

Clark County School District

Bailey, Sister Robert Joseph ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited



District Approval Date: August 10, 2026

Mission Statement

Mission: SRJ Bailey Elementary School is **unwavering** dedicated to cultivating social and academic excellence for ALL students. We value and embrace diversity, maintain high expectations, and encourage our students to ALWAYS try. We are grounded in the belief that each child can forge their path toward success.

Vision

Vision: At SRJ Bailey Elementary, we cultivate social and academic excellence for ALL students, no excuses!

Demographics & Performance Information

Nevada Report Card

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 https://nevadareportcard.nv.gov/DI/nv/clark/sister_robert_joseph_bailey_elementary_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the proficiency growth at the 61st percentile in Math based on MAP assessment from 40% (Spring 2026) to 45% (Spring 2027) based on i-Ready assessment.

Increase the proficiency growth at the 61st percentile in Reading based on MAP assessment from 37% (Spring 2026) to 42% (Spring 2027) based on i-Ready assessment.

i-Ready Fall Outcome

Based on the i-Ready assessment for Fall 2026, 79% of students scored below grade level for Reading.

Based on the i-Ready assessment for Fall 2026, 89% of students scored below grade level for Math.

Strategic Plan Alignment

(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

(Academic Excellence: Inclusive Classrooms that Support Every Learner)

(Academic Excellence: Strong Readers, Writers, and Communicators)

Aligns with District Goal

Formative Measures: MAP, i-Ready, Fast Bridge, enVisions Topic assessments, Kathy Richardson assessments

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implementation of quality Tier 1 Instruction in every classroom. This will be achieved by implementing professional learning, collaboration during PLC, and using data to drive instruction. Position Responsible: Administration Resources Needed: PLC protocols Data from iReady summative and formative assessments R.A.C.E.S. strategy (Restate, Answer, Cite, Explain, Summarize) Walk-through survey/data HMH teacher and student materials Assessments within the program Funding for professional staff learning and after-school tutoring Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Build a committed staff and provide professional development Level 2: Moderate: MAP Growth Assessments Level 3: Promising: Analyze data in PLCs Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned Data: i-Ready Fall Outcome Based on the i-Ready assessment for Fall 2026, 79% of students scored below grade level for Reading. Based on the i-Ready assessment for Fall 2026, 89% of students scored below grade level for Math. Strategic Plan Alignment (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers) (Academic Excellence: Inclusive Classrooms that Support Every Learner) (Academic Excellence: Strong Readers, Writers, and Communicators) October Next Steps/Need Next/Need: Continue professional learning for i-Ready related to teacher supports offered to students. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 2: Decrease student proficiency gap in Reading between the English Learners and English Proficient students from 26% in Spring 2026 to 21% by 2027, as measured by LEP MAP Proficiency data.

Decrease student proficiency gap in Mathematics between the English Learners and English Proficient students from 18% percentage points in Spring 2026 to 13% by 2027, as measured by LEP MAP Proficiency data.

Strategic Plan Alignment

(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

(Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: Summit K12

MAP projected proficiency data

Grades and/or classroom assessments

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. Position Responsible: Administration Resources Needed: ULD professional learning series Tier I Monitoring Tool Academic Language Look (ALL) For Tool Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: 95 Core, Amplify Science 1 Level 2: Moderate: Coaching, i-Ready, HMH Level 3: Promising: Envision Math Level 4: Demonstrate Rationale: Summit K12 Problem Statements/Critical Root Cause: Student Success 2	Oct: In progress October Lessons Learned Data: Fall 2026 i-Ready Outcome 20% Achievement gap between LEP and Non LEP at the 70% in Reading. 12% Achievement gap between LEP and Non LEP at the 80% in Math. October Next Steps/Need Next/Need: Continue to utilize Tier 1 and Tier 2 instructional supports for all students, including LEP student group for AB335 initiatives. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL). Position Responsible: Administration Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum. ELD instructional materials, STEL Curriculum ACLE instructional materials, English 3D Reading Skills Center materials and curriculum Summit K12 FLS, ELD, and ACLE Look For Tools Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: 95 Phonics, PBIS Level 2: Moderate: Coaching, Data Analysis, HMH, i-Ready Level 4: Demonstrate Rationale: Social Worker, Summit K12 Problem Statements/Critical Root Cause: Student Success 2	Oct: In progress October Lessons Learned Data: Fall 2026 i-Ready Outcome 20% Achievement gap between LEP and Non LEP at the 70% in Reading. 12% Achievement gap between LEP and Non LEP at the 80% in Math. October Next Steps/Need Next/Need: Continue to utilize Tier 2 instructional supports for all students, including LEP student group for AB335 initiatives. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of 2026-2027, 90% 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.

Teacher and Student Interaction with Learning Intentions: 73% (Spring 2026) to 83% (Spring 2027) based on Focus Ed/Focal Point data.
Teacher and Student Interaction with Success Criteria: 61% (Spring 2026) to 71% (Spring 2027) based on Focus Ed/Focal Point data.

Strategic Plan Alignment

(Academic Excellence: Inclusive Classrooms that Support Every Learner)

(Academic Excellence: Valued Educators)

Aligns with District Goal

Formative Measures: Tier 1 Monitoring Data, Focus Ed, Focal Point Walk-through data, administration, and strategists' observations, DDI, and PLC documents.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Clear expectations for PLC and DDI meetings with strategists, interventionists, RB3, and administration. Position Responsible: Administration Team, Strategist Team, and K-5 teachers. Resources Needed: Focus Ed Focal Point Time to plan Continued PL for Tier I and Tier II curriculum materials Professional learning for Tier 1 materials Time for leadership (ILT) to share out the work we engage in during ILT Assessment resources (screening, formative, and progress monitoring) Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: PLC Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned Goal: Teacher and Student Interaction with Learning Intentions: 73% (Spring 2026) to 83% (Spring 2027) based on Focus Ed/Focal Point data. Teacher and Student Interaction with Success Criteria: 61% (Spring 2026) to 71% (Spring 2027) based on Focus Ed/Focal Point data. Fall Outcome Teacher and Student Interaction with Learning Intentions: 80% Teacher and Student Interaction with Success Criteria: 65% October Next Steps/Need Next: Continue Focal Point/Focus Ed instructional rounds to meet or exceed the planned goal, as it relates to learning intentions and success criteria. Need: Review data and continue rounds. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 1: By May 2027, reduce chronic absenteeism from 23% (Spring 2026) to 18% (Spring 2027) as measured by Focus Ed.

Strategic Plan Alignment

(Safe and Supportive Schools: Welcoming Schools)

(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

(Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: Attendance data, Focus ED, Data Lab reports, Panorama Surveys, Student and parent surveys.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement CCSD's attendance monitoring protocols as well as current attendance incentives. Position Responsible: Administrative team Resources Needed: Time for PL 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 Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: Creating a positive school climate and culture Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned Data: Chronic Absenteeism (Fall Outcome) 15.3% MDP/NSPF October Next Steps/Need Next/Need: Continue using CCSD Protocol for chronic absenteeism. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need