

School Performance Plan

School Name
Bailey, Dr William H MS

Address (City, State, Zip Code, Telephone):
2500 N Hollywood Blvd
Las Vegas, NV 89156, 7027994811

Superintendent/Region Superintendent: Jesus Jara / Karla Loria

For Implementation During The Following Years: 2019-2020

The Following MUST Be Completed:

Title I Status: Served

Designation: CSI

Grade Level Served: Middle School

Classification: 1 Star

NCCAT-S: Initial

***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
Tina Luna	Parent	Lupe Zamora	Parent
Eric Videau	Assistant Principal	Andrea Holmes	Support Staff
Sunnie Spivey	ELL Teacher	Linda Beesley	ELA Teacher
Darby Mims	Social Studies Teacher	Danielle Rodarte	Science Teacher
Shirley Mathis	School Social Worker	Dr. Darryl Wyatt	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
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Nevada Alternate Assessment (NAA)
Formative Assessments Practice	AMAOs/ELPA Analysis	Achievement Gap Data
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

A school-wide Needs Assessment was completed at Bailey Middle School in December of 2016 as a requirement for a SIG funding application process. The Needs Assessment was conducted by Solution Tree after bids from several educational consulting companies were reviewed. A summary of the Needs Assessment is as follows:

Instruction observed was primarily teacher directed with low cognitive demand. Little evidence of differentiation was noted. Learning targets only matched instruction 50% of the time and students were not always learning the same standards in same grade-level classrooms. Classroom management was a concern in 75% of the classrooms observed. Classrooms were primarily arranged in rows as classes were crowded with limited seating options. Projectors at Bailey are not mounted in the ceiling and take up space in the middle of the rooms and pose another barrier to flexible seating arrangements.

During a teacher focus group, teachers identified deficits in the collaborative and PLC processes. Not all PLC groups calendar their instructional and assessment cycles, making it difficult to schedule adequate re-teaching time as well as maintain appropriate pacing. Not all PLC groups have mapped out proficiency levels of standards and skills so that instruction and assessment can be adjusted to ensure student mastery. The use of data to drive instruction is also lacking and inconsistently utilized. The focus group acknowledge an improvement in school wide behavior but would like to see more consistency within classrooms so that instruction can be the focus instead of student redirection. Teachers noted an interest in a school wide behavioral support system to help address these concerns.

A student focus group mirrored the results of classroom observations and the teacher focus group. Students feel safe at Bailey. Students also appreciate recognition for doing well in school. They did share frustrations with teachers in regards to instructional practices. Students vented frustration with teachers not taking time to thoroughly explain concepts and that homework is often difficult to do because of the lack of understanding. More tutoring was suggested in the focus group. Students also felt that some teachers do not attempt to understand situations and just dole out punishment. They also suggested that some teachers just don't really care for students' well being.

Celebrations based on our statewide summative assessment (SBAC) taken in Spring 2018:

Overall- Students proficient in ELA rose for the second consecutive year. Students proficient in ELA in grades 6 and 7 rose for the second consecutive year. 8th grade ELA scores went up over 10% 8th grade math scores went up over 13%. Overall math proficiency scores went up over 2%.

Areas to Target based on statewide summative assessment (SBAC) taken in Spring 2018:

Only 12.95% of our 7th grade students were proficient in math.

Only 14.41% of our 6th grade students were proficient in math.

7th grade math scores declined over 4%,

18-19 Demographic data

Bailey MS services 1331 students. The ethnicity breakdown is as follows:

Asian or Pacific Islander 1.20%

Black 16.68%

Caucasian 8.19%

Hispanic 69.27%

Multiracial 3.53%

Native American .68%

Native Hawaiian or other Pacific Islander .45%

The school supports 13% IEP students and 26% LEP students.

Demographic information pulled from Current Enrollment Visualization in Datalab on 1/8/19

17-18 SBAC Data

ELA 15-16 16-17 17-18

Overall Proficiency Results 21.24% 22.54% 26.40%

Grade 6 21.20% 23.69% 24.11%

Grade 7 21.37% 25.05% 25.97%

Grade 8 21.15% 18.09% 28.92%

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

Bailey's overall proficiency in ELA increased by 3.86% in the 2017-2018 school year. Each grade level increased their overall percent proficient.

