

School Performance Plan

School Name	
TAYLOR, ROBERT L. ES	
Address (City, State, Zip Code, Telephone):	
144 WESTMINSTER WAY HENDERSON, NV 89015, 7027998950	
Superintendent/Region Superintendent:	Jesus Jara / Dr. Deanna Jaskolski
For Implementation During The Following Years:	2021-2022

The Following MUST Be Completed:

Title I Status:	Served
Designation:	CSI
Grade Level Served:	Elementary
Classification:	1 Star
NCCAT-S:	Initial

*1 and 2 Star Schools Only:	Please ensure that the following documents will be available upon request	☒ Use of Core Instructional Materials	☒ Scheduling	☒ Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Cheryl Carlson	Parent	Tabitha Hartman	Parent
Angela Marquette	Parent	Ashley Bommer	Parent
Kimberly Basham	Principal	Melissa Leicht	Learning Strategist
Kelley Norman	Read By Three Strategist	Jaimee Frayer	Kindergarten Teacher
Ashley Turner	Fourth Grade Teacher	Jennifer Kotlarsic	Fifth Grade Teacher
Stephanie Raby	Learning Strategist	Carrie Record	PreK Sped
Katie Phillips	Librarian	Mindy Schlueter	Third Grade Teacher

Kristina Yuen	Second Grade Teacher	Hillary Aube	First Grade Teacher
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COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Summative Assessments	Achievement Gap Data	Achievement Gap Data
Teacher/Administrator Observation Data	AMAOs/ELPA Analysis	Individualized Education Programs (IEP)
NA	Teacher/Administrator Observation Data	Teacher/Administrator Observation Data
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

21-22 Summary Statement:

Overview

Taylor ES is a Title I school located on the south side of Region 3 of the Clark County School District (CCSD). The student population has been inconsistent over the last several years.

2020-2021 Demographic data

Taylor ES services 521 students. The ethnicity breakdown is as follows:

Asian or Pacific Islander 1.54%

Black 33.40%

Caucasian 21.31%

Hispanic 33.01%

Multiracial 8.83%

Native American .58%

Native Hawaiian or other Pacific Islander 1.34%

The school supports 20.92% IEP students and 5.1% LEP students.

Demographic information pulled from Current Enrollment Visualization in Datalab on 09/21/20

Data Analysis

NSPF

Taylor ES earned an one-star status in 2017-18(16 index points) and continues to be a one-star school in 2018-19 (19.5 index points) as reported by the Nevada School Performance Framework (NSPF).

SBAC ELA 16-17 17-18 18-19

Overall Proficiency Results 25.48% 26.48% 28.32%

Grade 3 24.30% 24.05% 30.77%

Grade 4 26.03% 27.47% 30.99%

Grade 5 26.51% 27.71% 23.38%

The school analyzed the summative data (SBAC) and found the following:

Taylor's overall proficiency in ELA increased by 1.84% in the 2018-2019 school year. Each grade level increased their overall percent proficient, except for fifth grade.

SBAC Math 16-17 17-18 18-19

Overall Proficiency Results 13.64% 24.11% 29.52%

Grade 3 17.43% 37.97% 39.74%

Grade 4 12.33% 18.68% 36.62%

Grade 5 9.76% 16.87% 12.82%

The school analyzed the summative data (SBAC) and found the following:

Taylor's overall proficiency in math increased by 5.41% in 2018-2019 school year. Each grade level increased their overall percent proficient, except 5th grade.

Taylor ES

MAP data

2021 Percent of students above the 60th percentile

Math Fall Winter Spring

K 75% 35%

1 41% 20%

2 26% 15%

3 15% 9%

4 24% 20%

5 32% 22%

Overall 34% 19%

2021 Percent of students above the 60th percentile

Reading Fall Winter Spring

K 75% 37%

1 44% 12%

2 29% 21%

3 20% 14%

4 27% 27%

5 33% 27%

Overall 36% 22%

Positive Statements:

The positive trends at Taylor ES are that our math proficiency has increased from 13.64% in 16-17 to 29.52% in 18-19. That is an increase of 15.88% over the two years. Third grade and fourth grade have been consistently showing an increase in proficiency in both reading and math.

