



Clark County School District

Sister Robert Joseph Bailey ES

School Performance Plan: A Roadmap to Success

Sister Robert Joseph Bailey ES has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 2022.



School Demographics and Performance Information

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 http://nevadareportcard.nv.gov/DI/nv/clark/sister_robert_joseph_bailey_elementary_school/2022/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Jo. Anna Grant	Principal(s) <i>(required)</i>
Tim Granger	Other School Leader(s)/Administrator(s) <i>(required)</i>
Lindsay Hameloth, Laura Lowe, Bill Dibenedetto, and Malia Elliott	Teacher(s) <i>(required)</i>
Danel Nichols	Paraprofessional(s) <i>(required)</i>
Vicky Villaron, Emily Wright, and Raul Palomares	Parent(s) <i>(required)</i>



School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
SOT/PARENT MEETING	8/30/2022	<ul style="list-style-type: none">● Student projections vs. enrollment● Staffing● SBAC and EOY MAP data
SOT/PARENT MEETING	9/27/2022	<ul style="list-style-type: none">● Boys Town partnership● Behavior● Increase in Index points● Impacts we are hopeful for● Feedback on Interventionists-impacts on student achievement
COMMUNITY INPUT PARENT SURVEY	10/17/2022	<ul style="list-style-type: none">● SBAC data● Not enough responses to determine if the results reflect the community as a whole.
SOT/PARENT MEETING	10/2022	<ul style="list-style-type: none">● School data overview● Identified trends● Discussion on the role of the new SEL team-current impacts on the interventions.
STAFF MEETING		<ul style="list-style-type: none">● Looked at the school data● Identified trends● Discussed possible root causes● Discussed actionable steps● Discussed whether current initiatives align to address deficit areas



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	Historical SBAC, MAP and WIDA data	School Climate/Social Emotional Learning Survey 2021 CCSD District Survey Results from 2022 Staff Feedback Survey 21.22 Student Survey 21.22	All K-5 classes using Ready Reading curriculum All K-5 classes implement enVisions MATH 2020. Common Core aligned School Wide Writing Curriculum Supplemental instructional resources aligned to NVACS (Achieve Literacy, Smarty Ants, MAP Accelerator, ST. Math, Imagine Learning for targeted student groups.)
	2021-2022 SBAC Data		
	Fall 2022-2023 MAP data Community feedback data from survey		
	Areas of Strength: Had a great recovery in ELA		
	Areas for Growth: Math		
Problem Statement	24.2% percent of our students are proficient in math on the 2021 SBAC assessment, according to 21-22 NSPF. 39.9% percent of our students are proficient in ELA on the 2021 SBAC assessment, according to 21-22 NSPF.		
Critical Root Causes	Inconsistent implementation of the Teaching and Learning Cycle, specifically regarding re-teaching and re-assessing learning gaps. Programs in place placed students on remediated learning paths and did not align with research regarding support at grade-level pathways. Students heavily rely on inefficient strategies and procedural knowledge when solving more complex math problems. Students' conceptual understanding of math concepts was not meeting the rigor and expectations of the grade-level standards. Not enough opportunities for students to apply skills learned in reading lessons to authentic texts. Attendance concerns across the grade levels.		



