



Clark County School District

Sister Robert Joseph Bailey ES

School Performance Plan: A Roadmap to Success

Sister Robert Joseph Bailey 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.

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School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 11/19/24.



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/sister_robert_joseph_bailey_elementary_school/2024/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 |
|---|--|
| Jo. Anna Grant | Principal(s) <i>(required)</i> |
| Tim Granger and Skira Orosz | Other School Leader(s)/Administrator(s) <i>(required)</i> |
| Lindsay Hameloth, Laura Lowe, Bill Dibenedetto, and Malia Elliott | Teacher(s) <i>(required)</i> |
| Danel Nichols | Paraprofessional(s) <i>(required)</i> |
| Vicky Villaron, Emily Wright, and Raul Palomares | Parent(s) <i>(required)</i> |



School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

| Outreach Activity | Date | Lessons Learned from the School Community |
|---|-------------|---|
| SOT/Parent Meeting Info | | |
| SOT/PARENT MEETING | May 2024 | |
| SOT/PARENT MEETING | August 2024 | Coming Soon |



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 | Historical SBAC, MAP and WIDA data | School Climate/Social Emotional Learning Survey 2023 CCSD District Survey Results from 2024 Staff Feedback Survey 23.24 Student Survey 23.24 | All K-5 classes using HMH All K-5 classes implement enVisions MATH 2020. Common Core aligned School Wide Writing Curriculum Tier 2 and Tier 3 ESSA supported resources in ELA. Supplemental instructional resources aligned to NVACS (ST. Math, EXACT Path, and Imagine Learning for targeted student groups.) |
| | SBAC Data | | |
| | Historical MAP data Community feedback data from survey | | |
| | Areas of Strength: Making gains in math. | | |
| | Areas for Growth: Proficiency in ELA | | |
| Problem Statement | 28.4% percent of our students are proficient in Math on the 2024 SBAC assessment, according to 22-23 NSPF. 37.2% percent of our students are proficient in ELA on the 2024 SBAC assessment, according to 22-23 NSPF. | | |
| Critical Root Causes | Inconsistent implementation of the Teaching and Learning Cycle, specifically regarding re-teaching and re-assessing learning gaps. Students heavily rely on inefficient strategies and procedural knowledge when solving more complex math problems. Students are not consistently required to carry more of the cognitive load. Students' conceptual understanding of math concepts was not meeting the rigor and expectations of the grade-level standards. There were not enough opportunities for | | |



students to apply skills learned in reading lessons to authentic texts. Attendance concerns across the grade levels.

Part B

| Student Success | |
|--|--|
| <p>School Goal: <i>Students will increase proficiency in math from 28.4% to 30% by Spring 2025 as measured by state summative assessments.</i></p> <p><i>Students will increase proficiency in reading from 37.2% to 40% by Spring 2025, as measured by state summative assessments.</i></p> | <p>Aligned to Nevada's STIP Goal: <i>All students experience continued academic growth.</i></p> |
| <p>Improvement Strategy: <i>Grade levels will engage in weekly PLCs in Reading, Writing, and Math. The PLC meetings will be centered around the PLC+ model and will use the BAM to align the daily practice tasks with the intended rigor of the culminating unit assessment. Furthermore, teachers will also meet weekly for Data-Driven Instruction meetings to analyze formative and summative assessment data and form a detailed re-teaching plan. Teachers will identify re-assessment opportunities for students and explicitly teach tools for students to reengage in the content before reassessment opportunities; these will occur outside the teacher-led reteaching opportunities. Teachers will also engage in professional learning to better support the use of our Tier 1 instructional materials, small group instruction, and student engagement.</i></p> | |
| <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze data in PLCs (3); MAP Growth Assessments (2); Build a committed staff and provide professional development (1).</i></p> | |
| <p>Intended Outcomes: <i>Grade levels will meet collaboratively during PLCs to plan and analyze for effective Tier 1 instruction. They will use common formative and summative assessments. Assessments and instruction will align with NVACS. Instructional strategies will embed engagement and discourse strategies to support all learners. Grade levels will have time built into their unit plans for reteaching and reassessing students. Students will learn tools to reengage in the lesson content and take self-directed steps to change their learning.</i></p> | |
| <p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Master schedule allows time for daily PLCs.</i> ● <i>Fully implement our school-wide Tier 1 and Tier 2 resources.</i> ● <i>Identify professional learning needs based on observational and instructional walk data.</i> ● <i>Staff will attend district and site-based professional learning.</i> ● <i>Use multiple data sources to identify students needing differentiation to close skill gaps.</i> ● <i>Use high-yield Tier 2 instructional resources to close learning gaps during differentiated instruction.</i> | |