Behavior has been an issue at Taylor ES and it has been reduced significantly over the past 3 years by using the Leader in Me and our PBIS model. Bullying reduced from 109 reports in 2018 to 75 reports in 2019. Office referrals were reduced from 347 in 2018 to 158 in 2019.

Areas of Opportunity:

One area of opportunity for Taylor ES is reading proficiency. Although we have made steady growth in reading each year, we have not made exponential, rapid growth in reading. We will continue to focus on reading to increase our proficiency.

Identified Priority Needs (based on 19-20 NCCAT-S) to continue:

1.2 All instructional staff members deliver the standards-based curriculum to all students.

1.3 All instructional staff members use effective instructional strategies to meet the learning needs of all students.

1.6 All instructional staff members provide students with additional instruction and intervention as needed to improve student achievement.

Through the needs assessment conversation and analysis of data, Taylor ES determined the needs previously identified during the full needs assessment conducted during the 19-20 school year still exist. Action steps will remain the same, as data suggests improvements are beginning to emerge, and more time is needed to fully resolve the priority need(s).

ESSA Levels of Evidence:

Goals and action steps address the above areas of opportunity.

We will implement the following evidence based programs with federal and state funding:

MAP EBI Level 3

National Center for Education Evaluation and Regional Assistance (12/2012). The Impact of the Measures of Academic Progress (MAP) Program on Student Reading Achievement. Retrieved from https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_20134000.pdf

Imagine Language & Literacy EBI Level 3

SEG Measurement (2018). An evaluation of the effectiveness of Imagine Learning for improving reading skills.

Accelerated Reader EBI Level 3

Shannon, L. C., Styers, M. K., & Siceloff, E. R. (2010). A final report for the evaluation of Renaissance Learning's Accelerated Reader Program. Charlottesville, VA: Magnolia Consulting.

Lexia, Core 5 EBI Level 3

Macaruso, P., Hook, P. E., & McCabe, R. (2006). The efficacy of computer-based supplementary phonics programs for advancing reading skills in at-risk elementary students. *Journal of Research in Reading*, 29(2), 162-172.

Schechter, R., Macaruso, P., Kazakoff, E.R., & Brooke, E. (2015). Exploration of a blended learning approach to reading instruction for low SES students in early elementary grades. *Computers in the Schools*, 32, 183-200.

Macaruso, P., Wilkes, S., & Prescott, J. E. (2018). An investigation of blended learning to support reading instruction in elementary school. Concord, MA: Lexia Learning.

<https://www.lexialearning.com/why-lexia/research-proven>

Reading Wonders EBI Level 3

Dorsey, W. "Balanced reading basals and the impact on third-grade reading achievement". *Journal of Organizational and Educational Leadership*; v1 n2 Article 2 2015; 31pp.

<https://files.eric.ed.gov/fulltext/EJ1131526.pdf>

Corrective Reading EBI Level 1

Torgesen, J., Schirm, A., Castner, L., Vartivarian, S., Mansfield, W., Myers, D., ... Institute of Education Sciences (ED), W., DC. (2007). National Assessment of Title I. Final Report. Volume II: Closing the Reading Gap--Findings from a Randomized Trial of Four Reading Interventions for Striving Readers. NCEE 2008-4013. National Center for Education Evaluation and Regional Assistance.

Retrieved from eric. (National Center for Education Evaluation and Regional Assistance.

Everyday Mathematics EBI Level 2

Waite, R. D. (2000). A study of the effects of Everyday Mathematics on student achievement of third-, fourth-, and fifth-grade students in a large north Texas urban school district (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 9992659)

easyCBM EBI Level 3

Anderson, Daniel, et al. "Technical Manual EasyCBM." Houghton Mifflin Harcourt, University of Oregon, 2014, www.brtprojects.org/.

