

Washoe County School District

Alyce Taylor Elementary School

School Performance Plan: A Roadmap to Success

Alyce Taylor Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Kate Austill

School Website: www.washoeschools.net/taylor

Email: taylor@washoeschools.net

Phone: 775-425-7700

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 12, 2022

School Continuous Improvement Team

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

Name	Role
Kate Austill	Principal(s) <i>(required)</i>
Gene Mares	Dean of Students
Sylvia Wilson	Learning Facilitator
Casey Rogers	Counselor
Jamie Gustafson	Kindergarten Teacher
Maureen Vasquez	1st Grade Teacher
Shannon Allan	2nd Grade Teacher
Alaina Ventureira	3rd Grade Teacher
Jessie Campbell	Resource Teacher
Laura Canfield	5th Grade Teacher
Jona Cowell	Paraprofessional(s) <i>(required)</i>
Melissa Diedtrich	Parent(s) <i>(required)</i>
Click here to enter text.	
Click here to enter text.	
Click here to enter text.	
Click here to add additional members.	Click here to add their role.

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at

www.nevadareportcard.nv.gov/http://nevadareportcard.nv.gov/DI/nv/washoe/alyce_taylor_elementary/2022/nspf/.



School Goals and Improvement Plan

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

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Overall proficiency in Math is 50% which is above the district average of 40% Math proficiency in 4th Grade is 54% and in 5th Grade 57% Overall proficiency in ELA is 51% which is above the district average of 46% ELA proficiency in 4th Grade is 63% and in 5th Grade 54% 	<ul style="list-style-type: none"> ELA proficiency is 51% (decrease from the previous year's score of 56%) Math proficiency is 50% (decrease from the previous year's score of 54%) Although our overall proficiency in ELA and Math are above the district average, we have seen a downward trend in our scores compared to our school performance during pre-pandemic levels 3rd Grade proficiency scores in ELA (34%) and Math (38%) are below the district average for 3rd Grade
<p>Problem Statement: There is a decrease in our overall math proficiency from 54% to 50%.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Due to learning gaps, there is a need to differentiate math instruction Need to strengthen T1 instruction to ensure that students are taught essential standards Lack of intervention materials in math; need to strengthen math interventions Curriculum gap between Bridges curriculum (Grades K-2) and enVision curriculum (Grades 3-5) Math curriculum is difficult for families to follow and implement at home Missed instruction due to absences 	

Student Success



School Goal: By the next state criterion assessment in the Spring of 2023, the overall math proficiency rate of students will increase from 50% to 55%.

Formative Measures:

- Math Common Assessments
- Topic or Unit Assessments
- Aimsweb Plus Probes/benchmark probes
- SBAC assessment

Aligned to Nevada's STIP

Goal:

- STIP Goal 1
- STIP Goal 2
- STIP Goal 3
- STIP Goal 4
- STIP Goal 5

Improvement Strategy: Through the Multi-Tiered System of Support (MTSS) process, students in Tier 2 will receive math interventions focused on skill-deficit areas using Bridges math interventions (Grades K-1) and enVision math interventions (Grades 2-5). Students in Tier 3 will receive additional support by an intervention teacher.

Evidence Level: Tier 3 - Promising Evidence

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

- MTSS team to support process for identifying students who require interventions and ensure that interventions are implemented with fidelity
- MTSS meetings or Data Days scheduled throughout the year
- Ensure intervention time within the master schedule and/or time during instructional day
- Intervention teacher to assist with Tier 3 supports
- Consistent use of Aimsweb Plus probes to monitor progress
- Curriculum materials for interventions (i.e., Bridges, enVision)
- Technology use for Dreambox

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

- Curriculum materials for interventions (i.e., Bridges, enVision)
- Dreambox
- Aimsweb Plus probes
- Assessment data (e.g., math topic assessments, common assessments, SBAC) to monitor progress
- Intervention teacher

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

MTSS Team, Teachers, Learning Facilitator, Administrators



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

- *Implementation Challenge:* Inconsistencies with implementation of interventions across grade levels.
- *Potential Solution:* Frequent monitoring by administrator

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

- General Budget
- ESSER Funds
- CEIS/Intervention Initiative Funds

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

English Learners

- *Challenge:* N/A (not enough students who qualify as EL)
- *Support:* N/A (not enough students who qualify as EL)

Foster/Homeless:

- *Challenge:* N/A
- *Support:* N/A

Free and Reduced Lunch:

- *Challenge:* 33% of our students in the FRL subgroup were proficient in Math; there is an achievement gap between FRL subgroup and overall school proficiency in Math (50%).
- *Support:* Students in the FRL subgroup will receive differentiated instruction and intervention support if needed through the MTSS process.



