



Clark County School District

Robert L. Taylor Elementary

School Performance Plan: A Roadmap to Success

Robert L. Taylor Elementary 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: Kimberly Basham

School Website: roberttaylortigers.org

Email: bashaks@nv.ccsd.net

Phone: 702-799-8950

School Designations: ☒ Title I ☒ CSI ☐ TSI ☐ TSI/ATSI

Our SPP was last updated on 06/22/2023.



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 http://nevadareportcard.nv.gov/DI/nv/clark/robert_l_taylor_elementary_school/2022/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

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
Kimberly Basham	Principal(s) (required)
Melissa Leicht	Other School Leader(s)/Administrator(s) (required)
Mindy Schlueter Mary Williams Genysel Miyano Danielle DeBonis Nancy Axile Cheyenne Newman Corean Mayorga Teresa O'Shea Amy Hirsbrunner Estella Trotter Owen Fass	Teacher(s) (required)
Cheryl Carlson	Paraprofessional(s) (required)
Brittany Harris Michael Wittington	Parent(s) (required)



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
CIP Meeting (Leadership Team Meeting)	10/4/2022 @ 3:30-4:30	Reviewed last year's goals, most current data, held discussion on the modification of the goals and strategies for Inquiry Area 1 and 2.
CIP Meeting (Leadership Team Meeting)	10/11/2022 @ 3:30-4:30	Reviewed last year's goals, most current data, held discussion on the modification of the goals and strategies for Inquiry Area 3.
CIP Meeting (Leadership Team Meeting)	10/18/2022 @ 3:30-4:30	Reviewed SPP and Addendum to approve.
School Organizational Team Meeting	10/24/2022 @ 3:30-4:30pm	Reviewed SPP and Addendum to approve. Approved!
CIP Meeting (Leadership Team Meeting)	1/17/2023	Reviewed SPP and Winter Data to complete Status 1 update and to make decisions regarding new goals.



CIP Meeting (Leadership Team Meeting)	1/24/2023	Reviewed SPP and Winter Data to complete Status 1 update and to make decisions regarding new goals.
School Organizational Team Meeting	1/30/2023	Reviewed SPP and Addendum to approve. Approved!
CIP Meeting (Leadership Team Meeting)	1/31/2023	Reviewed Final SPP and Status 1 Tracker for final revisions.
CIP Meeting (Leadership Team Meeting)	5/9/2023	Reviewed amended timeline and waiver for adjusting our plan for Fall 2023. Generated ideas for revisions based on new initiatives: new ELA curriculum and becoming a LETRS school for 2023-2024 and 2024-2025. Not all data was in but we reviewed what we could preliminarily and made recommendations to change our goal from ELA to Math.
School Organizational Team Meeting	5/15/2023	Reviewed new path towards new goals with the team. Approved!
CIP Meeting (Leadership Team Meeting)	5/16/2023	Reviewed SPP, Spring Data, Act 3 update, and curricular and instructional plans for 2023-2024, and finalized goals.



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
Data Reviewed	MAP, SBAC	Panorama, CCSD Survey	Classroom observations Lesson Plans
	Areas of Strength: low proficiency but students demonstrated growth on the NSPF.		
	Areas for Growth: Student data shows a majority of students are not meeting projected growth in math looking at MAP Growth Assessments.		
Problem Statement	The math curriculum is new and teachers have not mastered effective Tier I instruction in math, and the use of varied grouping strategies designed to meet students' needs has not been consistently implemented.		
Critical Root Causes	Teacher content knowledge (math) and the effective delivery of Tier I instruction along with a lack of student attendance.		

Part B

Student Success	
School Goal: School Goal #1: We will increase the percentage of students meeting projected growth in Math from 47% in Winter 2023 to 53% in Winter 2024 as measured by the Winter 2024 Math MAP Assessment.	Aligned to Nevada's STIP Goal: 3
Improvement Strategy: Implement Tier I instruction using the adopted curriculum in alignment with the pacing guides; post and communicate	



the learning intentions and student success criteria aligned to the standards.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Envisions 2.0 (3)*

Intended Outcomes: Students will show an increase in meeting projected growth on the MAP Growth Assessment.

Action Steps:

- Professional learning on where to access pacing calendars, and how to unwrap topics, etc.
- Professional learning provided by the Curriculum and Instruction Division (math)
- Purposeful planning using the District's pacing guides
- Instruction is logically sequenced across multiple lessons to ensure a comprehensive understanding of the major concepts and skills of the standard(s).
- Instruction is planned with scaffolds in which skills and concepts build upon one another with increasing rigor while maintaining high expectations for all students.
- Students self-monitor their own learning by knowing whether the strategies they are using are effective and what to do when their learning breaks down.