The Leader in Me Level 4

"The Leader in Me District Evaluation Report." ROI Institute, Inc. November, 2014. theleaderinme.org. August, 2017.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1					
Based on the CNA, identify all that apply:	☒ General Education	☒ FRL	☒ ELL	☒ IEP	☐ Other

Priority Need/Goal 1:
All students will increase proficiency in ELA from X% to Y% by 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework. (This goal has been calculated to meet the FOCUS:2024 target by 2023)

Root Causes:
Staff have not understood the NVAC standards or the implementation of the NEPF standards and indicators. Curriculum aligned to the standards in reading have been implemented over the past year to provide consistent instruction vertically or horizontally. Professional development to build instructional capacity to consistently use effective strategies to meet the learning needs of all students is on-going based on data and observation. Staff continues to work towards mastery in these areas. Lack of consistent Tier II instruction.

Measurable Objective 1:
Increase the percent of all students above the 60th percentile in ELA from X% (Fall) to Y% (Winter) and from Y% (Winter) to Z% (Spring) by 2022 as measured by MAP formative assessments.

Measurable Objective 2:
Increase the percent of ASF eligible students meeting or exceeding growth projections in reading from X% (Winter) to Y% (Spring)by 2022 as measured by MAP Growth Assessments.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

Teachers will receive professional development before school, after school, during staff development days, and during grade level PLC meetings on The Leader In Me (Seven Habits of Highly Effective People). Professional development sessions will also be offered for using effective teaching and engagement strategies to teach the NVACS, Read By Three, and the NEPF. Teachers will receive ongoing professional development in using effective reading strategies through Wonders, Lexia, Accelerated Reader. Teachers will participate in ALCA-M Cohort C professional development focusing on academic discourse, academic language, and rigorous student learning tasks. Teachers will be engaged in empowering instruction professional learning. School-wide implementation and professional development on MTSS-B, trauma informed teaching, and de-escalation strategies. Teachers also received professional development on Canvas, Google Classroom, Google Meet, ClassKick, EasyCBM, MAP, and online learning best practices to support distance education/hybrid model.	TITLE I: Lexia Accelerated Reader/STAR Learning A-Z People: Admin, teachers, strategists, Time: Prep Buy Out, PLC, after school, PL Learning Days Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Common Assessments, MAP, data protocol sheets, Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.	Agendas, sign-in sheets, classroom observations, Canvas, Google classrooms	August 2021-May 2022 Administration, teachers, strategists Weekly PLC meetings for 36 weeks Read By Grade 3 trainings - Staff Meetings Read by Grade 3 - Learning Strategist, TLIM consultants or school admin, Title I Liaison will collect agendas and sign in sheets, Teachers will begin to share responsibilities in providing PD.	N/A
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Comments:

NVACS - Nevada Academic Content Standards PLC - Professional Learning Communities LMS - Learning Management System TLIM - The Leader in Me