Migrant:

- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:

- *Challenge:* N/A – Students in the Hispanic subgroup have a 52% proficiency rate in Math, performing slightly higher than our overall school proficiency in Math (50%).
- *Support:* N/A

Students with IEPs:

- *Challenge:* Students in the IEP subgroup have a 26% proficiency rate in Math; there is an achievement gap between the IEP subgroup and overall school proficiency in Math (50%).
- *Support:* Students in the IEP subgroup receive specialized instruction as well as differentiated Tier 1 instruction to increase growth and proficiency in Math.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Based on the staff climate survey, staff collaboration is at 87% which is higher than the district average of 80% • Most grade level teams are willing to meet outside of contract hours for additional collaboration time; most teachers are taking advantage of the PLC stipend offered by WCSD during the first semester of 2022 • Teachers are administering the ELA and Math common formative assessments • Teachers use School City reports to analyze and review common assessment results • Grade level teams developed SMARTIE goals aligned with essential standards 	<ul style="list-style-type: none"> • Teachers need additional resources for math interventions • T2 and T3 math interventions need to be implemented with fidelity • Teachers need consistency with administering Aimsweb Plus probes as a source of data • With MAP Math assessment no longer available, teachers need additional math assessment data • Not all teachers are using Dreambox math program with fidelity; current Dreambox usage is averaging only 2 lessons per week



Problem Statement: There is a need for additional math data and intervention supports to drive PLCs and instruction.

Critical Root Causes of the Problem:

- With MAP Math assessment no longer available, teachers need additional math assessment data
- CFAs do not provide adequate information regarding overall math proficiency
- Not all teachers are using Dreambox math program with fidelity; current Dreambox usage is averaging only 2 lessons per week

Adult Learning Culture

School Goal: Teachers will increase the use of Dreambox math program to 5 lessons per week as measured by the Dreambox Student Usage monthly report.

Formative Measures:

- Dreambox Usage Report
- Students exiting tiered interventions

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5

Improvement Strategy: Teachers will receive professional development to learn additional features of Dreambox program. This improvement strategy supports our student success goal to increase proficiency in math.

Evidence Level: Tier 3 - Promising Evidence

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

- Administrators and learning facilitator to meet with Dreambox representative to plan for professional development opportunities
- Schedule and organize professional development for teachers
- Provide time for teachers to access and learn the features of Dreambox
- Ensure that students have technology access to Dreambox at home and school; for students who do not have technology access at home, provide access at school
- Ensure that students and families know how to access Dreambox at home

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

- Dreambox resources such as learning modules or video tutorials
- Technology access for students

Lead: *Who is responsible for implementing this strategy?*
Classroom teachers, Learning Facilitator, Administrators



- Professional development days and/or PLC time

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

- *Implementation Challenge:* Consistency with teacher implementation across grade levels and technology access for primary grades.
- *Potential Solution:* Through the Dreambox Usage monthly reports, support teachers who are not using the program consistently. Dreambox can be accessed in the computer lab for students who do not have access in the classroom.

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

- General Budget

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

English Learners

- *Challenge:* N/A (not enough students who qualify as EL)
- *Support:* N/A (not enough students who qualify as EL)

Foster/Homeless:

- *Challenge:* N/A
- *Support:* N/A

Free and Reduced Lunch:

- *Challenge:* Technology access for home use.
- *Support:* Ensure students have access to Dreambox at school.

Migrant:

- *Challenge:* N/A
- *Support:* N/A



Racial/Ethnic Groups:

- *Challenge:* Technology access for home use.
- *Support:* Ensure students have access to Dreambox at school.

