

School Performance Plan

School Name
BAILEY, SISTER ROBERT JOSEPH ES

Address (City, State, Zip Code, Telephone):
4525 JIMMY DURANTE BLVD
LAS VEGAS, NV 89122, 7027997510

Superintendent/Region Superintendent: Jesus Jara / Deanna Jaskolski

For Implementation During The Following Years: 2021-2022

The Following MUST Be Completed:

Title I Status:	Served
Designation:	CSI
Grade Level Served:	Elementary
Classification:	2 Star
NCCAT-S:	Not Required

*1 and 2 Star Schools Only:	Please ensure that the following documents will be available upon request	<input checked="" type="checkbox"/> Use of Core Instructional Materials	<input checked="" type="checkbox"/> Scheduling	<input checked="" type="checkbox"/> 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
Dana Luca	Parent	Alexandra Robertson	Read by Grade Three Strategist
Heather Wiedenheft	Behavior Strategist	Natalie Newcombe	5th grade teacher
Christopher Danti	2nd grade teacher	Stephanie Tatman	Principal
Veronica Hunt	Assistant Principal	Melanie McGee	Strategist
Jennifer Risser	Art 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
NA	NA	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
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.

21-22 Summary Statement:

Overview

Bailey ES is a Title I school located on the east side of Region 3. The student population has remained consistent over the last several years.

20-21 Demographic data

Bailey ES services 627 students. The ethnicity breakdown is as follows:

Asian or Pacific Islander 9.73%

Black 15.31%

Caucasian 11.32%

Hispanic 50.72%

Multiracial 11.00%

Native American .64%

Native Hawaiian or other Pacific Islander 1.28%

The school supports 15.31% IEP students and 14.6% LEP students.

Demographic information pulled from Current Enrollment Visualization in Datalab on 09/11/20

Data Analysis

NSPF

Bailey ES improved from a one-star status in 2017-18(25.5 index points) to a two-star status in 2018-19 (42.5 index points) as reported by the Nevada School Performance Framework (NSPF).

SBAC ELA 17-18 18-19

Overall Proficiency Results 37.65% 42.69%

Grade 3 29.13% 42.34%

Grade 4 43.24% 45.24%

Grade 5 39.33% 40.91%

The school analyzed the summative data (SBAC) and found the following:

Bailey ES overall proficiency in ELA increased by 5.04% in the 2018-2019 school year.

SBAC Math 17-18 18-19

Overall Proficiency Results 25.82% 34.62%

Grade 3 26.7% 44.53%

Grade 4 34.46% 28%

Grade 5 16.56% 31.17%

The school analyzed the summative data (SBAC) and found the following:

Bailey ES's overall proficiency in Math increased by 8.8% in 2018-2019 school year.

MAP data

2021 Percent of students above the 60th percentile

Math Fall Winter Spring

K 75% 65%

1 61% 26%

2 46% 20%

3 26% 23%

4 27% 14%

5 28% 21%

Overall 43% 28%

2021 Percent of students above the 60th percentile

Reading Fall Winter Spring

K 74% 65%

1 49% 19%

2 53% 44%

3 38% 29%

4 38% 25%

5 34% 36%

Overall 48% 36%

Positive Statements:

The positive trends at Bailey ES are that the proficiency of students on the ELA SBAC data increased by 5.04% and in math SBAC proficiency increased by 8.8%

Areas of Opportunity:

Bailey areas of opportunity is growing the non-proficient students and continuing to work on improving daily attendance.

Prioritized Needs:

Identified Priority Needs:

Bailey needs to continue to develop in standards-based planning and the use of data to inform instruction. Though there has been success in these areas this year, additional efforts need to be made to ensure that all teachers are effective in standards based planning and use of data.

Bailey needs to move from a level 0 to a level 1 to demonstrate the growth that they will make to continue to positively change their practices.

Rigorous standard based instruction and utilizing instructional walks.

Interim Needs Assessment:

Through the needs assessment conversation and analysis of data, Bailey ES determined the needs previously identified during the full needs assessment conducted during the 19-20 school year still exist. Action steps will remain primarily the same, as data suggests improvements are beginning to emerge, and more time is needed to fully resolve the priority need(s).

ESSA Levels of Evidence:

Goals and action steps address the above areas of opportunity.

