

School Performance Plan

School Name
BARTLETT, SELMA F. ES

Address (City, State, Zip Code, Telephone):
1961 WIGWAM PARKWAY
HENDERSON, NV 89074, 7027995750

Superintendent/Region Superintendent: Jesus Jara / Deanna Jaskolski

For Implementation During The Following Years: 2020-2021

The Following MUST Be Completed:

Title I Status: NA

Designation: NA

Grade Level Served: Elementary

Classification: 4 Star

NCCAT-S: Initial

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Kathryn Palmer	SOT (Parent)	Kathy Butler	SOT (Teacher)
Danielle Johnson-Williams	SOT (Staff Member)	Stephen Silberkraus	SOT (Parent)
Michael Johnson	SOT (Parent)	Hanzel Alfaro	SOT (Teacher)

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)**DATA REVIEWED & ANALYZED:**

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Formative Assessments Practice	Comparison of ELPA with other Assessments	Teacher/Administrator Observation Data
Teacher/Administrator Observation Data	Time in ELL Program/Projected Time to Proficiency	Special Ed Policies and Procedures
Summative Assessments	Achievement Gap Data	Nevada Alternate Assessment (NAA)
Interim Assessments	Teacher/Administrator Observation Data	Individualized Education Programs (IEP)
Other:	Other:	Other:
Other:	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

Below is a summary of 2018-19 NSPF results. As a school, Academic Achievement at Bartlett ES has a proficiency of 62.6%. That is in contrast to the District pooled average of 42.1% (20.5% higher than the District's average). In Math (CRT results), Bartlett ES had 59% proficiency versus the District's 41.8%. In ELA (CRT results), Bartlett ES had 72.9% proficiency versus the District's 49.1%. In Science (CRT results), Bartlett ES had 43.6% proficiency versus the District's 22.5%. Read By Grade Three, Bartlett ES had 73% proficiency versus the District's 46.2%. As a school, English Language (ELPA) students meeting AGP was 48.5% versus the last year 67.8%. This being said, Bartlett's Assessment, Read By Three, RTI Grade Level Chair, and Special Education committees regularly review classroom, school, and state data with the Learning Strategist. The data reviewed and analyzed included formative assessments, summative assessments, and CRT/NSPF results. Bartlett ES falls short in Student Growth (subgroup percentiles below 35% for both Math = 2 subgroups and ELA = 1 subgroup), Closing Opportunity Gaps for non-proficient students (subgroup percentiles below 16% in Math = 3 subgroups; subgroup percentiles below 27% in ELA = 2 subgroups). Bartlett ES received a Four Star rating by gaining 10.5 points from last year's 64.5 points resulting in Three Star rating. Areas to improve: Student Growth, Closing Opportunity Gaps, and continue to improve Student Achievement (Chronic Absenteeism dropped from 14.9% in 2017-18 to 6.9% in 2018-2019 but currently is at 10.9%).

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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Priority Need/Goal 1:

Increase the Median Growth Percentile of all students in Math from 59% to 65% by 2020 and 70% by 2021 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Root Causes:

Teachers will continue to increase their understanding of Nevada Academic Content Standards, RTI and tiered instruction including IA. Learning Strategist, CTTs, and teaching 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 math fact recall, constructed responses, and collaborative groups need to be utilized at different levels within each grade level.

Measurable Objective 1:

Increase the Median Growth Percentile of the Hispanic/Latino subgroup in Math from 33 to 45 by 2020 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective 2:

Increase the Median Growth Percentile of the Black/African American subgroup in Math from 37 to 45 by 2020 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective 3:

Increase the Median Growth Percentile of the White/ Caucasian subgroup in Math from 41 to 50 by 2020 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective 4:

Increase the Median Growth Percentile of the Asian subgroup in Math from 30 to 50 by 2020 as measured by state summative assessments and reported on the Nevada School Performance.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

