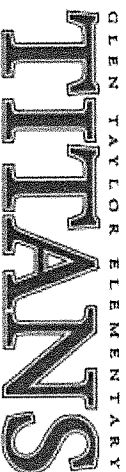


Clark County School District

Taylor, Glen C. ES

2025-2026 Status Checks with Notes



District Approval Date: February 27, 2026

Mission Statement

We are dedicated to the development of individual strengths, while fostering critical thinking and discovery to support students' individual growth and leadership skills in a positive and inspiring community of learners.

Vision

Taylor Titans are brave enough to try, strong enough to grow, and ready to learn for life.

Demographics & Performance Information

Nevada Report Card

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 https://nevadareportcard.nv.gov/DI/nv/clark/glen.c.taylor_elementary_school/nspf/

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Inquiry Areas

Inquiry Area 1 : Student Success

SMART Goal 1: SPP Goal for 25-26 : When reviewing the Spring reading projected growth trend over the last 3 years the average has been 49.7% of students making their growth goal. We will anticipate that 52% of our student will achieve their growth goal in reading.

Kindergarten we anticipate 45% will make growth goal

1st Grade 42% made growth goal to grow to 45%

2nd grade 52% made growth goal to grow to 55%

3rd Grade 43% made growth goal to grow to 46%

4th grade 54% made growth goal to grow to 56%

5th grade 60% made growth goal to grow to 60%

We will anticipate in project proficiency for CRT in reading to maintain 62% and increase growth from 56.5% growth in reading to 59% .

Aligns with District Goal

Formative Measures: Review of Tier 1 assessments tools to gauge student progress toward standards as well as other informal indicators will be used to gauge progress.

Backwards planning with the assessment tool to inform planning with the use of district and school wide system and structures and Focus Ed Data.

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Solid Tier 1 instruction using the teaching and learning model in reading and writing with the use of teacher clarity with a focus on student engagement and other instructional strategies to promote student engagement with scaffolding and meeting students where they are to support learning. While utilizing Professional Learning Communities time weekly to focus on teaching and learning cycle with a focus on data analysis, planning and professional learning that will enhance teaching strategies and support plan, and evaluate student progress. And support reteach strategies with modeling and guided discourse to support mastery of grade level content understanding. (NVACs) Utilizing learning intentions and success criteria to support students as metacognitive learners.</p> <p>Utilizing tools to support students who need Tier 2, & 3 with skills that supports all students in subgroups whose data indicates an achievement gap in proficiency in core subject area which is also supported in our strong positive teacher relationships and Social Emotional Learning supports and improvement in our highest chronically absent groups. Increasing teacher instructional tools for reading and writing.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: Strategists: Learning Strategist, Read by 3 Coach, Behavior Strategist, Gate teacher</p>	<p>Oct: In progress</p> <p>October Lessons Learned</p> <p>Utilized training and support for gradual release in planning and teaching to support student engagement. Using Tier 1 material by Module to evaluate prior to teaching and using the teaching and learning cycle to support for planning and review data to gauge next steps. SLG baseline PLC review to support calibration, rubric development, and exemplars for instructional support. Teacher Clarity PLC started to support Learning Intentions and Success Criteria by Module started. First full round of observations was focused on engaging students with reading strategy in small group enhanced students understanding focus. Teachers engaged in Unit 5 of LETRS PL.</p> <p>Reading Winter MAP Assessment have shown an increased gain in students proficiency for the school and an increase in</p>

CTTs and SOSAs to support student groups
 Teacher books for PL -Success Criteria & Notice and Note, Morning Meeting Book for Social Emotional Learning
 Science of Reading materials and PL, follow up work
 Gradual Release support PL by RPDP
 MAP data to guide instructional support
 Data-based intervention groups w/ the use of assessment tools to develop groups by skill
 Counselor
 HMH materials and Read by 3 coaching
 95 percent coaching
 Professional Development supports
 CCSD Pacing guide, resources, and rubrics
 Computer based supports
 Focal Point for calibration classroom walk throughs & School Google forms to collect data for additional support
 Common Core Companion Guided to support acceleration block reading on standard
 Acceleration Block with Tier 2 & 3 interventions with research based materials
 Master Schedule- Enrichment & Intervention Blocks including GATE Instruction
 Master Schedule to support Professional Learning Communities (PLC) time weekly
 Panorama Data
 PLC master calendar with duty coverage to allow for 80 minute PLC's
 Teacher sub days and prep buys for planning and professional learning.