We will implement the following evidence-based programs with federal and state funding:

i-Ready/Ready EBI Level 1

Dorsey, Windy. (2105).Organizational and Educational Leadership Journal of Organizational and Educational Leadership, v1 n2 Article 2 p.31. <http://www.curriculumassociates.com/products/ready-research-blended-it-works.aspx>

Curriculum Associates, L. (2014). i-Ready/Ready Blended Efficacy Study. Educational Research Institute of America

MAP EBI Level 3

National Center for Education Evaluation and Regional Assistance (12/2012). The Impact of the Measures of Academic Progress (MAP) Program on Student Reading Achievement. Retrieved from https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_20134000.pdf

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

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

Priority Need/Goal 1:

All students will increase proficiency in ELA from X% to Y% by 2022 as measured by state summative assessments. (This goal has been calculated to meet the FOCUS:2024 target by 2023)

Root Causes:

Lack of common school-wide assessments and inconsistent data analysis amongst grade levels. Instruction inconsistency aligned to the Nevada Academic Content Standards. Additionally, instruction did not match the rigor of the Nevada Academic Content Standards.

Measurable Objective 1:

Increase the percent of all students above the 60th percentile in ELA from X% (Fall) to Y% (Spring) by 2022 as measured by MAP formative assessments.

Measurable Objective 2:

3rd grade students will increase proficiency in ELA from X% as measured by the fall I-Ready diagnostic to Y% by May 2022 as measured by the spring i-Ready diagnostic.

Measurable Objective 3:

4th grade students will increase proficiency in ELA from X% as measured by the fall I-Ready diagnostic to Y% by May 2022 as measured by the spring i-Ready diagnostic.

Measurable Objective 4:

5th grade students will increase proficiency in ELA from X% as measured by the fall I-Ready diagnostic to Y% by May 2022 as measured by the spring i-Ready diagnostic.

Measurable Objective 5:

Increase the percent of bottom quartile students meeting or exceeding growth projections in ELA from X% (Winter) to Y% (Spring) by 2022 as measured by MAP Growth Assessments.

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:	

<p>Teachers will continue to enhance hybrid model/distance learning through professional learning. Teachers will engage in professional development on school-wide data analysis protocols. Teachers will receive instruction on how to collaboratively develop common assessments and analyze the data in a PLC meeting in order to inform instruction. Teachers will learn to use i-Ready to guide Tier 1 and Tier 2 instruction. Teachers will continue to engage in professional development with an emphasis on academic discourse and student engagement strategies. Mentor teacher will work with teachers on how to break down standards so they understand the rigor of the standard.</p>	<p>People: Admin, teachers, strategist Time: Sub-release days, after school collaboration, PLC, Staff Development Day Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Common Assessments, Google classroom, MAP, i-Ready, data analysis sheets and agendas Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.</p>	<p>sign-ins, agendas, data protocol analysis, Google classroom, Canvas</p>	<p>August 2021- May 2022 Administration, teachers, and strategist</p>	<p>N/A</p>
--	---	--	---	------------

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:	NCCAT-S Indicators:	
<p>Bailey ES will participate in a virtual meet and greet. Teachers will engage in virtual/ in person parent teacher conferences. Staff will facilitate parent workshops on I-Ready, so that parents will learn to understand their child's I-Ready results and be given I-Ready resources that they can implement at home to support learning. Communicate with parents through website and social media to provide parent friendly data reports. Monthly Spread the Word Nevada meeting and trainings with families through a distribution and activity on Facebook. Monthly SOT meetings. Family academic and cultural night are held to engage parents and students. All meeting will be virtual during hybrid model/distance learning.</p>	<p>People: Admin, teachers, strategist, Spread the Word Time: before and after school Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Common Assessments, MAP, refreshments Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.</p>	<p>progress reports, parent sign-ins, website, SOT agendas, google meet</p>	<p>Aug 2021- May 2022 Administration, strategist and teachers</p>	<p>N/A</p>

Comments:

1.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators:
---	---	----------------------------

