Washoe County School District

Bailey Charter School

Classification: 1 Star School

Title I, CSI, ≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

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Mission Statement

At Bailey Charter Elementary School, we are One Bailey—a welcoming community where every child belongs, is known and valued, and is challenged and supported to grow. Through strong relationships, engaging instruction, high expectations, and partnerships with families, we empower every student to thrive academically, socially, and emotionally.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

i-Ready Benchmark Assessments:

Reading: Grades K-6 32% increase early on grade to mid/above grade level (from 10% BOY benchmark to 42% EOY benchmark). Every grade level K-6 demonstrated an increase in the percentage of students who were "green" (early on grade level or mid/above grade level).

Grades K-6 16% decrease in students two or more grade levels below (from 47% BOY benchmark to 31% EOY benchmark). Grades 2-5 demonstrated a decrease in the percentage of students who were "red" (two or more grade levels below).

Math: Grades K-6 34% increase early on grade to mid/above grade level (from 6% BOY benchmark to 40% EOY benchmark). Every grade level K-6 demonstrated an increase in the percentage of students who were "green" (early on grade level or mid/above grade level).

Grades K-6 16% decrease in students two or more grade levels below (from 43% BOY benchmark to 27% EOY benchmark). Grades 2-6 demonstrated a decrease in the percentage of students who were "red" (two or more grade levels below).

SBAC: 2026 results indicate continued need for improvement in grade-level proficiency, with areas of emerging growth.

Reading/ELA: Grades 3-6, 14% of students met or exceeded standard, compared with 16% in 2025 and 11% in 2024. Fifth grade demonstrated notable growth, increasing from 13% proficient in 2025 to 27% in 2026.

Math: Grades 3-6, 11% of students met or exceeded standard, continuing a three-year increase from 4% in 2024 and 8% in 2025. Third-grade proficiency increased from 11% to 16%, and fourth-grade proficiency increased from 10% to 19%.

Student Groups: Significant achievement gaps remain for English learners and students with IEPs. In 2026, 2% of English learners met or exceeded standard in both ELA and mathematics, while 0% of students with IEPs met or exceeded standard in either area.

ACCESS: 2026 WIDA ACCESS results establish a new baseline for English learner achievement. Because WIDA implemented new assessments aligned to the 2020 English Language Development Standards Framework and new standard-setting will not be completed until after the 2026 reporting cycle, 2025 and 2026 results are not directly comparable. Student growth analyses and longitudinal trend data will resume beginning with comparisons between the 2026 and 2027 administrations.

- EL students demonstrate proficiency across the full continuum, including students approaching and meeting Nevada's exit criteria.
- Most students are developing toward intermediate and advanced English proficiency.
- Listening and Speaking are relative strengths for many students.
- The EL program continues to support students toward English proficiency.

During the 2026-2027 school year, the school will continue implementing targeted language development strategies, structured academic discourse, explicit vocabulary instruction, and writing supports while using 2026 ACCESS results to establish measurable growth targets for the 2027 administration

Overall, assessment data indicate that schoolwide instructional efforts resulted in meaningful growth across grade levels while highlighting the need to improve transfer of learning to rigorous grade-level tasks.

Areas for Growth

i-Ready Benchmark Assessments:

Reading: 31% of students in grades 2-6 remain 2 or more grade levels below based upon End-of Year benchmark.

Grade 6 realized a 10% increase in the percentage of students two or more grade levels below from BOY to EOY

benchmarks.

Math: 27% of students in grades 2-6 remain 2 or more grade levels below based upon End-of Year benchmark.

SBAC: Overall proficiency remains an area of significant need, with 14% of students in grades 3-6 meeting or exceeding standards in ELA and 11% in Math.

- Strengthen transfer of skills demonstrated on local assessments to rigorous, grade-level tasks.
- Increase consistent opportunities for students to read, reason, and communicate their thinking through speaking and writing across content areas.
- Strengthen standards-aligned Tier I instruction and use of student work/data to identify needs for reteaching, intervention, and enrichment.
- Address achievement gaps for English learners and students with IEPs, with 2026 SBAC proficiency particularly low for both student groups.
- Science represents a significant area for growth, particularly students' ability to gather evidence, reason, and communicate scientific understanding.

ACCESS: Reading and Writing continue to represent priority areas for instructional improvement.

