



Clark County School District
Glen Taylor ES
2021-2022 School Performance Plan:
A Roadmap to Success

Glen 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 {Tara Doetch} 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	686	0.5%	8.8%	22.2%	6%	50.7%	2.4%	9.4%	12.5%	4.2%	28.3%
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	67.18%	62	56.94%	75.11%	63	72.76%	46.6%	27.6%	62.16%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	68.6	66	66.5%	70.1%	63	69.5%	40.5%	26.8%	66.6%
	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 %	47.6%
	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	416	407	409
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
Tara Doetch	Principal(s) <i>(required)</i>
Nicole Bryan	Other School Leader(s)/Administrator(s) <i>(required)</i>
Kimberly Russell, Dawn Larson, Lisa Johnson, Annette Connors, Olivia Norman, Angela Kulikowski, Courtney Robertson, Melissa West, Kelly Elliott	Teacher(s) <i>(required)</i>
Mary Betchel	Paraprofessional(s) <i>(required)</i>
Sarane Utley, Leslie Bell, Nalei Piena, Casey Calahan	Parent(s) <i>(required)</i>
<i>n/a</i>	Student(s) <i>(required for secondary schools)</i>
<i>n/a</i>	Tribes/Tribal Orgs <i>(if present in community)</i>
<i>n/a</i>	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</i>	



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
PTO Meeting	8/31/21	10	Discussion of School Performance Plan
SOT Meeting	9/8/21	7	Discussion of School News and Initiative for School Performance Plan
SOT Meeting	9/28/21	7	Discussion of School Budget and how it will be used for School Performance Plan
Code Central	10/18/2021	25	STEM, Coding, Virtual, Community Support for Project based learning to support goals in School Performance Plan
Robotics Club	10/2021	28	Legos, Coding, Robotics
Heart Association	2021/2022	25	Kids Heart Challenge
Wildcat Sports Club	10/2021	25	Develop Students Confidence
<i>*Add rows as needed</i>			



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	SBAC MAP NV Report Card	District Wide Climate and Culture Survey Panorama Data	Observations & Lesson planning
Problem Statement	<p>The drop of math achievement scores from the 18-19 school year of 69.6% to the 20-21 school year of 43.2% which results in a decrease of 26.4% on the SBAC.</p> <p>Due to Read by 3 Legislation, we will focus on second grade who has the largest group of non-proficient students in Reading and look to improve proficiency from 67% to 73% proficient.</p> <p>The Hispanic subgroup decreased from 64% to 25.5% resulting in a 39% overall decrease in proficiency.</p>		
Critical Root Causes	<p>During the 2020-21 school year, students were not given effective Tier 1 instruction that followed the process of engagement using the gradual release model due to limited participation, not enough instructional time, and the limited opportunities for students to be accountable for their learning. Many students did not have the opportunity to receive adequate feedback and support due to the virtual component and therefore student progress through independent tasks and assessments were limited.</p>		

Part B

Student Success	
School Goal: Increase the percent of students scoring above the 40th percentile in Math from 68% (fall) to 70% (winter) to 75% (spring) by 2022 as measured by	Aligned to Nevada's STIP Goal: 3- All students experience



<p>MAP Growth Assessment. Increase the percent of students scoring above the 40th percentile in Reading from 72% (fall) to 74% (winter) to 76% (spring) by 2022 as measured by MAP Growth Assessment.</p>	<p><i>continued academic growth.</i></p>
<p>Improvement Strategy: <i>Solid Tier 1 math instruction will be provided to supply students with the skills and strategies to increase proficiency in all core subject areas.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>EnVisions 2020 - 3</i></p>	
<p>Intended Outcomes: <i>Improve student achievement and show growth in core subject areas of Reading and Math for all students and to decrease the achievement gap for the Hispanic and African American groups.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Classroom observations that support coaching conversations</i>● <i>Mentoring</i>● <i>Professional Development based on needs</i>● <i>Instructional Rounds to calibrate instruction</i>● <i>Observe Progress monitoring data through RTI meetings and develop appropriate interventions by individual need</i>● <i>Professional Learning Community Meetings by grade level or department- Data informed decisions</i>	
<p>Resources Needed:</p> <ul style="list-style-type: none">● Learning Strategist● Read by 3 Strategist● iReady Language Arts & Math supplementals● Computer based pathway programs: MAPs Accelerator, Freckle● Online applications- Generation Genius (Nonfiction reading), Brain Pop (Non-Fiction reading)● Nonfiction readers/digital tool- Time for Kids (Non-fiction reading supplements)● Nearpod● Reach for Reading	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Teachers did not have appropriate time for developing standards based assessments, planning lessons, analyzing data in a PLC model, and providing professional development, which was remedied by adding an extra preparation period once a week for the collaboration time.</i>	