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Spread the Word Nevada will provide pre-recorded access to Breakfast and Books and Books and Buddies events monthly. They will provide families and students with books and activities to promote reading at home through book distributions that follow social distancing guidelines. Communities In Schools provides wraparound services, wellness visits, and parenting classes on a variety of subjects. The Lighthouse Team will meet biweekly to plan family engagement activities. Spread the Word Nevada-books and buddies, Mentor Center provides students with mentors that read to them and free books and a chance to take AR test virtually through distance education. Monster Math Night Leadership Day Monthly Leader of the Month Assemblies Spring Fling Open House PSTAPT All parent events will be held virtually to ensure social distancing guidelines are adhered to.	People: Admin, teachers, strategists, Lighthouse Team, FACES, CIS, Spread the Word Nevada Time: Sub-release days, PLC, after school Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, refreshments, PISA instructional materials (board games for raffles for participation) Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.	Meeting agendas, parent sign-in sheets, Breakfast and Books participation	August 2021-May 2022 Lighthouse Team will meet every other week to plan and facilitate parent evenings Breakfast and Books will be held monthly Administrative team will ensure that this action step is implemented	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year:	NCCAT-S Indicators:
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Teachers will consistently implement and enforce schoolwide behavior expectations, procedures, and PBIS model. Teachers will implement Literacy Framework lesson plans, including the use of the Wonders for Tier I instruction, Text Exemplars, Close Reading, and Tier 2/Tier 3 Intervention support virtually through synchronous and asynchronous learning sessions. Teachers will use regular formative assessments (MAP, EasyCBM, STAR, and Core Phonics Survey) to identify students who need additional instruction or intervention in reading. Teachers will provide intervention through Corrective Reading and Lexia during virtual small group learning sessions. Teachers will ensure students engage in daily synchronous sessions and will provide activities for asynchronous time during hybrid model/distance learning. Break out room sessions will be provided for small group settings and opportunities for one on one assistance.	People: Admin, teachers, strategists Time: Sub-release days, PLC, after school Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Common Assessments, MAP, data protocol sheets, Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.	Classroom observations, lesson plans, student work, RTI progress monitoring	August 2021-May 2022 Teachers will implement daily literacy lessons throughout the year during scheduled literacy blocks with synchronous and asynchronous learning sessions. Administration will conduct classroom observations monthly. Tiered interventions will be scheduled daily during 40 minute block conducted by teachers. Administration - facilitate grade level planning meetings and conduct classroom observations.	N/A
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Comments:

1.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
Academic Support Funding (ASF) will be used for strategists to support teachers and students our ASF eligible students and to split fund a Humanities position to support student's social/emotional and literacy (reading and writing) needs. MAP data will be used to identify students eligible to participate in learning labs 100 minutes per week, Humanities 50 minutes per week, and to monitor progress of students who are scoring in the bottom quartile in ELA. These students will be provided small group intervention in the learning lab and social/emotional literacy learning lessons (reading and writing) and support in Humanities class weekly. Students will be supported through feedback from teachers and strategists.	Strategist People: Teachers, admin, ASF students, strategist Time: during school hours Materials: Canvas, MAP data, digital platforms, easyCBM, and Common Core Assessments, Leader In Me curriculum Funding: Federal, state and local funds, ASF, including Title I have been blended and braided to implement this action step.	ASF monitoring record, lesson plans in learning labs and Humanities	August 2021-May 2022 Admin, Teachers, Strategists	N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	☒ General Education	☒ FRL	☒ ELL	☒ IEP	☐ Other
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Priority Need/Goal 2:

All students will increase proficiency in math from X% to Y% by 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework. (This goal has been calculated to meet the FOCUS:2024 target by 2023)

Root Causes:

Staff have not understood the NVAC standards or the implementation of the NEPF standards and indicators. Curriculum aligned to the standards math have been implemented over the past two years to provide consistent instruction vertically or horizontally. Professional development to build instructional capacity to consistently use effective strategies to meet the learning needs of all students is on-going based on data and observation. Staff continues to work towards mastery in these areas. Lack of effective pacing of curriculum and ensuring access to learning tasks above DOK 1.

Measurable Objective 1:

Increase the percent of all students above the 60th percentile in math from X% (Fall) to Y% (Winter) and from Y% (Winter) to Z% (Spring) by 2022 as measured by MAP formative assessments.

Measurable Objective 2:

Increase the percent of ASF eligible students meeting or exceeding growth projections in math from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

