



## Washoe County School District

# Bailey Charter Elementary School

## School Performance Plan: A Roadmap to Success

*Bailey Charter 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.*

**Principal:** Kelly Wales

**School Website:** [www.http://baileycharter.org](http://baileycharter.org)

**Email:** [principal@baileycharter.org](mailto:principal@baileycharter.org)

**Phone:** 775-323-6767

**School Designations:**  Title I  CSI  TSI  TSI/ATSI

*Our SPP was last updated on 11/29/22*



# School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Kelly Wales	<b>Principal(s)</b>
	<b>Other School Administrator(s)</b>
Courtnee Allen, 3 <sup>rd</sup> grade Donna Napoleon, 2 <sup>nd</sup> grade Janet Ratto, 3 <sup>rd</sup> grade	<b>Teacher(s)</b>
Yaqueline Poncio, FACE Baillie Stewart, Student Support	<b>Paraprofessional(s)</b>
Reina Estrada	<b>Parent(s)</b>
	<b>Student(s)</b>
	<b>Tribes/Tribal Orgs</b>
Lianna Ambriz, ELL Teacher	<b>Specialized Instructional Support Personnel</b>
<i>Add additional members/roles as necessary</i>	

# 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/washoe/bailey\\_charter\\_school/2022](http://nevadareportcard.nv.gov/DI/nv/washoe/bailey_charter_school/2022)



# School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

## Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
NV Report Card Favorable Ratings - <ul style="list-style-type: none"> <li>Students showed increased Cultural/Linguistic Competence 360/363</li> <li>Students displayed increased emotional safety 345/350</li> <li>Student relationships in schools 334/338</li> <li>School culture and climate surveys were positively</li> </ul>	<ul style="list-style-type: none"> <li>Increase student performance outcomes in ELA and math (MAP results) in grades K-6</li> <li>Increase student performance outcomes in ELA and math (SBAC results) in grades 3-6<sup>th</sup></li> <li>Increase English Language Acquisition in grades K-6</li> </ul>
<p><b>Problem Statement:</b> Students in grades K-6 are performing below grade level expectations in ELA and math, and science in grades 3-6.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>Teachers were not consistently following the curriculum and utilizing NVACS with fidelity.</li> <li>Distance learning was extended a year longer than other schools in Washoe County which we believe has contributed to a decline in student academic proficiency.</li> <li>Consistent use of differentiated instruction was not provided across grade levels.</li> <li>Lack of certified elementary school teachers to provide instruction.</li> <li>Lack of training regarding how to teach students who are eligible for English Language Learner services.</li> </ul>	

Student Success	
<p><b>School Goal:</b> By the end of Spring 2023, students in grades K-6 at Bailey Charter Elementary School will increase ELA proficiency by 10 points, as measured by MAP assessment results.</p>	<p><b>Aligned to Nevada’s STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input type="checkbox"/> STIP Goal 2</p>



**By the end of Spring 2023, students in grades K-6 at Bailey Charter Elementary School will increase math proficiency by 10 points, as measured by MAP assessment results.**

**Formative Measures:**

- *MAP scores grades K-6*
- *Progress monitoring data grades K-6*
- *Classroom observations*
- *PLC comparative scores*

- STIP Goal 3     STIP Goal 4  
 STIP Goal 5     STIP Goal 6

**Improvement Strategy:** *Students will use Pathblazer (Edgenuity) to increase ELA, math and English Language Acquisition skills.*

**Evidence Level:** Tier 1 – Strong

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- *Initial acquisition of the Pathblazer program*
- *Develop a school-wide schedule that implements use of the Pathblazer program*
- *Ensure all staff and students are utilizing the Pathblazer program with fidelity*
- *Analyze student data to identify student learning gaps and develop individualized learning plans to support remediation*
- *Determine effectiveness of Pathblazer program after one year of implementing the program to ensure students are making academic growth*

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- *Purchase of program*
- *Teacher training (included in purchase)*
- *Provide parents/guardians with information and training so they may support their children outside of the educational setting*

**Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Teacher training and familiarization with the program and teacher side of the software; Ensuring that students and staff are implementing the use of Pathblazer, as intended*

**Lead:** *Who is responsible for implementing this strategy?*  
*Principal*  
*K-6<sup>th</sup> grade teachers*



- *Potential Solution: Ensure that staff are provided Pathblazer training as part of the initial startup; Administrator will observe classroom instruction, will monitor student Pathblazer progress, and will meet with staff regularly to ensure that Pathblazer is being implemented during intervention times, as scheduled*

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *General Fund, non-student funded bank accounts*

**Resource Equity Supports<sup>1</sup>:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

**English Learners**

- *Challenge: Approximately 45% of students at BCES are identified as ELLs and need additional support with English Language Acquisition*
- *Support: Staff will provide students identified as ELLs with daily access to Pathblazer (Edgenuity) during daily intervention periods to gain support in ELA and English Language Acquisition skills. Students identified as ELLs will also be provided with direct instruction in ELA and English Language Acquisition services for thirty minutes or more per day (depending on identified need and/or ELL level) by the certified ELL teacher. Staff will also provide families with instruction and access to Pathblazer, so they may support their children outside of the educational setting.*

**Foster/Homeless:**

- *Challenge: Families may not have access to technology and/or the internet, or supplies needed to support children at home.*
- *Support: Staff will provide identified foster/homeless families with access to technology and/or wireless services to access the internet,*

<sup>1</sup> “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



*as well as paper, crayons, pencils, and other supplies needed, so families may support their children outside of the educational setting.*

**Free and Reduced Lunch:**

- Challenge: *Approximately 80% of students attending BCES are identified as FRL eligible and are deficient in ELA and math.*
- Support: *Staff will provide students identified as FRL with daily access to Pathblazer (Edgenuity) during daily intervention periods to gain support in ELA and math skills. Staff will also provide families with instruction and access to Pathblazer, so they may support their children outside of the educational setting.*

**Migrant:**

- Challenge: *None noted at this time*
- Support: *None noted at this time*

**Racial/Ethnic Groups:**

- Challenge: *None noted at this time*
- Support: *None noted at this time*

**Students with IEPs:**

- Challenge: *Students eligible for special education are academically deficient in ELA and/or math.*
- Support: *Staff will provide students identified as SE with daily access to Pathblazer (Edgenuity) during daily intervention periods to gain support in ELA and math skills. Students eligible for SE will also receive direct instruction from the SE teacher as identified in their IEP to work toward making academic growth in ELA and/or math. Staff will also provide families with instruction and access to Pathblazer, so they may support their children outside of the educational setting.*

## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● <i>Staff have daily (M,T,R,F) planning time between 3:15 – 4:00 to collaborate in PLCs, to discuss common assessments, review data, and to meet as vertical alignment teams</i></li> <li>● <i>Staff have professional development opportunities between 2:00 – 4:00 on Wednesdays</i></li> <li>● <i>All teaching staff at BCES are certified teachers</i></li> <li>● <i>BCES has a certified ELL teacher this year</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>New teachers are not familiar with the curriculum</i></li> <li>● <i>New teachers are not familiar with best practices for EL instruction</i></li> <li>● <i>Tier 1 instruction is not consistent across grade levels K-6th</i></li> </ul>
<p><b>Problem Statement:</b> <i>ELA, math and science scores on SBAC, MAP and other forms of student data in grades K-6<sup>th</sup> are below grade level. Tier 1 instruction is not consistent school wide. Many teachers lack the ability to collaborate and plan as a team (grade level or vertical).</i></p>	



**Critical Root Causes of the Problem:** Teachers lack knowledge of the NVACS, learning targets, and strategies for appropriate intervention. Most staff did not utilize data to drive instruction, as there were only two certified teachers during the 2021-2022 school year.

### Adult Learning Culture

**School Goal:** By the end of Spring 2023, all teachers K-6 at Bailey Charter Elementary School will be trained to utilize NVACS, student data, and the PLC process to support direct instruction, as measured by professional development training agendas/logs, lesson plans, classroom walk-throughs, formal observations, etc.