Evidence Level
 Level 3: Promising: Tier 1 materials: HMH, EnVisions, Amplify, Social Studies, 95 Phonics
Problem Statements/Critical Root Cause: Student Success 1

growth. 61% of students achieved their growth goal in Winter. In grade levels all teacher were in the high achievement and high growth section in the quadrant growth and achievement.

October Next Steps/Need

Continued Backward Assessment Model to support planning instruction by module. Use teacher walk throughs to observe teaching of engagement during Reading. Continued intervention changes to support students in skill retrieval during acceleration. Modeling and Mentoring a focus for to support planning and improve student engagement. Mid Cycle review in Jan. to review data, instructional strategies and next steps. In intermediate grades include SBAC practice with interim. Continued development of Teacher Clarity with HMH modules as a focus to continue to gauge if it supports teaching. Develop grade level expectations for writing in areas or organization, focus, elaboration, vocabulary, and conventions. PLCs and planning days will be used for time to support professional learning, data review, planning, and collaboration.

Feb: In progress

February Lessons Learned

The achievement data shows exceeding the growth goal in MAP. 65% of students meeting or exceeding the growth projections and in 1st grade and 4th grade over 70% making or exceeding their growth and all grade levels exceeding the projections in reading. The work done in PLC around the teaching and learning model focusing on planning, assessment tools and data to support instruction and using teachers to collaborate on instructional practices with creating individualized success criteria and build further success in the use of Tier 1 materials with the support of professional learning. The LETRS PL as well as the walk to read model for acceleration time has also contributed to the growth goals being met in winter. We hope to keep the same momentum as it is making great gains. We have used calibration of SLG and writing to be a focus to further our instruction for deeper critical thinking with writing strategy and connecting it to other areas like science has made students further engaged.

February Next Steps/Need

The growth in students around projected proficiency has maintained the same spot and hopes to seeing and increase in achievement to support different groups with scaffolding around new supports and the use of data. We will continue the

focus on Tier 1 tools and planning with unwrapping and creating SC for all modules to improve instruction and add student learner behaviors and advocacy, The LETRS PL as well as the walk to read model for acceleration time has also contributed to the growth goals being met in winter. We hope to keep the same momentum as it is making great gains. Continue to work on writing strategies and tools to bring more work focus to critical thinking through writing and reflection. Intermediate grades are assured with review and re-teach or lesson acceleration students will show further success in proficiency. Additional small grouping teaching during school and after school to support proficiency outcomes.

June:

June Lessons Learned

- 1st Grade 42% made growth goal to grow to 45% : 79% Made Growth
- 2nd grade 52% made growth goal to grow to 55% : 61% Made Goal
- 3rd Grade 43% made growth goal to grow to 46% : 56% Made Growth
- 4th grade 54% made growth goal to grow to 56% : 69% Made Growth
- 5th grade 60% made growth goal to grow to 60% : 55%

We will anticipate in project proficiency for CRT in reading to maintain 62% and increase growth from 56.5% growth in reading to 59%. End of Year Data Student achievement- Cumulative Growth Goal in Reading met with 64% of students meeting growth goal . Goal was cumulative growth goal of 59% and we exceeded the goal. Reading SBAC Projections 62% Reading and we made 64%. Using Teacher clarity data teachers also confirms this progress.