Data pulled from Datalab on 1/8/19

Math 15-16 16-17 17-18

Overall Proficiency Results 12.87% 12.57% 15.21%

Grade 6 15.45% 14.93% 14.41%

Grade 7 16.08% 17.32% 12.95%

Grade 8 5.67% 4.96% 18.28%

The school analyzed the summative data (SBAC) and found the following: Bailey's overall proficiency in math increased by 2.64% in 2017-2018 school year.

Data pulled from Datalab on 1/8/19

i-Ready 2018-2019

Bailey's overall proficiency in the 2018-19 school year increased % in Reading and % in Math.

Math 18-19 18-19

Winter Spring

Grade 6 % %

Grade 7 % %

Grade 8 % %

ELA 18-19 18-19

Winter Spring

Grade 6 % %

Grade 7 % %

Grade 8 % %

NSPF Data

Student Growth 16-17 17-18

Math CRT MGP 45% 51%

ELA CRT MGP 42% 45%

Math CRT AGP 17.5% 20.2%

ELA CRT AGP 25.6% 27.8%

English Language 16-17 17-18
ELPA 13.9% 17.5%

Closing Opportunity Gaps 16-17 17-18
Math CRT 12.5% 14.1%
ELA CRT 12.8% 13.8%

Student Engagement 16-17 17-18
Chronic Absenteeism 26.2% 32.2%
Academic Learning Plans 99.1% 99.87%

Celebrations based on our statewide summative assessment (SBAC) taken in Spring 2018: Overall- Students proficient in ELA rose for the second consecutive year. Students proficient in ELA in grades 6 and 7 rose for the second consecutive year. 8th grade ELA scores went up over 10%, while 8th grade math scores went up over 13%. Overall, math proficiency scores went up over 2%.

Areas to Target based on statewide summative assessment (SBAC) taken in Spring 2018: While ELA scores did increase, over 73% of students are not demonstrating proficiency on the ELA assessment. Of the 73% of non-proficient students, less than 15% met growth targets. Only 12.95% of our 7th grade students were proficient in math. Only 14.41% of our 6th grade students were proficient in math. 7th grade math scores declined over 4%. Math scores lag nearly 15% behind the District math achievement, with less than 15% of non-proficient students meeting growth targets in math. 0% of 8th grade students were proficient on the science exam.

These areas of concern form the basis for the goals and action steps in this school performance plan.

HOPE 2 Intervention

Focus of Intervention:

Bailey Middle School will continue implementation of The Nest alternative referral setting for the 2018-19 school year. Students with severe and/or chronic behavioral referrals (minus mandatory expulsions) will be referred to The Nest for a period of up to 6 weeks. During their enrollment in The Nest, students will work on, in addition to their academics, social and behavioral skills such as: decision making, stress relief, coping, and other identified areas of need. Students will be transitioned from The Nest back into their mainstream classes after demonstrating growth in these areas. Students will continue to be monitored by counselors, social workers, administration, and a behavior mentor. A licensed teacher serving in the roll of a behavior mentor will teach the students in The Nest. The Nest will focus on all subgroups including the African American population to reduce over representation. Resiliency skills curriculum (Overcoming Obstacles) will be utilized in The Nest. The behavior mentor and Safe Zone aide will serve as mediators to determine the root causes of inappropriate behaviors. Providing students with skills and alternatives to behavioral choices will reduce referrals. Identification of staff needs in regards to classroom management and multicultural sensitivity training will reduce referrals. Administration will utilize Infinite Campus referral data to identify teachers in need of multicultural sensitivity training and/or classroom management training and supports. To address issues with students who are less frequently referred, a traditional IHS (Safe Zone) setting will be supervised by a Safe Zone Aide. The Safe Zone Aide will provide students with social and behavior skills training along with academic support. Safe Zone will reduce the number of suspensions. Students who are frequently referred to Safe Zone may consequently be referred to The Nest.

Monitoring Plan:

Work request and completion verification will be filed in Dean's office and Teacher's Classroom to ensure academic progress is maintained. Disciplinary reports utilizing information from IC. Historical behavioral data will be reviewed monthly to determine effectiveness.

Evaluation Plan:

Pre and post The Nest grade checks will be conducted for academic progress. Recidivism rates will be monitored. A licensed teacher serving as a behavior mentor will work in conjunction with administration, counselors, social workers, and classroom teachers to provide follow up mentoring to students as deemed necessary. Quarterly recidivism rates will be checked. Recidivists will receive additional supports. Average Daily Attendance will be tracked for all 10 reporting periods.