Part B

Student Success	
<p>School Goal: <i>Students will increase proficiency in math from 24.2% to 30% by 2023 as measured by state summative assessments.</i></p> <p><i>Students will increase proficiency in reading from 39.9% to 42.3% by 2023, as measured by state summative assessments.</i></p>	<p>Aligned to Nevada's STIP Goal: <i>All students experience continued academic growth.</i></p>
<p>Improvement Strategy: <i>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 about writing, discourse strategies, RTI, and small group instruction.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>PLC-2</i></p>	
<p>Intended Outcomes: <i>Grade levels will develop collaboratively planned units of instruction with common formative and summative assessments. Assessments and instruction will align with NVACS. Instructional strategies will embed discourse strategies to support all learners. Grade levels will have time built into their unit plans for reteaching and reassessing students. Students will learn tools to reengage in the content of the lesson and take self-directed steps to change their learning.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Master schedule allows time for daily PLCs.</i>● <i>Implement high-quality Tier 1 and Tier 2 resources.</i>● <i>Identify professional learning needs based on observational and instructional walk data.</i>● <i>Staff will attend district and site-based professional learning.</i>● <i>Use multiple data sources to identify students needing differentiation to close skill gaps.</i>● <i>Use high-yield Tier 2 instructional resources to close learning gaps during differentiated instruction.</i>● <i>Implement a Reading Interventionist model to address the needs of students performing below 25% in Universal Screeners. Use high-yield and highly-rated Instructional materials to address learning gaps and accelerate learning for students at the Tier 3 level. Implement data monitoring systems that effectively analyze the efficacy of interventions and student responses to said interventions. Establish systems that allow groups to be fluid based on students' needs.</i>	



- *Revisit and use data to regroup student intervention groups.*

Resources Needed:

- *Time to plan. Time to meet as grade-level teams and as an RTI committee.*
- *Plans for addressing missed learning opportunities*
- *Tier I and Tier II curriculum materials.*
- *Structure and PL around small guided reading groups.*
- *Assessment resources (screening, formative, and progress monitoring).*

Challenges to Tackle:

- *Teacher support and avoiding teacher burn-out*
- *Consistent implementation by teachers*
- *Student and staff absenteeism*
- *Time to plan*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Collaborate with Language Learning Strategist (LLS) and RBG3 Strategist to ensure growth toward ELA proficiency as measured by ELLPA. The instructional leadership team will use WIDA data and indicators to plan professional learning and instruction. Title I and At-Risk funds will be used to support a Tier 2 and Tier 3 instructional model during grade-level intervention blocks. The model will provide teachers with intervention materials that are highly rated and high-yield. Additionally, three interventionists will provide reading instruction for students identified as performing below the 25% percentile and who have shown a need for intensive support outside of the classroom. Provide opportunities for after-hour planning. Employ a learning strategist to provide job-embedded coaching for licensed teachers and/or tiered interventions and acceleration for students.

Foster/Homeless: Staff will collaborate with classroom teachers and work with families to support their academic learning and attendance. Students will be supported with services and resources to ensure they have what they need (Caresolace, 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: Staff 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.

Migrant: N/A

Racial/Ethnic Minorities: 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: 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.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<p><i>PLC notes and agendas</i></p> <p><i>Lesson plans</i></p> <p><i>Formative and Summative Data</i></p> <p><i>SBAC, MAP, WIDA data</i></p>	<p><i>Low inference observation data</i></p> <p><i>Observation and feedback cycles</i></p> <p><i>Lesson plans</i></p>	<p><i>Whole school PLC structure</i></p> <p><i>School-wide implementation of 95% Core Phonics</i></p> <p><i>School-wide implementation of a Common-Core aligned Writing program</i></p> <p><i>PM and Monthly Data Meetings that closely monitor student growth and regroup students frequently to ensure supports are appropriate and aligned to needs.</i></p> <p><i>Structure for small guided reading groups implementation, data collection, and student movement.</i></p>
	<p><i>Areas of Strength: Responsiveness to feedback, effective planning of tasks, year two of PLC implementation.</i></p>		
	<p><i>Areas for Growth: Purposeful planning begins with the standard's intended rigor in mind. Continued work around ensuring daily practice opportunities align with the learning targets from the standards.</i></p>		
Problem Statement	<p><i>Teachers need time to plan curricular units that align with NVACs, embed discourse strategies, and allow time for reteaching and reassessing.</i></p>		
Critical Root Causes	<p><i>Lack of time; lack of substitutes, so teachers are covering other classes during common planning time; learning the adopted curriculum and the resources available to teachers.</i></p>		



