



Clark County School District

Robert L. Taylor Elementary

2021-2022 School Performance Plan:
A Roadmap to Success

Robert L. Taylor Elementary 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 Kimberly Basham for more information.

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School Designations: ■ Title I ■ CSI □ TSI □ TSI/ATSI



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	572	0.7%	1.4%	33.7%	30.1%	22.4%	2.3%	9.4%	18%	7.2%	100%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

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	24.11%	45	21.21%	26.48%	33	26.22%	7.2%	12.9%	39.47%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	29.5%	54	27.6%	28.3%	32	29%	8.9%	4.3%	30.7%
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17.1%	37.9%
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*Source: nevadareportcard.nv.gov

**Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	403	410	405
District*	379	368	361

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

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) <i>(required)</i>
Melissa Leicht	Other School Leader(s)/Administrator(s) <i>(required)</i>
Jennifer Kotlarsic Ashley Turner Mindy Schlueter Larry Lampkin Hillary Aube Jaimee Frayer Carrie Record Kendra Coffey	Teacher(s) <i>(required)</i>
Cheryl Carlson	Paraprofessional(s) <i>(required)</i>
Tabitha Hartman	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>



<i>*Add rows as needed</i>	
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School Community Outreach

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

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event #1:	9/13/2021 @ 2:30pm	12	Identifying data sources, who will collect the data and when
Event #2:	9/20/2021 @ 2:30pm	11	Reviewing current data trends and completing the input survey
School Organizational Team Meeting	9/27/2021 @ 2:30pm	6	Completed input survey from Event #2, provided input
Event #3:	9/28/2021 @ 2:30pm 10/5/2021 @ 2:30pm	11	Captured observations from the data, drafted problem statements, set goals. The most interesting data came from our Measurable Results Assessment from our Leader In Me implementation on how teachers perceive families.
Event #4:	10/12/2021 @ 2:30pm	13	Great discussion on the why around our problem statements, and determining strategies and outcomes for improvement. This discussion prompted drafts of action plans.
School Organizational Team Meeting	10/25/2021 @ 2:30pm	6	Overview of the steps, problem statements, improvement strategies, and possible action steps.
Event #5:	10/26/2021 @ 2:30 p.m.	11	Finalized action steps.



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, STAR	Panorama Survey, Climate Survey, MRA Survey	Climate Survey, MRA Survey
Problem Statement	Every grade level is struggling with reading, with a large portion of each grade level performing in the low category according to MAP: Fall Benchmark.		
Critical Root Causes	Teacher content knowledge (reading)		

Part B

Student Success	
School Goal: We will increase from 36.5% of students performing above the 40th percentile in reading to 51.5% as measured by the Winter MAP Reading Assessment.	Aligned to Nevada's STIP Goal: 3 - All students experience academic growth.
Improvement Strategy: Data Team Meetings (PLCs) based on Data Driven Instruction by Paul Bambrick-Santoyo	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
Intended Outcomes: Increased understanding of the standards, improved task to standard alignment, fidelity of assessments, improved planning and opportunities to create reassessment opportunities and increased opportunities to demonstrate mastery of the standard to	



increase student achievement.

Action Steps:

- Determine meeting schedule by grade level
- Deliver PD by Principal by November 5
- Grade Levels Meet weekly: identifying a standard across each grade level for our first Data Team Meeting
- Create system for supporting improved instruction in small groups through instructional rounds, mentoring, coaching, co-teaching, peer learning,
- Training on reading instruction as needed or as requested
- Responsible Parties: all teachers, administrators,
- How often? Weekly
- What data will be collected? Grade level assessments in reading, STAR test, MAP assessment, math assessments formative & summative assessments, participation/attendance, weekly and summative assessments
- Who will monitor? Admin, leadership
- How often? Biweekly to monthly, depending on DDI cycle

Resources Needed:

- Time - a schedule
- Active participation in the process
- Data room, chart paper, magnets for data tracking, google drive for lesson plans,

Challenges to Tackle:

- Time - safeguarding the time to meet (due to substitute issues and absences)
- Staff absences
- Staff vacancies

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

English Learners: vocabulary built into the unwrapping of the standards, real world experiences included in instruction

Foster/Homeless: love, support, intervention

Free and Reduced Lunch: connections - create connections, scaffold instruction

Migrant: connections - create connections, scaffold instruction, consistency



Racial/Ethnic Minorities: create connections, scaffold instruction, examine student assessment samples against the student exemplars