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
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Priority Need/Goal 1:

All students will increase proficiency in ELA from X% to Y% and in math from X% to Y% and in science from X% to Y% by 2020 as measured by state summative assessments. *Math and ELA targets are adjusted to meet established targets by 2022.

Root Causes:

There is a lack of effective Tier I instruction at Bailey MS.

Measurable Objective 1:

Increase the percent of all students performing at or above grade level in reading from 29% (Winter 2019) to 45% (Spring 2020) as measured by i-Ready formative assessments.

Measurable Objective 2:

Increase the percent of all students performing at or above grade level in math from 15% (Winter 2019) to 35% (Spring 2020) as measured by i-Ready formative assessments.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

<p>Teachers will engage in professional learning on how to teach the NVACS using the NEPF. Teachers will participate in professional learning on depth of knowledge levels, scaffolding, and differentiating instruction provided by CPD. Teachers will join in professional learning on how to write effective lessons using the components of an effective lesson and incorporating engagement strategies. Math specialist will work with math department to provide targeted strategies for teaching math. Teachers will engage in PL from the ELL Master Plan which specializes in strategies for EL students. Teachers will participate in Professional Learning Communities led by coaches that are structured to assist in analyzing data to drive instructional decisions. Coaches and teachers will complete a PLC agenda that provides administration with the information and work accomplished during these PLCs. Teachers will also be provided professional learning on how to navigate and utilize i-Ready and Ready from Curriculum Associates. They will also provide professional learning on blended learning. Teachers will engage in professional learning making data driven decisions using formative data and the CCSD datalab. Professional learning on text complexity and ELA instructional shifts will be provided by A-Net. Teachers/Coaches/Admin to attend ISTE and Ron Clark Academy.</p>	<p>CCSD Curriculum and Professional Development Division CCSD English Language Division Coaches (1003g/Title I) i-Ready/Ready materials CCSD School Improvement Department Data Strategist (1003g) Conference Registration and Travel (1003g) People: Admin, teachers, strategist, ELL department, CPD Time: Sub-release days, PLC, SBCT Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.</p>	<p>Coaches and teachers will complete a PLC agenda that provides administration with the information and work accomplished during these PLCs. CPD EL Division will conduct walkthroughs and provide data on EL strategies observed/opportunities for improvement Professional Learning Agendas and Sign-in sheets Lesson Plans Administrative walkthroughs Master Schedule of Professional Learning Monthly Monitoring meeting notes from CCSD School Improvement Department</p>	<p>The administration is responsible for establishing a master schedule of professional learning. The administration is responsible for scheduling support with various CCSD departments and divisions. The coaches are responsible for ensuring Professional Learning Community structures are established and followed during PLC meetings. Teachers are responsible for developing lessons that follow the components of an effective lesson and using data from assessments to drive instruction responsive to needs of students. Teachers are responsible for unwrapping standards and teaching with appropriate rigor and scaffolding.</p>	<p>N/A</p>
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Comments:
Progress will be evaluated at least quarterly to ensure the plan is being implemented as written and that data is showing the impacts expected.

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p>1.2 Family Engagement (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>	
<p>Administration will hold monthly Town Hall meetings. Teachers will plan family nights to engage parents in content-specific activities. Social workers will work with families and assist students and families with developing positive social and academic skills in school. Partnership with Communities in Schools will connect families to resources at Bailey MS. School Organization Team will meet monthly to support and advise the leadership team with budget, initiatives, and school performance plan. Bailey MS will ensure information is provided to parents in both English and Spanish and revamp website to include information in Spanish. School website will be redone and used in order to increase attendance of family nights and communication with parents.</p>	<p>Headphones to provide translation services Social Workers (1003g) AB 515 grant Communities in Schools Teachers and Coaches (Strategic Budget/Title I) School Organization Team CCSD School Improvement Department Website Software (Title I) People: Admin, teachers, strategist, CIS, Social workers Time: Evenings and during school hours Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.</p>	<p>Sign-ins for SOT meetings, family nights and town hall meetings. Master Schedule for Family Engagement CIS notes Monthly Monitoring meeting notes from CCSD School Improvement Department</p>	<p>August 2019- May 2020 Administration: Monthly-Town hall meetings and SOT meetings Teachers and Counselors: family nights Coaches: family nights Social Workers: family nights</p>	<p>N/A</p>

Comments:

Progress will be evaluated at least quarterly to ensure the plan is being implemented as written and that data is showing the impacts expected.

