

School Performance Plan

School Name
Bailey, Sister Robert Joseph ES

Address (City, State, Zip Code, Telephone):
4525 Jimmy Durante Blvd
Las Vegas, NV 89122, (702) 799-7510

Superintendent/Assistant Chief: Pat Skorkowsky / Rebecca Kaatz

For Implementation During The Following Years: 2016-2017

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

Grade Level Served: Elementary

Classification: 3 Star

NCCAT-S: Not Required

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request Use of Core Instructional Materials Scheduling 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
Kim Miller	Parent	Lindsay Tomlinson	Principal
Roberta Martin	Title 1 Strategist	Kim Crowe	Kindergarten
Clay Heckler	3rd Grade	Jessica Mounger	3rd Grade
Megan Harper	Kindergarten	Rachel Solem	Assistant Principal

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
Formative Assessments Practice	NA	N/A
Interim Assessments	NA	NA
Statewide Assessments	NA	NA
NA	NA	NA
NA	NA	NA
Other: Demographic Data	Other: Demographic Data	Other: Demographic Data
Other:	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

NDE Validation Demographic Data Trends: Over the last 3 years, the total enrollment has increased 145 students. The demographics have not changed significantly, but the school is making note of the increased student population.

2016- 984 Students: Asian 8.4%, African American 20%, Caucasian 13%, Hispanic 46%, Multiracial 8.5%, IEP 12%, FRL 79.8%

2015- 898 Students: Asian 8.5%, African American 18%, Caucasian 16.7%, Hispanic 46.5%, Multiracial 7%, IEP 12%, FRL 79.6%

2014- 839 Students: Asian 9.4%, African American 18.9%, Caucasian 17%, Hispanic 44%, Multiracial 8%, IEP 14%, FRL 80.6%

Average Daily Attendance:

2016 95%

The 15-16 SBAC baseline data was analyzed for the upcoming school year action steps. The students proficient in math were as follows: Overall 31.84% (3rd 38%; 4th 28.57%; 5th 27.73%) The proficiency of LEP students was 21.57%; and action steps will address increasing the math proficiency of this population. The students proficient in reading were as follows: Overall 39.80% (3rd 36%; 4th 38.35%; 5th 46.22%). The proficiency of LEP students was 28.43% compared to the non-LEP proficiency 46.67%. The leadership team noticed that the male gender scored significantly lower in both reading and math, and steps are in place to address this.

We currently measure student progress with the norm-referenced, state approved AIMSweb benchmark assessment. Our fall to spring 2015-16 benchmark scores for ELA were 57.4% (Spring only) of first grade students (RCBM), 50% to 55.7% of second grade students (RCBM), 56.5% to 51.7% of third grade students (RCBM), 46.3% to 40.2% of fourth grade students (RCBM), and 37% to 47% of fifth grade students (RCBM) were meeting benchmark. PLC's will focus on the data analysis of this benchmark and will drive the small groups within the grade levels. Grade level teams will set goals outlined in our plan to increase number of students meeting benchmark by Spring 2017.

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

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 1:

Increase Grade 3 proficiency rates in reading.

Root Causes:

Based on assessment analysis, full implementation of data analysis is lacking due to training of the teachers on how to analyze student data rather than actually analyzing the data.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from 36% to 46% by 2016-2017 as measured by SBAC.

Measurable Objective 2:

Increase the percentage of students proficient from Form A to Form C as measured by Front Row benchmark reports.

Measurable Objective 3:

Increase the percentage of students in the target area on RCBM on the AimsWeb assessment from the Fall benchmark to the Spring benchmark as measured by benchmark reports.