<p>During hybrid model/ distance learning teachers will ensure students engage in daily synchronous sessions and will provide activities for asynchronous time. Break out room sessions will be provided for small group settings after whole group lessons and one on one assistance as needed. Teachers will collaboratively use data to plan Tier 1 and Tier 2 instruction to meet the needs of all students. Teacher will participate in weekly PLC meetings to discuss effective teaching strategies and implement those strategies within the classroom. They will also design and deliver common assessments to guide their analysis of progress towards the NVACs. Teachers will continue incorporating ELL structures and strategies in their daily instruction. I-Ready will be used by grades K-5 for daily instruction and intervention. CTT will provide intervention for students in grades 1-5.</p>	<p>People: Admin, teachers, strategist, ELL Department, CSR teachers, Instructional Aide, CTTs Time: Sub-release days, PLC, PD days, Staff Development Days Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Common Assessments, MAP Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.</p>	<p>lesson plans, admin observation notes, PLC notes, Google classroom, Google meet and data analysis form</p>	<p>Aug 2021- May 2022 administration, strategist and teachers</p>	<p>N/A</p>
--	--	---	---	------------

Comments:

1.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:		
<p>Academic Support Funding (ASF) will be used for will be used for class sized reduction in order to provide smaller class sizes for our ASF eligible students. Strategist to implement small group instruction for identified students based on MAP data and to support teachers with modeling lessons, data analysis protocol and strategies for bottom quartile students. MAP data to monitor progress of students who are scoring in the bottom quartile in ELA. These students will be provided small group intervention.</p>	<p>People: Teachers, admin, ASF students, strategist Time: during school hours Materials: Canvas, MAP data, digital platforms, and Common Core Assessments. Funding: Federal, state, and local funds, including ASF have been blended and braided to implement this action step.</p>	<p>ASF monitoring record, admin observation, lesson plans, MAP data</p>	<p>August 2021- May 2022 Admin, strategist and teachers</p>	<p>N/A</p>

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 type="checkbox"/> Other
---	---	---	---	---	--------------------------------

Priority Need/Goal 2:

All students will increase proficiency in math from X% to Y% by 2022 as measured by state summative assessments. (This goal has been calculated to meet the FOCUS:2024 target by 2023)

Root Causes:

Lack of common school-wide assessments and inconsistent data analysis amongst grade levels. Instruction inconsistency aligned to the Nevada Academic Content Standards. Additionally, instruction did not match the rigor of the Nevada Academic Content Standards.

Measurable Objective 1:

Increase the percent of all students above the 60th percentile in math from X% (Fall) to Y% (Spring) by 2022 as measured by MAP formative assessments.

Measurable Objective 2:

3rd grade students will increase proficiency in math from X% as measured by the fall I-Ready diagnostic to Y% by May 2022 as measured by the spring i-Ready diagnostic.

Measurable Objective 3:

4th grade students will increase proficiency in math from X% as measured by the fall I-Ready diagnostic to Y% by May 2022 as measured by the spring i-Ready diagnostic.

Measurable Objective 4:

5th grade students will increase proficiency in math from X% as measured by the fall I-Ready diagnostic to Y% by May 2022 as measured by the spring i-Ready diagnostic.

Measurable Objective 5:

Increase the percent of bottom quartile students meeting or exceeding growth projections in math from X% (Winter) to Y% (Spring) by 2022 as measured by MAP Growth Assessments.

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:	NCCAT-S Indicators:	

<p>Teachers will engage in professional development on school-wide data analysis protocols. Teachers will receive instruction on how to collaboratively develop common formative assessments and analyze the data in a PLC meeting in order to inform instruction. Teachers will also be trained to use i-Ready to guide Tier 1 and Tier 2 instruction. Teachers will continue to engage in professional learning with an emphasis on academic discourse and student engagement. Mentor teacher will work with teachers on how to break down standards so they understand the rigor of the standard.</p>	<p>People: Admin, teachers, strategists Time: Sub-release days, PLC, Staff Development Day, after school Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Common Assessments, MAP, data protocol sheets, i-Ready data Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.</p>	<p>sign-ins, agendas, data protocol analysis</p>	<p>Aug 2021- May 2022 Administration, teachers, and strategist</p>	<p>N/A</p>
--	---	--	--	------------

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:	NCCAT-S Indicators:	
<p>Staff will facilitate parent workshops on I-Ready, so that parents will learn to understand their child's I-Ready results and be given I-Ready resources that they can implement at home to support learning. Communicate with parents through website and social media and provide parent friendly data reports. Monthly Spread the Word Nevada meeting and trainings with families. Monthly SOT meetings. Family academic and cultural night are held to engage parents and students.</p>	<p>People: Admin, teachers, strategist, Spread the Word, SOT Time: before and after school Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Common Assessments, MAP, refreshments, copy paper Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.</p>	<p>progress reports, parent sign-ins, website, SOT agendas</p>	<p>Aug 2020- May 2021 Administration, strategist, and teachers</p>	<p>N/A</p>