- Continue strengthening Reading and Writing, particularly academic writing.
- Increase opportunities for structured academic discourse followed by written responses.
- Use 2026 ACCESS data to identify individual student language goals.
- Monitor students approaching the 4.5 proficiency benchmark for potential exit in 2027.
- Establish 2026 as the baseline for measuring future ACCESS growth.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL instructional supports are not yet consistently integrated with Tier I core instruction across all classrooms.	Work towards stronger alignment between EL supports and general content (e.g., frontload vocabulary for social studies related to current topic, etc.)
Foster/Homeless	We currently do not have any students identified in this category.	
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	We currently do not have any students identified in this category.	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Student achievement data indicate a need to ensure students from all racial and ethnic groups have equitable access to rigorous, grade-level instruction and demonstrate growth toward proficiency. Continued monitoring of disaggregated achievement data is needed to identify and address any emerging disparities in academic outcomes.	Regularly disaggregate i-Ready, common assessment, writing, and state assessment data by race/ethnicity to identify differences in achievement and growth. Use PLC and MTSS processes to respond to identified needs through standards-aligned Tier I instruction, targeted intervention, academic language and writing supports, and ongoing progress monitoring.
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	Critical Root Cause
1 ★	Students demonstrate growth on local benchmark assessments but do not consistently transfer those skills to rigorous, unfamiliar assessment tasks requiring application, academic language, and extended written responses.	-Consistent/ongoing practice with multiple platforms to demonstrate learning is not being utilized. -Students are not exposed to/using rich vocabulary in early childhood -Lack of use of rubrics to evaluate student performance across content areas -Writing instruction is not emphasized enough and students do not practice writing
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.
3 ★	Students have limited opportunities to communicate understanding through academic speaking and writing across content areas.	Limited opportunities for: writing across content areas, discourse, and vocabulary development.

★ = Priority

Adult Learning Culture

Areas of Strength

● Available time for planning and collaboration

● Instructional staff have opportunity for professional development and/or collaboration between 1:45 – 3:30 on early release Wednesdays

● 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.
- Establishment of regular MTSS meetings/team and problem solving to support student success.

SB81: Staff Climate Survey Data:

- Staff Climate and Safety Survey results demonstrate a positive and substantially improved staff culture. Expectations of Success (97%), Fairness and Respect (97%), Staff-Student Relationships (97%), Safety (93%), and Social Emotional Learning (89%) were all highly favorable.
- Staff report particularly strong commitment to students: 100% indicated that staff work hard to keep students in school, and 95% reported that staff maintain high expectations and work to motivate students who demonstrate low interest in schoolwork.
- Relationships and respect are significant strengths. 100% of respondents indicated that staff respect all students and are professional when speaking about colleagues and administrators.
- Staff-student relationships are especially strong, with 100% reporting that staff care about every student and listen to students' ideas and opinions, and 95% indicating that every student knows at least one adult who would help with a personal problem. Bailey_StaffClimate
- Staff Collaboration increased substantially from the prior survey, with an overall favorable rating of 83%; 85% of respondents reported a sense of teamwork, administrator support, recognition for good work, and leadership responsiveness to staff concerns.

Areas for Growth

- Available planning time was not used collaboratively (teachers planned and processed practice/student outcomes in isolation)
- Staff confidence and consistency in interpreting and using i-Ready, SBAC, and ACCESS data to inform instruction continue to need strengthening.
- 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
- Lack of intentional planning that reflects Plan, Do, Study, Act cycle in combination with pacing recommendations; tendency to simply progress through lessons vs. make needed adjustments based upon student learning.
- Feedback cycle with Danielson rubric and classroom walkthroughs was not timely
- Per Staff Climate Survey:
    - Although Staff Collaboration increased substantially from the previous survey, the overall favorable rating of 83% remains below the elementary school (87%) and district (86%) averages, indicating an opportunity to continue strengthening teamwork and collaborative professional practices.
    - Staff voice and involvement in decision-making remain areas for continued growth. 80% of staff reported favorable

perceptions of involvement in school planning and decision-making and comfort raising concerns, leaving an opportunity to increase meaningful staff participation and communication.
- 80% of staff reported having the materials and resources necessary to support students of all abilities, suggesting a need to continue identifying and addressing instructional and student-support resource needs.
- While Work Stress results improved substantially and exceeded elementary and district averages, 35% of respondents reported experiencing burnout, indicating a continued need to monitor workload, staff wellness, and systems that support sustainable professional practice