Teachers will receive professional development before school, after school, during staff development days, and during grade level PLC meetings on The Leader In Me (Seven Habits of Highly Effective People). Professional development sessions will also be offered for using effective teaching and engagement strategies to teach the NVACS and the NEPF. Teachers will receive ongoing professional development in using effective math instructional strategies with ST Math, Math Accelerator and Everyday Math. Teachers will participate in ALCA-M Cohort C professional development focusing on academic discourse, academic vocabulary, rigorous learning tasks. School-wide implementation and professional development on MTSS-B, trauma informed teaching, and de-escalation strategies. Teachers also received professional development on Canvas, Google Classroom, Google Meet, ClassKick, EasyCBM, MAP, and online learning best practices to support distance education.	People: Admin, teachers, strategists, Time: Prep Buy Out, PLC, after school Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Common Assessments, MAP, data protocol sheets, data Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.	Agendas, sign-in sheets, evaluations, classroom observations, Google classroom, Canvas	August 2021-May 2022 Weekly PLC meetings for 36 weeks Read By Grade 3 trainings - Staff Meetings ALCA-M - Learning Strategist Read by Grade 3 - Learning Strategist, TLIM consultants or school admin, Title I Liaison will collect agendas and sign in sheets, Teachers will begin to share responsibilities in providing PD.	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Communities In Schools provides wraparound services and parenting classes on a variety of subjects. The Lighthouse Team will meet biweekly to plan family engagement activities. Monster Math Night Leadership Day Monthly Leader of the Month Assemblies Spring Fling Open House PSTAPT All parent events will be held virtually to ensure social distancing guidelines are adhered to.	SCHOOL RESOURCES: Lighthouse Team Monster Math Night Leadership Day and Spring Fling Monthly Leader of the Month Assembly People: Admin, teachers, strategists, Lighthouse Team, FACES, CIS Time: Prep Buy Out, PLC, after school Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, refreshments, PISA instructional materials (board games for raffles for participation) Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.	Meeting agendas, parent sign-in sheets, Breakfast and Books participation	August 2021-May 2022 Lighthouse Team will meet every other week to plan and facilitate parent evenings Breakfast and Books will be held monthly, virtually Administrative team will ensure that this action step is implemented	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year:	NCCAT-S Indicators:
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Teachers will consistently implement and enforce schoolwide behavior expectations, procedures, and PBIS model. Teachers will implement the schoolwide level of practice lesson plans, including the use of Everyday Math for Tier I instruction and Tier 2/Tier 3 Intervention support through synchronous and asynchronous learning sessions. Teachers will use regular formative assessments (MAP and common assessments) to identify students who need additional instruction or intervention in math. Teachers will provide intervention through Math Accelerator and ST Math through small group learning sessions. Teachers will ensure students engage in daily synchronous sessions and will provide activities for asynchronous time during hybrid model/distance learning. Break out room sessions will be provided for small group settings and one on one assistance.	People: Admin, teachers, strategists, Time: Prep Buy Out, PLC, after school Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Common Assessments, MAP, data protocol sheets, data Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.	Classroom observations, lesson plans, student work, RTI progress monitoring, Canvas, Google classroom	August 2021-May 2022 Teachers will implement daily math lessons throughout the year. Teachers will administer regular formative assessments based on school testing calendar. Administration will conduct classroom observations monthly. Tiered interventions will be scheduled daily during 40 minute block conducted by teachers. Administration - facilitate grade level planning meetings and conduct classroom observations.	N/A
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Comments:

2.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
Academic Support Funding (ASF) will be used for strategists to support teachers and students our ASF eligible students and to split fund a Humanities position to support student's social/emotional and math needs. MAP data will be used to identify students eligible to participate in learning labs 100 minutes per week, Humanities 50 minutes per week, and to monitor progress of students who are scoring in the bottom quartile in math. These students will be provided small group intervention in the learning lab and social/emotional mathematics learning lessons and support in Humanities class weekly. Students will be supported through feedback from teachers and strategists.	Strategist People: Teachers, admin, ASF students, strategists Time: during school hours Materials: Canvas, MAP data, digital platforms, easyCBM, and Common Core Assessments, and Leader In Me Curriculum. Funding: Federal, state and local funds, ASF, including Title I have been blended and braided to implement this action step.	ASF monitoring record, lesson plans in learning labs and Humanities	August 2021- May 2022 Administration, Teachers, Strategists	N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	☐ General Education	☐ FRL	☐ ELL	☐ IEP	☐ Other
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Priority Need/Goal 3:

Root Causes:

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

				N/A
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Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I	\$212,895.00	CSR staffing	Goals 1 and 2
Academic Support Funding (ASF)	\$218,225.04	2 strategist and split fund humanities	Goals 1 and 2
Strategic Budget	\$3,387,719.89	staffing, Communities in School, general supplies	Goals 1 and 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

All prospective candidates are interviewed by members of the Leadership Team. The Leadership Team asks specific questions to determine the candidates proficiency on instruction and behavior management. One of the requirements the Leadership Team explains to all candidates is the expected collaboration, weekly team meetings, Leader In Me philosophy and practices & monthly STPT sessions. Mentors are provided for all teachers new to Taylor ES & teachers are supported through the strong collaborative PLC model.