Resources Needed:

- Envisions 2.0 materials
- Exact Path
- Edulastic
- ST Math
- Pacing Guides

Challenges to Tackle:

- Staff and student attendance; incentivise attendance
- Scheduling PL opportunities during Staff Development Days; developing a PL calendar and ensure it is implemented
- Knowledge of effective math instruction; differentiate support using coaches

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

English Learners: Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. EL students will be scheduled with the ELL strategies to support English language development. School-wide professional learning will be provided to meet the needs of diverse learners. School-wide EL strategies will be implemented to support English language learners. School-wide focus on discourse structures will be implemented to increase academic discourse and provide equity and access for all learners.



Foster/Homeless: Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. We will provide student groups with tiered instructional support to meet their academic needs.

Free and Reduced Lunch: Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. We will provide student groups with tiered instructional support to meet their academic needs.

Migrant: connections - Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. We will provide student groups with tiered instructional support to meet their academic needs.

Racial/Ethnic Minorities: Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. We will provide student groups with tiered instructional support to meet their academic needs.

Students with IEPs: We will implement and follow all IEPs, 504s, and BIPs to ensure that students are able to access instruction in the classroom. Instruction aligned to the grade-level standard for the course will be provided (e.g. CC classes, resource classes). Case managers and SEIF will work with teachers to provide additional support in implementing IEPs, as needed. Professional learning will be provided to all special education teachers on best practices, writing and implementing IEPs and behavior plans. Additionally, special education teachers attend PLCs with the general education teachers to provide equity and access to all learners. Teachers will utilize scaffolding and differentiation to provide students with support to ensure mastery of learning.

AB 219 - Corrective Action Plan

Focus AB 219 Goal: Increase the percentage of ELL students' pooled proficiency from 11.5% to 15% as measured by SBAC ELA and SBAC Math by Spring 2023.

- ELL Data:
 - Robert Taylor ES has 34 identified ELL students (4 Newcomers, 26 Short Term ELLs, 3 at-risk long term ELLs, and 1 Long Term ELL). Based on the 21/22 WIDA assessment data, 28.5% of ELL students met their Language Proficiency AGP growth targets, this was an increase from 0% during the 20/21 school year. Further, 57% of ELL students increased between .4 to 2.1 levels of language proficiency growth, 14% demonstrated no growth, and 29% decreased in proficiency as measured by 21-22 WIDA assessment.



- Root Cause:
 - Classroom observations indicated inconsistencies of extended learning activity that engage in discourse on academic content and vocabulary that is aligned with state instructional standards due to limited instruction.
 - Proficiency performance of ELLs demonstrates a need for teachers to acquire additional knowledge and skills to deliver effective grade - level Tier 1 designed to provide ELLs access to content that develops English language, vocabulary, and content simultaneously.
 - Proficiency performance of ELLs demonstrates a need for teachers to acquire additional knowledge and skills pertaining to researched based language development strategies.
 - As evidenced by state assessment data and classroom observations, a root cause of low performance of English language learners in language proficiency and content achievement is that students experienced content delivered by teachers who are new to education.
- Action Steps to Address Root Causes:
 - ELL Personalized learning path programs, Lexia English, implemented in an identified Reading Center for 100 minutes per week.
 - Professional learning targeted during PLCs on Tier I instruction.
 - Professional learning targeted to research based language development strategies and the use of effective discourse structures.
 - Monitor completion of Understanding Language Development (ULD) Series
- Responsibility for Addressing Root Causes (Action Steps):
 - Administration and strategists will monitor Reading Center participation and growth.
 - Professional Learning will be provided by members of the school staff.
 - Administration and strategists will conduct classroom observations/walks to monitor implementation of EL strategies across all content areas.
 - Administration and strategists will monitor PLC agendas and lesson plans to ensure implementation of quality Tier I instruction aligned to NVACS utilizing EL strategies.
- Plans to provide Professional Learning:
 - Administration will monitor ULD completion.
 - Learning strategists will provide additional PL on EL Strategies, with a specific focus on teachers new to education.
 - Administration and strategists will provide additional PL on EL Strategies, with a focus on Tier I instruction.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Classroom Observations Coaching Logs SWAT agendas	SWAT agendas Leadership team agendas	PL Calendar RT PLC Expectations RTI Process
	<i>Areas of Strength: PLC and RTI process, leadership team and SWAT team meetings</i>		
	<i>Areas for Growth: Classroom observation data shows a need to increase the communication around success criteria and learning intentions.</i>		
Problem Statement	Teachers are not utilizing learning intentions and success criteria throughout the lessons and students are unclear what the are learning and how to be successful.		
Critical Root Causes	Lack of teacher efficacy in Tier I instruction.		

