

Clark County School District

Bailey, Sister Robert Joseph ES

2026-2027 School Improvement Plan

Classification: 2 Star School

Title I, TSI



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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Comprehensive Needs Assessment

Revised/Approved: May 21, 2027

Student Success

Student Success Areas of Strength

2025–2026 MAP data showed schoolwide growth in both mathematics and reading. Mathematics achievement increased from the 46th to the 54th percentile, with growth at the 61st percentile. Reading achievement increased from the 44th to the 51st percentile, with growth at the 58th percentile. Grade 2 Math Achievement was at the 69th percentile, Grade 4 Math Growth was at the 64th percentile, Grade 2 Reading Achievement was at the 61st percentile, and Grade 5 Reading Growth was at the 54th percentile.

These outcomes build upon prior academic progress, including increased SBAC proficiency in ELA and mathematics during the 2024–2025 school year. While updated SBAC results are not yet available, the 2025–2026 MAP data reflects sustained schoolwide progress and a continued focus on strengthening achievement and growth across grade levels.

Student Success Areas for Growth

By the end of the 2026–2027 school year, Bailey Elementary School will increase student achievement and growth in mathematics and reading as measured by i-Ready Diagnostic data. Mathematics growth will increase from the 61st percentile to at least the 65th percentile, and the percentage of students performing below national norms will decrease from 39% to 34% or less. Reading growth will increase from the 58th percentile to at least the 62nd percentile, and the percentage of students performing below national norms will decrease from 42% to 37% or less. Additionally, at least 60% of students will meet or exceed their individualized annual growth goals on the i-Ready Diagnostic in both reading and mathematics.

By the end of the 2026–2027 school year, Bailey Elementary School will increase SBAC proficiency in ELA from 41.1% to 45% and SBAC proficiency in Math from 35.3% to 40%.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There is an achievement gap between All Students (32.9%) and ELs in math, and an achievement gap between All Students (37.8%) and ELs in reading at Sister Robert Joseph Bailey Elementary School. English learners continue to face academic challenges as they develop proficiency in the English language. Due to language barriers and limited opportunities for academic discourse, many EL students struggle with foundational literacy skills, comprehending complex texts, academic vocabulary, figurative language, and grade-level content. Root causes contributing to these achievement gaps include inconsistent implementation of designated English Language Development (ELD) supports beyond Tier I instruction, varying levels of teacher knowledge and confidence in implementing effective instructional strategies for ELs, and a limited understanding among staff of the WIDA assessment and how to use WIDA proficiency levels to guide instruction. In addition, implementation of the school's new digital language development platform was inconsistent during its first year due to delayed student access through late November and inconsistent student usage that did not meet recommended minutes, limiting its impact on student language growth.	AB335: LEP 19.6% Weighted funding will be used to provide site-specific professional learning focused on effectively planning instruction to support ELs. To address these needs, the school will strengthen Tier I instruction with intentional language supports, provide ongoing professional learning focused on WIDA and high-impact instructional strategies for English learners, ensure consistent implementation of designated ELD supports, monitor student usage of the digital language development platform, and use student data (iReady, Summatives, Formative assessments) to provide targeted intervention and monitor progress.

Student Group	Challenge	Solution
Foster/Homeless	Disruptions in housing can negatively affect academic achievement and/or attendance rates. Inconsistent implementation of supports outside of Tier 1 instruction for foster and homeless students. Staff reports not always having the skill set or tools to adequately meet the academic, social, and emotional needs of these students. Limited understanding within the school community of the unique barriers that foster and homeless students face and how to help them demonstrate what they know. Access to new support systems and digital platforms was inconsistent until late November for some of our foster/homeless students, and a significant number did not meet recommended usage or participation benchmarks.	The social worker will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth. 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 (Care Solace, 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	There is currently no identifiable achievement gap between FRL and not FRL students. Inconsistent implementation of supports outside of Tier 1 instruction for economically challenged students. Staff reports not always having the skill set or tools to adequately address the academic, social, and emotional needs of students experiencing poverty. Limited understanding within the school community of the unique barriers these students face—such as limited access to resources, instability at home, or basic needs insecurity—and how to best support them in demonstrating what they know. Access to new support systems and digital platforms was inconsistent until late November for some economically challenged students, and a significant number did not meet recommended usage or participation benchmarks.	Provide Tier I differentiated and/or Tier II instructional support for students. The social worker will provide Social-Emotional Learning (SEL) lessons monthly to equip students with essential life skills like self-awareness, empathy, and conflict resolution. Social worker 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.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Our school is working to ensure that economically challenged students receive consistent support beyond Tier 1 instruction. Staff continue to need tools and training to meet the academic, social, and emotional needs of students navigating poverty. At the same time, there is a limited shared understanding of the barriers these students face—such as resource gaps and basic needs insecurity—and how to best support them in demonstrating their knowledge. In addition, inconsistent access to new support systems and digital platforms, particularly early in the year, resulted in many students not meeting recommended usage or participation benchmarks.	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	Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	ATSI: IEP 1003(a) Grant Funded 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.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Based on our preliminary 2025-2026 SBAC Data assessment results, 41.1% of students demonstrated proficiency in ELA and 35.3% demonstrated proficiency in Math.