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will implement the NVACS using the NEPF. Teachers will implement the professional learning they have engaged in by following the established structure and reflective discussions. Teachers will engage students through the use of technology. Teachers will utilize data from PLCs to recalibrate instruction to meet the needs of their students.	Chromebooks (1003g - SIG) Upgraded WIFI (1003g - SIG) Mounted LCD Projectors (1003g - SIG) Retention/Recruitment incentives (1003g - SIG) CCSD Curriculum and Professional Development instructors CCSD EL Division CCSD School Improvement Department Technology coach (1003g) People: Admin, teachers, strategist, CPD, ELL department, tech coach Time: Sub-release days, PLC, SBCT, during school day Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.	Evidence of data analysis and use of data to drive instructional decisions PLC agenda and notes lesson plans Admin observations and evaluations Monthly Monitoring meeting notes from CCSD School Improvement Department	Administration and coaches will hold teachers accountable through regular instructional rounds in order to provide feedback and guidance to teachers to improve their practice and ensure effective instruction.	N/A

Comments:
Progress will be evaluated at least quarterly to ensure the plan is being implemented as written and that data is showing the impacts expected.

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 checked="" type="checkbox"/> Other
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Priority Need/Goal 2:

Increase the percent of non-proficient students meeting Adequate Growth Percentile in ELA from 27% to 36% and in Math from 20% to 34% by 2020 as measured by state summative assessments.

Root Causes:

The is a lack of strong Tier II instruction/intervention at Bailey MS.

Measurable Objective 1:

Decrease the percent of students scoring in Level 1 in ELA from 45% (Winter 2019) to 25% as measured by iReady Diagnostic Assessments by May 2020.

Measurable Objective 2:

Decrease the percent of students scoring in Level 1 in Math from 62% (Winter) to 40% as measured by iReady Diagnostic Assessments by May 2020.

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:	

<p>Teachers will engage in professional learning that enhances their ability to teach Tier II instruction. Teachers will use CCSD's Response to Intervention Framework to analyze the data of non-proficient students and make informed decisions of how to provide high-quality instruction and ongoing progress monitoring for these students. Teachers will be given professional learning on how to analyze i-Ready data and MAP data. Technology coach will provide additional professional learning on how to analyze data and use datalab.</p>	<p>Coaches (Title I) CCSD's RTI Framework CCSD Datalab CCSD School Improvement Department Curriculum Associates iReady Diagnostic and Growth Assessments People: Admin, teachers, strategist, Curriculum Associates, SID Time: Sub-release days, PLC, SBCT Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.</p>	<p>Agendas and sign-ins from Professional Learning sessions RTI meeting schedule/notes Master Schedule with identified Tier II Intervention times Monthly Monitoring Notes</p>	<p>August 2019- May 2020 Admin Coaches Teachers</p>	<p>N/A</p>
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Comments:
Progress will be evaluated at least quarterly to ensure the plan is being implemented as written and that data is showing the impacts expected.

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p>2.2 Family Engagement (Required)</p>		<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators:</p>	
<p>Administration will hold monthly Town Hall meetings. Teachers will plan family nights to engage parents in content-specific activities. Parents and students will attend presentations outlining expectations for the students' current grade level and the upcoming grade level in order to reflect on their current abilities/knowledge and prepare for what's next. Social workers will work with families and assist students and families with developing positive social and academic skills in school. School website will be redone and used in order to increase attendance of family nights and communication with parents. Partnership with Communities in Schools will connect families to resources at Bailey MS.</p>	<p>Headphones to provide translation services Social Workers (1003g, AB 515) Communities in Schools (Strategic Teachers and Coaches (Strategic Budget/Title I) School Organization Team CCSD School Improvement Department Website Software (Title I) People: Admin, teachers, strategist, social workers CIS Time: Sub-release days, PLC, SBCT, during school hours Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.</p>	<p>Sign-ins for SOT meetings, family nights and town hall meetings. Master Schedule for Family Engagement Social Worker logs CIS notes Monthly Monitoring meeting notes from CCSD School Improvement Department</p>	<p>August 2019- May 2020 Administration: Monthly-Town hall meetings and SOT meetings Teachers and Counselors: family nights Coaches: family nights Social Workers: family nights</p>	<p>N/A</p>

Comments:

<p>2.3 Curriculum/Instruction/Assessment (Required)</p>	<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators:</p>
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<p>Teachers will engage in RTI meetings and discuss how to implement academic plans of targeted interventions and ongoing progress monitoring for students who are non-proficient. Teachers will demonstrate implementation of differentiated instruction and engaging students with technology using i-Ready. Teachers will provide intensive instruction matched to student needs based on the student's level of performance. Teachers will set monthly reading and math goals with students using iReady Growth Monitoring assessments. Certified Temporary Tutors will provide small group targeted instruction to groups of students who share a common deficit. This instruction will be provided in addition to Tier I instruction. Bailey MS will provide after school tutoring for EL students in math and ELA. Math Camp will be provided for students before school begins in July and August.</p>	<p>RTI Structure Master Schedule for RTI Meetings Curriculum Associates iReady data Certified Temporary Tutors (Title I) Extra Duty Pay People: Admin, teachers, strategist, CTT, Curriculum Associates Time: Sub-release days, PLC, SBCT, during school day Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.</p>	<p>Notes from RTI meetings Lesson plans Math Camp schedule/lessons Math Camp sign-in sheets</p>	<p>August 2019- May 2020 Bailey MS Administration will review PLC agendas. Instructional Coaches will provide support with data analysis. PD will be developed and provided to teachers to increase their understanding of data analysis and how to utilize data analysis for instructional development. Administration, teacher leadership team, and Instructional Coaches, will conduct weekly observations on instructional practices in classrooms. Feedback will be provided and PD will be developed for individual and small groups of teachers based on the findings. PD sessions will be offered.</p>	<p>N/A</p>
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Comments:
Progress will be evaluated at least quarterly to ensure the plan is being implemented as written and that data is showing the impacts expected.

2.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:	
			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
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Priority Need/Goal 3:

Through braided funding, establish a comprehensive wraparound system of supports that includes a counselor, Community in Schools facilitator, and a Social Worker for each grade level by the 2019-2020 school year.

Root Causes:

Systems of communication between parents and the school have been inadequate in addressing students who are chronically absent.

Measurable Objective 1:

BMS will decrease the number of students who are chronically absent from 32% to 25% as measured by Infinite Campus and reported on the Nevada School Performance Framework.

Measurable Objective 2:

Reduce discipline referrals for students who participated in the NEST program.

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: No	NCCAT-S Indicators:	

<p>Staff will participate in professional development to increase understanding of how to appropriately work with students from a lower socioeconomic demographic. Staff will participate in professional development to increase student engagement strategies in the classroom. School Social Workers and Counselors will work with identified students and families to provide supports. Identify and develop truancy diversion plans for students who are chronically absent.</p>	<p>1003g Funds-Data Specialist to assist teachers and administration with analyzing attendance data trends . Data specialist will also collaborate with administration and coaches to help identify professional development needs based on assessment results. 1003g and AB 515 - School Social Workers/Counselors to provide direct support for students who are identified as at risk for chronic absenteeism. People: Admin, teachers, strategist, counselors, social workers, data coach Time: Sub-release days, PLC, SBCT and during school hours Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.</p>	<p>Review of weekly, monthly, and quarterly attendance records; monthly review of parent contact logs; classroom observation to determine effectiveness of engagement strategies.</p>	<p>Administration will review data sources regularly. Students identified as at risk for chronic absenteeism will be identified and assigned a School Social Worker to monitor and track progress.</p>	<p>N/A</p>
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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:	NCCAT-S Indicators:	
<p>Sixth grade orientation will provide families of all incoming sixth graders with resources to help students transition to middle school. School communication will be delivered via various forms of media (phone, print, web) in English and Spanish. Partnership with Communities in Schools will connect families to resources at Bailey and within the community. School Organizational Team (SOT) will meet monthly to support and advise the principal's initiatives, the budget, and the School Performance Plan. Parent and Community meetings will be held monthly to share and inform parents and the community of happenings at Bailey MS. School Social Workers will assist students and families with developing positive social and academic skills in school.</p>	<p>Communities in Schools(Strategic) Family and Community Engagement Liaison (teaching position). (1003g) Title I - Parent set aside funds for materials. People: Admin, teachers, strategist, CIS, Community Engagement Liaison Time: before and after school hours and during school day. Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.</p>	<p>Parent sign in sheets for PAC, Title I, and SOT meetings. Teacher and administrative contact logs tracking parent communication. Family and Community Engagement Liaison contact notes.</p>	<p>SOT will meet monthly. Family and Community Engagement Liaison will will compile contact logs and sign in sheets of all parent and community meetings. Administration will collaborate with Communities in Schools on a monthly basis to ensure student needs are being met.</p>	<p>N/A</p>