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:	
Provide development on the CCSS, complex texts, literacy framework, Read by Three initiative and the impact of Tier 1 instruction. SBCT will address Read By Three strategies, ELL Master Plan and assessment data.	Title 1 Learning Strategists, Read by Three Coach, Teachers, administration	Sign in Sheets, SBCT Agendas, Aimsweb/FrontRow/CORE assessments, Student Literacy Plans, Administration observations, Post Conferences, Master Calendar, Agenda	September 2016- June 2017: Site Based Collaboration Time - Administration, Title 1 Learning Strategist, Read by Three Coach	N/A

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: Yes	NCCAT-S Indicators:	
Title 1 Literacy Night, Reading week activities, Book fairs, Breakfast Bookworm and parent meetings to provide information and strategies for home to school connection on literacy.	Title 1 Learning Strategist, Librarian, extra duty pay	Read by Three Parent Letters, Sign in and agendas	March, 2017 - Literacy Night March, 2017 - Reading Week Monthly, September - May - Parent Meetings Monthly, September - May - Breakfast Bookworm Title 1 strategist, grade level teachers, Read by Three Coach, Librarian	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will be implementing the instructional shifts, complex texts, text dependent questions and the literacy framework. Teachers will be using technology to progress monitor Tier 1 and Tier 2 students.	Title 1 Learning Strategists, Title 1 Instructional Assistants, Read by Three Coach, Technology supplies (Title 1)	Aimsweb/Front Row/CORE data, interim assessments , administrative observation, pre and post conferences, grade level forms	September, 2016 - June, 2017; Read by Three Coaches, Strategist, Instructional Assistants, Teachers, Administration	N/A

Comments:

1.4 Other (Optional)	Continuation From Last Year:		NCCAT-S Indicators:	
				N/A

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:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading and math.

Root Causes:

Based on assessment analysis, full implementation of data analysis is lacking due to training of the teachers on how to analyze student data rather than actually analyzing the data. The inconsistency of materials and professional development aligned to NVACS.

Measurable Objective 1:

Increase the percentage of students in the target area on RCBM on the AimsWeb assessment from the Fall benchmark to the Spring benchmark as measured by benchmark reports.

Measurable Objective 2:

Increase the percentage of students proficient from Form A to Form C as measured by Front Row benchmark reports.

Measurable Objective 3:

Increase the percentage of students in the target area on MCOMP on the AimsWeb assessment from the Fall benchmark to the Spring benchmark as measured by benchmark reports.

Measurable Objective 4:

Reduce the math proficiency gap between the District's highest performing subgroup and the schools lower performing ethnic/racial super group from 33.31 to 22.21 by 2017 as measured by state assessments.

Measurable Objective 5:

Reduce the reading proficiency gap between the District's highest performing subgroup and the schools lower performing ethnic/racial super group from 33.93 to 22.62 by 2017 as measured by state 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: Yes	NCCAT-S Indicators:	

ELA: Provide development on the CCSS, data analysis, small group instruction, complex texts and literacy framework and the impact of Tier 1 instruction. Math: Teachers will receive professional development in unwrapping standards in math and adding student discourse during Tier 1 instruction.	Title 1 Strategist, Read by Three Coach, Teachers, Administration	AIMSweb RCBM data, Front Row Data, Common assessments, master calendar, agendas, Administrative observations, Pre- & Post Observations	September 2016 - June 2017; Title 1 Strategist, Read by Three Coach, Administration, Teachers	N/A
---	---	--	---	-----

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: Yes	NCCAT-S Indicators:	
Parent Conferences, Title I Literacy Night, Title I Math night, and parent meetings to provide information and strategies for home to school connection on literacy.	Title 1 Learning Strategist, extra duty pay (Title I)	Student Literacy Plans, Progress Reports, Report Cards, Sign ins and agendas	Monthly parent nights; Title 1 strategist, grade level teachers, Read By Three Coach	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year:	NCCAT-S Indicators:
ELA: Teachers will be implementing the CCSS, complex texts, text dependent questions and the literacy framework. Teachers will be using technology to progress monitor Tier 1 and Tier 2 students. Teachers will attend weekly SBCT, grade level PLCs, and RTI meetings to address Tier II and Tier III students. MATH: Teachers will be implementing student discourse during Tier 1 Math instruction and use consistent instructional methods and resources. Teachers will attend weekly SBCT, grade level PLCs, and RTI meetings to address Tier II and Tier III students.	Title 1 Strategist, Title 1 Instructional Assistants, Read by Three Coach, Teachers, Administration	AIMSweb RCBM/MCOMP data, Front Row Data, Grade level Common Assessments, interim and summative assessments, Administrative observation cycles, PLC Meeting agenda/minutes
		September 2016 - June 2017 Title 1 Strategist, Teachers, Read by Three Coach, N/A

