase individual student growth in Math and ELA. Employ additional licensed professionals for class-size reduction. Intervention and acceleration and tutoring will be provided by licensed staff during the school day.

Foster/Homeless: Increase individual student growth in Math and ELA. Intervention and acceleration and tutoring will be provided by licensed staff during the school day.

Free and Reduced Lunch: Increase individual student growth in Math and ELA. Employ additional licensed professionals for class-size reduction. Intervention and acceleration and tutoring will be provided by licensed staff during the school day.

Migrant: Increase individual student growth in Math and ELA. Intervention and acceleration and tutoring will be provided by licensed staff during the school day.



Racial/Ethnic Minorities: Increase individual student growth in Math and ELA. Intervention and acceleration and tutoring will be provided by licensed staff during the school day.

Students with IEPs: Increase individual student growth 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.
	<i>Areas of Strength: PLC data meetings occur more frequently this year. Discussions and training by AARSI regarding understanding of individual student growth and data (IE: Quadrant Report, MAP Growth Projection)</i>		
	<i>Areas for Growth: Teacher ability to impact ELL student growth in Reading, Writing, Speaking, and Listening on WIDA results.</i>		
Problem Statement	<i>Four of 17 ELL students met WIDA AGP in 2021-2022.</i>		
Critical Root Causes	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.		

Part B

Adult Learning Culture	
School Goal: Increase the percent of teachers using the Teaching and Learning Cycle (Plan and Assess) during Professional Learning Community	STIP Connection: Goal 3: All students experience continued academic growth



(PLC) meetings from 0% to 50% by the end of quarter 1 and from 50% to 100% by the end of quarter 2 during the 2023-2024 school year.	
<p>Improvement Strategy: Teachers will engage in effective Professional Learning Communities (PLC) to plan standard-based instruction and use assessment data to appropriate group students for instruction.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):</p>	
<p>Intended Outcomes: Teacher skill and knowledge will increase, resulting in stronger Tier I instruction and improved student outcomes.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none">• Teachers will engage in weekly PLCs to implement the Teaching and Learning Cycle: Plan Component.• Teachers will collaborate to determine high-quality and rigorous common summative assessments for units of study.• Teachers will complete One On One Conference information in October and March.• Teachers (as a grade level) will complete Student Culture Needs Assessment and Monitoring Tool in September, December, and April.• Administration will monitor each grade level/ department PLC to provide coaching, feedback, and modeling.• Administration will develop teacher leaders to facilitate PLCs.• Administration will review and conference with teachers to review One On One materials in October and March.• Administration will review and conference with teachers to review Student Culture Needs Assessment and Monitoring Tool in September, December, and April.• 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, MAP, 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.	
<p>Resources Needed:</p> <ul style="list-style-type: none">• PD Materials, NVACS plans, MAP Growth Assessments, NEPF, RTI interventions, IA interventions, Read by 3 interventions, teacher meetings with academic committee regarding growth.	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">• Teachers using the district-adopted meeting template; leadership will model and support.• Teacher collaboration/trust/partnerships; leadership will model and support.	



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

English Learners: Increase individual student growth in Math and ELA. Employ additional licensed professionals for class-size reduction. Intervention and acceleration and tutoring will be provided by licensed staff during the school day.

Foster/Homeless: Increase individual student growth in Math and ELA. Intervention and acceleration and tutoring will be provided by licensed staff during the school day.

Free and Reduced Lunch: Increase individual student growth in Math and ELA. Employ additional licensed professionals for class-size reduction. Intervention and acceleration and tutoring will be provided by licensed staff during the school day.

Migrant: Increase individual student growth in Math and ELA. Intervention and acceleration and tutoring will be provided by licensed staff during the school day.

Racial/Ethnic Minorities: Increase individual student growth in Math and ELA. Intervention and acceleration and tutoring will be provided by licensed staff during the school day.