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
<p>Teachers will collaboratively use data to plan Tier 1 and Tier 2 instruction to meet the needs of all students. Teacher will participate in weekly PLC meetings to discuss effective teaching strategies and implement those strategies within the classroom. Teachers will develop and deliver common formative assessments. Teachers will continue incorporating ELL structures and strategies in their daily instruction. I-Ready will be used by grades K-5 for daily instruction and intervention.</p>	<p>People: Admin, teachers, strategist Time: Sub-release days, PLC, Staff Development Days, after school collaboration Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Common Assessments, MAP, data analysis form Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.</p>	<p>lesson plans, admin observation notes, PLC notes and data analysis form</p>	<p>Aug 2021- May 2022 administration, strategist and teachers</p>	<p>N/A</p>

Comments:

2.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:	
<p>Academic Support Funding (ASF) will be used for will be used for class sized reduction in order to provide smaller class sizes for our ASF eligible students. Strategist to implement small group instruction for identified students based on MAP data and to support teachers with modeling lessons, data analysis protocol and strategies for bottom quartile students. MAP data to monitor progress of students who are scoring in the bottom quartile in ELA. These students will be provided small group intervention.</p>	<p>People: Teachers, admin, ASF students, strategists Time: during school hours-learning lab Materials: Canvas, MAP data, digital platforms, and Common Core Assessments. Funding: Academic Support Funding</p>	<p>ASF monitoring record, lesson plans, admin observations, MAP data</p>	<p>August 2021- May 2022 Admin, teachers,</p> <p style="text-align: right;">N/A</p>

Comments:

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

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

Priority Need/Goal 3:

Root Causes:

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
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	N/A

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:	NCCAT-S Indicators:	

				N/A
--	--	--	--	-----

Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

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)
Title III	\$8,184.00	Imagine learning	Goals 1 and 2
Strategic Budget	\$4,188,939.00	Salaries- Administration, Licensed, Support Staff	Goals 1 and 2
Title I	\$233,230.00	Salaries- i-Ready specialists, 2 CTTs and chromebooks	Goals 1 and 2
Academic Support Funding (ASF)	\$256,795.00	2 strategist, and split fund a 5th grade teacher	Goals 1 and 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

It is imperative that Bailey ES administration works closely with HR and we speak with them on a regular basis in search of top rated candidates for positions. We have been able to hire outstanding candidates this way. Our staff also are very proactive in recruiting top rated candidates, whether it is people they know or people that are their student teachers or outstanding substitute teachers.

2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

We have many parent engagement activities including, academic nights and parent trainings (virtual and/or in person). We have several staff members who speak a variety of languages to help with parent translations. Parents can access information about grades and attendance through the Infinite Campus Parent Portal. A school website is provided to keep parents aware of upcoming events and school information.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

Our school counselor includes parent and students informational sessions on magnet school opportunities and she works with weekly lessons toward the end of the school year with fifth graders to help them prepare for the change to middle school. The counselor and administration also works closely with the middle school counselors to coordinate the registration of our students. For preschool transition, we hold parent information meeting to incoming kindergartners.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

At Bailey Elementary School we have a multi-tiered decision making and discussion arena for our assessments and our analysis of assessments. Our Leadership Team (LIT) has a member from each grade level, and a parent member, to make decisions on the At site assessments used as well as to analyze the overall school picture on district and state assessments for school goals. The Leadership team then shares this data with the teacher members of the School Organizational Team. Those teachers then present their decisions and suggestions to the School Organizational Team. We also have weekly grade level meetings/PLCs to choose and analyze assessments by grade level as well as weekly RTI meetings to discuss struggling students.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts

Our use of our federal Title 1 money is highly effective and goes directly into personnel, instructional materials, technology, teacher professional development and activities to benefit our students. We also use our state funding directly for instructional supplies which benefit students the most. With our local funds, which include school generated funds, donations, and local services, we coordinate the use of the funds and resources, such as weekend food back packs (when able), provide breakfast and lunch to kids free of charge during distance learning and continue to serve our students and our community in a way which facilitates student success.