June Next Steps/Need

Our focus on professional learning and implementation of the new Tier 1 reading curriculum positively impacted instructional practices and student achievement. Through collaborative planning and targeted professional learning, teachers strengthened instruction and maintained a consistent focus on success criteria, helping students better understand learning expectations and monitor their progress. We observed that students became more engaged and motivated when goal setting was embedded into instruction. As a result, increasing student ownership through goal setting will remain a priority next year. We also see an opportunity to

Improvement Strategy 2 Details	Reviews
<p>Improvement Strategy 2: Utilizing consistent tools and structures to engage and support students who need Tier 2, & 3 with skills that supports all students in subgroups whose data indicates an achievement gap in proficiency in core subject area (s) or those not making growing indicator and can also be supported with strong positive teacher relationships and Social Emotional Learning supports and improvement in our highest chronically absent groups. Increasing teacher instructional tools for reading and writing to support interventions, reteach and acceleration with supports.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: Strategists: Learning Strategist, Read by 3 Coach, Behavior Strategist Counselor - In class SEL support & Individual check ins Consistent Tier 1 Material(Amplify, Soc. Studies, HMH, 95 Phonics) & Intervention Materials (Leveled Libraries and Chip Kits) Using gradual release model to support independent practice with differentiated/scaffolded word work groups based on formative & summative assessments progress monitoring data Mentoring or check in scheduling by behavior strategist CTT & SOSA support to support research based interventions Individualized behavior plan writing and support RTI master schedule for meeting Time for collaboration amongst Special Education and General Education Teachers Professional Development for developing RTI intervention plans, small group planning & material usage Follow Acceleration Guideline for block of time on CCF 109 Literacy Block-Tiered instructional groups based on formative & summative assessments and scaffolding as needed.</p> <p>Evidence Level Level 3: Promising: HMH, 95 Phonics, Amplify science, Social Studies</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>strengthen students' ability to identify their own engagement and disengagement in learning through support from RPDP Train-the-Trainer initiatives. Moving forward, we will build on reading gains by extending literacy skills into writing and project-based learning experiences. We will need dedicated time for collaboration, professional learning.</p> <p>Reviews</p> <p>Oct: In progress</p> <p>October Lessons Learned First PSI and use of norms changing required more students who needed intervention with PL, fluency, and comprehension. PLC's used to support the start of how to use Success Criteria to help students understand the expectation by HMH modules and Phonics for understanding reading fluency and word meaning. PL intervention groups, comprehension and fluency groups to support students start to filling instructional gaps for students after MAP and PSI was completed. PSI and changes after 4 weeks is new and how we use that information to support RTI process. Counselor support start of year with SEL strategies by teacher, class or individual student.</p> <p>October Next Steps/Need Continued Intervention changes to support students in skill retrieval during acceleration. Continued PL intervention groups, comprehension and fluency groups to support students start to filling instructional gaps for students after MAP and PSI was completed. PSI and changes after 4 weeks is new and how we use that information to support RTI process. Re-evaluation of groups occurring start of October to gauge student progress using data and determine steps to watch student progress and other teachers to support new grade levels as no longer budget funds for CTT support. Counselor and behavior strategist to support whole group SEL instruction with the support of panorama data.</p> <p>Feb: In progress</p> <p>February Lessons Learned The LETRS PL as well as the walk to read model for acceleration time has also contributed to the growth goals being met in winter. Data indicates a small decrease of students under the 41st percentile in reading MAP from 25% Fall to 23% in winter and under the 25th percentile 16% to 15% in winter. The LEP population also showed the decrease</p>

of student under the 41st from 47% in fall to 42% in Winter and LEP students under 25th percentile decreased from 35% in fall to 27% in winter. We hope to keep the same momentum as it is making great gains. The decrease of phonics accelerate groups due to the response of student gains has moved much of the work to adding walk to read comprehension groups during the accelerate time in grades 2-5. The 4 week instruction time has shown great gains. Teachers have on a few different occasions been through a coaching cycle and/or planning support or visiting model teachers with debrief and goal planning to improve the outcomes.

February Next Steps/Need

Continue with the response of 4 week interval changes and look to see how systematic comprehension interventions can be normed by across grade level. Enrichment grouping with GATE support has just started and will determine if we can support further gains in 2nd, 4th, & 5th grade. Continue PLC's with evaluation of data and the use of RTI to make intervention differentiation.