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 provided by licensed staff.	PD Materials, NVACS plans, MAPS assessment, NEPF, RTI interventions, IA interventions, Read by 3 interventions, teacher meetings with admin regarding growth.	PD follow up meetings, NVACS plans, MAPS results, NEPF, RTI documentation, IA documentation, Read by 3 documentation, DataLab, instructional rounds, and teacher meetings with admin regarding growth.	Ongoing timeframe by administration, staff, and committees.	In Progress
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Parents are encouraged to volunteer in the classroom. Parentlink messages, bimonthly Bartlett Bulletins, school website, PTO events, and conferences are utilized to encourage communication and build relationships. Lexia and other computer instructional programs can also be accessed from home.	RTI and I/A intervention materials, NVACS and long range plans, formative and summative assessments.	Progress reports, report cards, formative and summative assessments.	Ongoing by teachers, tutors, SPED, literacy specialists and administration.	In Progress

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will utilize intervention/acceleration groups and materials to differentiate instruction across all levels. Teachers will continue to use common assessments, evaluate data regularly, align lessons with NVACS, and reteach students as needed. Teachers will meet with administrators to discuss growth of individual students.	PD Materials, NVACS plans, MAPS assessment, NEPF, RTI interventions, IA interventions, Read by 3 interventions, teacher meetings with admin regarding growth.	PD follow up meetings, NVACS plans, MAPS results, NEPF, RTI documentation, IA documentation, Read by 3 documentation, DataLab, and teacher meetings with admin regarding growth.	Ongoing timeframe by administration, staff, and committees.	N/A

Comments:

1.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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Priority Need/Goal 2:

Increase the Median Growth Percentile of all students in ELA from 72.9% to 75% by 2020 and 80% by 2021 as measured by state summative assessments and reported on the Nevada School Performance Framework.

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.

Measurable Objective 1:

Increase the Median Growth Percentile of English Language Learners subgroup in ELA from 33% to 45% by 2020 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
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 provided by licensed staff.	PD Materials, NVACS plans, MAPS assessment, NEPF, RTI interventions, IA interventions, Read by 3 interventions, teacher meetings with admin regarding growth.	PD follow up meetings, NVACS plans, MAPS results, NEPF, RTI documentation, IA documentation, Read by 3 documentation, DataLab, and teacher meetings with admin regarding growth.	Ongoing time-frame by administration, staff, and committees.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Parents are encouraged to volunteer in the classroom. Weekly Parentlink messages, biweekly Bartlett Bulletins, school website, PTO events, and conferences are utilized to encourage communication and build relationships. Lexia and MobyMax computer instructional programs can also be accessed from home.	Parentlink messages, Bulletins, website, and conference logs, Volunteer log, access to computer programs.	PD Materials, NVACS, NEPF, Admin Training	Ongoing by teachers, parents, tutors, SPED, literacy specialists and administration.	In Progress

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will utilize intervention/acceleration groups and materials to differentiate instruction across all levels. Teachers will continue to use common assessments, evaluate data regularly, align lessons with NVACS, and reteach students as needed. Teachers will meet with administrators to discuss growth of individual students.	PD Materials, NVACS plans, MAPS assessment, NEPF, RTI interventions, IA interventions, Read by 3 interventions, teacher meetings with admin regarding growth.	Progress reports, report cards, formative and summative assessments.	Ongoing. Teachers, SPED, committees, and administration.	In Progress

Comments:

2.4 Other (Optional)	Continuation From Last Year:		NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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Priority Need/Goal 3:

Reduce the percent of chronically absent students from 6.9% to 5% by 2020 as measured by Infinite Campus and reported on Nevada School Performance Framework.

Root Causes:

2017-2018 school year there were 150 students that missed 15 days or more, which is three full school weeks. Of those students, 93 (14.9%) were Chronically Absent. Absentee students miss important instruction. Lack of instruction and exposure to academic material directly impacts a student's ability to perform on formative and summative assessments. This then may impact the growth scores of these students and also may impact the school's ability to close opportunity gaps. An updated attendance policy was created and enforced which made parents and students aware of the number of absences a student had and how this may negatively impact a student's education and academic growth. 2018-2019 school year 6.9% of students were Chronically Absent. This is quite an improvement that must be built upon. The updated attendance policy will remain in affect with updates continuously being made. As of February 2020 10.9% of students are Chronically Absent with over twenty RPC Conferences being held.

Measurable Objective 1:

Reduce the percent of chronically absent Black/African American subgroup of students from 15.6% to 10% by 2020 as measured by Infinite Campus and reported on Nevada School Performance Framework.

Measurable Objective 2:

Reduce the percent of chronically absent Special Education subgroup of students from 13.6% to 10% by 2020 as measured by Infinite Campus and reported on Nevada School Performance Framework.