- *Implement a Reading Interventionist model to address the needs of students performing below 25% in Universal Screeners. Use high-yield and highly-rated Instructional materials to address learning gaps and accelerate learning for students at the Tier 3 level. Continue the close monitoring of data to analyze the student responses to said interventions. Monitor the established systems for fluid groups based on students' needs.*
- *Continue to revisit and use data to regroup student intervention groups.*

Resources Needed:

- *Ensure effective planning is happening across subject areas.*
- *Time to meet as an RTI committee.*
- *Plans for addressing missed learning opportunities*
- *Continued PL to support the implementation of Tier I and Tier II curriculum materials and PL for small guided reading groups.*

Challenges to Tackle:

- *Teacher support and avoiding teacher burn-out: Continue to implement teacher incentives and keep the ZEN DEN stocked.*
- *Consistent implementation by teachers-Continue to attend all PLC's, restructure the role of off ratio Learning Strategists to provide coaching support. Keep all PLC's on Wednesday for strategists to be present.*
- *PL for the strategist team on coaching teachers. Provide a structure for the strategist team to monitor RTI data.*
- *Student absenteeism- continue to implement attendance incentives and enforce CCSD's attendance protocols. Use newly hired TFA to assist with home visits and attendance support.*
- *Time to plan-Structure the Master Schedule to have only one prep for PLC and allocated funds to buy out that prep for the year.*

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

English Learners: Collaborate with Language Learning Strategist (LLS) and RBG3 Strategist to ensure growth toward ELA proficiency as measured by ELLPA. The instructional leadership team will use WIDA data and indicators to plan professional learning and instruction. Title I and At-Risk funds will be used to support a Tier 2 and Tier 3 instructional model during grade-level intervention blocks. The model will provide teachers with intervention materials that are highly rated and high-yield. Additionally, three interventionists will provide reading instruction for students identified as performing below the 25% percentile and who have shown a need for intensive support outside of the classroom. Provide opportunities for after-hour planning. Employ a learning strategist to provide job-embedded coaching for licensed teachers and/or tiered interventions and acceleration for students.

Foster/Homeless: Staff will collaborate with classroom teachers and work with families to support their academic learning and attendance. Students will be supported with services and resources to ensure they have what they need (Caresolace, The Harbor, transportation, clothing, supplies, food, etc.). Employ a learning strategist to provide job-embedded coaching for licensed teachers and/or tiered interventions and acceleration for students.



Free and Reduced Lunch: Staff will collaborate with teachers, students, and families to provide wrap-around services as needed. Employ a learning strategist to provide job-embedded coaching for licensed teachers and/or tiered interventions and acceleration for students.

Migrant: N/A

Racial/Ethnic Minorities: Staff will collaborate to review data for racial/ethnic student groups. Interventionists will work with sub-groups to reduce learning gaps and fill in foundational skills to accelerate growth in reading. Provide opportunities for after-hour tutoring and/or Saturday study camps. Employ a learning strategist to provide job-embedded coaching for licensed teachers and/or tiered interventions and acceleration for students.

Students with IEPs: The SEIF, Gen. Ed, and Sp. Ed teachers will collaborate to understand student IEP goals in relation to NVACS. The school will implement inclusive practices using Special Education PLCs and collaboration with inclusion teachers. Provide opportunities for after-hour tutoring and/or Saturday study camps. Employ a learning strategist to provide job-embedded coaching for licensed teachers and/or tiered interventions and acceleration for students.



Inquiry Area 2 - Adult Learning Culture

Part A

| Adult Learning Culture | | | |
|-----------------------------|--|--|---|
| | Instructional Practice | Instructional Leadership | Systems and Structures that Support Continuous Improvement |
| Data Reviewed | <i>PLC notes and agendas</i> | <i>Low inference observation data</i> | <i>Whole school PLC structure</i> |
| | <i>Lesson plans</i> | <i>Observation and feedback cycles</i> | <i>School-wide implementation of 95% Core Phonics</i> |
| | <i>Formative and Summative Data</i> <i>SBAC, MAP, WIDA data</i> | <i>Lesson plans</i> | <i>School-wide implementation of a Common-Core aligned Writing program</i> <i>PM and Monthly Data Meetings that closely monitor student growth and regroup students frequently to ensure supports are appropriate and aligned to needs.</i> <i>Structure for small guided reading groups implementation, data collection, and student movement.</i> |
| | <i>Areas of Strength: Responsiveness to feedback, effective planning of tasks, year three of PLC implementation.</i> | | |
| | <i>Areas for Growth: Purposeful planning begins with the standard's intended rigor in mind. Continued work is needed to ensure that daily practice opportunities align with the learning targets from the standards.</i> | | |
| Problem Statement | <i>Teachers need time and PL to plan curricular units that align with NVACs, embed discourse strategies, and allow time for reteaching and reassessing.</i> | | |
| Critical Root Causes | <i>Learning the adopted curriculum, the intent of the lesson components, and the resources available to teachers.</i> | | |