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				<p>N/A</p>

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)
School Improvement Grant		1. Increase proficiency for the overall school population in ELA and math. 2. Improve Tier I instruction in all classrooms 3. Increase collaborative PLC time and effectiveness 4. Increase effectiveness of interventions 5. Increase behavior expectations, procedures and accountability for positive and negative behaviors	Goals 1 and 2
Title I and set aside	\$543,150.00	Teachers for class size reduction, data strategist to provide staff and families with supports for data analysis and decision making and after school tutoring.	Goals 1 and 2
Strategic Budget	\$6,339,000.00	hire teachers and support staff and ensure the school is operating	Goals 1, 2 and 3
SB 178	\$632,000	Hire TOESL endorsed teachers to provide instruction in a smaller, personalized class setting. Reduce class sizes for lowest 25th%ile.	Goals 1, 2 and 3
Hope2	\$68, 200.00	Provide students with sever behavioral challenges an alternative educational setting in which they can maintain their schooling at Bailey while receiving academic and social/emotional supports.	Goals 1, 2 and 3

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.

1. Class size reduction funded by Title I. 2. Class size reduction embedded through master schedule. 3. Title I, Tier I status allows teachers to increase salary advancement at a more rapid pace. 4. Leadership opportunities provided to teachers who have the desire and skill to grow professionally. 5. Panel interviews utilize questions specific to the needs of Turn Around work. 6. Extended day by 19 minutes provides teachers extra pay

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

1. All school functions and school communications sent home are provided in English and Spanish. 2. After school events provide a variety of resources, including: on site health clinic providing reduced and/or low cost health care for students; FRL application assistance; Infinite Campus assistance (accessing grades and attendance, registration); Communities in Schools resources; Gear Up resources; books for families to take home, etc. 3. Title I family nights provide families resources and support to help their students in English, reading, math and science.

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.).

1. Administration collaborates with the administration from the main feeder high school and main feeder elementary school to ensure policies and procedures are aligned in order to ensure seamless transition from middle school to high school. 2. Common behavioral expectations will be developed and implemented school wide. 3. Common grading practices and expectations will be developed and implemented school wide.

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

1. Bailey is a PLC school whereby teachers have input on what is taught, when students achieve mastery, and how to provide supports for students not reaching mastery. 2. Common assessments are created, utilized, and analyzed by PLC teams to improve instructional practices. 3. STAR Reading and math, and Evaluate benchmark assessments are funded through Title I and the SIG. Results from these programs provide instructional guidance to teachers.

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

1. A community liason is assigned to focus on community/school relationships to support the needs of students in an effort to reach the goals of the school's improvement goals. 2. A variety of local agencies have been utilized to provide support to students and families including: Communities in Schools, Three Squared, Sierra Sunrise Coalition, and LVMPD. 3. Monthly meetings ensure that all federal guidelines are being met and that funds support school improvement.

APPENDIX A - Professional Development Plan

1.1

Teachers will engage in professional learning on how to teach the NVACS using the NEPF. Teachers will participate in professional learning on depth of knowledge levels, scaffolding, and differentiating instruction provided by CPD. Teachers will join in professional learning on how to write effective lessons using the components of an effective lesson and incorporating engagement strategies. Math specialist will work with math department to provide targeted strategies for teaching math. Teachers will engage in PL from the ELL Master Plan which specializes in strategies for EL students. Teachers will participate in Professional Learning Communities led by coaches that are structured to assist in analyzing data to drive instructional decisions. Coaches and teachers will complete a PLC agenda that provides administration with the information and work accomplished during these PLCs. Teachers will also be provided professional learning on how to navigate and utilize i-Ready and Ready from Curriculum Associates. They will also provide professional learning on blended learning. Teachers will engage in professional learning making data driven decisions using formative data and the CCSD datalab. Professional learning on text complexity and ELA instructional shifts will be provided by A-Net. Teachers/Coaches/Admin to attend ISTE and Ron Clark Academy.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will engage in professional learning that enhances their ability to teach Tier II instruction. Teachers will use CCSD's Response to Intervention Framework to analyze the data of non-proficient students and make informed decisions of how to provide high-quality instruction and ongoing progress monitoring for these students. Teachers will be given professional learning on how to analyze i-Ready data and MAP data. Technology coach will provide additional professional learning on how to analyze data and use datalab.

