

Washoe County School District

Bailey Charter School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, CSI, AB219



Mission Statement

“We are committed to providing a supportive environment, which encourages students to connect their knowledge to the real world through inquiry-based learning and differentiated instruction.”

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada’s K-12 Accountability Portal provides detailed information about each school’s student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/washoe/bailey_charter_school/2025

Table of Contents

Comprehensive Needs Assessment 4

 Student Success 4

 Adult Learning Culture 6

 Connectedness 8

Priority Problem Statements 10

Comprehensive Needs Assessment Data Documentation 11

Inquiry Areas 13

 Inquiry Area 1: Student Success 13

 Inquiry Area 2: Adult Learning Culture 15

 Inquiry Area 3: Connectedness 17

Schoolwide and Targeted Assistance Title I Elements 18

 1.1: Comprehensive Needs Assessment 18

Community Outreach Activities 19

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- MAP Data: 9% increase in students scoring above the 40th percentile from 2023-24 (27% of students scoring 41st %ile or above) and 2024-25 (36% of students scoring 41st %ile or above)
- MAP Data: 1st grade median growth percentile in spring 24-25 = 61st %ile
- i-Ready Data: 35% increase in median percent progress towards Typical Growth in Reading 2023-24 (102%) to 2024-25 (137%); 16% increase in students who met 100%+ Stretch Growth in reading from 2023-24 (18%) to 2024-25 (34%)
- i-Ready Data: 37% increase in median percent progress towards Typical Growth in Math 2023-24 (85%) to 2024-25 (122%); 16% increase in students who met 100%+ Stretch Growth in math from 2023-24 (17%) to 2024-25 (33%)
- ACCESS Data: For students in grades 1-6 who have data from both 23-24 and 24-25, the following results were obtained--

2024 Avg Overall Score: 2.6 2025 Avg Overall Score: 3.0

40% of students increased their WIDA Level at least 1 level

11% exit rate for ELs in grades 1-6 (excluding newcomers)

Kindergarten: 1.3 level increase from fall 2024 (1.6) listening/speaking result on WIDA screener to spring 25 (2.9) ACCESS listening/speaking test for oral skills

Student Success Areas for Growth

- SBAC: Only 16% of students (16 of 103 who participated with the assessment) in grades 3-6 demonstrated proficiency on the ELA portion of the SBAC.
- ACCESS: Comparative analysis of EL Reading vs. Writing levels for 2024-25--Average reading level for grades 1-6 = 2.8; Average writing level for grades 1-6 = 2.2
- ACCESS: Comparative analysis of EL Listening vs. Speaking levels for 2024-25--Average listening level for grades 1-6 = 3.5; Average speaking level for grades 1-6 = 2.5
- MAP Data: 44% median growth percentile Winter to Spring 2024-25 in comparison to 67% median growth percentile Winter to Spring 2023-24 (-23% difference)
- MAP Data: High percentages of students performing at/below the 20th percentile for reading achievement in grades K-3 (K-36%, 1st-34%, 2nd-63%, 3rd-59%)

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL supports taught in isolation from general curriculum	Work towards stronger alignment between EL supports and general content (e.g., frontload vocabulary for social studies related to current topic, etc.)
Foster/Homeless	N/A	
Free and Reduced Lunch	Families do not have adequate literacy resources at home	Book giveaways, school library up/functional, literacy night with focus on writing
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Do not consistently see progress demonstrated with special education goals generalized to grade level content	Focus on generalizing skills/strategies to general education classroom performance.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students are underachieving in literacy areas--specifically speaking and writing skills--as evidenced by underachievement on the ACCESS and SBAC assessments.

Critical Root Cause: -Student absenteeism and tardies affect learning, especially because ELA instruction occurs at very beginning of school day -Students are not exposed to/using rich vocabulary in early childhood -Limited opportunities for classroom-based discourse and oral presentations to practice speaking skills (volume of teacher talk greater than student talk) -Lack of use of rubrics to evaluate student writing and speaking skills -Writing instruction is not emphasized enough and students do not practice writing -Teachers new to the U.S. and/or new to the profession struggle to model English speaking skills and/or are unfamiliar with instructional practices to promote strong speaking/writing skills

Adult Learning Culture

Adult Learning Culture Areas of Strength

- Instructional staff have daily (M,T,W,R,F) planning time between 8:00-8:30 to collaborate in PLCs, to discuss common assessments, review data, and to meet as vertical alignment teams
- Instructional staff have opportunity for professional development and/or collaboration between 1:45 – 3:30 on early release Wednesdays
- Instructional staff will participate with professional growth through use of the Danielson Framework for Teaching in the 2025-26 school year
- Classroom walkthroughs targeting high yield instructional practices and feedback around these began in the spring of 2025 and will continue in the 2025-26 school year
- Several teachers who have been working as long-term subs while completing their degree will become licensed in the 2025-26 school year
- BCES serves a large and diverse English Learner (EL) population, and ensuring strong language development and academic growth for these students remains a top priority. Similarly, our teaching staff brings rich linguistic and cultural diversity to our classrooms, which enhances our students’ global awareness and sense of belonging.
 - As we continue to strengthen instruction for ELs, we are also focused on providing professional learning and support for all educators — including strategies for language development, pronunciation clarity, and effective communication. By growing together as both learners and teachers, we are building a school community where every student and educator is empowered to thrive in a multilingual environment.