Students with IEPs: Increase individual student growth in Math and ELA. Meet IEP goals and benchmarks.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Infinite Campus Behavior, Counselor Referrals, Panorama, and Districtwide Survey data	Citations, Referrals, Incident Reports, IC teacher comments, Panorama, and Districtwide Survey data	CCSD Survey, PTO Engagement, FACES, Counselor Referrals
	<i>Areas of Strength: Bullying events decreased. Three bullying events were reported in the 2021-2022 school year.</i>		
	<i>Areas for Growth: Absenteeism and other behavior events are occurring this school year.</i>		



Problem Statement	There has been an increase in absenteeism.
Critical Root Causes	Parents are not aware of the importance of being present in school each day.

Part B

Connectedness	
School Goal: Reduce the percent of students chronically absent from 24% in 2022 to 20% by 2024, as measured by the Nevada School Performance Framework.	STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated
Improvement Strategy: Implement attendance incentive program.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4	
Intended Outcomes: Chronic absenteeism will decrease.	
Action Steps: <ul style="list-style-type: none">Teachers will discuss with students and families the importance of attending each school day regarding academic, social and emotional impact.Office Staff will discuss with students and families attendance policy, procedure, and importance of arriving on time and attending each school day.Counselor will discuss with chronic absentee/tardy students and families attendance policy, procedure, and importance of arriving on time and attending each school day.Administration will discuss with chronic absentee/tardy students and families attendance policy, procedure, and importance of arriving on time and attending each school day and possible consequences.Professional development will be planned to instruct teachers, students, and families how to utilize the correct measures on data for attendance and engage students to learn appropriate attendance and school behaviors at high levels, and provide enrichment activities and/or remediation activities	
Resources Needed: <ul style="list-style-type: none">Attendance data, PD Materials, CHAMPS, Time To Teach, RTI (behavior), counseling sessions, teacher, student, family meetings with admin regarding attendance and other school-wide behaviors.	



Challenges to Tackle: <ul style="list-style-type: none">• Parents not bringing students to school; RPC meeting to develop attendance contract.
Improvement Strategy: Use restorative meetings to increase appropriate behaviors at school. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4
Intended Outcomes: Increase the appropriate behavior of students in school, while decreasing bullying and other types of inappropriate behaviors.
Action Steps: <ul style="list-style-type: none">• <i>Focus needs to shift from “school-wide” behavior plan to individual classroom behavior plan.</i>• <i>Teaching Staff requires Time to Teach training to assist with classroom behaviors to alleviate loss of instructional time.</i>
Resources Needed: <ul style="list-style-type: none">• PD Materials regarding restorative meetings, RTI (behavior), counseling sessions, teacher meetings with academic committee regarding school wide behaviors.
Challenges to Tackle: <ul style="list-style-type: none">• Parent support; meetings with administration and counselors to help address this challenge.
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: Increase appropriate school behavior to decrease absenteeism, and other type behaviors. Employ additional licensed professionals for class-size reduction.
Foster/Homeless: Increase appropriate school behavior to decrease absenteeism, and other type behaviors
Free and Reduced Lunch: Increase appropriate school behavior to decrease absenteeism, and other type behaviors. Employ additional licensed professionals for class-size reduction.
Migrant: Increase appropriate school behavior to decrease absenteeism, and other type behaviors
Racial/Ethnic Minorities: Increase appropriate school behavior to decrease absenteeism, and other type behaviors
Students with IEPs: Increase appropriate school behavior to decrease absenteeism, and other 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	\$94,969.00	Learning Strategist	1,2,3
English Learners	\$92,221.00	Hire teacher(s) to reduce class size and/or certified temporary tutors to provide academic interventions.	1,2
At-Risk Students	\$78,627.00	Hire teacher(s) to reduce class size and/or certified temporary tutors to provide academic interventions.	1,2,3
Strategic Budget	\$3,471,958.00	Staffing, supplies, and providing academic instruction and intervention to ensure student performance and achievement increases.	1,2,3