Clark County School District

Sister Robert Joseph Bailey ES

2021-2022 School Performance Plan:
A Roadmap to Success

Sister Robert Joseph Bailey 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 Jo. Anna Grant for more information.

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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]().

	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
Enrollment Data											
School	656	0.5%	9.3%	52.6%	15.7%	13.0%	2.3%	6.7%	6.7%	20.0%	100%
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

Student Performance Data

Academic Year	School/ District	Math Proficiency	Math Growth (MGP)	Math Growth (AGP)	ELA Proficiency	ELA Growth (MGP)	ELA Growth (AGP)	Science Proficiency	ELPA Proficiency	ELPA Growth (AGP)
2018	**School**	25.82%	36.5	21.72%	37.65%	49	43.25%	6.7%	10.7%	40%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	**School**	34.3%	44.5	27.8%	42.3%	61	52.4%	12.9%	13.0%	51%
	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	16.8%	47.9%
	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	392	392	394
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
Jo. Anna Grant	**Principal(s)** *(required)*
Rene Calman	**Other School Leader(s)/Administrator(s)** *(required)*
Christopher Danti, Lindsay Hameloth, Andrea Sepulveda, and Melanie McGee	**Teacher(s)** *(required)*
Danel Nichols	**Paraprofessional(s)** *(required)*
Mrs. Key	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
Ruben Perta	**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
SOT/PARENT MEETING	9/2/2021 @ 2:30	4	- Concerns about students SEL. - Concerns about health and safety of all. - Concerns about addressing missed learning opportunities.
SOT/PARENT MEETING	9/28/2021 @ 2:30	4	- Concerns about addressing missed learning opportunities. - Concerns about parents having the tolls to support their students at home. - Concerns about having time to teach prerequisite skills and new learning.
COMMUNITY INPUT PARENT SURVEY	10/12-10/22		Not enough responses to determine if the results reflect the community as a whole.
SOT PARENT MEETING	10/26/2021	7	- School data overview. - Determined two grades that showed significant deficits according to current data: first and fourth. - The importance of consistent implementation of an SEL program. - Team felt that the school was actively working to meet the academic, social, and

			behavioral needs of the students.
Staff Meeting/Follow Up			● Looked at the school data ● Identified trends ● Discussed possible root causes ● Discussed actionable 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	*Historical SBAC, MAP and WIDA data* *2020-2021 SBAC Data* *Fall 2021-2022 MAP data* *Community feedback data from survey*	*School Climate/Social Emotional Learning Survey 2019* *CCSD District Survey Results 2020*	*All K-% classes using Ready Reading curriculum* *All K-5 classes transitioning to enVisionsMATH 2020.* *Supplemental instructional resources aligned to NVACS (Achieve Literacy, Smarty Ants, MAP Accelerator, iReady reading and math. Imagine Learning for targeted ELL student groups.).*
Problem Statement	*10.3% percent of our students are proficient in math on the 2021 SBAC assessment according to 20-21 NSPF.* *26.2% percent of our students are proficient in ELA on the 2021 SBAC assessment according to 20-21 NSPF.*		
Critical Root Causes	*Inconsistent implementation of the Teaching and Learning Cycle, specifically in regard to re-teaching and re-assessing learning gaps.* *Poor attendance and lack of student engagement during Distance Learning.*		

Student Success

School Goal: *Students will increase proficiency in math from 10.3% to 34.3% by 2022 as measured by state summative assessments.* *Students will increase proficiency in reading from 26.2% to 42.3% by 2022 as measured by state summative assessments.*	Aligned to Nevada's STIP Goal: *All students experience continued academic growth.*

Improvement Strategy: *Grade levels will engage in weekly PLCs in Reading, Writing, and Math. Furthermore, teachers will also meet weekly for Data Driven Instruction meetings to analyze formative and summative assessment data and form a plan for re-teaching and re-assessment opportunities for students. Teachers will also engage in professional learning about discourse strategies, QTEL strategies, RTI, and small group instruction.*

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

Intended Outcomes: *Grade levels will develop collaboratively planned units of instruction with common formative and summative assessments. Assessments and instruction will align with NVACS. Instructional strategies will embed discourse strategies to support all learners and particularly support English Language Learners. Grade levels will have time built into their unit plans for reteaching and reassessing students.*

Action Steps:

- *Master schedule allows time for daily PLC's.*

- *Implement high quality Tier 1 and Tier 2 resources.*

- *Identify professional learning needs based on observational and instructional walk data.*

- *Staff will attend district and site-based professional learning.*

- *Use multiple data sources to identify students in need of differentiation to close skill gaps.*

- *Implement a Tier 2 instructional model for differentiated instruction.*

- *Use data to regroup student intervention groups.*

Resources Needed:

☐ *Time to plan.*
☐ *Plans for addressing missed learning opportunities due to distance learning.*
☐ *Tier I and Tier II curriculum materials.*
☐ *Assessment resources (screening, formative, and progress monitoring).*

Challenges to Tackle:

☐ *Teacher buy in*
☐ *Consistent implementation by teachers*
☐ *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: Collaborate with Language Learning Strategist (LLS) and RBG3 Strategist to ensure growth towards ELA proficiency as measured by ELLPA. The instructional leadership team will utilize WIDA data and indicators to plan for professional learning and instruction. Title I money will be utilized to fund CTT's to support Tier 2 instruction during grade level intervention blocks. EL funding will be used to provide professional learning to key staff members in QTEL strategies to target interventions for EL 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 as needed to ensure they have what they need (Caresolace, The Harbor, transportation, clothing, supplies, food etc).