2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

The school sends home a quarterly newsletter with schoolwide information & a form for providing input. The school has a team dedicated to family involvement & implements monthly family involvement activities. The FACES Center provides classes and activities for families. We maintain several community partnerships that offer before and after school activities to families. Parents can access information regarding student grades and attendance through the Infinite Campus Parent Portal. Parent volunteers are solicited and trained on school practices to increase participation. Class Dojo is used school-wide for school announcements and communications along with regular ParentLink messages to keep families informed.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

Acelero Learning pre-K students and our Title I pre-K students visit the kindergarten classes and are introduced to kindergarten teachers. Fifth grade students visit Brown JHS to tour the school and meet teachers. Brown JHS students perform at Robert Taylor and inform fifth grade students about available electives. Robert Taylor's counselor and 5th grade teachers provide classroom lessons for fifth graders focused on transitioning to middle school.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

The school has a team dedicated solely to the Curriculum, Instruction, and Assessment programs of the school. Together with the Leadership Team, each grade level participates in monthly STPT sessions where they analyze student assessment data and plan their assessments and instruction based on the outcomes. During weekly PLC meetings, grade-level teachers analyze common assessment data to drive instruction. Struggling students are identified and placed in Tier 2 or Tier 3 Interventions and progress monitored on assessments based on skill deficits.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts

All funds support the School Performance Plan to increase student achievement. Title I and strategic funds school initiatives. The many partnerships and sponsors that we have volunteer at school events & donate supplies for student use. All funds are coordinated to increase student achievement.

Plan for improving the school climate

Goal:

Increase the percent of students who respond "agree or strongly agree" to the following statement, "I like my school" from 93% to 96% by December 2022 as measured by the districtwide survey.

Action Plan: How will this plan improve the school climate?

This will be accomplished through continued implementation of the Leader in Me and PBIS model. We will also be recognizing and celebrating student successes.

Monitoring Plan: How will you track the implementation of this plan?

We track through monitoring the reduction of behavior referrals, bullying referrals, RPCs and suspensions. Also teachers have Leadership Notebooks.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

The districtwide survey results will be used to determine the effectiveness of this plan.

APPENDIX A - Professional Development Plan

1.1

Teachers will receive professional development before school, after school, during staff development days, and during grade level PLC meetings on The Leader In Me (Seven Habits of Highly Effective People). Professional development sessions will also be offered for using effective teaching and engagement strategies to teach the NVACS, Read By Three, and the NEPF. Teachers will receive ongoing professional development in using effective reading strategies through Wonders, Lexia, Accelerated Reader. Teachers will participate in ALCA-M Cohort C professional development focusing on academic discourse, academic language, and rigorous student learning tasks. Teachers will be engaged in empowering instruction professional learning. School-wide implementation and professional development on MTSS-B, trauma informed teaching, and de-escalation strategies. Teachers also received professional development on Canvas, Google Classroom, Google Meet, ClassKick, EasyCBM, MAP, and online learning best practices to support distance education/hybrid model.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will receive professional development before school, after school, during staff development days, and during grade level PLC meetings on The Leader In Me (Seven Habits of Highly Effective People). Professional development sessions will also be offered for using effective teaching and engagement strategies to teach the NVACS and the NEPF. Teachers will receive ongoing professional development in using effective math instructional strategies with ST Math, Math Accelerator and Everyday Math. Teachers will participate in ALCA-M Cohort C professional development focusing on academic discourse, academic vocabulary, rigorous learning tasks. School-wide implementation and professional development on MTSS-B, trauma informed teaching, and de-escalation strategies. Teachers also received professional development on Canvas, Google Classroom, Google Meet, ClassKick, EasyCBM, MAP, and online learning best practices to support distance education.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Spread the Word Nevada will provide pre-recorded access to Breakfast and Books and Books and Buddies events monthly. They will provide families and students with books and activities to promote reading at home through book distributions that follow social distancing guidelines. Communities In Schools provides wraparound services, wellness visits, and parenting classes on a variety of subjects. The Lighthouse Team will meet biweekly to plan family engagement activities. Spread the Word Nevada-books and buddies, Mentor Center provides students with mentors that read to them and free books and a chance to take AR test virtually through distance education. Monster Math Night Leadership Day Monthly Leader of the Month Assemblies Spring Fling Open House PSTAPT All parent events will be held virtually to ensure social distancing guidelines are adhered to.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Communities In Schools provides wraparound services and parenting classes on a variety of subjects. The Lighthouse Team will meet biweekly to plan family engagement activities. Monster Math Night Leadership Day Monthly Leader of the Month Assemblies Spring Fling Open House PSTAPT All parent events will be held virtually to ensure social distancing guidelines are adhered to.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