Part B

Adult Learning Culture	
School Goal: <i>By the end of 2022-2023, 70% of classroom observations will show evidence of full implementation of high-yield Tier 1 resources in Phonics (K-3), reading (Ready), writing (WW model), and math (enVisions).</i>	STIP Connection: <i>All students have access to effective teachers.</i>
Improvement Strategy: Clear expectations for PLC and DDI meetings with strategists, interventionists, RB3, and administration. Provide licensed staff the opportunity to engage in professional learning so they may refine their planning for instruction.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>PLC-2</i>	
Intended Outcomes: Teachers will provide purposefully planned and NVACS-aligned Tier 1 whole group instruction. Small-group differentiated instruction will use high-yield resources and materials to address gaps and needs.	
Action Steps: <ul style="list-style-type: none">● <i>Provide professional learning on curriculum implementation (Phonics, math, and writing) and materials.</i>● <i>Provide time for teachers to analyze data and purposefully plan for Tier 1 instruction.</i>● <i>Conduct Tier 1 walks and share that data with the ILT to identify trends. Start planning a structure for allowing teachers and ILT members to engage in walkthroughs.</i>	
Resources Needed: <ul style="list-style-type: none">● <i>Time to plan</i>● <i>Tier I and Tier II curriculum materials</i>● <i>Professional learning for Tier 1 materials</i>● <i>Time for leadership (ILT) to develop a structure for small group instruction at Tier 1 and Tier2 levels</i>● <i>Assessment resources (screening, formative, and progress monitoring)</i>	
Challenges to Tackle: <ul style="list-style-type: none">● <i>Teacher PL and time to implement new structures</i>● <i>Staff to provide coaching and support of the implementation of new programs</i>● <i>Student and staff absenteeism</i>● <i>Time to plan</i>	



Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Provide high-quality instruction aligned with NVACS and learning experiences that allow students to engage in discourse and meaning-making. Provide incentives for hiring and retaining teachers and other licensed professionals.

Foster/Homeless: Provide high-quality instruction aligned with NVACS and learning experiences that allow students to engage in discourse and meaning-making. Provide incentives for hiring and retaining teachers and other licensed professionals.

Free and Reduced Lunch: Provide high-quality instruction aligned with NVACS and learning experiences that allow students to engage in discourse and meaning-making. Provide incentives for hiring and retaining teachers and other licensed professionals. Employ educational personnel who provide services for at-risk students.

Migrant: N/A

Racial/Ethnic Minorities: Provide high-quality instruction aligned with NVACS and learning experiences that allow students to engage in discourse and meaning-making. Provide incentives for hiring and retaining teachers and other licensed professionals. Employ educational personnel who provide services for at-risk students.

Students with IEPs: Provide high-quality instruction aligned with NVACS and learning experiences that allow students to engage in discourse and meaning-making. Provide incentives for hiring and retaining teachers and other licensed professionals. Employ educational personnel who provide services for at-risk students.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Districtwide survey	<i>Districtwide survey</i>	<i>Districtwide survey</i>
	Nevada School Climate Survey	<i>Attendance data</i>	<i>Community feedback Survey</i>
	Attendance data		
	<i>Areas of Strength: Implementation of the school-wide behavior reinforcers the Bronco Bucks. Bronco Shop reinforcers are scheduled and accessible to students. Consistency in enforcing the CCSD Code of Conduct and Bailey's no-touch policy.</i>		
	<i>Areas for Growth: Consistent implementation of the PBIS model flow chart, training on effective strategies for de-escalation, and consistent language while addressing behaviors. Attendance support for families.</i>		
Problem Statement	<i>The 22-23 chronic absenteeism rate is 37%. Disruptive and aggressive student behavior is on the rise, particularly high in the AA subgroup.</i>		
Critical Root Causes	A lack of parent and student accountability regarding absences and student behavior. As well as a lack of parental awareness of how chronic absences affect student performance has resulted in an increase in chronic absenteeism.		