June:

June Lessons Learned

When reviewing the data there was an increase of students over the 40th percentile in reading in fall 75% of students and a small change to 76% in spring and students above the 61st percentile would improve from 59% to 60% which would be our Tier 2 students.

Tier 3 students in reading for students above the 25th percentile improved from 84% to 85%. Cumulative Growth Goal in Reading met with 64% of students meeting growth goal which was above the anticipated 59%. Teacher focus on use of Phonics 95 curriculum and other supports with the use of LTRS training supported teacher understanding of the use of acceleration block.

June Next Steps/Need

We can see a focus on refining the tiered instruction space to focus on goal setting of grade level standards and other skills missing to support student success. Students will be able to gauge their individual engagement of disengagement to support their metacognition in learning to support skill development and gauge their incremental steps to understanding. The use of MLT to see how attendance and behavior may also impede the Tier 2 & 3 instruction will also be a need for further more specific interventions, data and

interventions.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: SPP Goal for 25-26: We will look to have 80% of teachers to use Learning Intentions and Success Criteria when planning and teaching. Our focus will be on using success criteria to support engagement and for students to share what they are learning and how they know they have learned it. We will look for teachers to interact with success criteria 65% of the time throughout instruction. We will look for students the be able to explain what they are learning 75% and how they know they learned it which is metacognition 60% of the time observed.

Aligns with District Goal

Formative Measures: Consistent review of walk thru data to gauge individual and class wide trends to support student engagement in learning using Focal Point and school wide surveys.

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Create professional development calendars and PLC's that leverage professional learning, planning, collaboration and data that indicate instructional strategies specifically in reading and writing content areas. Providing a book study to highlight best practice for Success Criteria. PLC's will support teachers, grade levels, and individuals with strategies and calibration to support student growth and improve instructional practices and the use of data to create assessment tools for instructional planning and reassessment. The focus of professional learning for teachers will be on the use of instructional strategies to improve student engagement and outcomes. This use strategies will then be replicated in high growth in the MAP quadrant report as well. Administrators and coaching staff will provide teachers individually with coaching and feedback during the walk throughs where staff will go into 2 rooms a day.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: Strategists: Read by 3 Coach, Behavior Strategist Success Criteria Book 95 Phonics Coach RPDP trainers LTRs Trainers Morning Meeting Book, (Responsive Teaching) Counselor - In class SEL support lesson for students to trust in expressing themselves during learning Behavior Strategist small group support- to support students to access learning strategies with confidence Tier 1,2, 3 instructional materials in math and reading/writing to support student learning Use the teaching and learning cycle to support Tier 1 instruction focusing on learning intentions & success criteria Sanford Harmony Tools, Restorative Justice structures Pacing Guides Teacher Clarity Guides in Core subject areas Restorative Justice Resources</p> <p>Evidence Level Level 2: Moderate: PD</p>	<p>Oct: In progress</p> <p>October Lessons Learned Focus on using success criteria to engage students in learning and the data has increased of students aware of what they are learning. Teachers have been using the the Tier 1 material by Module to verify and adapt pre created Success Criteria and Learning Intentions which has just started with the support of RPDP trainers and professional learning. Focus on instructional strategies through observation during small group and feedback was given by individual teachers. Support for EL learners was provided with scaffolding and Summit K12 assessment tool and practice program to support students in clarity of learning. Acceleration time is focused on students having accountability about what they are learning. SEL strategies are continuing through Tian Time and morning meetings to support students engagement in instruction and the use of Success Criteria to gauge learning. Current Data: What students are learning? 65% How student know what they have learned? 35% Interacting with SC 26%</p> <p>October Next Steps/Need Continue professional learning and planning of reviewing and adapting Success Criteria based on the progression of learning with Tier 1 material. Teacher walk throughs to collect data on how LI and SC support instruction and engagement. Counselor and behavior strategist to support classrooms based on Panorama data that help further connections to school. EL students to be provided opportunities to practice Tier 1 skills and WIDA practice. Continued practice with intervention</p>

Problem Statements/Critical Root Cause: Adult Learning Culture 1

support for EL learners to be able to support their empowerment and engagement to learning. Planning days for grade levels to revisit teacher clarity engagement strategies. Novice teacher support, mentorship/ modeling.