**Formative Measures:**

- Walkthrough observation data
- PLC agendas and minutes
- Professional development agendas/logs

**Aligned to Nevada's STIP Goal:**

- |                                      |             |                                      |
|--------------------------------------|-------------|--------------------------------------|
| <input type="checkbox"/> STIP Goal 1 | X           | STIP Goal 2                          |
| X                                    | STIP Goal 3 | <input type="checkbox"/> STIP Goal 4 |
| <input type="checkbox"/> STIP Goal 5 |             | <input type="checkbox"/> STIP Goal 6 |



**Improvement Strategy: Level 3** *School staff will engage in professional development to understand NVACS and how to use them to increase student outcomes. Staff will also use student data to monitor students' academic progress and evaluate instructional practices.*

*School staff will receive professional development and will engage in Professional Learning Communities with the intention of building collaborative cultures, while focusing on student achievement.*

**Evidence Level:** DuFour and other educational researchers correlate effective implementation of professional learning communities in a school with positive student academic outcomes.

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- *Develop a professional development schedule around knowledge and implementation of PLCs*
- *Develop a school-wide schedule that identifies PLC times by grade level*
- *Develop a model PLC agenda/minutes format for teachers to use during the PLC process*
- *Staff will conduct PLC meetings and will collaborate on student data, lesson plan development, common assessments, and instructional practices that promote positive academic and social-emotional student growth*
- *Ensure all staff and students are collaborating and implementing PLC meetings with fidelity*
- *Analyze student data to identify learning gaps and discuss ways the PLC process may be changed to benefit student outcomes*

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- *Professional development materials*
- *Master schedule of PLC dates, etc.*

**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: Absent staff may miss professional development training*
- *Potential Solution: Professional development will be shared with all staff. Absent staff may receive missing information from peer or peer mentor*

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *None needed at this time*

**Lead:** *Who is responsible for implementing this strategy?*

**Principal**  
**Teachers grades K-6<sup>th</sup>**  
**ELL teacher**  
**SE teacher**  
**FACE**  
**Student Services Liaison**





**Resource Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

**English Learners**

- Challenge: *Some teachers struggle with identifying appropriate supports for students eligible as ELL*
- Support: *The ELL Coordinator will provide classroom teachers with specific intervention strategies that may use to increase academic outcomes. The ELL Coordinator will also participate in PLC meetings to support teachers with lesson plan development, etc.*

**Foster/Homeless:**

- Challenge: *Some teachers struggle with identifying appropriate supports for students eligible as foster/homeless*
- Support: *Students identified as foster/homeless will receive targeted interventions to ensure that they are closing the achievement gap as measured by SBAC, MAP, and other assessments. PLCs will review formative assessment data to review CIT academic progress throughout the school year.*

**Free and Reduced Lunch:**

- Challenge: *Some teachers struggle with identifying appropriate supports for students eligible for FRL. Approximately 80% of students attending BCES are eligible as FRL.*
- Support: *Students identified as FRL will receive targeted interventions to ensure that they are closing the achievement gap as measured by SBAC, MAP, and other assessments. PLCs will review formative assessment data to review CIT academic progress throughout the school year.*

**Migrant:**

- Challenge: *None needed at this time*
- Support: *None needed at this time*

**Racial/Ethnic Groups:**

- Challenge: *None needed at this time*
- Support: *None needed at this time*

**Students with IEPs:**

- Challenge: *Students eligible for special education are academically deficient in ELA and/or math.*
- Support: *Staff will provide students identified as SE with grade level Tier 1 instruction, as well as direct instruction as identified in their IEP to increase ELA and/or math academic outcomes. Students eligible for SE will also receive direct instruction from the SE teacher as identified in their IEP to work toward making academic growth in ELA and/or math.*