Comments:

2.4 Other (Optional)	Continuation From Last Year: No	NCCAT-S Indicators:
Provide ELL sub group Saturday School tutoring focused on writing.	ELL budget - extra duty pay, writing instructional materials District provided - Imagine Learning	Attendance and pre and post data, writing rubric data
		January 2017 - March 2017; ELL advocate and Administration N/A

Comments:

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

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 3:

Increase the percentage of school-based personnel trained in cultural competency.

Root Causes:

There is a need for training in the area of cultural competency as evidenced by the District student achievement gap data.

Measurable Objective 1:

100% of staff will participate in a mandatory cultural competency professional development session during the 2016-2017 school year as measured by sign-in sheets.

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:	
All staff will participate in a professional development session provided by the District's Equity and Diversity Department Liaison.	Training materials from E&DD	Sign-in sheets, Teacher observation data (NEPF)	Responsible Department: The principal is responsible for ensuring this action step takes place during one of the four districtwide staff development days.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

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

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		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 I	285,931.00	Developing teacher and instructional effectiveness is the intended target with the result of increased proficiency among all subgroups being the outcome. In order to accomplish this, the funding includes a learning strategist to work with teachers on pedagogy, Instructional assistants to work with students in specified grade levels intervening in reading and math, technology supplies to enhance classroom instruction, books and periodicals to enhance student achievement, extra duty pay for teachers to have a parent involvement night, and parent training supplies.	Goals 1 and 2
Title III	7,000.00	Extra duty pay for teachers to teach Saturday school for all ELL students in writing. Instructional materials to enhance student achievement during tutoring time.	Goal 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 1118 of NCLB (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 academic nights and mornings after and before school. Once a month we have Breakfast Bookworm which gives each family attending a book to take home, activities, and free breakfast snacks at the event. Our event in September had over 100 participants. We also have literacy nights and special grade level nights. We have several staff members who speak a variety of languages; Spanish, Tagalog, Arabic, to translate to parents and we also use translation services. Additionally, this year we have a big emphasis on getting parents in to the building to volunteer through many activities, one of them being "room parents" where each class room will have a parent that volunteers to get other parents in the classroom to volunteer.

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, Dr. Sesto, includes parent and students informational sessions on magnet school opportunities and he works with weekly lessons toward the end of the school year with fifth graders to help them prepare for the change to middle school. Dr. Sesto also works closely with the middle school counselors to coordinate the registration of our students. For preschool transition, we include class visits and parent information 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 LIT team has a member from each grade level, and a parent member, to make decisions on the site assessments used as well as to analyze the overall school picture on district and state assessments for school goals. We also have monthly and weekly grade level meetings to choose and analyze assessments by grade level.

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, tutoring, 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, to serve our students and our community in a way which facilitates student success.

APPENDIX A - Professional Development Plan

1.1

Provide development on the CCSS, complex texts, literacy framework, Read by Three initiative and the impact of Tier 1 instruction. SBCT will address Read By Three strategies, ELL Master Plan and assessment data.

Goal 1 Additional PD Action Step (Optional)

2.1

ELA: Provide development on the CCSS, data analysis, small group instruction, complex texts and literacy framework and the impact of Tier 1 instruction. Math: Teachers will receive professional development in unwrapping standards in math and adding student discourse during Tier 1 instruction.

Goal 2 Additional PD Action Step (Optional)

3.1

All staff will participate in a professional development session provided by the District's Equity and Diversity Department Liaison.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Title 1 Literacy Night, Reading week activities, Book fairs, Breakfast Bookworm and parent meetings to provide information and strategies for home to school connection on literacy.

