

Clark County School District
Bailey, Sister Robert Joseph ES
2025-2026 Status Checks with Notes



District Approval Date: February 27, 2026

Mission Statement

Mission: SRJ Bailey Elementary School is **unwaveringly** 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: By the Spring of 2026, all students will increase their math proficiency in the Math SBAC assessment. Overall, Bailey will increase its proficiency from 34.2% to 36% as reflected in the 2026 Spring math SBAC assessment.

Aligns with District Goal

Formative Measures: MAP, aimswebPlus, Fast Bridge, enVisions Topic assessments, Kathy Richardson assessments, and fluency assessments.

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Our school conducts a comprehensive needs assessment by analyzing multiple data points--including academic performance (SBAC, MAP, WIDA), attendance, and behavior trends--during leadership and grade-level PLC meetings. Stakeholder feedback from staff, families, and students is also gathered through surveys and informal conversations to inform root cause analysis and guide schoolwide priorities.</p> <p>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 reassessment 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.</p> <p>Position Responsible: Administration team, strategist team, and ILT members and PLC activators.</p> <p>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.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>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</p> <p>Problem Statements/Critical Root Cause: Student Success 1, 2</p>	<p>Oct: In progress</p> <p>October Lessons Learned The strategies we are implementing are working because growth is being made.</p> <p>October Next Steps/Need Continue to build consistency and target skills during small group instruction.</p> <p>Feb: In progress</p> <p>February Lessons Learned Goal: By the Spring of 2026, all students will increase their math proficiency in the Math SBAC assessment. Overall, Bailey will increase its proficiency from 34.2% to 36% as reflected in the 2026 Spring math SBAC assessment.</p> <p>Winter Outcome: Analysis of Math Fall-to-Winter MAP data at the 41st percentile benchmark indicates an increase in math proficiency from 56% to 60%, demonstrating positive growth in the percentage of students meeting proficiency expectations.</p> <p>February Next Steps/Need Next: Continue actions steps</p> <p>Need: Monitor progress.</p> <p>June: Continue</p> <p>June Lessons Learned The strategies we are implementing continue to build growth.</p> <p>June Next Steps/Need We will continue our goal with possible small adjustments based on specific needs.</p>

Inquiry Area 1: Student Success

SMART Goal 2: Students will increase proficiency in reading from 37.2% to 40% by Spring 2026, as measured by state summative assessments.

Aligns with District Goal

Formative Measures: MAP, aimswebPlus, Fast Bridge, HMH weekly assessments, performance tasks, Writable SBAC performance tasks, PSI, 95% weekly and unit assessments.

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: 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.</p> <p>Position Responsible: Administration</p> <p>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.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>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</p> <p>Problem Statements/Critical Root Cause: Student Success 1, 2</p>	<p>Oct: In progress</p> <p>October Lessons Learned The strategies we are implementing are working because growth is being made.</p> <p>October Next Steps/Need Continue to build consistency and target skills during small group instruction.</p> <p>Feb: In progress</p> <p>February Lessons Learned Goal: By the Spring of 2026, all students will increase their reading proficiency in the Math SBAC assessment. Overall, Bailey will increase its proficiency from 37.2.2% to 40% as reflected in the 2026 Spring math SBAC assessment.</p> <p>Winter Outcome: Analysis of Reading Fall-to-Winter MAP data at the 41st percentile benchmark indicates an increase in reading proficiency from 55% to 61%, demonstrating positive growth in the percentage of students meeting proficiency expectations.</p> <p>February Next Steps/Need Next: Continue actions steps</p> <p>Need: Monitor progress.</p> <p>June: Continue</p> <p>June Lessons Learned The strategies we are implementing continue to build growth.</p> <p>June Next Steps/Need We will continue our goal with possible small adjustments based on specific needs.</p>

Inquiry Area 1: Student Success

SMART Goal 3: Decrease student proficiency gap in English Language Arts between the English Learners and English Proficient students from 11% in 2025 to 8% by 2026, as measured by state summative assessments.

Decrease student proficiency gap in Mathematics between the English Learners and English Proficient students from 19.7% percentage points in 2025 to 16.7% by 2026, as measured by state summative assessments.

Increase the percentage of EL students proficient from 17% in 2026 to 20% by 2026, as measured by WIDA.