Monitoring Status

In Progress

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

By aligning Bartlett's attendance policy with CCSD's policy, informing students and parents of the number of absences, and informing students and parents of the potential negative impact this may have on growth and closing gaps it is hoped Student Growth, Closing Opportunity Gaps, and Student Engagement will be positively impacted as measured by the Total Index Score of the 2018-19 Nevada School Rating for Selma F Bartlett ES. Feedback will be taken, data will be collected on a weekly basis, and appropriate procedures will be utilized in order for Student Growth, Closing Gaps, and Student Engagement to be impacted positively.	Sharing of updated policy by admin and counselor using multiple formats.	Weekly attendance data collected and reviewed. Log kept of students and parents contacted regarding absences.	Weekly, administration and counselor are responsible for ensuring this action step takes place during the 2020-2021 school year.	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Parents are encouraged to contact the school with concerns and provide feedback. Weekly Parentlink messages, biweekly Bartlett Bulletins, school website, PTO events, and conferences are utilized to encourage communication regarding Student Engagement and build relationships.	Sharing of updated policy by admin and counselor using multiple formats.	Weekly attendance data collected and reviewed. Log kept of students and parents contacted regarding absences.	Weekly, administration and counselor are responsible for ensuring this action step takes place during the 2020-2021 school year.	In Progress

Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Staff will continue to evaluate data and follow the policy and procedures set forth for attendance.	Data and meetings	Weekly Absenteeism Data	Admin, counselor, student, parent	In Progress

Comments:

3.4 Other (Optional)	Continuation From Last Year:		NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
RBG3	89,000	Learning Strategist	Goals 1 and 2
Strategic Budget	3,864,342	Tier 1	Goals 1, 2 and 3

Plan for improving the school climate

Goal:

To decrease the number of students who respond that "Students in this school are teased or put down because of their race or ethnicity" from 38 to 0.

Action Plan: How will this plan improve the school climate?

Students who are teased or put down for any reason may not perform academically at their best and have poor attendance.

Monitoring Plan: How will you track the implementation of this plan?

Survey(s) and Incident Reports

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

2021 Survey results.

APPENDIX A - Professional Development Plan

1.1

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 provided by licensed staff.

Goal 1 Additional PD Action Step (Optional)

Continued implementation of CHAMPS

2.1

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 provided by licensed staff.

Goal 2 Additional PD Action Step (Optional)

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 provided by licensed staff.

3.1

By aligning Bartlett's attendance policy with CCSD's policy, informing students and parents of the number of absences, and informing students and parents of the potential negative impact this may have on growth and closing gaps it is hoped Student Growth, Closing Opportunity Gaps, and Student Engagement will be positively impacted as measured by the Total Index Score of the 2018-19 Nevada School Rating for Selma F Bartlett ES. Feedback will be taken, data will be collected on a weekly basis, and appropriate procedures will be utilized in order for Student Growth, Closing Gaps, and Student Engagement to be impacted positively.

Goal 3 Additional PD Action Step (Optional)

By aligning Bartlett's attendance policy with CCSD's policy, informing students and parents of the number of absences, and informing students and parents of the potential negative impact this may have on growth and closing gaps it is hoped Student Growth, Closing Opportunity Gaps, and Student Engagement will be positively impacted as measured by the Total Index Score of the 2019-20 Nevada School Rating for Selma F Bartlett ES. Feedback will be taken, data will be collected on a weekly basis, and appropriate procedures will be utilized in order for Student Growth, Closing Gaps, and Student Engagement to be impacted positively.

APPENDIX B - Family Engagement Plan

1.2

Parents are encouraged to volunteer in the classroom. Parentlink messages, bimonthly Bartlett Bulletins, school website, PTO events, and conferences are utilized to encourage communication and build relationships. Lexia and other computer instructional programs can also be accessed from home.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Parents are encouraged to volunteer in the classroom. Weekly Parentlink messages, biweekly Bartlett Bulletins, school website, PTO events, and conferences are utilized to encourage communication and build relationships. Lexia and MobyMax computer instructional programs can also be accessed from home.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Parents are encouraged to contact the school with concerns and provide feedback. Weekly Parentlink messages, biweekly Bartlett Bulletins, school website, PTO events, and conferences are utilized to encourage communication regarding Student Engagement and build relationships.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase the Median Growth Percentile of all students in Math from 59% to 65% by 2020 and 70% by 2021 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective(s):