Improvement Strategy: *Differentiated instruction that supports all students in sub groups whose data indicates an achievement gap in proficiency in core subject area.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Envisions 2020 Intervention -3*

Intended Outcomes: *Increase student achievement while decreasing the achievement gap in our lowest performing sub groups who need interventions and reteach opportunities of Hispanic and African American.*

Action Steps:

- The new curriculum with Envision/Savvas provides support for teachers to differentiate and support additional practice when needed for further growth.
- Pathway programs to support further student differentiation and assigned standards based tasks.
- Partnering with parents to communicate curricular goals through independent and class assignments as needed to ensure they are kept current. Will not fall behind in practice. Communication in order to support students for their success.
- *Professional Learning Community Meetings by grade level or department - Data informed decisions*
- *Observe Progress monitoring data through RTI meetings and develop appropriate interventions by individual need*

Resources Needed:

- Learning Strategist
- Read by 3 Strategist
- iReady Language Arts & Math supplementals
- Computer based pathway programs: MAPs Accelerator, Freckle, Imagine Learning, Smarty Ants
- Online learning opportunities: Achieve 3000
- Hagerty phonics & phonemic intervention
- Fountas & Pinnell Intervention kits
- Professional Development for explicit phonics, developing RTI intervention plans, small group planning
- Generation Genius
- BrainPoP
- Flying Start
- MAPs accelerator
- Reach for Reading

Challenges to Tackle:

- With an increase non-proficient students, teachers needed further coaching and support for intervening with students

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



English Learners: Identify and utilize supports that ensure equitable learning through culturally responsive teaching. ELL students will additionally be provided additional pathway program for ELL learners which is Imagine Learning

Foster/Homeless: Identify and utilize supports that ensure equitable learning through culturally responsive teaching.

Free and Reduced Lunch: Identify and utilize supports that ensure equitable learning through culturally responsive teaching.

Racial/Ethnic Minorities: Identify and utilize supports that ensure equitable learning through culturally responsive teaching.

Students with IEPs: Identify and utilize supports that ensure equitable learning through culturally responsive teaching.

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>SBAC MAPs Panorama Survey Summative Assessments</i>	<i>Observations, Coaching & Mentoring Feedback, Instructional Rounds, Teacher Leadership Team</i>	<i>Observations, Coaching, Mentoring, Instructional Rounds, PLC's, Licensed Staff Committees/Productive Teams</i>
Problem Statement	<i>Due to the limited student proficiency and achievement gaps in sub groups of Hispanic and African American students, staff needed further professional development to support students' increase in deficiencies.</i>		
Critical Root Causes	During distance learning, teachers had limited access to professional development and virtual materials to develop further lessons to support all areas of instruction.		

Part B

Adult Learning Culture	
School Goal: Increase the percent of PD strategies implemented in classrooms from 60% (fall) to 62% (winter) to 65% (spring) as measured	STIP Connection: 2-All students have access to effective educators.



