



Washoe County School District  
**Alyce Taylor Elementary School**  
2021-2022 School Performance Plan:  
A Roadmap to Success

*Alyce Taylor Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to [kaustill@wshoeschools.net](mailto:kaustill@wshoeschools.net) for more information.*

**Principal:** Kate Austill  
**School Website:** [www.washoeschools.net/taylor](http://www.washoeschools.net/taylor)  
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**Phone:** 775-425-7700

**School Designations:**  Title I  CSI  TSI  ATSI  Zoom  Victory



# School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	429	7.0%	0.5%	15.4%	0.2%	69.9%	0.2%	6.8%	16.3%	2.3%	22.8%
District	61,599	1.3%	4.2%	41.8%	2.6%	42.6%	1.4%	6.2%	14.3%	14.3%	47.4%
State	496,938	0.8%	5.4%	42.7%	11.5%	31.4%	1.5%	6.8%	12.7%	14.1%	65.8%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	55.1%	66	61	60.2%	64	51	56.3%	7.6%	36.3
	District	41.6%	51	40	49.3%	51	68.6	36.9%	12%	41.9
2019	School	65.1%	74	69.8	62.6%	65	66.8	67.2%	7.6%	45.4
	District	40.8%	50	39	49.3%	51	52	36.4%	109.7%	36.2
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

4 Year ACGR
Grad Rate 2017- Grad Rate 2018- Grad Rate 2019-

School Climate Data
Cultural & Linguistic Relationships Emotional Safety



	2018	2019	2020
<b>School</b>	N/A	N/A	N/A
<b>District</b>	N/A	N/A	N/A

	Competence		
<b>School</b>	395	387	378
<b>District</b>	359	345	334

## School Continuous Improvement (CI) Team

*The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.*

Name	Role
Kate Austill	Principal
Sylvia Wilson	Learning Facilitator
Casey Rogers	Counselor
Jamie Gustafson	Kindergarten Teacher
Maureen Vasquez	1 <sup>st</sup> Grade Teacher
Tracey Tresley	2 <sup>nd</sup> Grade Teacher
Angela Gipe	3 <sup>rd</sup> Grade Teacher
Linh Cao-Carney	4 <sup>th</sup> Grade Teacher
Laura Canfield	5 <sup>th</sup> Grade Teacher
Jessie Campbell	Resource Teacher
Malia Walter	Music Teacher
Jona Cowell	Paraprofessional
Collette Zahniser	Parent



## School Community Outreach

*This section highlights outreach events facilitated by the school to engage students, regarding school partner.*

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2 – Community Outreach Survey	10/11/21, 6:00 pm	60	More than 50% of families feel that we are meeting students' academic needs; more than 50% of families are satisfied with the school



## School Goals

*The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.*



## Inquiry Area 1 - Student Success

### Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
<b>Data Reviewed</b>	<i>SBAC Data (2018, 2019, 2021) School and District SBAC Performance</i>	<i>5<sup>th</sup> Grade Climate Survey (2021)</i>	<i>Inventory of school-wide curriculum (ELA Benchmark Curriculum K-5, Bridges Math Grades K-1, EnVision Math Grades 2-5, FOSS Science Curriculum)</i>
<b>Problem Statement</b>	<i>There was a significant drop in math proficiency from 2019 to 2021, 64% to 54% respectively.</i>		
<b>Critical Root Causes</b>	<p><i>Lack of consistency in implementing math interventions.</i></p> <p><i>Math curriculum is difficult for families to follow and implement at home.</i></p> <p><i>Students experienced challenges with technology in terms of accessing math programs at home and becoming proficient with the program.</i></p> <p><i>With students returning from frequent exclusions as well as distance learning last year, student engagement was challenging.</i></p>		

### Part B

Student Success	
<p><b>School Goal:</b> <i>By the next state criterion math assessment in the Spring of 2022, the overall math proficiency rate of students will increase from 54% to 60%.</i></p>	<p><b>Aligned to Nevada's STIP Goal:</b> <i>Goal 3 – All students experience continued academic growth.</i></p>
<p><b>Improvement Strategy:</b> <i>Hire an intervention teacher to provide additional math support to students in Grades 3-5.</i></p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>3 – Promising; with added interventions, we hope to see an increase in student growth and proficiency scores in Math</i></p>	



<p><b>Intended Outcomes:</b> <i>Students working with the intervention teacher will receive an extra hour of support on grade-level assignments every week. These students will show growth on progress monitoring measures.</i></p>
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● <i>Determine what financial resources are available to hire an intervention teacher.</i></li><li>● <i>Teachers will identify specific students needing additional math support.</i></li><li>● <i>Intervention teacher will work with classroom teachers to set up a weekly schedule.</i></li><li>● <i>Intervention teacher will work with classroom teachers on specific skills to target for intervention as well as use curriculum materials for interventions.</i></li></ul>
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>● <i>Budget for intervention teacher</i></li><li>● <i>Differentiated math curriculum materials, pacing guide</i></li><li>● <i>Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. Root causes were determined based on this data in order to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population. Please refer to Inquiry Area 1 (Student Success), Inquiry Area 2 (Adult Learning), and Inquiry Area 3 (Connectedness, when applicable) in the School Performance Plan for root causes that impact learning and achievement.</i></li><li>● <i>Language is not an intervention. EL teachers should be supporting ELs in Tier 1 instruction through whole group or small group instruction. Any pull out of students should be for Newcomers to accelerate language or provide explicit language instruction that supports Tier 1 content instruction.</i></li></ul>
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"><li>● <i>Finding financial resources and/or using limited budget</i></li><li>● <i>Hiring a quality candidate</i></li><li>● <i>Teacher working relationship</i></li></ul>
<p><b>Improvement Strategy:</b></p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):</p>
<p><b>Intended Outcomes:</b></p>
<p><b>Action Steps:</b></p>