Part B

Connectedness	
<p>School Goal: By May 2023, provide parents resources to <i>reduce chronic absenteeism from 37% to 30% 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.</i></p>	<p>STIP Connection: <i>All students experience continued academic growth.</i></p>
<p>Improvement Strategy: <i>Implement an attendance monitoring strategy for students who have been absent for two consecutive days. Implement</i></p>	



an MTSS system of support that includes PBIS, SEL support, partner with BT, and use incentives to reward and reinforce expected behaviors. Connect students and families with resources to address SEL needs and overall wellness.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Creating a positive school climate and culture - 3*

Intended Outcomes: *Reduction in chronic absenteeism, increase in average daily attendance. Reduction in aggressive and disruptive incidents across the school campus.*

Action Steps:

- *Staff to monitor attendance reports.*
- *Systems in place to implement school-wide attendance intervention. Steps delineated in our school-wide attendance policy.*
- *MTSS to conduct daily check-ins for students on a chronically absent watch list.*
- *Administration to schedule conferences with students on the chronically absent watch list.*
- *MTSS reaches out to families that need outside resources (Harbor, Care Solace, School Bell, etc.)*

Behavior

- *Monthly MTSS/admin. Meetings to go over MTSS caseload data.*
- *MTSS team meets weekly to discuss students' responsiveness to interventions.*
- *Schedule of RTI SEL data check-ins*
- *Monthly PBIS committee meetings*
- *Schedule of PBIS student and teacher support (assemblies, parent meetings, Bronco Shop visits, Fifth-grade incentives, PL on Boys Town Educational Model) Staff and student PBIS Efficacy surveys.*

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*

Challenges to Tackle:

- *Teacher buy-in for learning and using interventions for de-escalation*
- *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*



- *Parent Responsiveness*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Monitor attendance data and follow the attendance intervention plan outlined above. Staff will collaborate with staff and offer resources as needed. Implement wrap-around services to increase student attendance and/or evidence-based programs.

Foster/Homeless: Monitor attendance data and follow the attendance intervention plan outlined above. Staff will collaborate with staff and offer resources as needed. Implement wrap-around services to increase student attendance and/or evidence-based programs.

Free and Reduced Lunch: Monitor attendance data and follow the attendance intervention plan outlined above. Staff will collaborate with staff and offer resources as needed. Implement wrap-around services to increase student attendance and/or evidence-based programs.

Migrant: N/A

Racial/Ethnic Minorities: Monitor attendance data and follow the attendance intervention plan outlined above. Staff will collaborate with staff and offer resources as needed. Implement wrap-around services to increase student attendance and/or evidence-based programs.

Students with IEPs: Monitor attendance data and follow the attendance intervention plan outlined above. Staff will collaborate with staff and offer resources as needed. Implement wrap-around services to increase student attendance and/or evidence-based programs.



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Strategic Budget	\$4,180,707.70	Staffing, Instructional Supplies, Digital Curriculums, Technology Supports, Professional Development, and Collaboration Time	Student Success Adult Learning Culture Connectedness
Title I	\$417, 440.00	Extra duty pay for licensed and support staff and a strategist. Technology as well.	Student Success Connectedness
At-Risk	\$231, 115.30	Staffing, instructional resources, and prep-buys	Student Success Adult Learning Culture Connectedness
Title III	\$6, 204.00	Imagine Learning Online Intervention Program to provide blended learning opportunities for students to both remediate areas of concern and provide rigorous instructional tasks for language acquisition.	Student Success
EL Weighted Funds	\$276, 792.88	Extra duty pay for licensed staff. Staffing and instructional materials that support language acquisition and discourse.	Student Success Adult Learning Culture
ESSER	90, 602.00	Extra duty pay for licensed staff, materials that support learning acceleration with strong ESSA ratings.	Student Success Adult Learning Culture