All students will increase proficiency in ELA from X% to Y% by 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework. (This goal has been calculated to meet the FOCUS:2024 target by 2023)

Measurable Objective(s):

- Increase the percent of all students above the 60th percentile in ELA from X% (Fall) to Y% (Winter) and from Y% (Winter) to Z% (Spring) by 2022 as measured by MAP formative assessments.
- Increase the percent of ASF eligible students meeting or exceeding growth projections in reading from X% (Winter) to Y% (Spring) by 2022 as measured by MAP Growth Assessments.

Status

N/A

Comments:

1.1 Professional Development: NVACS - Nevada Academic Content Standards PLC - Professional Learning Communities LMS - Learning Management System TLIM - The Leader in Me

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Teachers will receive professional development before school, after school, during staff development days, and during grade level PLC meetings on The Leader In Me (Seven Habits of Highly Effective People). Professional development sessions will also be offered for using effective teaching and engagement strategies to teach the NVACS, Read By Three, and the NEPF. Teachers will receive ongoing professional development in using effective reading strategies through Wonders, Lexia, Accelerated Reader. Teachers will participate in ALCA-M Cohort C professional development focusing on academic discourse, academic language, and rigorous student learning tasks. Teachers will be engaged in empowering instruction professional learning. School-wide implementation and professional development on MTSS-B, trauma informed teaching, and de-escalation strategies. Teachers also received professional development on Canvas, Google Classroom, Google Meet, ClassKick, EasyCBM, MAP, and online learning best practices to support distance education/hybrid model.	
Progress		
Barriers		
Next Steps		

1.2	Spread the Word Nevada will provide pre-recorded access to Breakfast and Books and Books and Buddies events monthly. They will provide families and students with books and activities to promote reading at home through book distributions that follow social distancing guidelines. Communities In Schools provides wraparound services, wellness visits, and parenting classes on a variety of subjects. The Lighthouse Team will meet biweekly to plan family engagement activities. Spread the Word Nevada-books and buddies, Mentor Center provides students with mentors that read to them and free books and a chance to take AR test virtually through distance education. Monster Math Night Leadership Day Monthly Leader of the Month Assemblies Spring Fling Open House PSTAPT All parent events will be held virtually to ensure social distancing guidelines are adhered to.	
Progress		
Barriers		
Next Steps		
1.3	Teachers will consistently implement and enforce schoolwide behavior expectations, procedures, and PBIS model. Teachers will implement Literacy Framework lesson plans, including the use of the Wonders for Tier I instruction, Text Exemplars, Close Reading, and Tier 2/Tier 3 Intervention support virtually through synchronous and asynchronous learning sessions. Teachers will use regular formative assessments (MAP, EasyCBM, STAR, and Core Phonics Survey) to identify students who need additional instruction or intervention in reading. Teachers will provide intervention through Corrective Reading and Lexia during virtual small group learning sessions. Teachers will ensure students engage in daily synchronous sessions and will provide activities for asynchronous time during hybrid model/distance learning. Break out room sessions will be provided for small group settings and opportunities for one on one assistance.	
Progress		
Barriers		
Next Steps		
1.4	Academic Support Funding (ASF) will be used for strategists to support teachers and students our ASF eligible students and to split fund a Humanities position to support student's social/emotional and literacy (reading and writing) needs. MAP data will be used to identify students eligible to participate in learning labs 100 minutes per week, Humanities 50 minutes per week, and to monitor progress of students who are scoring in the bottom quartile in ELA. These students will be provided small group intervention in the learning lab and social/emotional literacy learning lessons (reading and writing) and support in Humanities class weekly. Students will be supported through feedback from teachers and strategists.	
Progress		
Barriers		