Goal 2 Additional PD Action Step (Optional)

3.1

Staff will participate in professional development to increase understanding of how to appropriately work with students from a lower socioeconomic demographic. Staff will participate in professional development to increase student engagement strategies in the classroom. School Social Workers and Counselors will work with identified students and families to provide supports. Identify and develop truancy diversion plans for students who are chronically absent.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Administration will hold monthly Town Hall meetings. Teachers will plan family nights to engage parents in content-specific activities. Social workers will work with families and assist students and families with developing positive social and academic skills in school. Partnership with Communities in Schools will connect families to resources at Bailey MS. School Organization Team will meet monthly to support and advise the leadership team with budget, initiatives, and school performance plan. Bailey MS will ensure information is provided to parents in both English and Spanish and revamp website to include information in Spanish. School website will be redone and used in order to increase attendance of family nights and communication with parents.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Administration will hold monthly Town Hall meetings. Teachers will plan family nights to engage parents in content-specific activities. Parents and students will attend presentations outlining expectations for the students' current grade level and the upcoming grade level in order to reflect on their current abilities/knowledge and prepare for what's next. Social workers will work with families and assist students and families with developing positive social and academic skills in school. School website will be redone and used in order to increase attendance of family nights and communication with parents. Partnership with Communities in Schools will connect families to resources at Bailey MS.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Sixth grade orientation will provide families of all incoming sixth graders with resources to help students transition to middle school. School communication will be delivered via various forms of media (phone, print, web) in English and Spanish. Partnership with Communities in Schools will connect families to resources at Bailey and within the community. School Organizational Team (SOT) will meet monthly to support and advise the principal's initiatives, the budget, and the School Performance Plan. Parent and Community meetings will be held monthly to share and inform parents and the community of happenings at Bailey MS. School Social Workers will assist students and families with developing positive social and academic skills in school.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

All students will increase proficiency in ELA from X% to Y% and in math from X% to Y% and in science from X% to Y% by 2020 as measured by state summative assessments. *Math and ELA targets are adjusted to meet established targets by 2022.

Measurable Objective(s):

- Increase the percent of all students performing at or above grade level in reading from 29% (Winter 2019) to 45% (Spring 2020) as measured by i-Ready formative assessments.
- Increase the percent of all students performing at or above grade level in math from 15% (Winter 2019) to 35% (Spring 2020) as measured by i-Ready formative assessments.

Status
N/A

Comments:

1.1 Professional Development: Progress will be evaluated at least quarterly to ensure the plan is being implemented as written and that data is showing the impacts expected.

1.2 Family Engagement: Progress will be evaluated at least quarterly to ensure the plan is being implemented as written and that data is showing the impacts expected.

1.3 Curriculum/Instruction/Assessment: Progress will be evaluated at least quarterly to ensure the plan is being implemented as written and that data is showing the impacts expected.

1.4 Other:

	Mid-Year	End-of-Year
1.1	Teachers will engage in professional learning on how to teach the NVACS using the NEPF. Teachers will participate in professional learning on depth of knowledge levels, scaffolding, and differentiating instruction provided by CPD. Teachers will join in professional learning on how to write effective lessons using the components of an effective lesson and incorporating engagement strategies. Math specialist will work with math department to provide targeted strategies for teaching math. Teachers will engage in PL from the ELL Master Plan which specializes in strategies for EL students. Teachers will participate in Professional Learning Communities led by coaches that are structured to assist in analyzing data to drive instructional decisions. Coaches and teachers will complete a PLC agenda that provides administration with the information and work accomplished during these PLCs. Teachers will also be provided professional learning on how to navigate and utilize i-Ready and Ready from Curriculum Associates. They will also provide professional learning on blended learning. Teachers will engage in professional learning making data driven decisions using formative data and the CCSD datalab. Professional learning on text complexity and ELA instructional shifts will be provided by A-Net. Teachers/Coaches/Admin to attend ISTE and Ron Clark Academy.	N/A
Progress		
Barriers		
Next Steps		