Free and Reduced Lunch: Staff will collaborate with teachers, students and families to provide wrap-around services as needed.

Migrant: N/A

Racial/Ethnic Minorities: Staff will collaborate to review data for racial/ethnic student groups.

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 through the use of Special Education PLC's and collaboration with inclusion teachers.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*PLC notes and agendas* *Lesson plans* *Formative and Summative Data* *SBAC, MAP, WIDA data*	*Low inference observation data* *Observation and feedback cycles* *Lesson plans*	*Whole school PLC structure*
Problem Statement	*Teachers need time to plan curricular units that align to NVACs, embed discourse strategies, and allow time for reteaching and reassessing.*		
Critical Root Causes	*Lack of time; lack of substitutes so teachers are covering other classes during common planning time; learning the adopted curriculum and the resources available to teachers.*		

Part B

Adult Learning Culture	
School Goal: *By March 2022, grade levels will be fully implementing the Teaching and Learning Cycle in Reading, Writing, and Math*	☐ **STIP Connection:** *All students have access to effective teachers.*
Improvement Strategy: Clear expectations for PLC and collaborative PLC meetings with LLS, RB3, and administration. Provide licensed staff the opportunity to engage in professional learning so they may refine their planning for instruction.	

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

Intended Outcomes: Teachers will provide purposeful Tier 1 whole group and small group differentiated instruction.

Action Steps:

- *Provide professional learning on curriculum implementation and materials.*
- *Provide time for teachers to analyze data and purposefully plan for Tier 1 instruction.*

Resources Needed:

- ☐ *Time to plan.*
- ☐ *Tier I and Tier II curriculum materials.*
- ☐ *Assessment resources (screening, formative, and progress monitoring)*

Challenges to Tackle:
- ☐ *Teacher buy in*
- ☐ *Consistent implementation by teachers*
- ☐ *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.

Foster/Homeless: Provide high quality instruction aligned with NVACS and learning experiences that allow students to engage in discourse and meaning making.

Free and Reduced Lunch: Provide high quality instruction aligned with NVACS and learning experiences that allow students to engage in discourse and meaning making.

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.

Students with IEPs: Provide high quality instruction aligned with NVACS and learning experiences that allow students to engage in discourse and meaning making.

Inquiry Area 3 - Connectedness

Part A

	Student	Staff	Family & Community Engagement
Connectedness			
Data Reviewed	Districtwide survey Nevada School Climate Survey Attendance data	*Districtwide survey* *Attendance data*	*Districtwide survey* *Community feedback Survey*
Problem Statement	*The 21-22 chronic absenteeism rate is 29.4% to date and average daily attendance is 92.11%*		
Critical Root Causes	A lack of monitoring of chronically absent students as well as a lack of parental awareness of how chronic absences affect student performance has resulted in an increase in chronic absenteeism. Additionally, not having a counselor or any mental health professional on staff as well as parental fear over the pandemic has impacted attendance and increased chronic absenteeism.		

Part B

Connectedness	
School Goal: By May 2022, *reduce chronic absenteeism from 29.4% to 20% as measured by CCSD attendance tracking system.*	**STIP Connection:** *All students experience continued academic growth.*
Improvement Strategy: *Implement an attendance monitoring strategy for students who have been absent two consecutive days.* **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, increase in average daily attendance.*	
Action Steps:	

- *Staff to monitor attendance reports*

- *Staff to call parents of identified students*

- *Staff 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.*

- *Staff to reach out to families who have been identified as needing outside resources (Harbor, Care Solace)*

Resources Needed:
- ☐ *Staff needed to monitor attendance, call parents, and check in with students.*
- ☐ *Administrator available to meet with families*

Challenges to Tackle:
- ☐ *Time*
- ☐ *Staffing*

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 as outlined above. Staff will collaborate with staff and offer resources as needed.

Foster/Homeless: Monitor attendance data and follow the attendance intervention plan as outlined above. Staff will collaborate with staff and offer resources as needed.

Free and Reduced Lunch: Monitor attendance data and follow the attendance intervention plan as outlined above. Staff will collaborate with staff and offer resources as needed.

Migrant: N/A

Racial/Ethnic Minorities: Monitor attendance data and follow the attendance intervention plan as outlined above. Staff will collaborate with

staff and offer resources as needed.

Students with IEPs: Monitor attendance data and follow the attendance intervention plan as outlined above. Staff will collaborate with staff and offer resources as needed.

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	$3,596,263.02	Staffing, Instructional Supplies, Digital Curriculums, Technology Supports, Professional Development, and Collaboration Time	Student Success Adult Learning Culture Connectedness
Title I	$233, 230.00	Extra duty pay for licensed and support staff and a strategist. Technology as well.	Student Success Connectedness
Title III	$7, 986.00	Imagine Learning Online Intervention Program to provide blended learning opportunities for students to both remediate areas of concern and provide rigorous instructional tasks for language acquisition. QTEL institute for 6 staff members.	Student Success
EL Weighted Funds	$128, 398.00	Extra duty pay for licensed staff. Instructional materials that support language acquisition and discourse.	Student Success Adult Learning Culture