Aligns with District Goal

Formative Measures: Summit K12
MAP projected proficiency data
Grades and/or classroom assessments

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: ULD professional learning series Tier I Monitoring Tool</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 2: Moderate: MAP Growth Level 4: Demonstrate Rationale: Summit K12</p> <p>Problem Statements/Critical Root Cause: Student Success 3</p>	<p>Oct: In progress</p> <p>October Lessons Learned The strategies we are implementing are working because growth is being made.</p> <p>October Next Steps/Need Build implementation and consistency with Summit K-12</p> <p>Feb: In progress</p> <p>February Lessons Learned Winter Outcome: Analysis of Fall-to-Winter MAP data at the 41st percentile benchmark for the ELL subgroup indicates an increase in reading proficiency from 28% to 30% and a more substantial increase in math proficiency from 34% to 40%, demonstrating positive growth in the percentage of ELL students meeting proficiency expectations.</p> <p>February Next Steps/Need Next: Continue actions steps</p> <p>Need: Monitor progress.</p> <p>June: Continue</p> <p>June Lessons Learned The strategies we are implementing continue to build positive growth.</p> <p>June Next Steps/Need We will continue our goal; making adjustments to speaking instruction to support ELL students.</p>

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of 2025-2026, 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.

Aligns with District Goal

Formative Measures: Walk through data, administration and strategists observations, DDI and PLC documents.

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Clear expectations for PLC and DDI meetings with strategists, interventionists, RB3, and administration.</p> <p>Position Responsible: Administration Team, Strategist Team, and K-5 teachers.</p> <p>Resources Needed: 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)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 2: Moderate: PLC</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Walk throughs show consistency with learning targets and success criteria.</p> <p>October Next Steps/Need Continue to build consistency with curriculum, coaching support, and small group implementation.</p> <p>Feb: In progress</p> <p>February Lessons Learned Winter Outcome: Evidence from walkthroughs, classroom observations, and PLCs indicates consistent grade-level collaboration and shared planning of rigorous, standards-aligned formative and summative assessments and learning tasks used to guide instruction and monitor student learning.</p> <p>February Next Steps/Need Next: Continue actions steps</p> <p>Need: Monitor progress.</p> <p>June: Continue</p> <p>June Lessons Learned Evidence from walkthroughs, classroom observations, and PLCs indicates consistent grade-level collaboration and shared planning of rigorous, standards-aligned formative and summative assessments and learning tasks used to guide instruction and monitor student learning.</p> <p>June Next Steps/Need Continue goal; implement more differentiated learning opportunities for teachers, continue to build engagement around the learning intention and success criteria in the classroom.</p>

Improvement Strategy 2 Details	Reviews
<p>Improvement Strategy 2: Provide licensed staff the opportunity to engage in professional learning so they may refine their skill set for planning for instruction.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: 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)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 2: Moderate: PLC</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Teachers are working through the modification of curriculum, PLC are doing well making connections to Tier I instruction</p> <p>October Next Steps/Need Continue to build curriculum and skill sets through PL opportunities, continued consistency and collaboration in PLCs.</p> <p>Feb: In progress</p> <p>February Lessons Learned Winter Outcome: Licensed staff continue to engage in ongoing professional learning to strengthen instructional planning and curriculum implementation across content areas. Throughout the year, professional development has included Number Talks, 95 Core phonics implementation, Guided Reading professional learning, KEA support for Kindergarten, targeted math support provided by Michael Everson from the Math Department, HMH V3 implementation support by Nathan Schultz, participation in LETRS cohorts, and writing-focused professional learning. In addition, instructional strategists provide continuous coaching and collaborative support through PLCs, modeling, and feedback cycles to ensure effective implementation and sustained instructional improvement.</p> <p>February Next Steps/Need Next: Continue actions steps</p> <p>Need: Monitor progress.</p> <p>June: Continue</p> <p>June Lessons Learned Teachers engaged in several professional development activities throughout the school year to build instructional skills.</p> <p>June Next Steps/Need Continue goal; implement more differentiated learning opportunities for teachers</p>

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: Provide time and a protocol for teachers to analyze data and plan purposefully for Tier 1 instruction.

Aligns with District Goal

Formative Measures: DDI template and formative assessment data, as well as benchmark and Summative data, will be reviewed during DDI.