Adult Learning Culture Areas for Growth

- Analysis of student data through systematic MTSS has not occurred
- Staff facility and knowledge relative to data interpretation and analysis of i-Ready diagnostics, MAP, SBAC, ACCESS, etc. is lacking
- Staff knowledge of and experience with collaborative practice via PLC framework needs enhancement
- Lack of actual collaboration in planning, development of common assessments, review of student data, etc.
- Variable implementation of high yield instructional practices discussed in professional learning activities

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	

Student Group	Challenge	Solution
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Lack of educator collaboration is contributing to student underachievement as measured by state, local and school performance indicators.

Critical Root Cause: -Failure to utilize available time for professional learning and collaboration (e.g., early release Wed. time) -Lack of guidance and information as to how to conduct and participate in PLCs -Faulty interpretation/analysis of student achievement data -No formal or informal system to offer teachers feedback about instructional practices and learning impact -MTSS in infancy--staff lack of knowledge about tiered system and associated supports

Connectedness

Connectedness Areas of Strength

- Parent Climate Survey: 720% increase in participation (5 completed in 2023-24; 41 completed in 2024-25); Over 90% rating for the following areas per family feedback-- Relationships/Respect (97%), Physical Safety (96%), Communication with School (94%), Supportive Place (93%), Quality Education (91%)
- Student Climate Survey: Of 15 categories assessed in 2022-23, 11/15 show increases in favorable responses in 2024-25 (e.g., greatest increase = 34% in SEL Skills: Self-Awareness of Self-Concept from 61% to 95%)
- Student Climate Survey: Of 18 categories assessed in 2024-25, BCES has higher favorable ratings in comparison to other charter schools & WCSD respectively in 2/3 of these (12/18 more favorably rated than other charters & 12/18 more favorably rated than WCSD)
- Family & Community Engagement (FACE): Bi-lingual BCES staff member whose responsibilities include serving as FACE liaison
- School Events: Increased participation per informal staff reports at spring 2025 school activities (e.g., Family Skate Night, Multicultural Night, etc.)
- Parent-Teacher Conference Attendance: High participation rates at parent-teacher conferences for fall & spring (99%)
- Community Partnerships: Katie Grace Foundation, Assistance League (help with school uniforms), Elks' Club (assistance with school supplies), Carson City Hyundai Dealership, First Independent Bank
- Food Pantry: Providing food and miscellaneous personal items to an average of 18 individuals/78 family members per month (Sept.-June)
- PTA: Established parent-teacher association to support school success in spring 2025
- Parent-Teacher Home Visit Program (PTHVP): BCES selected to participate in PTHVP in 2025-26 school year

Connectedness Areas for Growth

- Chronic Absenteeism: 9% increase from 2023-24 (19%) to 2024-25 (28%) in students who meet this criteria per state guidelines
- Parent Climate Survey: Minimal participation with survey despite increase noted above (41 surveys = only approximately 25% of BCES households)
- Parent Climate Survey: Families' perception of their child's learning-related behaviors is 72% favorable; while this represents an increase in comparison to prior years (2017-18 = 63%, 2022-23 = 54%), it is the only category below 80% on current survey (2024-25)
- Student Climate Survey: 38% response rate (19/50)
- Student Climate Survey: Among students who responded, fewer than 70% had favorable responses for the following categories: SEL Skills: Self-Management of Goals, SEL Skills: Social Awareness, SEL Skills: Self-Management of Emotion, SEL Skills: Self-Management of Schoolwork

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	Barriers to reducing chronic absenteeism are greater for this cohort of families	More intentionally partner with these families to problem solve and support student attendance
Free and Reduced Lunch	N/A	
Migrant/Title 1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): BCES has a 28% rate of chronic absenteeism in grades K-6. Absenteeism impacts student engagement, performance outcomes, and overall connectedness to school for students and families.