Critical Root Cause: We are actively working on building collective teacher efficacy around a shared definition of high-quality instruction. We need to build on student engagement, frequent and effective means of monitoring learning, and quick teacher pivots based on evidence of student learning or lack thereof. In math, students often rely on inefficient strategies and manipulatives and procedural knowledge when solving complex problems, and instruction does not consistently require them to carry the cognitive load necessary for deep understanding. As a result, students' conceptual understanding falls short of the rigor expected by grade-level standards.

Problem Statement 2 (Prioritized): AB 335: As evidenced by MAP Growth Assessments, the problem is ELs are performing below other identified student groups at Bailey ES.

Critical Root Cause: AB 335: The low performance of ELs in language proficiency and content achievement is due to lack of differentiation and scaffolding during Tier 1 instruction..

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.

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

Aligns with District Goal

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.					Status Check		EOY Reflection
					Oct	Feb	June
						No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Teachers fully utilizing envisions to meet the intent of the standard Schedule and conduct a 50-minute training session for all teachers on aligning envisions lessons with Math standards.	Teachers	August-May				
2	Data-Driven Instruction Professional Learning to improve teaching and learning Provide a quarterly PD on analyzing common assessment data and adjusting instruction accordingly.	Strategists	August-May				
3	Intervention blocks built into the daily schedule for differentiated instruction for tier 2, tier 3, and enrichment. Finalize and distribute a revised master schedule with designated intervention/enrichment blocks for each grade level.	Teachers	August-May				
4	Classroom walk-throughs to collect data on differentiated ELA tasks and small-group instruction. Create and implement a walk-through observation tool focused on differentiation and conduct bi-weekly walk-throughs.	Administration	August-May				
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							

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.

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

Aligns with District Goal

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. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).</td><td>School leadership team, learning strategist, teachers.</td><td>Completed by December 2026.</td><td></td></tr><tr><td>2</td><td>Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.</td><td>School leadership team, learning strategist, teachers, EL School Support Coordinator.</td><td>Twice during the 2026-2027 school year: September and January</td><td></td></tr><tr><td>3</td><td>Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.</td><td>School leadership team, learning strategist, teachers, EL School Support Coordinator.</td><td>Ongoing during the 2026-2027 school year.</td><td></td></tr></table> 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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	School leadership team, learning strategist, teachers.	Completed by December 2026.		2	Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Twice during the 2026-2027 school year: September and January		3	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.		Status Check		EOY Reflection
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																		
					1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	School leadership team, learning strategist, teachers.	Completed by December 2026.																			
					2	Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Twice during the 2026-2027 school year: September and January																			
3	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.																								
Oct	Feb	June																									
No review	No review																										

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).					Status Check		EOY Reflection

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement Focused Language Study (FLS) and Summit K12 Tier II support for newcomers.	School leadership team, learning strategist, and teachers	Ongoing during the 2026-2027 school year.	
2	Implement Essentials for Language Development (ELD) and Summit K12 Tier II support for STELs.	School leadership team, learning strategist, and teachers	Ongoing during the 2026-2027 school year.	
3	Implement Academic Content Language Expansion (ACLE) and Summit K12 Tier II for LTELs.	School leadership team, learning strategist, and teachers	Ongoing during the 2026-2027 school year.	
4	Implement Reading Skills Centers as a Tier II support for designated EL students.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year.	
5	Monitor implementation of English learner support in Tier II by participating in instructional rounds utilizing the Tier II monitoring tools for FLS, ELD, and ACLE.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year.	
6	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year.	

