Washoe County School District

Alyce Taylor Elementary School

2024-2025 School Performance Plan

Classification: 4 Star School

Mission Statement

As a united team, the mission of Taylor Elementary School is to create a safe, positive learning environment for ALL students to ensure high academic achievement, personal success, and strength of character through a positive attitude and perseverance in order to fulfill their higher educational goals and make positive contributions to our society.

Value Statement

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/alyce_taylor_elementary/2024

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Comprehensive Needs Assessment

Student Success

Student Success Summary

- Alyce Taylor Elementary School (ATES) showed significant gains in ELA proficiency from 49% in 2023 to 57% in 2024.
- The median Student Growth Percentile (SGP) in ELA is 67% which is considered more than typical growth.
- In Math, ATES showed gains in student proficiency from 51% in 2023 to 53% in 2024.
- The median SGP in Math is 60% which is considered more than typical growth.
- 5th Grade Science decreased from 29% in 2023 to 16% in 2024, which is an area of growth for ATES.
- Historically, we typically do not have enough EL students to obtain student proficiency scores in ELA and Math. In terms of Adequate Growth Percentile (AGP) in the ACCESS/WIDA assessment administered to EL students, our median AGP is 36%. It should be noted that the n size for this AGP measure was only 11 EL students.
- Our FRL sub-population performed at 43% proficiency in ELA and 34% in Math. The median SGP of our FRL sub-population is 61% in ELA and 65% in Math which is considered more than typical growth.
- Our IEP sub-population performed at 25% proficiency in ELA and 34% in Math. The median SGP of our IEP sub-population is 61% in ELA, which is more than typical growth, and 54% in Math which is considered typical growth.
- Overall, ATES showed positive student outcomes in both proficiency and growth in ELA and Math; our SGP scores (67% in ELA, 60% in Math) indicate more than typical growth.

Student Success Strengths

- Student proficiency in ELA increased from 49% (2023) to 57% (2024), which is higher than the district average of 44%.
- 3rd Grade proficiency in ELA increased from 47% to 70%. In Math, 3rd Grade proficiency increased from 44% to 59%.
- 4th Grade proficiency in Math increased from 41% to 59%. In Math, 4th Grade proficiency increased from 41% to 59%.
- The median SGP in ELA increased from 48% (2023) to 67% (2024).
- Student proficiency in Math increased from 51% (2023) to 53% (2024), which is higher than the district average of 39%.
- The median SGP in Math increased from 55% (2023) to 60% (2024).
- Our AGP (Adequate Growth Percentile) Meeting State Catch Up/Keep Up in ELA is 53% in ELA (from 43% in the previous year) and 53% in Math (from 51% in the previous year).
- Overall, ATES showed positive student outcomes in both proficiency and growth in ELA and Math; our SGP scores (67% in ELA, 60% in Math) indicate more than typical growth.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Although there has been a steady gradual increase in Math over the past 3 years, there has not been a substantial increase in student proficiency in Math. Our FRL and IEP subpopulations are performing less than our overall school population in both ELA and Math.   **Critical Root Cause:** Need to differentiate instruction during Tier 1 instruction. Math curriculum is difficult for families to navigate and support student learning at home. Lack of consistent practice of more rigorous problems (i.e., word problems) in class. Curriculum gap between Bridges and enVision Math curriculum.

Adult Learning Culture

Adult Learning Culture Summary

- Based on the 2024 staff climate survey results, we continue to have a strong collaborative culture at ATES with staff collaboration at 90%.
- Expectations for Success was 98% which indicates that as a school, we set high expectations for student achievement and strive to motivate and engage our students.
- 100% of the staff who filled out the staff climate survey feel safe at our school.
- Staff-student relationships was rated 91% which indicates that staff members show care and positive relationships with students.
- In regards to implementation of the iReady program, 81% of our staff feel that iReady is an effective tool to support instruction and increase student achievement.
- Work stress is an area of concern rated at 63% and a decrease of 8 points from the previous year, indicating that work stress significantly impacts our teachers and staff.
- Many of our teachers attend professional development, enhancing their professional growth and instructional practices.
- There is a lack of consistency among grade levels in communicating learning intentions during instruction, indicating a need for professional development to implement the components of Teacher Clarity.

Adult Learning Culture Strengths

- We have a collaborative culture at Alyce Taylor. Grade levels meet during Early Release Wednesdays in Professional Learning Communities (PLCs). Grade level PLCs submit weekly PLC notes based on Dufour's Four Guiding Questions: *What do we expect our students to learn, How will we know they are learning, How will we respond when they don't learn, How will we respond when they already know it?*
- Many of our teachers attend professional development, enhancing their professional growth and instructional practices.
- Last year, teachers were engaged in a book study using the book, *The Writing Revolution,* to improve and support writing instruction across grade levels. This year, we are continuing the focus on improving writing using strategies from *The Writing Revolution*.
- Teachers from our school participate in the LETRS training to increase their knowledge of The Science of Reading.
- Based on the staff climate survey, Expectations for Success was 98% which indicates that as a school, we set high expectations for student achievement and strive to motivate and engage our students.
- Staff-student relationships was rated 91% which indicates that staff members show care and positive relationships with students.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There is a lack of consistency among grade levels in communicating learning intentions during instruction, indicating a need for professional development to implement the components of Teacher Clarity. **Critical Root Cause:** There is a need for professional development to implement the components of Teacher Clarity.