Students with IEPs:

- *Challenge:* Students in the IEP subgroup have a 26% proficiency rate in math; math problems may be challenging for students.
- *Support:* Ensure that students are working on problems that are appropriate for their level.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Based on the student climate survey administered in the Fall of 2021, the following are areas of strength in terms of student connectedness: 92% Adult Respect 90% Adult Support 93% Safety 78% Student Engagement 87% Student Respect 	<ul style="list-style-type: none"> • SEL skills in the areas of self-awareness of emotions (67%), self-management of emotions (51%), and self-management of goals are areas for growth • Chronic absenteeism rate increased from 9% in 2021 to 14% in 2022, which is a 5% increase and an area for growth
<p>Problem Statement: There is an increase in chronic absenteeism from 9% in 2021 to 14% in 2022.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Students who are chronically absent continued to have attendance issues, parents felt the need to keep students home to minimize exposure to COVID, we have students who live in rural communities with transportation issues and attendance concerns, it is typical for our families to take frequent vacations, students and families not understanding the impact of missed instruction 	
Connectedness	



<p>School Goal: Decrease chronic absenteeism rate from 14% to 10%.</p> <p>Formative Measures:</p> <ul style="list-style-type: none">• Attendance record in Infinite Campus	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2 <input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4 <input type="checkbox"/> STIP Goal 5</p>
<p>Improvement Strategy: Through the use of Positive Behavior Intervention Support (PBIS) Strategies, we will reward student attendance by providing attendance challenges by class and by individual students using incentives and recognition throughout the year. With an intentional focus on increasing attendance school-wide, student engagement will increase and chronic absenteeism rate should decrease.</p> <p>Evidence Level: Tier 2 - Moderate Evidence</p> <p>Action Steps: <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none">• Provide attendance challenge by rewarding classes with good attendance• Individual students will be recognized and awarded Perfect Attendance Ribbons on a semester basis and at the end of the year• Inform families of attendance policy and the importance of attendance• Students who are chronically absent or receive T2 interventions for attendance will be placed on an attendance monitor and receive incentives for attendance <p>Resources Needed: <i>What resources do you need to implement this improvement strategy?</i></p> <ul style="list-style-type: none">• Attendance challenge (e.g., spelling GATORS as a class for students being present; challenge will increase with level of difficulty as the year progresses)• Funds for rewards (e.g., popsicle party; ice cream party)• Attendance ribbons and/or perfect attendance certificates <p>Challenges to Tackle: <i>What implementation challenges do you anticipate What are the potential solutions?</i></p> <ul style="list-style-type: none">• <i>Implementation Challenge:</i> Attendance can be difficult to control; some students may not be motivated to participate in the attendance challenges• <i>Potential Solution:</i> As students see others being recognized and rewarded for attendance, this will hopefully encourage and motivate others to do the same.	<p>Lead: <i>Who is responsible for implementing this strategy?</i> Administrators and classroom teachers</p>



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

- PBS funds
- Student incentive funds

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

English Learners

- *Challenge:* N/A
- *Support:* N/A

Foster/Homeless:

- *Challenge:* N/A
- *Support:* N/A

Free and Reduced Lunch:

- *Challenge:* N/A
- *Support:* N/A

Migrant:

- *Challenge:* N/A
- *Support:* N/A



Racial/Ethnic Groups:

- *Challenge:* We have a small population of Native American students who live in rural areas; transportation for students in rural areas can be a challenge.
- *Support:* Inform families of the importance of attendance.

Students with IEPs:

- *Challenge:* N/A
- *Support:* N/A

Add other student groups as needed.

- *Challenge:* N/A
- *Support:* N/A

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Back to School Night	8/30/2022	<ul style="list-style-type: none"> • Opportunity to welcome families, review classroom expectations and policies, review curriculum
Gatorfest	10/21/2022	<ul style="list-style-type: none"> • Community engagement
Parent Conferences (Fall/Spring)	10/21/2022	<ul style="list-style-type: none"> • Meeting with families to discuss students’ academic progress
STEAM/Science Night	3/8/2023	<ul style="list-style-type: none"> • Academic Night focused on Science, Technology, Engineering, Art, Math