Part B

Adult Learning Culture	
School Goal: Increase the percentage of classroom observations that show evidence of teachers using success criteria and learning intentions from 0% to 80% by the end of the first semester (December 2023).	STIP Connection: 2
Improvement Strategy: Weekly PLCs focused on Tier I instruction in Math, unwrapping standards, and identifying learning intentions and success criteria.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):	



Intended Outcomes: Increased understanding of the standards, improved task to standard alignment, fidelity of assessments, improved planning and opportunities to reassess and to demonstrate mastery of the standard to increase student achievement.

Action Steps:

- *Develop a master PL calendar*
- *Continue on-going PL on MTSS, PLCs and the Teaching & Learning Cycle*
- *Grade Levels Meet weekly: identifying a standard across each grade level and the next short cycle assessment for the first meeting*
- *Create system for supporting improved instruction in small groups through instructional rounds, mentoring, coaching, co-teaching, peer learning,*
- *Responsible Parties: all teachers, administrators,*
- *How often? Weekly*
- *What data will be collected? Grade level assessments in math, MAP assessment, summative assessments, participation/attendance, classroom observations*
- *Who will monitor? Admin, leadership*
- *How often? Weekly*

Resources Needed:

- *PL Calendar*
- *Active participation in the process*
- *Data room, chart paper, magnets for data tracking, google drive for lesson plans,*
- *PLC agendas/RT PLC expectations*

Challenges to Tackle:

- *Time - safeguarding the time to meet*
- *Staff absences - review agenda and connect with a mentor teacher/strategist*

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

English Learners:

- *Challenge: Data shows that 7.5% of English Learner (current plus former) students were proficient in ELA, while 24.3% of White/Caucasian students were proficient on the 2021-2022 SBAC ELA assessment. There is a 16.8 percentage point difference between these student groups scoring proficient in ELA.*
- *Support: Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. EL students will be scheduled with the ELL strategist to support English language development.*



School-wide professional learning will be provided to meet the needs of diverse learners. School-wide EL strategies will be implemented to support English language learners. School-wide focus on discourse structures will be implemented to increase academic discourse and provide equity and access for all learners.

Foster/Homeless: N/A

- Challenge:
- Support:

Free and Reduced Lunch:

- Challenge: Data shows that 18.9% of FRL students were proficient in ELA, while 24.3% of White/Caucasian students were proficient on the 2021-2022 SBAC ELA assessment. There is a 5.4 percentage point difference between these student groups scoring proficient in ELA.
- Support: Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. We will provide student groups with tiered instructional support to meet their academic needs.

Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: Data shows that less than 12% of Black/African American students were proficient in ELA, while 24.3% of White/Caucasian students were proficient on the 2021-2022 SBAC ELA assessment. There is a 12.3 percentage point difference between these student groups scoring proficient in ELA. Also data shows that 15.4% of Hispanic/Latino students were proficient in ELA, while 24.3% of White/Caucasian students were proficient on the 2021-2022 SBAC ELA assessment. There is a 8.9 percentage point difference between these student groups scoring proficient in ELA.
- Support: Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. We will provide student groups with tiered instructional support to meet their academic needs.

Students with IEPs:

- Challenge: Data shows that less than 5% of Special Education students were proficient in ELA, while 24.3% of White/Caucasian students were proficient on the 2021-2022 SBAC ELA assessment. There is more than a 20 percentage point difference between these student groups scoring proficient in ELA.
- Support: We will implement and follow all IEPs, 504s, and BIPs to ensure that students are able to access instruction in the classroom. Instruction aligned to the grade-level standard for the course will be provided (e.g. CC classes, resource classes). Case managers and SEIF will work with teachers to provide additional support in implementing IEPs, as needed. Professional learning will be provided to all special education teachers on best practices, writing and implementing IEPs and behavior plans. Additionally, special education



teachers attend PLCs with the general education teachers to provide equity and access to all learners. Teachers will utilize scaffolding and differentiation to provide students with support to ensure mastery of learning.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Panorama Fall Survey 2022	Panorama Fall Survey 2022	Panorama Fall Survey 2022
	<i>Areas of Strength: Increased 9% on the Panorama survey on the question, "Once you get upset, how often can you get yourself relaxed?"</i>		
	<i>Areas for Growth: Overall emotional regulation</i>		
Problem Statement	Students are struggling with emotional regulation and the ability to solve problems, hindering their ability to learn.		
Critical Root Causes	Lack of explicitly taught conflict resolution, reinforced reactive behavior in their environment, the conflict that exists between what is acceptable at home versus at school		