Connectedness

Connectedness Summary

- Although our chronic absenteeism rate decreased from 19% in the previous year to 13%, chronic absenteeism remains high and an area in need of improvement.
- Total number of suspensions decreased from 29 (2022-23) to 28 (2023-24).
- Last year, we started to implement components of Restorative Practices through circles and restorative questions. We will continue to implement Restorative Practices to build community, increase peer relationships, and guide students in restoring relationships when harm has occurred.
- Based on the 2023 Student Climate Survey results, Safety was rated at 76% which was a decrease of 14 points since the previous survey and below the district average of 79% in Safety.
- Social Emotional Learning was at 65%, showing a need for improvement in students' self-management and self-regulation of emotions.
- Student Respect was at 64% which was slightly below the district average of 66%, showing concerns in the area of respect among peers.

Connectedness Strengths

- Chronic absenteeism rate decreased from 19% to 13%.
- Implementation of Restorative Practices to build community, increase peer relationships, and guide students in restoring relationships when harm has occurred.
- Implementation of Positive Behavior Intervention Support (PBIS) to increase positive behaviors and develop a positive school culture and climate at ATES.
- Last year, we were able to acquire a Book Vending Machine used as an incentive for students who earn the "Taylor Token" for positive behaviors.
- We also implemented "Reward Days" last year as a school-wide incentive which allowed students to earn and choose an activity of their choice such as legos, art/drawing, music, dancing, etc. This school-wide incentive was found to be successful and rewarding for students. We will continue to offer Reward Days quarterly this year.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Although our chronic absenteeism rate decreased from 19% in the previous year to 13%, chronic absenteeism remains high and an area in need of improvement.   **Critical Root Cause:** Need for families to understand the impact of missed instruction on academic performance. Frequent disruptions such as illnesses, family circumstances, vacations, and personal reasons that impact attendance. Transportation issues in rural locations that impact attendance.

Priority Problem Statements

Problem Statement 1: There is a lack of consistency among grade levels in communicating learning intentions during instruction, indicating a need for professional development to implement the components of Teacher Clarity.

Critical Root Cause 1: There is a need for professional development to implement the components of Teacher Clarity.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: Although there has been a steady gradual increase in Math over the past 3 years, there has not been a substantial increase in student proficiency in Math. Our FRL and IEP subpopulations are performing less than our overall school population in both ELA and Math.

Critical Root Cause 2: Need to differentiate instruction during Tier 1 instruction. Math curriculum is difficult for families to navigate and support student learning at home. Lack of consistent practice of more rigorous problems (i.e., word problems) in class. Curriculum gap between Bridges and enVision Math curriculum.

Problem Statement 2 Areas: Student Success

Problem Statement 3: Although our chronic absenteeism rate decreased from 19% in the previous year to 13%, chronic absenteeism remains high and an area in need of improvement.

Critical Root Cause 3: Need for families to understand the impact of missed instruction on academic performance. Frequent disruptions such as illnesses, family circumstances, vacations, and personal reasons that impact attendance. Transportation issues in rural locations that impact attendance.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Special education
- EL

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School leadership data
- School department and/or faculty meeting discussions and data

Parent/Family/Community Data

- Parent/family surveys and/or other feedback

Support Systems and Other Data

- Master schedule
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Student Success

    Aligns with District Priority

Annual Performance Objective 1: Increase student proficiency in Math from 53% to 57%. Increase student proficiency in ELA from 57% to 61%.

    Evaluation Data Sources: iReady, Benchmark Unit Assessments, enVision Topic/Unit Assessments, SBAC

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady	**Status Check**		
	Jan	**Apr**	**June**

Action Steps:
Implement the iReady program for 45 minutes in both ELA and Math weekly (Grades K-5)
Ensure student access to technology
Monitor use of iReady through usage reports (i.e., lesson time on task and students passing lessons)
Join grade level PLCs to ensure focus on data using iReady Diagnostic results
During MTSS, utilize iReady diagnostic results as a point of data and ensure that iReady is implemented with fidelity as an intervention
  Formative Measures: iReady Diagnostic Assessments
  Position Responsible: Administrator, Certified Teachers
 	
  Student Groups This Strategy Targets:
  FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
  - **Evidence Level:**
  Promising
  Problem Statements/Critical Root Causes: Student Success 1			