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	Feb	June
No review	No review	

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Adult Learning Culture

Adult Learning Culture Areas of Strength

By May 2027, 100% of teachers will participate in at least four i-Ready professional learning sessions, as measured by attendance records and post-session feedback surveys. During PLCs, teachers will use i-Ready, MAP, formative assessment, and classroom evidence to differentiate instruction and address student learning needs in ELA and mathematics. PLC teams will continue strengthening the use of learning intentions, success criteria, and data-driven instructional adjustments to support progress toward Spring 2026 MAP proficiency targets of 40% in mathematics and 37% in ELA.

Adult Learning Culture Areas for Growth

During the 2026–2027 school year, Bailey Elementary School will focus on building teacher capacity through the first year of i-Ready implementation. Teachers will need consistent professional learning and PLC support to effectively interpret i-Ready Diagnostic data, identify student skill gaps, set growth goals, and use data to plan differentiated instruction and intervention.

Professional learning will prioritize the use of i-Ready reports, instructional resources, personalized pathways, and progress-monitoring tools. PLCs will focus on reviewing student data, identifying targeted instructional strategies, and monitoring the effectiveness of supports for students performing below grade level in reading and mathematics.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers need additional capacity to use i-Ready, language proficiency, and classroom data together to identify language and academic skill gaps for English Learners.	AB335 Provide professional learning on integrating language development with i-Ready data, including academic vocabulary, structured discourse, sentence frames, and differentiated small-group instruction. PLCs will review EL data and identify targeted supports.
Foster/Homeless	Teachers may need stronger systems to monitor academic progress and respond quickly when foster and homeless students experience attendance concerns, mobility, or interrupted instruction.	Train teachers to use attendance, i-Ready and classroom evidence to identify missed learning and provide immediate academic recovery supports. PLCs will review progress and coordinate interventions with the school-based liaison.

Student Group	Challenge	Solution
Free and Reduced Lunch	Teachers need consistent processes for identifying students affected by opportunity gaps and ensuring that intervention, enrichment, and instructional supports are based on data rather than assumptions.	Use PLCs to disaggregate i-Ready, attendance, and formative data for students receiving free and reduced lunch. Provide professional learning on differentiated instruction, targeted intervention, and progress monitoring during the school day.
Migrant/Title1-C Eligible	Teachers may need additional support to identify and address interrupted learning, mobility, attendance concerns, and gaps in academic progress for migrant students. Staff may also need clearer systems for coordinating services and monitoring student progress across transitions.	Provide professional learning on using i-Ready, MAP, attendance, and classroom data to identify unfinished learning and target skill gaps for migrant students. PLCs will review academic progress and coordinate supports with the Title I-C liaison to ensure timely intervention, access to instructional resources, and continuity of services when students transition between schools.
Racial/Ethnic Minorities	Staff need ongoing support to examine academic, attendance, behavior, and intervention data for disproportionality and to ensure equitable access to rigorous instruction.	Provide professional learning on culturally responsive instruction, equitable participation, and bias-aware data analysis. PLCs and leadership teams will review subgroup data and monitor access to grade-level tasks, interventions, and behavior supports.
Students with IEPs	Teachers need greater consistency in using i-Ready diagnostic and progress-monitoring data to identify skill deficits, plan interventions, and adjust instruction for students with EIPs.	ATSI: IEP 1003(a) Grant Funded Provide professional learning on using i-Ready reports, personalized pathways, and progress-monitoring tools to set measurable goals and target instruction. PLCs will regularly review student response to intervention and adjust grouping, strategy, or intensity when progress is insufficient.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Bailey Elementary School is beginning its first year of i-Ready implementation during the 2026-2027 school year. Teachers need consistent professional learning and PLC structures to build capacity in analyzing i-Ready data, identifying student skill gaps, monitoring progress, and using diagnostic results to differentiate core instruction and intervention in reading and mathematics.

Critical Root Cause: Teachers have not yet had a shared, systematic process for using i-Ready diagnostic and progress-monitoring data within PLCs to plan targeted instruction, evaluate the impact of interventions, and adjust supports for students based on identified skill needs.

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.

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.