Part B

| Adult Learning Culture | |
|--|---|
| <p>School Goal: <i>By the end of 2024-2025, 70% of classroom observations will show evidence of teachers examining the skills and concepts students are expected to know and be able to do, utilizing common formative and summative assessments and learning tasks aligned to the standard(s) at the appropriate level of rigor to inform instruction and monitor students' learning; utilize evidence-based, scientifically researched Tier I instructional materials; establish a classroom environment with structured systems, procedures and routines; and purposefully plan instructional design and delivery.</i></p> | <p>STIP Connection: <i>All students have access to effective teachers.</i></p> |
| <p>Improvement Strategy: Clear expectations for PLC and DDI meetings with strategists, interventionists, RB3, and administration. Provide licensed staff the opportunity to engage in professional learning so they may refine their skillset for planning for instruction.</p> | |
| <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>PLC-2</i></p> | |
| <p>Intended Outcomes: Teachers will provide purposefully planned and NVACS-aligned Tier 1 whole-group instruction. Small-group differentiated instruction will use high-yield resources and materials to address gaps and needs.</p> | |
| <p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Provide professional learning on curriculum implementation (Phonics, math, and writing) and materials, as well as the components of the updated teaching and learning cycle for effective Tier 1 instruction.</i> ● <i>Provide time for teachers to analyze data and purposefully plan for Tier 1 instruction.</i> ● <i>Conduct Tier 1 walks and share the data with the ILT to identify trends. Then, start planning a structure allowing teachers and ILT members to engage in walkthroughs.</i> | |
| <p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>Time to plan</i> ● <i>Continued PL for Tier I and Tier II curriculum materials</i> ● <i>Professional learning for Tier 1 materials</i> ● <i>Time for leadership (ILT) to share out the work we engage in during ILT</i> ● <i>Assessment resources (screening, formative, and progress monitoring)</i> | |



Challenges to Tackle:

- *Teacher PL and time to continue to implement existing structures*
- *Staff to provide coaching and support for the implementation of new programs*
- *Student and staff absenteeism*
- *Time to plan*

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

English Learners: Provide high-quality instruction aligned with NVACS and learning experiences that allow students to engage in discourse and meaning-making. Provide incentives for hiring and retaining teachers and other licensed professionals.

Foster/Homeless: Provide high-quality instruction aligned with NVACS and learning experiences that allow students to engage in discourse and meaning-making. The school counselor and social worker will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth. The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress.

Free and Reduced Lunch: Provide high-quality instruction aligned with NVACS and learning experiences that allow students to engage in discourse and meaning-making. Provide incentives for hiring and retaining teachers and other licensed professionals. Title 1 funds fund two learning strategists implementing a Reading Center to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development.

Migrant: N/A

Racial/Ethnic Minorities: Provide high-quality instruction aligned with NVACS and learning experiences that allow students to engage in discourse and meaning-making. Provide incentives for hiring and retaining teachers and other licensed professionals. Site funded a Social Worker to provide PL for staff and support students through resources and group supports.

Students with IEPs: Provide high-quality instruction aligned with NVACS and learning experiences that allow students to engage in discourse and meaning-making. Provide incentives for hiring and retaining teachers and other licensed professionals. Site funded a full-time SEIF to provide PL and in classroom support for self-contained teachers and special education teachers. Allocated a day in the Master Calendar for Special Education staff to receive PL in effective Tier 2 resources.



Inquiry Area 3 - Connectedness

Part A

| Connectedness | | | |
|-----------------------------|--|--|--|
| | Student | Staff | Family & Community Engagement |
| Data Reviewed | Districtwide survey Nevada School Climate Survey Attendance data | <i>Districtwide survey Attendance data</i> | <i>Districtwide survey Community feedback Survey</i> |
| | <i>Areas of Strength: Implementation of the school-wide behavior reinforcers, Bronco Bucks. Bronco Shop reinforcers are scheduled and accessible to students—consistently enforcing the CCSD Code of Conduct and Bailey's no-touch policy.</i> | | |
| | <i>Areas for Growth: Consistent implementation of the PBIS model flow chart, training on effective strategies for de-escalation, and consistent language while addressing behaviors. Attendance support for families.</i> | | |
| Problem Statement | <i>The 23-24 chronic absenteeism rate is 37%. Disruptive and aggressive student behavior is on the rise, particularly high in the AA subgroup.</i> | | |
| Critical Root Causes | A lack of parent and student accountability regarding absences and student behavior, as well as parental awareness of how chronic absences affect student performance, has resulted in an increase in chronic absenteeism. | | |