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Plan purposefully for Tier 1 instruction.</p> <p>Position Responsible: Administration and strategists team</p> <p>Resources Needed: 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)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Teachers are working through the modification of curriculum, PLC are doing well making connections to Tier I instruction</p> <p>October Next Steps/Need Continue consistency and collaboration in PLCs.</p> <p>Feb: In progress</p> <p>February Lessons Learned Winter Outcome: Teachers continue to collaborate in focused PLCs to purposefully plan tier I instruction using the BAM model.</p> <p>February Next Steps/Need Next: Continue actions steps</p> <p>Need: Monitor progress.</p> <p>June: Continue</p> <p>June Lessons Learned Teachers collaborated in focused PLCs to purposefully plan tier I instruction using the BAM model</p> <p>June Next Steps/Need Continue goal; providing collaboration time and consistency for teachers to plan for tier I instruction</p>

Inquiry Area 3: Connectedness

SMART Goal 1: By May 2026, provide parents resources to reduce chronic absenteeism from 30% (2024) to 25% (2026) 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.

Aligns with District Goal

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

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Implement CCSD's attendance monitoring protocols as well as current attendance incentives.</p> <p>Position Responsible: Administrative team, PBIS team, and the MTSS team.</p> <p>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</p> <p>Evidence Level Level 3: Promising: Creating a positive school climate and culture</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned The strategies put into place are supporting attendance; making growth in attendance goals.</p> <p>October Next Steps/Need Continue to reinforce attendance plan</p> <p>Feb: In progress</p> <p>February Lessons Learned Winter Outcome: Data from FocusEd shows a chronic absenteeism at a 28.7% as the school continues to implement strategies and practices to improve attendance goals</p> <p>February Next Steps/Need Next: Continue actions steps</p> <p>Need: Monitor progress.</p> <p>June: Continue</p> <p>June Lessons Learned Attendance was less successful when compared to last year. Absenteeism begins to trend upward around day 130 compared to previous year.</p> <p>June Next Steps/Need Continue goal; reinforce attendance plan and build consistence communication with families regarding attendance.</p>

Improvement Strategy 2 Details	Reviews
<p>Improvement Strategy 2: Implement an MTSS system of support that includes PBIS, SEL support, partner with BT, and use incentives to reward and reinforce expected behaviors.</p> <p>Position Responsible: Administrative team, PBIS team, and the MTSS team.</p> <p>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</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 3: Promising: Creating a positive school climate and culture</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned The implementation of the MTSS systems of support are working, students mostly understand the expectations.</p> <p>October Next Steps/Need Continue to implement systems of support through MTSS, build consistency in writing citations, and coding them correctly</p> <p>Feb: In progress</p> <p>February Lessons Learned Winter Outcome: The school continues to implement support systems through a strong MTSS team that delivers SEL lessons, promotes consistent citation writing, and articulates clear expectations.</p> <p>February Next Steps/Need Next: Continue actions steps</p> <p>Need: Monitor progress.</p> <p>June: Continue</p> <p>June Lessons Learned The school continues to implement support systems through a strong MTSS team that delivers SEL lessons, promotes consistent citation writing, and articulates clear expectations. Behavior has improved in comparison to last year with less RPC.</p> <p>June Next Steps/Need Continue goal; reinforcing clear expectations, implementing strong support systems through MTSS team, build consistency for citation writing and office referrals.</p>

Improvement Strategy 3 Details	Reviews
<p>Improvement Strategy 3: Connect students and families with resources to address SEL needs and overall wellness.</p> <p>Position Responsible: Administrative team, PBIS team, and the MTSS team.</p> <p>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</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 3: Promising: Creating a positive school climate and culture</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned In Progress</p> <p>October Next Steps/Need Continue to implement systems of support through MTSS</p> <p>Feb: In progress</p> <p>February Lessons Learned Winter Outcome: The school continues to implement support systems through MTSS.</p> <p>February Next Steps/Need Next: Continue actions steps</p> <p>Need: Monitor progress.</p> <p>June: Continue</p> <p>June Lessons Learned The school continues to implement support systems through MTSS.</p> <p>June Next Steps/Need Continue goal and implement systems of support through MTSS.</p>