## Inquiry Area 3 - Connectedness

Connectedness



Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● <i>Students had positive remarks about their school, teacher, and school community</i></li> <li>● <i>Students feel their teacher “likes” them</i></li> <li>● <i>Students indicate that they “like” their school</i></li> <li>● <i>Students who attend school on a daily basis seem to be performing better than peers who do not</i></li> <li>● <i>BCES has a FACE who regularly communicates with families in English and Spanish</i></li> <li>● <i>All parents attended parent-teacher conferences (with the exception of four parents)</i></li> <li>● <i>Title 1 School/Faily Compact</i></li> <li>● <i>Thanksgiving meal event</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Student average daily attendance needs to increase</i></li> <li>● <i>Teachers need to communicate with parents more frequently</i></li> <li>● <i>Teachers need to provide positive reports of academic and behavioral success</i></li> </ul>

**Problem Statement:** Approximately 11% of students are chronically absent < 80% in all grades K-6.

**Critical Root Causes of the Problem:**

- *Parents/guardians have told us that they will keep more than one sibling home if another family member is ill*
- *Some parents/guardians do not have reliable transportation to take children to school*
- *Some parents/guardians do not have the ability to manage their responsibility to get their children to school daily (“It’s too cold to be there before 9:00.” “I work the late shift and cannot get up when my alarm goes off.” “I’m too tired to walk my children to school.”)*
- *Parents/guardians have not felt as connected with the school as they have in past years (before Covid), as family/community participation was virtually extinguished for several years*

**Connectedness**

<p><b>School Goal:</b> By the end of the 2022-2023, the average percentage of students identified as having chronic absenteeism in grades K-6 at Bailey Charter Elementary School will decrease by 5%, as measured by average daily enrollment reports.</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"> <li>● <i>Chronic Absenteeism data</i></li> <li>● <i>Severe Absenteeism data</i></li> <li>● <i>Daily average attendance</i></li> </ul>	<p><b>Aligned to Nevada’s STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input type="checkbox"/> STIP Goal 2</p> <p>X STIP Goal 3    <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5    X STIP Goal 6</p>
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<p><b>Improvement Strategy:</b> Staff need to provide family and community engagement activities to increase family: school engagement.</p> <p>Staff will provide increased communication with families to reinforce school: family relationships through frequent communication (in English and Spanish) regarding academic, social and behavioral success.</p> <p><b>Evidence Level: Level 4</b> <i>Positive correlation between family-school partnerships and children’s behavior and parent-teacher relationships.</i></p> <p><b>Action Steps:</b> <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none"><li>● <i>School Leadership team and school staff will plan and implement events and activities to facilitate participation. (i.e. Morning Mug, Family Math Night, Family Reading Night, Winter Carnival, etc.)</i></li><li>● <i>School staff will use a monthly calendar of events, social media, newsletters, agendas, folders, and other communication methods to engage families in more out of school opportunities in their preferred language and mode of communication.</i></li><li>● <i>Classroom teachers will build relationships with families through increased positive communication through planned activities, conferences, phone calls, written correspondence, etc.</i></li><li>● <i>Social worker and Psychologist interns will provide approved services to students and families regarding SEL, and social-emotional behavioral concerns that be impacting students and their families.</i></li><li>● <i>Family and Community Engagement staff will provide translation during activities, and support for families with children.</i></li></ul> <p><b>Resources Needed:</b> <i>What resources do you need to implement this improvement strategy?</i></p> <ul style="list-style-type: none"><li>● <i>Minimal funding to support Morning Mug (coffee, cups, pastries, etc.)</i></li><li>● <i>Minimal funding to support the Winter Carnival (small prizes for games)</i></li><li>● <i>Thanksgiving meal kits</i></li></ul>	<p><b>Lead:</b> <i>Who is responsible for implementing this strategy?</i></p> <p><i>Principal</i> <i>K-6<sup>th</sup> grade teachers</i> <i>Instructional assistants</i> <i>FACE</i> <i>Student Support Services staff</i> <i>Social worker intern</i> <i>Psychologist intern</i></p>



**Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Ensuring all staff provide consistent support at noted events/activities; Teachers are not familiar with average daily attendance data and ramifications of chronic attendance and a student's ability to perform well in school*
- *Potential Solution: Utilize staff sign-up sheets for various events/activities; Train staff on average daily attendance expectations for students and familiarize them with data; Train staff on ways to effectively communicate with families regarding events/activities, and attendance expectations.*

