



## District Name

# 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

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**Phone:** 775-425-7700

**School Designations:**  Title I  CSI  TSI  TSI/ATSI

*Our SPP was last updated on Sept. 13, 2023*



# 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	<b>Principal(s)</b> <i>(required)</i>
Gene Mares	<b>Dean of Students</b>
Casey Rogers	<b>School Counselor</b>
Jessie Campbell	<b>Special Education Resource Teacher</b>
Sandra Lusiani	<b>Teacher - Kindergarten</b>
Jamie Gustafson	<b>Teacher – 1<sup>st</sup> Grade</b>
Sylvia Wilson	<b>Teacher – 2<sup>nd</sup> Grade</b>
Alaina Ventureira	<b>Teacher – 3<sup>rd</sup> Grade</b>
Angela Roller	<b>Teacher – 4<sup>th</sup> Grade</b>
Laura Canfield	<b>Teacher – 5<sup>th</sup> Grade</b>
Lenore Whelan	<b>Paraprofessional(s)</b> <i>(required)</i>
Molly Cotton	<b>Parent(s)</b> <i>(required)</i>
N/A	<b>Student(s)</b> <i>(required for secondary schools)</i>
N/A	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
N/A	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>

# 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 [ALYCE TAYLOR ELEMENTARY - Nevada Accountability Portal \(nv.gov\)](https://www.nv.gov/education/Accountability/Accountability-Portal).



# 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"> <li>● Overall proficiency in Math is 51% which is above the district average of 40%</li> <li>● Math proficiency in 5<sup>th</sup> Grade is 58%, 4<sup>th</sup> Grade is 47%, and 3<sup>rd</sup> Grade is 47%</li> <li>● School Math Median SGP is in the 55<sup>th</sup> percentile</li> <li>● 4<sup>th</sup> Grade's Math SGP is in the 62<sup>nd</sup> percentile (more than typical growth)</li> <li>● IEP subpopulation in 5<sup>th</sup> Grade Math proficiency is 50%; IEP subpopulation in 5<sup>th</sup> Grade ELA proficiency is 40%</li> <li>● ELA proficiency in 5<sup>th</sup> Grade is 60%</li> <li>● Overall proficiency in ELA is 49% which is above the district average of 43%</li> </ul>	<ul style="list-style-type: none"> <li>● Looking at historical data from 2021, 2022, 2023, there is a downward trend in ELA proficiency scores over the past 3 years (56%, 51%, 49% respectively)</li> <li>● Math proficiency scores have stayed relatively the same from 2021 to 2023 (54% in 2021, 50% in 2022, 51% in 2023)</li> <li>● 5<sup>th</sup> Grade Science proficiency is 29%</li> <li>● IEP subpopulation in 3<sup>rd</sup> Grade ELA is 15% and 3<sup>rd</sup> Grade Math is 8%, which is below the district average of 20% in 3<sup>rd</sup> Grade ELA IEP subpopulation and district average of 22% in 3<sup>rd</sup> Grade Math IEP subpopulation</li> </ul>
<p><b>Problem Statement:</b> There is a downward trend in ELA proficiency scores over the past 3 years (2021-2023). Math proficiency scores have stayed relatively the same over the past 3 years (2021-2023).</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>● Inconsistent interventions (for both in ELA and Math) due to interventionist being pulled to provide coverage for classes</li> <li>● Inconsistent use of Dreambox school-wide</li> <li>● Lack of technology access to utilize Dreambox effectively</li> <li>● Lack of intervention materials in previous years</li> <li>● Missed instruction due to absences</li> <li>● Need to differentiate instruction during T1 instruction</li> <li>● Math curriculum is difficult for families to navigate and support students at home</li> <li>● Lack of consistent practice of more rigorous problems/word problems in class</li> <li>● Curriculum gap between Bridges and EnVision Math</li> </ul>	



## Student Success

**School Goal:** *Increase student proficiency in Math from 51% to 55%. Increase student proficiency in ELA from 49% to 53%.*

**Formative Measures:**

- *i-Ready Diagnostic (ELA & Math)*
- *Topic/Unit Assessments (Benchmark Advance, enVision)*
- *MAP Assessment*
- *SBAC Assessment*

**Aligned to Nevada's STIP Goal:**

- |   |                                      |
|---|--------------------------------------|
| <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            | <input type="checkbox"/> STIP Goal 6 |

**Improvement Strategy:** *i-Ready*

**Evidence Level:** *Tier 3*

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

- *Principal to communicate expectation and purpose of implementing i-Ready with teachers*
- *Implement the i-Ready program for 45 minutes in ELA and 45 minutes in Math weekly (K-5)*
- *Ensure student access to technology*
- *Monitor use of i-Ready through usage reports*
- *Join grade level PLCs to ensure data-driven PLCs using i-Ready Diagnostic results*
- *During MTSS, ensure that i-Ready diagnostic results are used as a point of data and use of i-Ready as an intervention is implemented with fidelity*