Next Steps		
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APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:
All students will increase proficiency in math from X% to Y% by 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework. (This goal has been calculated to meet the FOCUS:2024 target by 2023)

- Measurable Objective(s):**
- Increase the percent of all students above the 60th percentile in math from X% (Fall) to Y% (Winter) and from Y% (Winter) to Z% (Spring) by 2022 as measured by MAP formative assessments.
 - Increase the percent of ASF eligible students meeting or exceeding growth projections in math from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.

Status
N/A

Comments:

- 2.1 Professional Development:
2.2 Family Engagement:
2.3 Curriculum/Instruction/Assessment:
2.4 Other:

	Mid-Year	End-of-Year
2.1	Teachers will receive professional development before school, after school, during staff development days, and during grade level PLC meetings on The Leader In Me (Seven Habits of Highly Effective People). Professional development sessions will also be offered for using effective teaching and engagement strategies to teach the NVACS and the NEPF. Teachers will receive ongoing professional development in using effective math instructional strategies with ST Math, Math Accelerator and Everyday Math. Teachers will participate in ALCA-M Cohort C professional development focusing on academic discourse, academic vocabulary, rigorous learning tasks. School-wide implementation and professional development on MTSS-B, trauma informed teaching, and de-escalation strategies. Teachers also received professional development on Canvas, Google Classroom, Google Meet, ClassKick, EasyCBM, MAP, and online learning best practices to support distance education.	
Progress		
Barriers		
Next Steps		

2.2	Communities In Schools provides wraparound services and parenting classes on a variety of subjects. The Lighthouse Team will meet biweekly to plan family engagement activities. Monster Math Night Leadership Day Monthly Leader of the Month Assemblies Spring Fling Open House PSTAPT All parent events will be held virtually to ensure social distancing guidelines are adhered to.	
Progress		
Barriers		
Next Steps		
2.3	Teachers will consistently implement and enforce schoolwide behavior expectations, procedures, and PBIS model. Teachers will implement the schoolwide level of practice lesson plans, including the use of Everyday Math for Tier I instruction and Tier 2/Tier 3 Intervention support through synchronous and asynchronous learning sessions. Teachers will use regular formative assessments (MAP and common assessments) to identify students who need additional instruction or intervention in math. Teachers will provide intervention through Math Accelerator and ST Math through small group learning sessions. Teachers will ensure students engage in daily synchronous sessions and will provide activities for asynchronous time during hybrid model/distance learning. Break out room sessions will be provided for small group settings and one on one assistance.	
Progress		
Barriers		
Next Steps		
2.4	Academic Support Funding (ASF) will be used for strategists to support teachers and students our ASF eligible students and to split fund a Humanities position to support student's social/emotional and math needs. MAP data will be used to identify students eligible to participate in learning labs 100 minutes per week, Humanities 50 minutes per week, and to monitor progress of students who are scoring in the bottom quartile in math. These students will be provided small group intervention in the learning lab and social/emotional mathematics learning lessons and support in Humanities class weekly. Students will be supported through feedback from teachers and strategists.	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

Status
N/A

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1		
Progress		
Barriers		
Next Steps		
3.2		
Progress		
Barriers		

Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		