Students with IEPs: accommodations, modifications, collaboration with grade levels in lesson planning

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Climate Survey, MRA Survey</i>	<i>Climate Survey, MRA Survey</i>	<i>Climate Survey, MRA Survey</i>
Problem Statement	Disconnect between what teachers perceive and what families perceive as involvement. Define family engagement.		
Critical Root Causes	Parents lack of understanding of reading strategies or reading instruction, and the cultural divide between staff and parents		

Part B

Adult Learning Culture	
School Goal: <i>Increase from 35 to 70 in the category of Family Engagement: Teachers feel most students' families engage as partners in their child's learning as measured by the Spring MRA Survey.</i>	STIP Connection: <i>6 - All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i>
Improvement Strategy: Parenting Training: classes on reading instruction using Reading Wonders, Accelerated Reader and Lexia (Adult Learning and Modeling and Grade Level PDs) and to build positive relationships in the community through Leader In Me	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
Intended Outcomes: Increase engagement, increase student home support, increase common understanding of what engagement/involvement is	

**Action Steps:**

- *Create system or schedule of monthly strategy training per grade level*
- *Teach a strategy per month to support at home reading (focus of the month)*
- *RBG3 webpage to house strategies for reading*
- *Adult Learning & Modeling to host monthly parent meetings*
- *Create a system for increasing parent collaboration: movie nights tied to literacy, dance nights tied to literacy*
- *Monthly principal and pastry event to increase collaboration*
- *Responsible Parties: all teachers, administrators,*
- *How often? Monthly*
- *What data will be collected? Attendance records, surveys, Climate Survey, MRA*
- *Who will monitor? Admin, leadership*
- *How often? Biweekly to monthly, depending on cycle*

Resources Needed:

- *Time/schedule*
- *Money*
- *Staffing: staff involvement*
- *Webpage developed*
- *Ink*
- *Paper for advertising*

Challenges to Tackle:

- *Family participation, buy-in*
- *Spanish translations*
- *Time to record the strategy*
- *Time to schedule the meetings to meet the needs of the community*

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

English Learners: Provide access to learning in native language

Foster/Homeless: love, support, intervention, provide access to resources

Free and Reduced Lunch: connections - create connections, scaffold instruction

Migrant: connections - create connections, scaffold instruction, consistency, provide access to resources



Racial/Ethnic Minorities: create connections, scaffold instruction, examine student cultures to build relationships

Students with IEPs: accommodations, modifications, collaboration with grade levels in providing training to support students with disabilities



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Behavior Data in Datalabs, MRA Survey, Climate Survey, Panorama Survey</i>	<i>MRA Survey, Climate Survey</i>	<i>Climate Survey, MRA Survey</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 38% to 48% on emotional regulation from the Panorama survey by January 2022.	STIP Connection: 3 - All students experience academic growth.
Improvement Strategy: <i>Counselor's Lessons: monthly guidance lessons in every classroom every month.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1	
Intended Outcomes: Increased ability to solve problems, engage appropriately, regulate emotional state	
Action Steps: • <i>Create schedule for monthly guidance lessons</i> • <i>Draft a plan for topics for each month to support emotional regulation, conflict resolution, and appropriate behavior</i> • <i>Create a system of support from PBIS to reinforce/teach the strategies moving forward</i> • <i>Responsible Parties: all teachers, administrators, counselor</i> • <i>How often? Monthly</i> • <i>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.</i>	



- *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): 4,3

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:

- *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: Provide access to learning in native language

Foster/Homeless: love, support, intervention, provide access to resources

Free and Reduced Lunch: connections - create connections, scaffold instruction

Migrant: connections - create connections, scaffold instruction, consistency, provide access to resources

Racial/Ethnic Minorities: create connections, scaffold instruction, examine student cultures to build relationships

Students with IEPs: accommodations, modifications, collaboration with grade levels in providing training to support students with disabilities



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>\$4,723,416</i>	staffing	<i>Student Success, Adult Learning Culture, Connectedness</i>
Title I	\$212,895	Staffing, 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 III	\$2508	Lexia	Student Success
21st Century Grant	\$116,100	staffing	<i>Student Success, Adult Learning Culture, Connectedness</i>
Henderson Grant	\$100,000	Mental Health Service Team (IMPACT) to provide social/emotional/behavioral/mental health services for our Tier III behavior students	Connectedness