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal? General fund, donated funds from community partners*

- *General Fund*
- *Student activity account*
- *Donations from local community partners who support the Thanksgiving meal kits*

**Resource Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

**English Learners**

- *Challenge: The majority of ELL students are Hispanic. Many families leave for extended vacations and collecting schoolwork in advance of trips has not been a priority or an expectation previously.*
- *Support:*
- *Inform families about the importance of having students attend school on a daily basis (handbook, Connect-Ed calls, written correspondence, etc.*
- *Inform families that school-work must be prearranged during extended student absences.*
- *Utilize FACE staff to coordinate receiving school-work materials from classroom teacher(s) for families whose child will be absent for an extended period.*

**Foster/Homeless:**

- *Challenge: Communication with families may be reduced if families lack the ability to receive phone calls, flyers, resources available via the internet.*
- *Support: Teachers will use inclusive, relationship-centered, and culturally responsive practices to create supportive classroom*



*environment. Staff will coordinate necessary services through Children in Transition for families that qualify for support under the McKinney-Vento Act (Title I Parenting, ESSER).*

**Free and Reduced Lunch:**

- *Challenge: Communication with families may be reduced if families lack the ability to receive phone calls, flyers, resources available via the internet.*
- *Support: FACE staff will continue to forward written correspondence with families, as well as communicating with families in person, by phone, etc. Home visits may be scheduled (where necessary) to reach family members. Teachers will continue to inform families about the importance of having students attend school on a daily basis, and that school-work should be prearranged during extended student absences. Teachers will use effective communication practices with families regarding events/activities, academic and behavioral successes, as well as attendance expectations.*

**Migrant:**

- *Challenge: None noted at this time.*
- *Support: None noted at this time.*

**Racial/Ethnic Groups:**

- *Challenge: Hispanic students have more absences throughout the school year, as compared to other ethnicity groups.*
- *Support: FACE staff will continue to forward written correspondence with families, as well as communicating with families in person, by phone, etc. Home visits may be scheduled (where necessary) to reach family members. Teachers will continue to inform families about the importance of having students attend school on a daily basis, and that school-work should be prearranged during extended student absences. Teachers will use effective communication practices with families regarding events/activities, academic and behavioral successes, as well as attendance expectations.*

**Students with IEPs:**

- *Challenge: Communication with families may be reduced if families lack the ability to receive phone calls, flyers, resources available via the internet.*
- *Support: Special education and FACE staff will continue to forward written correspondence with families, as well as communicating with families in person, by phone, etc. Home visits may be scheduled (where necessary) to reach family members. Special education staff will effectively communicate with families regarding academic and behavioral successes, as well as attendance expectations.*

## 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
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<i>Back to school night; Title 1 Compact presented</i>	<i>9-26-2022</i>	<ul style="list-style-type: none"><li>● <i>Parents were not very interested in the Title 1 presentation; we need to do more to include parents to ensure they are getting the information</i></li></ul>
<i>Parent/Teacher Conferences</i>	<i>10-22-2022 to 10-26-2022</i>	<ul style="list-style-type: none"><li>● <i>Every parent/guardian attended except for 4 parents/guardians</i></li></ul>
<i>Family movie night</i>	<i>10-26-2022</i>	<ul style="list-style-type: none"><li>● <i>Families and students loved attending movie night; they would like to do more in the future</i></li></ul>
<i>Family math night</i>	<i>11-6-2022</i>	<ul style="list-style-type: none"><li>● <i>Families really enjoyed playing math games with their child</i></li><li>● <i>They would like more events like this</i></li><li>● <i>Families requested that we plan events closer to school release times</i></li></ul>
<i>Morning Mug – meeting with parents</i>	<i>11-18-2022</i>	<ul style="list-style-type: none"><li>● <i>Families asked if some events could be scheduled earlier in the afternoon, as it is cold and dark for those that have to walk in the winter</i></li><li>● <i>Families would like to have a preschool program</i></li><li>● <i>Families are interested in an after-school program</i></li></ul>