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Staff need continued development in effectively integrating language-development supports into rigorous Tier I instruction across content areas.	Provide professional learning, coaching, and collaborative planning focused on EL instructional strategies, including academic vocabulary, structured student discourse, language objectives, scaffolding, and writing supports. Strengthen collaboration between the EL teacher and classroom teachers through PLC and student-data review.
Foster/Homeless	We do not currently have any students identified in this category.	
Free and Reduced Lunch	Because 100% of Bailey students qualify for FRL, staff must be prepared to address barriers to learning that may affect the entire student population while maintaining rigorous academic expectations.	Provide staff with professional learning, resources, and collaborative problem-solving opportunities focused on removing barriers to learning, maintaining high expectations, and connecting students and families with available academic, attendance, behavioral, and community supports.
Migrant/Title1-C Eligible	We do not currently have any students identified in this category.	
Racial/Ethnic Minorities	Staff need continued opportunities to strengthen culturally responsive instructional practices and ensure that curriculum, classroom practices, and learning opportunities are inclusive and responsive to Bailey's diverse student population.	Incorporate culturally responsive practices into professional learning and collaborative planning, including examination of instructional materials, student engagement, classroom expectations, and disaggregated achievement data to support equitable access and outcomes.

Student Group	Challenge	Solution
Students with IEPs	General and special education staff need stronger collaborative structures and shared instructional practices to support students with IEPs in accessing and demonstrating success with grade-level Tier I instruction.	Use PLC, MTSS, and collaborative planning structures to strengthen coordination between general and special education staff. Provide professional learning and coaching on accommodations, differentiation, scaffolding, progress monitoring, and strategies for generalizing IEP skills to grade-level classroom tasks.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Inconsistent implementation of collaborative instructional practices is contributing to student underachievement as measured by state, local and school performance indicators.	-Failure to utilize available time for professional learning and collaboration (e.g., early release Wed. time) -Limited planning time in general -Lack of guidance and information as to how to conduct and participate in PLCs -Faulty interpretation/analysis of student achievement data -Feedback loops not timely or frequent enough to inform changes to practice.

★ = Priority

Connectedness

Areas of Strength

Schoolwide chronic absenteeism declined substantially during the 2025–26 school year to approximately XX%, reflecting the positive impact of increased family communication, attendance monitoring, and intervention efforts. Despite this improvement, reducing chronic absenteeism remains a priority to ensure all students fully benefit from daily instruction.

Parent climate survey results demonstrate that families perceive Bailey Charter School as a safe, supportive, and welcoming environment that reflects the school's commitment to ensuring every child experiences a strong sense of belonging.

Parent Climate Survey

- Families report highly favorable perceptions of Bailey Charter School across nearly all domains, including Physical Safety (97%), Quality Education (96%), Communication with School (95%), Relationships & Respect (95%), and Supportive Place (94%). These results exceeded both charter school and WCSD averages in nearly every category.
- Families continue to report strong confidence in supporting their children's education, with 90% favorable responses on Family Efficacy.

Student Climate Survey

- Students report strong relationships with adults at school, including Adult Respect (86%), Adult Support (82%), and Student Voice (83%), all exceeding charter school and/or district averages.
- Students report feeling safe at school (82% favorable) and demonstrate positive engagement (74% favorable) and respect among peers (72% favorable).
- Continued investment in PBIS, restorative practices, and relationship-building contributes to a supportive school climate.

Other

- Family & Community Engagement (FACE): Bi-lingual BCES staff member whose responsibilities include serving as FACE liaison
- Parent-teacher conferences continue to experience high participation rates for both fall/spring conferences, reflecting strong home-school partnerships.