by classroom walkthrough form and teacher survey.	
Improvement Strategy: Creating professional development calendar that supports teachers, grade levels, and individuals	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>PD - 2</i>	
Intended Outcomes: <i>Elevate pedagogy and instructional practices, evaluate assessments tools and students results to better support reteach, and intervention strategies in PLC meetings.</i>	
Action Steps: <ul style="list-style-type: none">● <i>Analyze data</i>● <i>Collectively decide school wide or grade level/department initiatives</i>● <i>Observe classrooms for further individualize coaching</i>● <i>PD- os SEL objectives</i>● <i>Instructional Rounds</i>● <i>PD- Culturally Responsive Teaching</i>● <i>PD - Developing standards based assessments, data analysis</i>● <i>PD- Intervention Plans - Differentiation</i>	
Resources Needed: <ul style="list-style-type: none">● <i>Learning Strategist</i>● <i>Read by 3 Strategist</i>● <i>Consultants virtual and in person training</i>● <i>Explicit Phonics</i>● <i>Haggerty</i>● <i>Sanford Harmony Tools</i>● <i>Pacing Guides</i>● <i>iReady Tools and Data Training</i>● <i>Achieve 3000 Literacy</i>● <i>Actively Learn</i>● <i>Reading A-Z</i>● <i>Brain POP</i>	
Challenges to Tackle: <ul style="list-style-type: none">● <i>Teachers did not have appropriate time during contractual parameters for professional development which was remedied by adding an extra preparation period once a week for the collaboration time.</i>	



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

English Learners: Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching.

Foster/Homeless: Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching.

Free and Reduced Lunch: Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching.

Migrant: Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching.

Racial/Ethnic Minorities: Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching.

Students with IEPs: Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Glen Taylor Data on Connectedness District Climate Survey</i>	Administration, Counselor, Licensed staff	District-Wide Survey Google Form survey sent 4 times yearly
Problem Statement	Problem Statement: Re-engage and strengthen trust and engage students of all groups but specifically the group African American and Hispanic which feel least engaged, supported and socially emotional competent.		
Critical Root Causes	Difficult to connect to students online to support or re correct errors to give confidence and felt the right answer was more important.		

Part B

Connectedness	
<p>School Goal: <i>To increase student engagement utilizing Culturally Responsive Teaching with improvement in student achievement in achievement gaps sub groups on the SBAC for Hispanic from 16% in math to 22% and in ELA from 31% to 37% African American group 10% to 17% in math and 25% to 32% proficient.</i></p>	<p>STIP Connection: 6</p>
<p>Improvement Strategy: <i>Create classroom and school climate that supports individual students' social emotional learning and engagement to school environment and academics.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Sanford Harmony - 4</i></p>	
<p>Intended Outcomes: <i>Students re-engage in learning and trust the school community to feel supported in the emotional competence through formative school wide surveys, Panorama surveys and end of year surveys.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> • <i>Teachers were given professional development to support students with social emotional learning lessons and character development.</i> • <i>Teachers also used restorative justice practices which include daily class meetings, restorative circles, and class contracts.</i> 	



- *Instructional Rounds to support and give feedback on execution*
- *Student questionnaires to give feedback and support and make adjustments*
- *Counselor and other staff to meet small groups to make further connections and support*

Resources Needed:

- SEL materials
- Counselor
- Strategists
- Sanford Harmony
- Panorama
- De-escalation room materials
- Equity and Diversity Professional Development for staff- Culturally Responsive Teaching

Challenges to Tackle:

- Student attendance to be able to participate in daily social emotional learning which is monitored and addressed through the MTSS process.

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

English Learners: Daily small group meetings for check-in as well as monitoring engagement student progress.

Foster/Homeless: Daily small group meetings for check-in as well as monitoring engagement student progress.

Free and Reduced Lunch: Daily small group meetings for check-in as well as monitoring engagement student progress.

Racial/Ethnic Minorities: Daily small group meetings for check-in as well as monitoring engagement student progress.

Students with IEPs: Daily small group meetings for check-in as well as monitoring engagement student progress.



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)
General Fund	\$226,000	Strategist, Counselor, Humanities used to support student progress	Student Success, Adult Learning Culture and Connectedness
General Fund	\$145,917	Instructional Materials	Student Success, Adult Learning Culture and Connectedness
General Fund	\$13,000	Professional Development, Book Studies, materials, and Consultants	Student Success, Adult Learning Culture and Connectedness
General Fund	\$10,000	Preparation Period Buyouts	Student Success, Adult Learning Culture and Connectedness