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

Aligns with District Goal

Improvement Strategy 1 Details					Reviews																	
Improvement Strategy 1: Clear expectations for PLC and DDI meetings with strategists, interventionists, RB3, and administration. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide differentiated professional learning on curriculum implementation (Phonics, math, and writing) and materials, as well as the components of the teaching and learning cycle for effective Tier 1 instruction.</td><td>Administration Team, Strategist Team, and K-5 teachers.</td><td>August-May</td><td></td></tr><tr><td>2</td><td>Provide time and a protocol for teachers to analyze data and plan purposefully for Tier 1 instruction.</td><td>Administration Team, Strategist Team, and K-5 teachers.</td><td>August-May</td><td></td></tr></table> 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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide differentiated professional learning on curriculum implementation (Phonics, math, and writing) and materials, as well as the components of the teaching and learning cycle for effective Tier 1 instruction.	Administration Team, Strategist Team, and K-5 teachers.	August-May		2	Provide time and a protocol for teachers to analyze data and plan purposefully for Tier 1 instruction.	Administration Team, Strategist Team, and K-5 teachers.	August-May		Status Check		EOY Reflection
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete													
					1	Provide differentiated professional learning on curriculum implementation (Phonics, math, and writing) and materials, as well as the components of the teaching and learning cycle for effective Tier 1 instruction.	Administration Team, Strategist Team, and K-5 teachers.	August-May														
					2	Provide time and a protocol for teachers to analyze data and plan purposefully for Tier 1 instruction.	Administration Team, Strategist Team, and K-5 teachers.	August-May														
Oct	Feb	June																				
No review	No review																					

Connectedness

Connectedness 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.

Behavioral data indicates a reduction in fights and aggressive behavior events, except in one subgroup of students.

Connectedness Areas for Growth

Consistent implementation of the PBIS model flow chart, training on effective strategies for de-escalation, and consistent language while addressing behaviors.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners may have difficulty understanding behavior expectations, restorative conversations, and PBIS reinforcement systems due to language barriers.	AB335 Teach behavior expectations using visuals, modeling, translated family communication, sentence stems, and explicit reteaching of the PBIS flow chart. Ensure Bronco Bucks and recognition systems are accessible and clearly understood by English Learners.
Foster/Homeless	Foster and homeless students may experience attendance instability, transitions, trauma, or inconsistent relationships with adults, which can affect behavior regulation and connection to school.	Assign a consistent adult check-in/check-out support, monitor attendance and behavior data, provide transition support, and coordinate interventions with the school liaison and counseling team.
Free and Reduced Lunch	Students may experience barriers outside of school that affect readiness to learn, behavior regulation, attendance, and consistent participation in school activities.	Increase access to relationship-based supports, mentoring, counseling, PBIS incentives, and family outreach. Review attendance and behavior data to identify students needing targeted Tier 2 supports.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	Migrant students may experience interrupted enrollment, mobility, attendance challenges, and difficulty connecting to school routines and behavior expectations.	Provide immediate orientation to schoolwide expectations, Bronco Bucks, and the PBIS flow chart. Coordinate with the Title I-C liaison to monitor transitions, attendance, behavior data, and access to counseling or academic supports.
Racial/Ethnic Minorities	Racial and ethnic minority students may be disproportionately represented in behavior referrals or disciplinary consequences if behavior expectations and responses are not implemented equitably.	Disaggregate behavior referrals, consequences, Bronco Bucks, and PBIS participation data by subgroup. Provide staff training on culturally responsive behavior practices, de-escalation, restorative responses, and consistent use of the PBIS flow chart.
Students with IEPs	Students with EIPs may require more intensive support with self-regulation, peer conflict, behavior expectations, and replacement behaviors.	ATSI: IEP 1003(a) Grant Funded Develop individualized behavior supports that include clear expectations, replacement behaviors, check-in/check-out, social-emotional instruction, restorative practices, and frequent progress monitoring. Ensure staff consistently use agreed-upon de-escalation strategies and language.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): According to FocusEd, the chronic absenteeism rate has been steadily increasing over the last two school years.

Critical Root Cause: The school is working to improve family engagement to increase overall student attendance.

Inquiry Area 3: Connectedness

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

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

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Implement CCSD's attendance monitoring protocols as well as current attendance incentives.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Staff to monitor attendance reports.	Administrative team, Social Worker, and Teachers.	August-May				
2	Systems are in place to implement school-wide attendance intervention. Steps are delineated in our school-wide attendance policy.	Administrative team, Social Worker, and Teachers.	August-May				
3	Administration to schedule conferences with students on the chronically absent watch list.	Administrative team, Social Worker, and Teachers.	August-May				
4	Reaches out to families who need outside resources (Harbor, Care Solace, School Bell, etc.).	Administrative team, Social Worker, and Teachers.	August-May				
5	Meet with students to responsiveness to interventions.	Administrative team, Social Worker, and Teachers.	August-May				
6	Connect students and families with resources to address SEL needs and overall wellness.	Administrative team, Social Worker, and Teachers.	August-May				
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							

Priority Problem Statements

Problem Statement 1: Based on our preliminary 2025-2026 SBAC Data assessment results, 41.1% of students demonstrated proficiency in ELA and 35.3% demonstrated proficiency in Math.