Plan for improving the school climate

Goal:

Increase the percent of students who respond "agree or strongly agree" to the following statement, "I like my school" from X% to Y% by December 2022 as measured by the districtwide survey.

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

Bailey ES use the following activities to promote a positive climate for students: PBIS strategies, family engagement activities, Spread the Word Nevada, after school sports program, soccer, basketball and flag football. Attendance check ins, phone calls for chronically absent, incentives for students who are at-risk of being chronically absent.

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

Parent sign ins, Google meets and flyers will be collected for family nights and flyers for sports schedules. Datalab/FocusED will be used to track chronic absenteeism.

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

Bailey ES will determine effectiveness through the districtwide survey.

APPENDIX A - Professional Development Plan

1.1

Teachers will continue to enhance hybrid model/distance learning through professional learning. Teachers will engage in professional development on school-wide data analysis protocols. Teachers will receive instruction on how to collaboratively develop common assessments and analyze the data in a PLC meeting in order to inform instruction. Teachers will learn to use i-Ready to guide Tier 1 and Tier 2 instruction. Teachers will continue to engage in professional development with an emphasis on academic discourse and student engagement strategies. Mentor teacher will work with teachers on how to break down standards so they understand the rigor of the standard.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will engage in professional development on school-wide data analysis protocols. Teachers will receive instruction on how to collaboratively develop common formative assessments and analyze the data in a PLC meeting in order to inform instruction. Teachers will also be trained to use i-Ready to guide Tier 1 and Tier 2 instruction. Teachers will continue to engage in professional learning with an emphasis on academic discourse and student engagement. Mentor teacher will work with teachers on how to break down standards so they understand the rigor of the standard.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Bailey ES will participate in a virtual meet and greet. Teachers will engage in virtual/ in person parent teacher conferences. Staff will facilitate parent workshops on I-Ready, so that parents will learn to understand their child's I-Ready results and be given I-Ready resources that they can implement at home to support learning. Communicate with parents through website and social media to provide parent friendly data reports. Monthly Spread the Word Nevada meeting and trainings with families through a distribution and activity on Facebook. Monthly SOT meetings. Family academic and cultural night are held to engage parents and students. All meeting will be virtual during hybrid model/distance learning.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Staff will facilitate parent workshops on I-Ready, so that parents will learn to understand their child's I-Ready results and be given I-Ready resources that they can implement at home to support learning. Communicate with parents through website and social media and provide parent friendly data reports. Monthly Spread the Word Nevada meeting and trainings with families. Monthly SOT meetings. Family academic and cultural night are held to engage parents and students.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

All students will increase proficiency in ELA from X% to Y% by 2022 as measured by state summative assessments. (This goal has been calculated to meet the FOCUS:2024 target by 2023)

Measurable Objective(s):

- Increase the percent of all students above the 60th percentile in ELA from X% (Fall) to Y% (Spring) by 2022 as measured by MAP formative assessments.
- 3rd grade students will increase proficiency in ELA from X% as measured by the fall I-Ready diagnostic to Y% by May 2022 as measured by the spring i-Ready diagnostic.
- 4th grade students will increase proficiency in ELA from X% as measured by the fall I-Ready diagnostic to Y% by May 2022 as measured by the spring i-Ready diagnostic.
- 5th grade students will increase proficiency in ELA from X% as measured by the fall I-Ready diagnostic to Y% by May 2022 as measured by the spring i-Ready diagnostic.
- Increase the percent of bottom quartile students meeting or exceeding growth projections in ELA from X% (Winter) to Y% (Spring) by 2022 as measured by MAP Growth Assessments.

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	Teachers will continue to enhance hybrid model/distance learning through professional learning. Teachers will engage in professional development on school-wide data analysis protocols. Teachers will receive instruction on how to collaboratively develop common assessments and analyze the data in a PLC meeting in order to inform instruction. Teachers will learn to use i-Ready to guide Tier 1 and Tier 2 instruction. Teachers will continue to engage in professional development with an emphasis on academic discourse and student engagement strategies. Mentor teacher will work with teachers on how to break down standards so they understand the rigor of the standard.	N/A
Progress		
Barriers		
Next Steps		