Feb: In progress

February Lessons Learned

Focus has worked with RPPD in strategies of revising Success criteria from the clarity guide & moving it to student friendly more specific instruction related terms with a specific focus on grade level standards. Teachers have collaborated in PLC's with the focus on moving success criteria beyond reading but understanding how to make connections to it during instruction. Principal HMFH work group to come and observe practices with feedback showed the progress of SC and how it support Tier 1 material for reading. Teachers were given coaching support with coaching cycle, planning, model lessons, co-taught lessons to support practices which allowed them to see it in the work. The data from schoolwide Google Forms indicate an increase of 70% of teachers interacting with Success Criteria from 62% but mostly at the start & 45% reference throughout. Data also includes that 80% of students could answer what they were learning and 48% of students could explain "How" they learned it which is a focus.

February Next Steps/Need

Continue focus on completing grade level calendars for planning, assessment and instruction with a focus on SC through table of selection. Using tools to support students advocacy in learning and support SEL in the classrooms. Keeping all teachers vested in the goals for the school and how they impact the progress. Using PLC & Grade Level planning days to refocus on student outcomes and learning advocacy with further collaboration. Data on use of new SC to support student learning in Reading & Math. Planning day in March will focus on the use of teacher clarity and student interactions with it using microteaching and lesson study opportunities for professional learning.

June:

June Lessons Learned

The continuous cycle of professional learning strengthened teacher clarity and the use of learning intentions and success criteria to promote student agency, advocacy, and metacognitive learning. Planning support focused on the Table of Selection process, helping teachers unpack standards, use

assessment data, and design rigorous grade-level instruction. As a result, 89% of lesson plans included learning intentions and success criteria, exceeding the 80% goal. Classroom observations showed teachers interacting with success criteria 78% of the time, surpassing the 65% target. Student ownership of learning also increased, with 89% of students able to explain what they were learning, exceeding the goal of 75%. These outcomes reflect increased teacher efficacy and consistent implementation of teacher clarity practices. The use of rubrics to gauge learning with a focus in end on SBAC practice for students allowed reflection at their levels for topics and incremental success criteria.

June Next Steps/Need

Next steps include continuing planning days/staff development days, coaching cycles, microteaching experiences, and PLCs to strengthen teacher efficacy across all classrooms. While progress has been made, student ownership of learning remains an area for growth, as only 65% of students could explain how they knew they had learned the content. Next year, the focus will be on increasing student engagement and self-reflection through the use of incremental success criteria. In partnership with RPPD, staff will support students in identifying and self-regulating their engagement and disengagement during learning. This work will be reinforced through a schoolwide goal-setting initiative, helping students monitor their progress, reflect on learning, and take greater ownership of their achievement. Use of coaching staff time with substitute days and prep buyouts will be needed to support staff with time.

Inquiry Area 3: Connectedness

SMART Goal 1: 2025-26

SPP Goal for 25-26 : To reduce overall chronic absenteeism rate to 11% (excluding the MDP students) and focus on our English Language Learners attendance to decrease from 17% to 12% (excluding the MDP students) using SEL strategies in the classroom, support with parents with wrap around services, and teacher check in weekly outside the classroom.

Aligns with District Goal

Formative Measures: The use of Focus Ed data to drive our monthly review of students absences with the use of student surveys to gauge their connectedness to the campus.