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: Although there has been a steady gradual increase in Math over the past 3 years, there has not been a substantial increase in student proficiency in Math. Our FRL and IEP subpopulations are performing less than our overall school population in both ELA and Math. **Critical Root Cause**: Need to differentiate instruction during Tier 1 instruction. Math curriculum is difficult for families to navigate and support student learning at home. Lack of consistent practice of more rigorous problems (i.e., word problems) in class. Curriculum gap between Bridges and enVision Math curriculum.
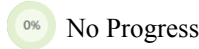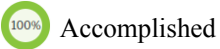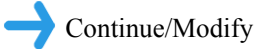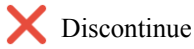
Goal 2: Adult Learning Culture

    Aligns with District Priority

Annual Performance Objective 1: By the end of the 2024-25 school year, classroom walkthroughs will indicate at least 75% of teachers consistently implementing the four components of Teacher Clarity (clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning).

    Evaluation Data Sources: Classroom Walkthrough Form; Feedback from administrator

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLCs	**Status Check**		
	Jan	**Apr**	**June**

Action Steps:
Within leadership team, conduct a book study using The Teacher Clarity Playbook and offer IPIP credit for participants. Participants will lead professional learning for all teachers. Books will be purchased for participants and all teachers.
During PLCs and Professional Development days throughout the year, teachers will engage in professional learning to understand the components of Teacher Clarity.
PLC agendas and weekly notes will incorporate Teacher Clarity into instructional practices across grade levels and subject areas. Grade levels to develop learning intentions as they plan weekly lessons to ensure horizontal alignment
Administrator will conduct formal and informal classroom observations to monitor implementation of Teacher Clarity strategies. Administrator will provide feedback through the lens of Teacher Clarity, highlighting areas of strength and opportunities for improvement.
    Formative Measures: PLC weekly notes, PLC and PD agendas, Walkthroughs, Feedback
    Position Responsible: Administrator, Certified Teachers
 	
    Student Groups This Strategy Targets:
    FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
    - Evidence Level:
    Moderate
    Problem Statements/Critical Root Causes: Adult Learning Culture 1			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✕ Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: There is a lack of consistency among grade levels in communicating learning intentions during instruction, indicating a need for professional development to implement the components of Teacher Clarity. **Critical Root Cause**: There is a need for professional development to implement the components of Teacher Clarity.

Goal 3: Connectedness
Aligns with District Priority

Annual Performance Objective 1: By June of 2025, we will reduce chronic absenteeism rate by 3%.

    Evaluation Data Sources: Attendance report in IC, BIG Reports

Improvement Strategy 1 Details		Status Checks		

Improvement Strategy 1: MTSS - Attendance intervention for students approaching and/or at chronic absenteeism rates. Use school refusal scale as an intervention to identify root causes and to develop a plan to support attendance with parent involvement. Implement 20-day formal attendance monitoring plan with student and parent.
 	
Action Steps:
Attendance or MTSS team to identify students who are approaching and/or at chronic absenteeism rates using reports in IC or BIG. MTSS/Attendance Team will meet monthly to discuss students and review data.
The School Refusal Scale will be used as an intervention for students who are approaching and/or chronically absent.
Attendance team will obtain signed permission from parent to complete "school refusal scale."
Meet with student and/or parent to complete the scale.
Meet with student and parent to discuss findings and to share critical attendance information.
Identify any known/new barriers to attendance (e.g., family stressor, academic frustration, safety concern).
Educate families of the importance of good attendance and/or provide strategies to improve attendance (e.g., attendance handouts, connect ed messages, phone calls).
School-wide, establish a recognition program for students with 90% attendance and perfect attendance on a quarterly basis (i.e., award certificates, small prizes).
    Formative Measures: Attendance report in IC
    Position Responsible: Administrator, Counselor, Teachers, Parents, Students
 	
    Student Groups This Strategy Targets:
    FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
    - Evidence Level:
    Moderate
    Problem Statements/Critical Root Causes: Connectedness 1
	Status Check			

		Jan	**Apr**	**June**

    0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: Although our chronic absenteeism rate decreased from 19% in the previous year to 13%, chronic absenteeism remains high and an area in need of improvement.   **Critical Root Cause**: Need for families to understand the impact of missed instruction on academic performance. Frequent disruptions such as illnesses, family circumstances, vacations, and personal reasons that impact attendance. Transportation issues in rural locations that impact attendance.

Taylor Leadership Team

Team Role	Name	Position
Principal/Administrator	Kate Austill	Principal
Dean/Member	Gene Mares	Dean of Students
Counselor	Casey Rogers	Counselor
Paraprofessional	Lenore Whelan	Librarian
Teacher	Jessie Campbell	Special Ed Resource
Teacher	Laura Canfield	5th Grade
Teacher	Linh Cao-Carney	4th Grade
Teacher	Alaina Ventureira	3rd Grade
Teacher	Sylvia Wilson	2nd Grade
Teacher	Jamie Gustafson	1st Grade
Teacher	Sandra Lusiani	Kindergarten
Parent	Samantha Keyes	Parent