<b>Resources Needed:</b>
<b>Challenges to Tackle:</b>





Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: N/A
Foster/Homeless: N/A
Free and Reduced Lunch: N/A
Migrant: N/A
Racial/Ethnic Minorities: N/A
Students with IEPs: N/A

## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	<i>SBAC Performance (2018, 2019, 2021) Leadership Team discussion of current instructional practices</i>	<i>Leadership Team discussion of leadership practice</i>	<i>Leadership Team discussion of systems and structures that support or hinder continuous improvement</i>
<b>Problem Statement</b>	<i>There is a need for additional time for teachers to collaborate to ensure student success.</i>		
<b>Critical Root Causes</b>	<i>Teachers are having to administer common assessments more frequently, thus requiring more time for collaboration in PLCs. Teachers only have an hour block for collaboration during Early Release Wednesdays. Challenges of creating sufficient collaboration time within the instructional schedule.</i>		



## Part B

Adult Learning Culture	
<b>School Goal:</b> <i>By the end of the school year, grade level teams will increase their collaboration time by 20%.</i>	<b>STIP Connection:</b> <i>Goal 3 – All students experience continued academic growth.</i>
<b>Improvement Strategy:</b> <i>Grade level teams will be given a planning day quarterly to provide additional time for collaboration and curriculum planning.</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>3 – Promising; Additional collaboration time will give teachers an opportunity to align curriculum and assessment.</i>	
<b>Intended Outcomes:</b> <i>With additional collaboration time, teachers will be given more opportunities to align curriculum and assessment, resulting in positive student outcomes.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Identify planning days quarterly throughout the year</i></li><li>● <i>Create a schedule for planning days</i></li><li>● <i>Utilize general budget to pay for substitute teachers</i></li><li>● <i>Teachers will use curriculum pacing guides and essential standards for planning</i></li><li>● <i>Teachers will use common assessments and essential standards for backward planning</i></li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>General budget</i></li><li>● <i>Substitute teachers for coverage</i></li><li>● <i>Curriculum pacing guides for planning</i></li><li>● <i>Common assessments; align curriculum and assessments</i></li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Limited budget</i></li><li>● <i>Inconsistent sub coverage for teachers</i></li><li>● <i>Student and teacher exclusions may impact participation in planning days</i></li></ul>	
<b>Improvement Strategy:</b>	



<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):
<b>Intended Outcomes:</b>
<b>Action Steps:</b>
<b>Resources Needed:</b>
<b>Challenges to Tackle:</b>
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>
English Learners: N/A Foster/Homeless: N/A Free and Reduced Lunch: N/A Migrant: N/A Racial/Ethnic Minorities: N/A Students with IEPs: N/A

## Inquiry Area 3 - Connectedness

### Part A

Connectedness



	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<i>Climate Survey Data (2021)</i>	<i>Community Outreach Survey Data Leadership Team discussion</i>	<i>Community Outreach Survey Data</i>
<b>Problem Statement</b>	<i>There is a need for students to learn coping skills in managing their emotions.</i>		
<b>Critical Root Causes</b>	<i>Lack of student stamina and perseverance            Lack of student collaboration and cooperative learning            Lack of communication with peers or conflict resolution opportunities            Lack of problem-solving skills and opportunities</i>		

## Part B

Connectedness	
<p><b>School Goal:</b>  <i>Our goal is to increase students' ability to manage their emotions from 43% to 50% or higher on the student climate survey.</i></p>	<p><b>STIP Connection:</b>  <i>Goal 6 – All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i></p>
<p><b>Improvement Strategy:</b>  <i>Our school-wide focus "Gators Have Grit" will teach students about stamina and perseverance to help students in times of stress and frustration.</i></p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):  <i>2-4; Social-emotional learning will increase students' overall well-being</i></p>	
<p><b>Intended Outcomes:</b>  <i>By understanding and developing GRIT, students will increase their ability to manage emotions in times of stress and frustration.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>Gators Have Grit" posters are displayed in each classroom</i></li> <li>● <i>Guidance lessons will address GRIT and teach students about having Goals, Resilience, Intention, Toughness</i></li> <li>● <i>Positive Behavior Intervention Support (PBIS) will focus on GRIT</i></li> <li>● <i>Teachers will recognize students for demonstrating GRIT in the classroom</i></li> </ul>	



- *Provide students with opportunities for conflict resolution and problem-solving skills*

**Resources Needed:**

- *Posters printed*
- *Counselor's guidance lessons*
- *PBS tickets and incentives*
- *Recognition for GRIT; Principal's Lunch*

**Challenges to Tackle:**

- *Consistency among teachers in teaching GRIT as part of social emotional learning in the classroom*
- *Time in implementing social-emotional learning lessons or activities*
- *Budget for incentives*

**Improvement Strategy:**

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

**Intended Outcomes:**

**Action Steps:**

**Resources Needed:**

**Challenges to Tackle:**

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: N/A

Foster/Homeless: N/A

Free and Reduced Lunch: N/A



Migrant: N/A

Racial/Ethnic Minorities: N/A

Students with IEPs: N/A

## COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>General Budget</i>	<i>\$27,268</i>	<i>Sub Pay</i>	<i>Adult Learning Culture</i>
<i>ESSER Funds</i>	<i>\$13,500</i>	<i>Intervention Sub</i>	<i>Student Success</i>
<i>CEIS/Intervention Initiative Funds</i>	<i>\$10,980.97</i>	<i>Intervention Sub</i>	<i>Student Success</i>