1.2	Administration will hold monthly Town Hall meetings. Teachers will plan family nights to engage parents in content-specific activities. Social workers will work with families and assist students and families with developing positive social and academic skills in school. Partnership with Communities in Schools will connect families to resources at Bailey MS. School Organization Team will meet monthly to support and advise the leadership team with budget, initiatives, and school performance plan. Bailey MS will ensure information is provided to parents in both English and Spanish and revamp website to include information in Spanish. School website will be redone and used in order to increase attendance of family nights and communication with parents.	N/A
Progress		
Barriers		
Next Steps		
1.3	Teachers will implement the NVACS using the NEPF. Teachers will implement the professional learning they have engaged in by following the established structure and reflective discussions. Teachers will engage students through the use of technology. Teachers will utilize data from PLCs to recalibrate instruction to meet the needs of their students.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percent of non-proficient students meeting Adequate Growth Percentile in ELA from 27% to 36% and in Math from 20% to 34% by 2020 as measured by state summative assessments.

Measurable Objective(s):

- Decrease the percent of students scoring in Level 1 in ELA from 45% (Winter 2019) to 25% as measured by iReady Diagnostic Assessments by May 2020.
- Decrease the percent of students scoring in Level 1 in Math from 62% (Winter) to 40% as measured by iReady Diagnostic Assessments by May 2020.

Status
N/A

Comments:

2.1 Professional Development: Progress will be evaluated at least quarterly to ensure the plan is being implemented as written and that data is showing the impacts expected.

2.2 Family Engagement:

2.3 Curriculum/Instruction/Assessment: Progress will be evaluated at least quarterly to ensure the plan is being implemented as written and that data is showing the impacts expected.

2.4 Other:

	Mid-Year	End-of-Year
2.1	Teachers will engage in professional learning that enhances their ability to teach Tier II instruction. Teachers will use CCSD's Response to Intervention Framework to analyze the data of non-proficient students and make informed decisions of how to provide high-quality instruction and ongoing progress monitoring for these students. Teachers will be given professional learning on how to analyze i-Ready data and MAP data. <u>Technology coach will provide additional professional learning on how to analyze data and use datalab.</u>	
Progress		N/A
Barriers		
Next Steps		
2.2	Administration will hold monthly Town Hall meetings. Teachers will plan family nights to engage parents in content-specific activities. Parents and students will attend presentations outlining expectations for the students' current grade level and the upcoming grade level in order to reflect on their current abilities/knowledge and prepare for what's next. Social workers will work with families and assist students and families with developing positive social and academic skills in school. School website will be redone and used in order to increase attendance of family nights and communication with parents. Partnership with Communities in Schools will connect families to resources at Bailey MS.	
		N/A

Progress		
Barriers		
Next Steps		
2.3	Teachers will engage in RTI meetings and discuss how to implement academic plans of targeted interventions and ongoing progress monitoring for students who are non-proficient. Teachers will demonstrate implementation of differentiated instruction and engaging students with technology using i-Ready. Teachers will provide intensive instruction matched to student needs based on the student's level of performance. Teachers will set monthly reading and math goals with students using iReady Growth Monitoring assessments. Certified Temporary Tutors will provide small group targeted instruction to groups of students who share a common deficit. This instruction will be provided in addition to Tier I instruction. Bailey MS will provide after school tutoring for EL students in math and ELA. Math Camp will be provided for students before school begins in July and August.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Through braided funding, establish a comprehensive wraparound system of supports that includes a counselor, Community in Schools facilitator, and a Social Worker for each grade level by the 2019-2020 school year.

Measurable Objective(s):

- BMS will decrease the number of students who are chronically absent from 32% to 25% as measured by Infinite Campus and reported on the Nevada School Performance Framework.
- Reduce discipline referrals for students who participated in the NEST program.

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	Staff will participate in professional development to increase understanding of how to appropriately work with students from a lower socioeconomic demographic. Staff will participate in professional development to increase student engagement strategies in the classroom. School Social Workers and Counselors will work with identified students and families to provide supports. Identify and develop truancy diversion plans for students who are chronically absent.	N/A
Progress		
Barriers		
Next Steps		
3.2	Sixth grade orientation will provide families of all incoming sixth graders with resources to help students transition to middle school. School communication will be delivered via various forms of media (phone, print, web) in English and Spanish. Partnership with Communities in Schools will connect families to resources at Bailey and within the community. School Organizational Team (SOT) will meet monthly to support and advise the principal's initiatives, the budget, and the School Performance Plan. Parent and Community meetings will be held monthly to share and inform parents and the community of happenings at Bailey MS. School Social Workers will assist students and families with developing positive social and academic skills in school.	N/A

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