- Community

Partnerships: Katie Grace Foundation, Assistance League (help with school uniforms), Elks' Club (assistance with school supplies), Cars

First Independent Bank

- Food Pantry: Providing food and miscellaneous personal items to an average of 41 individuals/10 households per month

- All staff trained in the Parent Teacher Home Visit Program model in Dec. 2025
- Beginning in 2026–27, BCES will launch a school transportation program to reduce attendance barriers for students experiencing

Areas for Growth

- Parent Climate Survey: While parent perceptions are highly favorable overall, survey participation remains limited (36 responses), and the school will continue expanding opportunities for family voice and feedback.
- Parent Climate Survey: Families identified Learning Behaviors (67%) as the lowest-rated area, suggesting continued opportunities to strengthen students' perseverance, organization, independent learning, and learning habits both at school and at home.
- Student Climate Survey: Student survey results indicate continued opportunities to strengthen students' social-emotional competencies, particularly Self-Management of Emotion (49%), Self-Management of Schoolwork (50%), Self-Management

of Goals (59%), Relationship Skills (63%), and Responsible Decision-Making (66%).
- Students also reported opportunities to improve peer relationships and reduce bullying/victimization despite reporting positive relationships with adults.
- PTHVP: Only 2 staff members completed home visits (1)

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language and communication barriers may limit families' access to school information, resources, and opportunities to support student learning and attendance.	Provide accessible, culturally responsive family communication, including translation/interpretation as needed. Use the FACE liaison and bilingual staff to strengthen two-way communication and provide families with practical strategies for supporting learning, language development, and regular attendance at home.
Foster/Homeless	We do not currently have any students identified in this category.	
Free and Reduced Lunch	Because 100% of Bailey students qualify for FRL, economic barriers may affect families' ability to consistently access transportation, school supplies, uniforms, food, enrichment opportunities, and other resources that support student success.	Continue connecting families with school and community resources, including the food pantry, uniform assistance, transportation supports, and community partnerships. Provide family learning opportunities and practical resources that help families support attendance, learning, and student well-being.
Migrant/Title 1-C Eligible	We do not currently have any students identified in this category.	
Racial/Ethnic Minorities	Families from diverse racial, ethnic, and cultural backgrounds need meaningful opportunities to see their experiences represented, have their voices included, and participate in the school community.	Provide inclusive and culturally responsive family-engagement opportunities, actively seek family voice and feedback, and use the FACE liaison, family events, conferences, home visits, and other outreach to build trusting two-way partnerships and ensure families have meaningful opportunities to participate in their child's education.
Students with IEPs	Families may need additional support understanding IEP goals, accommodations, student progress, and strategies they can use at home to reinforce learning and independence.	Strengthen communication and collaboration between families, special education staff, and classroom teachers. Provide families with clear information about student goals and progress and practical strategies/ resources they can use at home to reinforce IEP skills and support success with grade-level learning.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	BCES has a XX% rate of chronic absenteeism in grades K-6. Absenteeism impacts student engagement, performance outcomes, and overall connectedness to school for students and families.	* 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

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Students demonstrate growth on local benchmark assessments but do not consistently transfer those skills to rigorous, unfamiliar assessment tasks requiring application, academic language, and extended written responses.	-Consistent/ongoing practice with multiple platforms to demonstrate learning is not being utilized. -Students are not exposed to/using rich vocabulary in early childhood -Lack of use of rubrics to evaluate student performance across content areas -Writing instruction is not emphasized enough and students do not practice writing
2 ★	Inconsistent implementation of collaborative instructional practices is contributing to student underachievement as measured by state, local and school performance indicators.	-Failure to utilize available time for professional learning and collaboration (e.g., early release Wed. time) -Limited planning time in general -Lack of guidance and information as to how to conduct and participate in PLCs -Faulty interpretation/analysis of student achievement data -Feedback loops not timely or frequent enough to inform changes to practice.
3 ★	BCES has a XX% rate of chronic absenteeism in grades K-6. Absenteeism impacts student engagement, performance outcomes, and overall connectedness to school for students and families.	* 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
4 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.
5 ★	Students have limited opportunities to communicate understanding through academic speaking and writing across content areas.	Limited opportunities for: writing across content areas, discourse, and vocabulary development.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

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

Adult Learning Culture

- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**

- [x] **Professional development needs assessment data**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Student Climate Survey**
- [x] **Study of best practices**
- [x] **Teacher/Student Ratio**
- [x] **Walk-through data**
- [x] **Other**

Connectedness

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

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the 2026-2027 school year, students will demonstrate improved literacy performance as evidenced by a .5 level increase in the overall score on WIDA ACCESS assessment for grades 1-6 and a 5% increase in ELA proficiency for grades 3-6 based upon SBAC assessment results.