1.2	Bailey ES will participate in a virtual meet and greet. Teachers will engage in virtual/ in person parent teacher conferences. Staff will facilitate parent workshops on I-Ready, so that parents will learn to understand their child's I-Ready results and be given I-Ready resources that they can implement at home to support learning. Communicate with parents through website and social media to provide parent friendly data reports. Monthly Spread the Word Nevada meeting and trainings with families through a distribution and activity on Facebook. Monthly SOT meetings. Family academic and cultural night are held to engage parents and students. All meeting will be virtual during hybrid model/distance learning.	N/A
Progress		
Barriers		
Next Steps		
1.3	During hybrid model/ distance learning teachers will ensure students engage in daily synchronous sessions and will provide activities for asynchronous time. Break out room sessions will be provided for small group settings after whole group lessons and one on one assistance as needed. Teachers will collaboratively use data to plan Tier 1 and Tier 2 instruction to meet the needs of all students. Teacher will participate in weekly PLC meetings to discuss effective teaching strategies and implement those strategies within the classroom. They will also design and deliver common assessments to guide their analysis of progress towards the NVACs. Teachers will continue incorporating ELL structures and strategies in their daily instruction. I-Ready will be used by grades K-5 for daily instruction and intervention. CTT will provide intervention for students in grades 1-5.	N/A
Progress		
Barriers		
Next Steps		
1.4	Academic Support Funding (ASF) will be used for will be used for class sized reduction in order to provide smaller class sizes for our ASF eligible students. Strategist to implement small group instruction for identified students based on MAP data and to support teachers with modeling lessons, data analysis protocol and strategies for bottom quartile students. MAP data to monitor progress of students who are scoring in the bottom quartile in ELA. These students will be provided small group intervention.	N/A
Progress		
Barriers		

Next Steps		
------------	--	--

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

All students will increase proficiency in math from X% to Y% by 2022 as measured by state summative assessments. (This goal has been calculated to meet the FOCUS:2024 target by 2023)

Measurable Objective(s):

- Increase the percent of all students above the 60th percentile in math from X% (Fall) to Y% (Spring) by 2022 as measured by MAP formative assessments.
- 3rd grade students will increase proficiency in math from X% as measured by the fall I-Ready diagnostic to Y% by May 2022 as measured by the spring i-Ready diagnostic.
- 4th grade students will increase proficiency in math from X% as measured by the fall I-Ready diagnostic to Y% by May 2022 as measured by the spring i-Ready diagnostic.
- 5th grade students will increase proficiency in math from X% as measured by the fall I-Ready diagnostic to Y% by May 2022 as measured by the spring i-Ready diagnostic.
- Increase the percent of bottom quartile students meeting or exceeding growth projections in math from X% (Winter) to Y% (Spring) by 2022 as measured by MAP Growth Assessments.

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	Teachers will engage in professional development on school-wide data analysis protocols. Teachers will receive instruction on how to collaboratively develop common formative assessments and analyze the data in a PLC meeting in order to inform instruction. Teachers will also be trained to use i-Ready to guide Tier 1 and Tier 2 instruction. Teachers will continue to engage in professional learning with an emphasis on academic discourse and student engagement. Mentor teacher will work with teachers on how to break down standards so they understand the rigor of the standard.	N/A
Progress		
Barriers		
Next Steps		

2.2	Staff will facilitate parent workshops on I-Ready, so that parents will learn to understand their child's I-Ready results and be given I-Ready resources that they can implement at home to support learning. Communicate with parents through website and social media and provide parent friendly data reports. Monthly Spread the Word Nevada meeting and trainings with families. Monthly SOT meetings. Family academic and cultural night are held to engage parents and students.	N/A
Progress		
Barriers		
Next Steps		
2.3	Teachers will collaboratively use data to plan Tier 1 and Tier 2 instruction to meet the needs of all students. Teacher will participate in weekly PLC meetings to discuss effective teaching strategies and implement those strategies within the classroom. Teachers will develop and deliver common formative assessments. Teachers will continue incorporating ELL structures and strategies in their daily instruction. I-Ready will be used by grades K-5 for daily instruction and intervention.	N/A
Progress		
Barriers		
Next Steps		
2.4	Academic Support Funding (ASF) will be used for will be used for class sized reduction in order to provide smaller class sizes for our ASF eligible students. Strategist to implement small group instruction for identified students based on MAP data and to support teachers with modeling lessons, data analysis protocol and strategies for bottom quartile students. MAP data to monitor progress of students who are scoring in the bottom quartile in ELA. These students will be provided small group intervention.	N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

Status
N/A

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1		N/A
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		
Barriers		

Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		