Part B

Connectedness	
School Goal: Increase from 42% to 52% on emotional regulation from the Panorama survey by May 2024.	STIP Connection: 3 - All students experience academic growth.
Improvement Strategy: Counselor's Lessons: monthly guidance lessons in every classroom every month.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Creating a Positive School Climate and Culture - level 3	
Intended Outcomes: Increased ability to solve problems, engage appropriately, regulate emotional state	

**Action Steps:**

- *Create schedule for monthly guidance lessons*
- *Draft a plan for topics for each month to support emotional regulation, conflict resolution, and appropriate behavior*
- *Create a system of support from PBIS to reinforce/teach the strategies moving forward*
- *Responsible Parties: all teachers, administrators, counselor*
- *How often? Monthly*
- *What data will be collected? Formative assessments provided by the counselor, behavior data, Panorama results, MRA data will be cross-referenced with academic data to determine academic growth.*
- *Who will monitor? Admin, leadership, PBIS in bimonthly meetings*
- *How often? Biweekly - PBIS Team will review data biweekly*

Resources Needed:

- *Instructional materials*
- *Schedule*
- *Coverage for Duties, etc.*

Challenges to Tackle:

- *Ensuring that all staff participate and support the lessons*
- *Buy-in from students and staff*

Improvement Strategy: *Leader In Me, 7 Habits Lessons and character traits taught weekly in Humanities to reinforce conflict resolution and how to be proactive.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Creating a Positive School Climate and Culture - level 3*

Intended Outcomes: *Increased ability to solve problems, engage appropriately, regulate emotional state*

Action Steps:

- *Create schedule for monthly Leader In Me lessons*
- *Draft a plan for topics for each month to support emotional regulation, conflict resolution, and appropriate behavior*
- *Coordinate Leader In Me lessons with monthly guidance lessons so there is consistency in language, instruction, strategies, etc.*
- *Responsible Parties: all teachers, administrators, Humanities Teacher*
- *How often? Monthly*
- *What data will be collected? Formative assessments provided by the humanities teacher, behavior data, Panorama results, MRA data*
- *Who will monitor? Admin, leadership, PBIS in bimonthly meetings*
- *How often? Biweekly - PBIS Team will review data biweekly*

**Resources Needed:**

- *Instructional materials*
- *Schedule*
- *Leader In Me website*

Challenges to Tackle: Lack of time

- *Buy-in from students*
- *Time*
- *Consistency across the school - ensuring that staff participate/understand the strategies being taught*

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

English Learners: Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. EL students will be scheduled with the ELL strategist to support English language development. School-wide professional learning will be provided to meet the needs of diverse learners. School-wide EL strategies will be implemented to support English language learners. School-wide focus on discourse structures will be implemented to increase academic discourse and provide equity and access for all learners.

Foster/Homeless: Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. We will provide student groups with tiered instructional support to meet their academic needs.

Free and Reduced Lunch: Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. We will provide student groups with tiered instructional support to meet their academic needs.

Migrant: connections - Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. We will provide student groups with tiered instructional support to meet their academic needs.

Racial/Ethnic Minorities: Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. We will provide student groups with tiered instructional support to meet their academic needs.

Students with IEPs: We will implement and follow all IEPs, 504s, and BIPs to ensure that students are able to access instruction in the classroom. Instruction aligned to the grade-level standard for the course will be provided (e.g. CC classes, resource classes). Case managers and SEIF will work with teachers to provide additional support in implementing IEPs, as needed. Professional learning will be provided to all



special education teachers on best practices, writing and implementing IEPs and behavior plans. Additionally, special education teachers attend PLCs with the general education teachers to provide equity and access to all learners. Teachers will utilize scaffolding and differentiation to provide students with support to ensure mastery of learning.

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>Strategic Budget</i>	<i>\$4,773,500.65</i>	Staffing, Mental Health Service Team (IMPACT) to provide social/emotional/behavioral/mental health services for our Tier III behavior students, Wraparound Services, extra duty and prep buy-out to support additional collaboration, professional learning through PLCs, Instructional Rounds, RTI PLCs	<i>Student Success, Adult Learning Culture, Connectedness</i>
Title I	\$255,930	Staffing: CSR	<i>Student Success, Adult Learning Culture, Connectedness</i>
Title III	\$2970	Lexia English	Student Success
21st Century Grant	\$80,585.37	staffing	<i>Student Success, Adult Learning Culture, Connectedness</i>
EL Weighted Funds	\$44,262.81	staffing	<i>Student Success, Adult Learning Culture, Connectedness</i>
At-Risk Weighted Funds	\$100,924.75	staffing	<i>Student Success, Adult Learning Culture, Connectedness</i>