Formative Measures: * SBAC, ACCESS-summative
* i-Ready; common assessments-writing prompts; walkthrough data

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Professional learning and collaborative practices will strengthen students' ability to communicate their thinking through speaking and writing across all content areas. * Inquiry-based PD around use of i-Ready adopted ELA curriculum to emphasize and expand writing 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 2026-27	

Position Responsible: Admin Team

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

Student Success Goal: By Spring 2027, students in grades K-6 will demonstrate improved application of grade-level literacy skills across classroom instruction and state assessments, as evidenced by increased proficiency on SBAC English Language Arts, growth on i-Ready Diagnostic, and improvement in schoolwide writing rubric scores.

Formative Measures: i-Ready
common writing rubrics
walkthrough evidence
SBAC
student work

Improvement Strategy 1

i-Ready (Magnetic Literacy)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Launch the school's first PreKindergarten program with an emphasis on early literacy, oral language development, and school readiness to strengthen long-term student outcomes.		SY 26-27	

Resources Needed: 1003a: .5 Data Coach

Site Based, certified position, whose primary role is instructional staff training, will be working to analyze and evaluate data, PLC information, etc. Position works directly with teachers, sits in on PLC's, provides Professional Development, as well as reviewing data with site leadership and grade level teams to adapt and improve instruction as needed. Develop data collection systems that will include indicators of both student performance and changes in teacher practice, and protocols in data analysis and follow up planning.
ESSA Evidence - Based Level 3 Data Informed Decision Making

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1, 3

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Students demonstrate growth on local benchmark assessments but do not consistently transfer those skills to rigorous, unfamiliar assessment tasks requiring application, academic language, and extended written responses.	-Consistent/ongoing practice with multiple platforms to demonstrate learning is not being utilized. -Students are not exposed to/using rich vocabulary in early childhood -Lack of use of rubrics to evaluate student performance across content areas -Writing instruction is not emphasized enough and students do not practice writing
3	Students have limited opportunities to communicate understanding through academic speaking and writing across content areas.	Limited opportunities for: writing across content areas, discourse, and vocabulary development.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the end of the 2026-2027 school year, BCES will implement a structured Professional Learning Community (PLC) process in which grade-level and specialist teams meet weekly to collaboratively analyze student achievement data, identify instructional priorities, develop and monitor intervention plans, and share effective instructional practices. All (100%) of BCES PLC teams will be measured by evidence of implementation which will include PLC agendas, meeting notes, student data review protocols, and action plans. Success will be measured by PLC teams consistently using student evidence to make instructional decisions, and documented evidence that PLC teams use student data to inform instructional decisions and monitor student growth throughout the school year.

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

PLC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 2026-27	

Position Responsible: Admin Team

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Inconsistent implementation of collaborative instructional practices is contributing to student underachievement as measured by state, local and school performance indicators.	-Failure to utilize available time for professional learning and collaboration (e.g., early release Wed. time) -Limited planning time in general -Lack of guidance and information as to how to conduct and participate in PLCs -Faulty interpretation/analysis of student achievement data -Feedback loops not timely or frequent enough to inform changes to practice.

Inquiry Area 3 Connectedness

SMART Goal 1

By the end of the 2026-27 school year, students who were identified as chronically absent in the prior school year (2025-26) will reduce their absenteeism rate by 10% from baseline chronic absenteeism rate.

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

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 * Continue 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 * Beginning in 2026-27, BCES will implement a school transportation program to reduce attendance barriers for families experiencing transportation challenges	Community Effort--FACE Liaison, PTA board, Admin Team, teachers & staff	SY 2026-27	

Position Responsible: FACE Liaison

Evidence Level

Level 1: Strong:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	BCES has a XX% rate of chronic absenteeism in grades K-6. Absenteeism impacts student engagement, performance outcomes, and overall connectedness to school for students and families.	* 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 Element Summary

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
PreKindergarten & Kindergarten Meet & Greets	August 7, 2026	Interpretation needs to be available/ schedule TAs to support
Parent University Classes (8 during 26-27 school year)	8/27, 9/10, 10/22, 11/12, 1/28, 4/8, 4/22, 5/13	Balance of "fun" (painting, STEM) and more informational (IC parent portal, executive functioning) is preferred
Back to School Night & Annual Title I Meeting	8/14/26	Consider whether timing best
Book Fairs	Sept 2026 & Feb. 2027	Students/parents purchasing other items (pens, toys) vs. books
Parent Teacher Conferences	October 2026 & Feb. 2027	Half days for conferences