Goal 1 Additional Family Engagement Action Step (Optional)

Family communication will be provided on a more consistent basis through Infinite Campus. During conferences, Title 1 personnel will be available to support parents in logging into Infinite Campus and to show them how to access grade and progress data on their students. In addition, a computer lab for parents will be set up in the library for before school access by parents and families.

2.2

Parent Conferences, Title I Literacy Night, Title I Math night, and parent meetings to provide information and strategies for home to school connection on literacy.

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:

Increase Grade 3 proficiency rates in reading.

Measurable Objective(s):

- Increase the percent of 3rd grade students proficient in reading from 36% to 46% by 2016-2017 as measured by SBAC.
- Increase the percentage of students proficient from Form A to Form C as measured by Front Row benchmark reports.
- Increase the percentage of students in the target area on RCBM on the AimsWeb assessment from the Fall benchmark to the Spring benchmark as measured by benchmark reports.

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	Provide development on the CCSS, complex texts, literacy framework, Read by Three initiative and the impact of Tier 1 instruction. SBCT will address Read By Three strategies, ELL Master Plan and assessment data.	
Progress		
Barriers		
Next Steps		
1.2	Title 1 Literacy Night, Reading week activities, Book fairs, Breakfast Bookworm and parent meetings to provide information and strategies for home to school connection on literacy.	
Progress		

Barriers		
Next Steps		
1.3	Teachers will be implementing the instructional shifts, complex texts, text dependent questions and the literacy framework. Teachers will be using technology to progress monitor Tier 1 and Tier 2 students.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading and math.

Measurable Objective(s):

- Increase the percentage of students in the target area on RCBM on the AimsWeb assessment from the Fall benchmark to the Spring benchmark as measured by benchmark reports.
- Increase the percentage of students proficient from Form A to Form C as measured by Front Row benchmark reports.
- Increase the percentage of students in the target area on MCOMP on the AimsWeb assessment from the Fall benchmark to the Spring benchmark as measured by benchmark reports.
- Reduce the math proficiency gap between the District's highest performing subgroup and the schools lower performing ethnic/racial super group from 33.31 to 22.21 by 2017 as measured by state assessments.
- Reduce the reading proficiency gap between the District's highest performing subgroup and the schools lower performing ethnic/racial super group from 33.93 to 22.62 by 2017 as measured by state 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	ELA: Provide development on the CCSS, data analysis, small group instruction, complex texts and literacy framework and the impact of Tier 1 instruction. Math: Teachers will receive professional development in unwrapping standards in math and adding student discourse during Tier 1 instruction.	
Progress		
Barriers		
Next Steps		

2.2	Parent Conferences, Title I Literacy Night, Title I Math night, and parent meetings to provide information and strategies for home to school connection on literacy.	
Progress		
Barriers		
Next Steps		
2.3	ELA: Teachers will be implementing the CCSS, complex texts, text dependent questions and the literacy framework. Teachers will be using technology to progress monitor Tier 1 and Tier 2 students. Teachers will attend weekly SBCT, grade level PLCs, and RTI meetings to address Tier II and Tier III students. MATH: Teachers will be implementing student discourse during Tier 1 Math instruction and use consistent instructional methods and resources. Teachers will attend weekly SBCT, grade level PLCs, and RTI meetings to address Tier II and Tier III students.	
Progress		
Barriers		
Next Steps		
2.4	Provide ELL sub group Saturday School tutoring focused on writing.	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Increase the percentage of school-based personnel trained in cultural competency.

Measurable Objective(s):

- 100% of staff will participate in a mandatory cultural competency professional development session during the 2016-2017 school year as measured by sign-in sheets.

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	All staff will participate in a professional development session provided by the District's Equity and Diversity Department Liaison.	
Progress		
Barriers		
Next Steps		
3.2		
Progress		

Barriers		
Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		