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

- *Technology to ensure access to i-Ready program.*

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

- *Implementation Challenge: Primary Grades (K-2) have limited access to technology.*
- *Potential Solution: Computer specials can be utilized for i-Ready to provide technology access to students in primary grades.*

**Lead:** *Who is responsible for implementing this strategy? Classroom Teachers, Special Education Teachers, Principal and Dean*



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

- *None; i-Ready is funded by WCSD*

**Resource Equity Supports<sup>1</sup>:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these 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 the FRL subgroup and overall school proficiency in Math of 51%. Math proficiency rates in the FRL subgroup have stayed relatively the same over the past 3 years (2021-2023)*

<sup>1</sup> “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



- Support: *Students in the FRL subgroup will receive differentiated instruction and intervention support through the MTSS process.*

**Migrant:**

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

**Racial/Ethnic Groups:**

- Challenge: *Our Native American population have a 13% proficiency in ELA and 13% proficiency in Math compared with Hispanic, White, and Multiracial groups*
- Support: *Ensure intervention support and differentiated instruction with our Native American student population*

**Students with IEPs:**

- Challenge: *Students in the IEP subgroup have a 31% proficiency rate in ELA and 28% proficiency rate in Math; there is an achievement gap between the IEP subgroup and overall school proficiency in ELA of 49% and 51% in Math.*
- Support: *Students in the IEP subgroup receive specialized instruction as well as differentiated Tier 1 instruction to increase growth and proficiency in Math.*

## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● <i>Based on the staff climate survey, staff collaboration is at 90%, which is higher than the district average of 83% and a 3% point increase from the previous year</i></li> <li>● <i>100% of the staff who filled out the staff climate survey feel safe at our school</i></li> <li>● <i>Based on the staff climate survey, PLC implementation was 93%; there is a collaborative culture at Alyce Taylor ES</i></li> <li>● <i>Grade level PLCs submit weekly PLC notes on Teams based on Dufour's Four Guiding Questions; each grade level has a PLC notebook on Teams</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>T2 and T3 math interventions need to be implemented with fidelity due to reduced resources (e.g., no learning facilitator, reduced intervention funds)</i></li> <li>● <i>Teachers need time and support with implementing i-Ready and using diagnostic results to guide instruction and interventions</i></li> <li>● <i>Due to time constraints and varying levels of student needs, teachers struggle with implementing T3 interventions consistently in their classrooms with fidelity</i></li> </ul>
<p><b>Problem Statement:</b> <i>There is a need for additional time and support in implementing the i-Ready program and using the i-Ready diagnostic results to guide instruction and interventions.</i></p>	



**Critical Root Causes of the Problem:**

- *Limited training; teachers received a 2-hour training at the beginning of the school year*
- *Limited access to technology; need for additional devices in primary grades (K-2)*
- *Limited PLC time to adequately discuss iReady results*
- *The need to balance the instructional day to meet all standards and stay on track using the curriculum pacing guide*

**Adult Learning Culture**

**School Goal:** *By the end of the school year, teachers will engage in professional learning focused on i-Ready during three Professional Development days at least 50% of the time as measured by PD agendas.*

**Formative Measures:**

- *PD Days (3 times this year) with agendas*
- *Early Release Wednesdays/PLC Time*
- *Weekly PLC Notes*
- *Use of i-Ready Diagnostic Results in PLCs*

**Aligned to Nevada's STIP Goal:**

- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> STIP Goal 1 | <input checked="" type="checkbox"/> STIP Goal 2 |
| <input type="checkbox"/> STIP Goal 3 | <input type="checkbox"/> STIP Goal 4            |
| <input type="checkbox"/> STIP Goal 5 | <input checked="" type="checkbox"/> STIP Goal 6 |



**Improvement Strategy:** *PLCs around the use of i-Ready*

**Evidence Level:** *2-3 Moderate/Promising*

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

- *Plan and schedule PD days to ensure professional learning is focused on i-Ready*
- *Communicate with Curriculum & Instruction and/or Assessment Department to gather resources for teachers focused on i-Ready*
- *Provide professional learning and PLC time to engage teachers in relevant content using i-Ready*
- *Assess and monitor teacher use of i-Ready in the classroom*

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

- *As the instructional leader, principal to attend professional development to increase knowledge and understanding of i-Ready*
- *Facilitate PD days focused on i-Ready content*
- *Provide i-Ready resources for teachers*

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

- *Implementation Challenge: Other initiatives or district mandates that may interfere with time for i-Ready during PD days.*
- *Potential Solution: Purposeful planning and PD agenda to ensure time for i-Ready during PD days.*

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

- *None; i-Ready is funded by WCSD*
- *Professional development days are designated on the school calendar*

**Lead:** *Who is responsible for implementing this strategy?  
Principal, classroom teachers*

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

**Migrant:**

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

**Racial/Ethnic Groups:**

- Challenge: *Due to our Native American population living in rural locations (i.e., Sutcliffe), parent engagement can be a challenge due to transportation and limited access to the internet.*
- Support: *Staff members to reach out to our Native American families living in rural locations through phone calls and/or notes home to encourage parent engagement and/or communication.*