Critical Root Cause 1: We are actively working on building collective teacher efficacy around a shared definition of high-quality instruction. We need to build on student engagement, frequent and effective means of monitoring learning, and quick teacher pivots based on evidence of student learning or lack thereof. In math, students often rely on inefficient strategies and manipulatives and procedural knowledge when solving complex problems, and instruction does not consistently require them to carry the cognitive load necessary for deep understanding. As a result, students' conceptual understanding falls short of the rigor expected by grade-level standards.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Bailey Elementary School is beginning its first year of i-Ready implementation during the 2026-2027 school year. Teachers need consistent professional learning and PLC structures to build capacity in analyzing i-Ready data, identifying student skill gaps, monitoring progress, and using diagnostic results to differentiate core instruction and intervention in reading and mathematics.

Critical Root Cause 2: Teachers have not yet had a shared, systematic process for using i-Ready diagnostic and progress-monitoring data within PLCs to plan targeted instruction, evaluate the impact of interventions, and adjust supports for students based on identified skill needs.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: According to FocusEd, the chronic absenteeism rate has been steadily increasing over the last two school years.

Critical Root Cause 3: The school is working to improve family engagement to increase overall student attendance.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: AB 335: As evidenced by MAP Growth Assessments, the problem is ELs are performing below other identified student groups at Bailey ES.

Critical Root Cause 4: AB 335: The low performance of ELs in language proficiency and content achievement is due to lack of differentiation and scaffolding during Tier 1 instruction..

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Curriculum Based Measures
- End-of-Unit Assessments
- Grades
- I-Ready
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other
 - Grade Level Assessments
 - Panorama
 - Instructional Rounds
 - Observations
 - Survey Data
 - Feedback on planning and organizing data during PLC

Adult Learning Culture

- Administrator evaluation
- Communications data
- Equity data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Teacher evaluation
- Teacher/Student Ratio
- Walk-through data

- Other
 - Leadership Meetings Agendas
 - SLG Conferences

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment trends
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Our comprehensive needs assessment process includes the school community—teachers, strategists, and the admin team—who meet monthly and after each benchmark assessment to analyze academic and SEL data. We review FastBridge, MAP (iReady beginning the 26-27 SY), PSI, teacher-made assessments, and Panorama data to identify priority needs and guide instructional and social-emotional supports.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The School Organizational Team (SOT), which includes staff, parents, and community members, meets monthly to review the plan and provide input. Additional feedback is gathered through staff and family surveys, as well as during school-wide events and parent meetings where input is openly solicited and discussed.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. District-wide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

Title I funds are used to support increased learning time and a well-rounded education by funding targeted strategists who provide intervention and coaching, as well as purchasing Tier 2 and Tier 3 instructional materials to support and differentiate instruction. These resources ensure students receive targeted support based on their academic needs.

2.6: Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

Please describe how you provide a flexible number of parent involvement opportunities.
Refer to the Community Outreach Activities table for parent involvement opportunities.

5.1: Determine which students will be served by following local policy

N/A

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$4598575.69	Salaries	SMART GOAL1-3
At-Risk Weighted Allocation	\$246456.03	Salaries	SMART GOAL 1-3
EL Weighted Allocation	\$378042.61	Salaries, prep buys, PL and Extra duty	SMART GOAL 1-3
General Carry Forward	\$412,641.52	Salaries, supplies	SMART GOAL 1-3
At-Risk Weighted Carry Forward	\$13920.42	Salaries	SMART GOAL 1-3
EL Weighted Carry Forward	\$59026.31	Salaries	SMART GOAL 1-3
Title I	\$219905.00	Salaries	SMART GOAL1-3
1003a	\$5,454,702.03	iReady Personalized Path & Support	SMART GOAL1-2

School Continuous Improvement Team

Team Role	Name	Position
Elected Member	Stephanie Alvarez	Kindergarten Teacher
Elected Member	Emily Wright	Parent
Elected Member	Stacy Collins	Member SOT
Elected member	Laura Lowe	Member SOT
Non-voting member	Timothy Granger	Assistant Principal
CI Team Lead	Lindsay Hameloth	Teacher
Principal	Sandra Baeza	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 2026	End of Year Reflection Act 3/1
SOT Meeting	August 2026	Act 1 School Improvement Plan
Meet and Greet	August 7, 2026	Community Engagement
Open House	September 18, 2026	Community Engagement