Part B

| Connectedness | |
|--|--|
| <p>School Goal: By May 2025, provide parents resources to <i>reduce chronic absenteeism from 37% (2024) to 30% (2025) as measured by the CCSD attendance tracking system. Reduce the number of disruptive and aggressive behavior incidents school-wide from 213 by 15% as measured by Monthly progress monitoring reports on Data Lab and FocusED.</i></p> | <p>STIP Connection: <i>All students experience continued academic growth.</i></p> |
| <p>Improvement Strategy: <i>Implement CCSD's attendance monitoring protocols as well as current attendance incentives. Implement an MTSS system of support that includes PBIS, SEL support, partner with BT, and use incentives to reward and reinforce expected behaviors. Connect students and families with resources to address SEL needs and overall wellness.</i></p> | |



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Creating a positive school climate and culture - 3*

Intended Outcomes: *Reduction in chronic absenteeism and increase in average daily attendance. Reduction in aggressive and disruptive incidents across the school campus.*

Action Steps:

- *Staff to monitor attendance reports.*
- *Systems in place to implement school-wide attendance intervention. Steps delineated in our school-wide attendance policy.*
- *MTSS to conduct daily check-ins for students on a chronically absent watch list.*
- *Administration to schedule conferences with students on the chronically absent watch list.*
- *MTSS reaches out to families that need outside resources (Harbor, Care Solace, School Bell, etc.)*

Behavior

- *Monthly MTSS/admin. Meetings to go over MTSS caseload data.*
- *MTSS team meets weekly to discuss students' responsiveness to interventions.*
- *Schedule of RTI SEL data check-ins*
- *Monthly PBIS committee meetings*
- *Schedule of PBIS student and teacher support (assemblies, parent meetings, Bronco Shop visits, Fifth-grade incentives, PL on Boys Town Educational Model) Staff and student PBIS Efficacy surveys.*

Resources Needed:

- *Time for PL on the PBIS matrix and BTEM interventions*
- *PL and Teacher buy-in for learning and using interventions for de-escalation*
- *PL and School-wide implementation of BTEM skills for addressing most recurring behavior infractions.*
- *Parent support for addressing chronic behaviors*
- *Resources to increase parent responsiveness to outside referrals*
- *Parent support to decrease chronic absences*

Challenges to Tackle:

- *Teacher buy-in for learning and using interventions for de-escalation-Continuing to provide consistent PL in PBIS Interventions.*
- *School-wide implementation of BTEM skills for addressing most recurring behavior infractions. The roll-out calendar has been developed for 24.25 school year.*
- *Parent support for addressing chronic behaviors-Bailey & BOYS TOWN Parent Cafes*
- *Resources to increase parent responsiveness to outside referrals-Bailey & BOYS TOWN Parent Cafes*
- *Parent support to decrease chronic absences-Implementation of new CCSD's attendance protocols.*
- *Parent Responsiveness-Continue to build relationships with the community through Outreach events.*



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

English Learners: Monitor attendance data and follow the attendance intervention plan outlined above. Staff will collaborate with staff and offer resources as needed. Implement wrap-around services to increase student attendance and/or evidence-based programs.

Foster/Homeless: Monitor attendance data and follow the attendance intervention plan outlined above. Staff will collaborate with staff and offer resources as needed. Implement wrap-around services to increase student attendance and/or evidence-based programs.

Free and Reduced Lunch: Monitor attendance data and follow the attendance intervention plan outlined above. Staff will collaborate with staff and offer resources as needed. Implement wrap-around services to increase student attendance and/or evidence-based programs.

Migrant: N/A

Racial/Ethnic Minorities: Monitor attendance data and follow the attendance intervention plan outlined above. Staff will collaborate with staff and offer resources as needed. Implement wrap-around services to increase student attendance and/or evidence-based programs.

Students with IEPs: Monitor attendance data and follow the attendance intervention plan outlined above. Staff will collaborate with staff and offer resources as needed. Implement wrap-around services to increase student attendance and/or evidence-based programs.



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) |
|-------------------|---|---|--|
| Strategic Budget | \$5,338,659.21 | Staffing, Instructional Supplies, Digital Curriculums, Technology Support, Professional Development, and Collaboration Time | Student Success Adult Learning Culture Connectedness |
| Title I | \$313,500 | Extra duty pay for licensed and support staff and a strategist. Technology as well. | Student Success Connectedness |
| At-Risk | \$860,071.76 | Staffing, instructional resources, and prep-buys | Student Success Adult Learning Culture Connectedness |
| EL Weighted Funds | \$461, 418.90 | Extra duty pay for licensed staff. Staffing and instructional materials that support language acquisition and discourse. | Student Success Adult Learning Culture |