**Students with IEPs:**

- Challenge: *Students who require specialized instruction may miss Tier 1 instruction due to pull out services.*
- Support: *Collaboration with general education and special education teacher in scheduling specially designed instruction as well as provide appropriate service delivery model (i.e., push in, pull out services) to ensure students with an IEP have access to Tier 1 instruction.*

### Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● <i>Based on the student climate survey administered in the Fall of 2022, the following are areas of strength: 92% adult respect 90% safety SEL Skills – relationship skills 87% (up 12 points) SEL Skills – responsible decision making 79% (up by 6 points) SEL Skills – self-awareness of emotions 73% (up by 6 points) SEL Skills – self-awareness of self-concept 88% (up by 19 points)</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Chronic absenteeism rate increased from 14% (2022) to 19% (2023)</i></li> <li>● <i>Based on our discipline data, there was an increase in major discipline events from 20 in 2021 to 36 in 2022</i></li> <li>● <i>Based on our discipline data, there was an increase in total suspensions from 15 in 2021 to 29 in 2022</i></li> <li>● <i>FRL and IEP subpopulations had 16 and 17 major discipline events respectively; FRL and IEP subpopulations had 13</i></li> </ul>



- *Student leadership program for 4<sup>th</sup> & 5<sup>th</sup> grade students promotes student engagement and leadership skills*

*suspensions in each group, indicating more discipline events in these subpopulations*

**Problem Statement:** Compared to the previous year, there was an increase in major discipline events from 20 to 36 and an increase in total number of suspensions from 15 to 29.

**Critical Root Causes of the Problem:**

- *More documentation of major events*
- *Lack of self-regulation skills among students*
- *The need for more social skills interventions*
- *The need for more problem-solving skills for students*
- *More apparent mental-health issues among students and trauma-impacted students*

**Connectedness**

**School Goal:** *By the end of the year, decrease major discipline events and suspensions by 10%.*

**Formative Measures:**

- *Suspension reports from IC*
- *Major incident reports in IC*
- *Discipline data*

**Aligned to Nevada’s STIP Goal:**

- STIP Goal 1       STIP Goal 2
- STIP Goal 3       STIP Goal 4
- STIP Goal 5       STIP Goal 6



**Improvement Strategy:** *Restorative Practices*

**Evidence Level:** *3 - Promising*

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

- *Introduce Restorative Practices to staff through professional development*
- *Introduce and implement “Circles” as a community building activity; model “Circles” during PD and/or staff meetings*
- *Provide teachers with restorative questions to allow students, both offender and victim, to reflect on situations, increasing awareness and decision-making skills*
- *When disciplining students, guide students in reflection and problem solving to help restore relationships with peers and adults after major incidents*

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

- *Restorative Practices training and resources from WCSO*
- *List of affective questions; question cards from IIRP*
- *Reflection sheet*
- *Restorative Discipline Committee to facilitate PD for staff*

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

- *Implementation Challenge: Staff buy-in for restorative practices due to other demands (i.e., curriculum pacing guides, interventions).*
- *Potential Solution: Communicate purpose and the why behind Restorative Practices to increase staff buy-in.*

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

- *General budget will be used for any materials needed for implementing Restorative Practices*

**Lead:** *Who is responsible for implementing this strategy?  
Principal, Dean, Restorative Discipline Committee, all staff members*

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

**English Learners**

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

**Foster/Homeless:**

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

**Free and Reduced Lunch:**

- Challenge: *In 2022-23 school year, our FRL subpopulation had 16 major incidents and 13 suspensions.*
- Support: *Implement PBS, SEL, and Restorative Practices to increase positive behaviors and decrease major discipline events and suspensions.*

**Migrant:**

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

**Racial/Ethnic Groups:**

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

**Students with IEPs:**

- Challenge: *In 2022-23 school year, our IEP subpopulation had 17 major incidents and 13 suspensions.*
- Support: *Implement PBS, SEL, and Restorative Practices to increase positive behaviors and decrease major discipline events and suspensions.*

## 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
<i>Back to School Night</i>	<i>8/29/23</i>	<ul style="list-style-type: none"> <li>● <i>Opportunity to welcome families, review classroom expectations and procedures, review curriculum; school and family relationships and family engagement are essential to student success</i></li> </ul>
<i>Gatorfest</i>	<i>10/20/23</i>	<ul style="list-style-type: none"> <li>● <i>Community engagement</i></li> </ul>



<i>Bingo Nights</i>	<i>9/7/23 12/7/23 2/8/24</i>	<ul style="list-style-type: none"><li>● <i>Family engagement; families enjoy attending Bingo Nights</i></li></ul>
<i>Parent Conferences (Fall &amp; Spring)</i>	<i>10/20/23- 10/26/23 2/12/24- 2/16/24</i>	<ul style="list-style-type: none"><li>● <i>Meeting with families to discuss students' academic progress</i></li></ul>
<i>PTO Meetings</i>	<i>First Tuesday of every month</i>	<ul style="list-style-type: none"><li>● <i>Principal provides monthly reports to PTO regarding school needs and school performance</i></li></ul>