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: MTSS committee meeting to review data and strategies to work with students and families with a tiered approach. Attendance team will incentivize and support attendance contracts with students or parents to support attendance. Administration will attend all attendance concerns to find partnerships to students coming to school. Create classroom and school climate that supports individual students' social emotional learning and engagement to school environment and academics using social emotional learning strategies. Teachers will be provided resources for supporting relationships through SEL lessons with counselor support and how to best deal with frustration. Engage our youngest student families to understand the importance of school and engage them in the importance of Kinder and primary curriculum.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: SEL materials- Morning Meeting book for each teacher</p> <p>Restorative Justice Team Practices</p> <p>MLT committee</p> <p>Counselor</p> <p>Behavior Strategist, Read by Grade 3 Coach</p> <p>Sanford Harmony online resource</p> <p>Treatment Agreement</p> <p>Staff to call families daily and calendar to meet with Administration and Counselor with Glen Taylor's attendance plan</p> <p>Panorama</p> <p>De-escalation room materials</p> <p>Zones of regulation techniques</p> <p>Calm box for each room to support students in frustration</p> <p>Equity and Diversity Professional support for parent version of Townhall</p> <p>Townhall lesson each semester to get feedback on climate with students</p> <p>Incentive materials and calendared rewards and check ins school wide</p> <p>Evidence Level</p> <p>Level 4: Demonstrate Rationale: Responsive teaching, Morning Meeting book study, Sanford</p>	<p>Oct: In progress</p> <p>October Lessons Learned</p> <p>Parent goal setting at the Open House was good for parents to refer back to previous years. Attendance incentives continue and parent meetings with contracts and supports for wrap around services are provided with expectations. SEL support given to start the year. Website has popup of how to report absences and ask for Doctor's notes.</p> <p>October Next Steps/Need</p> <p>Teachers will have PLC period to start with the clerk to have a open communication about chronic absenteeism. Counselor and administration with teachers will meet with teachers and work with clerk for consistent updates. SEL groups will start with behavior and counselor. MLT will continue to meet to discuss interventions and supports for individual students. Parent conferences at end of October will be another checkin for attendance as a focus for communication with teachers. 5th grade incentive trip, attendance requirement. All grades field trip attendance requirement. Family incentive for attendance for chronically absent students.</p> <p>Feb: In progress</p> <p>February Lessons Learned</p> <p>Focus on incentivizing and pivoting to parent connection to understand the gravity of attendance. The use of morning or class meetings for student voice and the re-branding of Trian time to support students in coming to school to move them forward positively to decrease chronic absenteeism has</p>

Harmony, Rethink, Restorative Justice Practice
Problem Statements/Critical Root Cause: Connectedness 1

currently brought us almost to our goal of 10% chronic absenteeism in winter excluding MDP. Revealing almost meeting our goal for chronic absenteeism of reducing for 10% and EL population chronic absenteeism goal is met as there is only 10.5% of our ELL population is chronically absent.

February Next Steps/Need

Continue monthly monitoring with teachers being proactive with families and staff to keep connectedness to chronically absent students. Continue momentum with grade level meetings to focus on supports for student and families with consistent messaging on absences. Use of RTI meetings to develop ideas to support students who struggle with attendance and academics. Continue with incentives that recognize our students and develop strong connections to school.

June: Implemented

June Lessons Learned

Chronic absenteeism goal 11% with MDP Notes and made goal with 10% at this time let's try to keep students at school. We decreased ELL chronic absenteeism to 9.8% which exceeded goal of 12%. As we have engaged with our families to support with the importance of coming to school with school and district guidelines this has shown an increase. We can see that all grade levels have less than 10% chronic absenteeism except kindergarten which has 17.2% absent. This is a trend consistently about our kindergarten group historically. With kindergarten classes over 25 students there has been increase in illness teachers report as well.

June Next Steps/Need

While significant gains in attendance and reductions in chronic absenteeism over the past three years have increased student presence on campus, the next step is strengthening student engagement and sense of belonging while they are here. Panorama data identifies Growth Mindset as our lowest area, which directly impacts engagement, perseverance, and self-advocacy. Next year, we will focus on helping students recognize and self-regulate engaged and disengaged learning behaviors while building a positive growth mindset. We will refine our Multi-Tiered Leadership Team (MLT) to better address learner behaviors through Tier 1 and Tier 2/3 interventions for a plan of care for students when needed. In addition, a schoolwide goal-setting process will help students monitor incremental growth, celebrate progress, and develop greater ownership of their learning and success.