Critical Root Cause: * Families report 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/from school * Students and families lack understanding of the significant impact absenteeism causes for: student achievement, school enrollment/funding, and overall school operations. * School schedule emphasizes most critical content/instruction for ELA at very beginning of the school day when many students are tardy/not present

Priority Problem Statements

Problem Statement 1: Students are underachieving in literacy areas--specifically speaking and writing skills--as evidenced by underachievement on the ACCESS and SBAC assessments.

Critical Root Cause 1: -Student absenteeism and tardies affect learning, especially because ELA instruction occurs at very beginning of school day -Students are not exposed to/using rich vocabulary in early childhood -Limited opportunities for classroom-based discourse and oral presentations to practice speaking skills (volume of teacher talk greater than student talk) -Lack of use of rubrics to evaluate student writing and speaking skills -Writing instruction is not emphasized enough and students do not practice writing -Teachers new to the U.S. and/or new to the profession struggle to model English speaking skills and/or are unfamiliar with instructional practices to promote strong speaking/writing skills

Problem Statement 1 Areas: Student Success

Problem Statement 2: Lack of educator collaboration is contributing to student underachievement as measured by state, local and school performance indicators.

Critical Root Cause 2: -Failure to utilize available time for professional learning and collaboration (e.g., early release Wed. time) -Lack of guidance and information as to how to conduct and participate in PLCs -Faulty interpretation/analysis of student achievement data -No formal or informal system to offer teachers feedback about instructional practices and learning impact -MTSS in infancy--staff lack of knowledge about tiered system and associated supports

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: BCES has a 28% rate of chronic absenteeism in grades K-6. Absenteeism impacts student engagement, performance outcomes, and overall connectedness to school for students and families.

Critical Root Cause 3: * Families report 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/from school * Students and families lack understanding of the significant impact absenteeism causes for: student achievement, school enrollment/funding, and overall school operations. * School schedule emphasizes most critical content/instruction for ELA at very beginning of the school day when many students are tardy/not present

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Early childhood literacy and math data
- Early reading assessment results
- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other
 - i-Ready data/assessments

Adult Learning Culture

- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Student Climate Survey
- Study of best practices
- Teacher/Student Ratio
- Walk-through data
- Other

Connectedness

- Attendance
- Community surveys and/or other feedback
- Enrollment
- Enrollment trends
- PBIS/MTSS data
- Perception/survey data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the end of the 2025-26 school year, students will demonstrate improved literacy performance as evidenced by a .5 level increase in both the average speaking and average writing scores on WIDA ACCESS assessment for grades 1-6 and a 5% increase in ELA proficiency for grades 3-6 based upon SBAC assessment results.

Aligns with District Goal

Formative Measures: * SBAC, ACCESS-summative

* i-Ready & MAP; common assessments-writing prompts; walkthrough data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Professional learning and collaborative practices will target student speaking and writing skills. * Inquiry-based PD around use of i-Ready adopted ELA curriculum to emphasize and expand writing and speaking opportunities during daily instruction * More admin presence and guidance during collaborative planning and student data review to support use of writing rubrics, common assessments, data understanding, etc. * Change in master schedule to push ELA to later in morning so students who are tardy will not miss critical instruction * Purposeful PD to increase student discourse through use of accountable talk, turn & share strategies, and preplanned questioning techniques * Walkthrough data that specifically tracks student engagement with writing and speaking activities * MTSS meetings to review student progress on a regular, rotating schedule with data/work sample discussion	Admin Team & all instructional staff	SY 2025-26			
Position Responsible: Admin Team						
Evidence Level Level 3: Promising: i-Ready						
Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1						

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Students are underachieving in literacy areas--specifically speaking and writing skills--as evidenced by underachievement on the ACCESS and SBAC assessments. **Critical Root Cause:** -Student absenteeism and tardies affect learning, especially because ELA instruction occurs at very beginning of school day -Students are not exposed to/using rich vocabulary in early childhood -Limited opportunities for classroom-based discourse and oral presentations to practice speaking skills (volume of teacher talk greater than student talk) -Lack of use of rubrics to evaluate student writing and speaking skills -Writing instruction is not emphasized enough and students do not practice writing - Teachers new to the U.S. and/or new to the profession struggle to model English speaking skills and/or are unfamiliar with instructional practices to promote strong speaking/writing skills

Adult Learning Culture

Problem Statement 1: Lack of educator collaboration is contributing to student underachievement as measured by state, local and school performance indicators. **Critical Root Cause:** -Failure to utilize available time for professional learning and collaboration (e.g., early release Wed. time) -Lack of guidance and information as to how to conduct and participate in PLCs -Faulty interpretation/analysis of student achievement data -No formal or informal system to offer teachers feedback about instructional practices and learning impact -MTSS in infancy--staff lack of knowledge about tiered system and associated supports

Connectedness

Problem Statement 1: BCES has a 28% rate of chronic absenteeism in grades K-6. Absenteeism impacts student engagement, performance outcomes, and overall connectedness to school for students and families. **Critical Root Cause:** * Families report 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/from school * Students and families lack understanding of the significant impact absenteeism causes for: student achievement, school enrollment/funding, and overall school operations. * School schedule emphasizes most critical content/instruction for ELA at very beginning of the school day when many students are tardy/not present

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-26 school year, 100% of teachers K-6 at Bailey Charter Elementary School will be trained to use student data and the NVACS to support direct instruction, as measured by professional development training agendas/logs, lesson plans, PLC records, classroom walk through data, and informal/formal performance feedback.