- Increase the Median Growth Percentile of the Hispanic/Latino subgroup in Math from 33 to 45 by 2020 as measured by state summative assessments and reported on the Nevada School Performance Framework.
- Increase the Median Growth Percentile of the Black/African American subgroup in Math from 37 to 45 by 2020 as measured by state summative assessments and reported on the Nevada School Performance Framework.
- Increase the Median Growth Percentile of the White/ Caucasian subgroup in Math from 41 to 50 by 2020 as measured by state summative assessments and reported on the Nevada School Performance Framework.
- Increase the Median Growth Percentile of the Asian subgroup in Math from 30 to 50 by 2020 as measured by state summative assessments and reported on the Nevada School Performance.

Status
N/A

Comments:

- 1.1 Professional Development:**
- 1.2 Family Engagement:**
- 1.3 Curriculum/Instruction/Assessment:**
- 1.4 Other:**

	Mid-Year	End-of-Year
1.1	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 provided by licensed staff.	N/A
Progress		
Barriers		
Next Steps		

1.2	Parents are encouraged to volunteer in the classroom. Parentlink messages, bimonthly Bartlett Bulletins, school website, PTO events, and conferences are utilized to encourage communication and build relationships. Lexia and other computer instructional programs can also be accessed from home.	N/A
Progress		
Barriers		
Next Steps		
1.3	Teachers will utilize intervention/acceleration groups and materials to differentiate instruction across all levels. Teachers will continue to use common assessments, evaluate data regularly, align lessons with NVACS, and reteach students as needed. Teachers will meet with administrators to discuss growth of individual students.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the Median Growth Percentile of all students in ELA from 72.9% to 75% by 2020 and 80% by 2021 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective(s):

- Increase the Median Growth Percentile of English Language Learners subgroup in ELA from 33% to 45% by 2020 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Status
N/A

Comments:

2.1 Professional Development:

2.2 Family Engagement:

2.3 Curriculum/Instruction/Assessment:

2.4 Other:

	Mid-Year	End-of-Year
2.1	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 provided by licensed staff.	N/A
Progress		
Barriers		
Next Steps		
2.2	Parents are encouraged to volunteer in the classroom. Weekly Parentlink messages, biweekly Bartlett Bulletins, school website, PTO events, and conferences are utilized to encourage communication and build relationships. Lexia and MobyMax computer instructional programs can also be accessed from home.	N/A
Progress		

Barriers		
Next Steps		
2.3	Teachers will utilize intervention/acceleration groups and materials to differentiate instruction across all levels. Teachers will continue to use common assessments, evaluate data regularly, align lessons with NVACS, and reteach students as needed. Teachers will meet with administrators to discuss growth of individual students.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Reduce the percent of chronically absent students from 6.9% to 5% by 2020 as measured by Infinite Campus and reported on Nevada School Performance Framework.

Measurable Objective(s):

- Reduce the percent of chronically absent Black/African American subgroup of students from 15.6% to 10% by 2020 as measured by Infinite Campus and reported on Nevada School Performance Framework.
- Reduce the percent of chronically absent Special Education subgroup of students from 13.6% to 10% by 2020 as measured by Infinite Campus and reported on Nevada School Performance Framework.

Status

In Progress

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1	By aligning Bartlett's attendance policy with CCSD's policy, informing students and parents of the number of absences, and informing students and parents of the potential negative impact this may have on growth and closing gaps it is hoped Student Growth, Closing Opportunity Gaps, and Student Engagement will be positively impacted as measured by the Total Index Score of the 2018-19 Nevada School Rating for Selma F Bartlett ES. Feedback will be taken, data will be collected on a weekly basis, and appropriate procedures will be utilized in order for Student Growth, Closing Gaps, and Student Engagement to be impacted positively.	N/A
Progress		
Barriers		
Next Steps		
3.2	Parents are encouraged to contact the school with concerns and provide feedback. Weekly Parentlink messages, biweekly Bartlett Bulletins, school website, PTO events, and conferences are utilized to encourage communication regarding Student Engagement and build relationships.	N/A

Progress		
Barriers		
Next Steps		
3.3	Staff will continue to evaluate data and follow the policy and procedures set forth for attendance.	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		