Aligns with District Goal

Formative Measures: * Master schedule reflecting common planning time and PD

- * Walkthrough observational data
- * PLC agendas and minutes
- * Professional development agendas/logs
- * Formal feedback re: instructional practice via Danielson Framework for Teaching
- * MTSS documentation--calendar, notes, IC documentation, etc.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Maximize collaborative and professional learning time to better support meeting school goals and supporting student achievement. * Calendar of early release Wed. that outlines professional learning and PLC time * Provision of professional learning around relevant and priority topics: establishing functional PLCs, data interpretation & analysis, writing instruction, student discourse, cross-curricular integration to support writing across content areas, etc. * Adopt & implement use of a formal process for teacher professional growth (i.e., Danielson Framework for Teaching utilized for annual teacher performance review) * Maintain & collect informal data tracking day-to-day instructional practices (classroom walkthrough data) * Development and review of lesson planning to include common assessments and use of rubrics in writing and speaking * Instructional staff participation in regular PLC and MTSS meetings to support meeting school goals & increase student achievement	Admin Team; all instructional and classroom-based support staff	SY 2025-26			
Position Responsible: Admin Team						
Evidence Level Level 2: Moderate: PLC's						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Lack of educator collaboration is contributing to student underachievement as measured by state, local and school performance indicators. **Critical Root Cause:** -Failure to utilize available time for professional learning and collaboration (e.g., early release Wed. time) -Lack of guidance and information as to how to conduct and participate in PLCs -Faulty interpretation/analysis of student achievement data -No formal or informal system to offer teachers feedback about instructional practices and learning impact -MTSS in infancy--staff lack of knowledge about tiered system and associated supports

Inquiry Area 3: Connectedness

SMART Goal 1: By the end of the 2025-26 school year, the percentage of students identified as having chronic absenteeism in grades K-6 at Bailey Charter Elementary School will decrease by 10%, as measured by IC Ad Hoc reports documenting chronic absenteeism.

Aligns with District Goal

Formative Measures: * Chronic Absenteeism data

* Average daily attendance

* Revised/updated attendance policies & documentation of attendance incentive programs.

* Documentation of efforts to educate families about impact of absenteeism (presentations, sign-in sheets, home-school communication records, etc.)

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Family Engagement				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	BCES educators & ALL staff will work together to inform families of the need to prioritize student attendance. * Provision of school-wide presentations and information to families (back-to-school night, parent-teacher conferences, weekly home-school communication, school website) of impact related to absenteeism * Establish attendance incentives program (positive recognition for good attendance in daily announcements, monthly raffle for attendance prizes, etc.) * More closely track & follow up on student absenteeism with progressive plan to address (teacher communication, admin letter, conference, etc.) * Involve PTA in helping to problem solve how to promote better attendance across community	Community Effort--FACE Liaison, PTA board, Admin Team, teachers & staff	SY 2025-26			
Position Responsible: FACE Liaison						
Evidence Level						
Level 1: Strong: Family Engagement						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: BCES has a 28% rate of chronic absenteeism in grades K-6. Absenteeism impacts student engagement, performance outcomes, and overall connectedness to school for students and families. Critical Root Cause: * Families report 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/from school * Students and families lack understanding of the significant impact absenteeism causes for: student achievement, school enrollment/funding, and overall school operations. * School schedule emphasizes most critical content/instruction for ELA at very beginning of the school day when many students are tardy/not present

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For all Title 1 Elements, please see addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Back-School-Night/Open House	08/15/2025	
Fall/Winter/Spring Morning Mugs	10/16/25, 01/15/26, 04/14/26	
Literacy Night-Fall (writing) & Spring (speaking)	09/30/25, 04/24/26	
Parent-Teacher Conferences--Fall & Spring	10/27-29/25; 02/18-02/20/26	
Home Visits--Fall & Spring	TBD	
Movie Night Fundraiser	10/24/25	
Roller Skating Fundraiser--Fall & Spring	09/16/25, 03/10/26	
Winter Carnival	12/05/25	
Special Person Dance	02/06/26	
Multicultural Night	05/15/26	
PTA Meetings	TBD	