Clark County School District

GLEN TAYLOR ELEMENTARY
TITANS

Taylor, Glen C. ES

Classification: 4 Star School

2025-2026 School Improvement Plan

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

Glen Taylor Elementary provides a respectful, safe, and engaging learning environment where every student is accountable to acquire lifelong learning skills to enable them to succeed.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

MAP assessment tool and growth markers exceeding district average, High marks on the Students Satisfaction Survey, SLGs and Formal Observation Cycle provide feedback for teacher reflection, PLC's to support the teaching and learning cycle in the areas of planning and data were the focus. Many students were able to understand what and why we use learning intentions and success criteria to think about our thinking. Use of systems and structures to address school-wide and student needs. NSPF 4 star rating or above average with scores indicating an increase in growth for both MGPand AGP in reading and math.

Areas for Growth

Standards Mastery and Growth as measured formally by the WIDA Assessment, SBAC, NSPF, and MAP data.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There is an 24% achievement gap between the Non LEP and ELs in reading.Due to language barriers and/or lack of discourse opportunities, ELs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills. • The EL's on this campus speak a variety of different languages which is also challenging when supporting. • English learners face academic challenges as they continue to develop proficiency in the English language. • The largest subgroup with the highest chronic absentism that affects the most students is the EL group.	Identify and utilize supports that ensure equitable learning through culturally responsive teaching. ELL students will additionally be provided with resources and strategies to support student learning.Collaborate with RB3 and strategists to ensure classroom support is including EL strategies using WIDA data to differentiate support during accelerate block and the use of Summit K12 Program . Team will utilize WIDA data and indicators to plan for professional learning. Utilization of instructional strategies presented in the ULD training. Title III money utilized to support staff and small group instruction with the use of new materials from EL department.

Foster/Homeless	No available data. Students are being supported. Disruptions in housing can negatively affect academic achievement and/or attendance rates. • Students require social-emotional support, which, while essential, can reduce available time for academic instruction.	Identify and utilize supports that ensure equitable teaching and learning through culturally responsive teaching. The counselor will collaborate with the classroom teacher and work with families to support their academic learning. Students will be supported with services and resources as needed to ensure they have what they need (Caresolace resources, The Harbor, Title 1 HOPE, transportation, clothing, supplies, food, etc). Tier 2 academic support will be given during the acclerate block with systematic changes as students skills indicate intervention is needed.
Free and Reduced Lunch	No available data. Students are being supported • Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic • There is an achievement gap between the school wide profiency and Free and Reduced Lunch in reading.	Identify and utilize supports that ensure equitable learning through culturally responsive teaching. The counselor will collaborate with teachers, students, and families to provide wrap-around services as needed. • The counselor will provide Social-Emotional Learning (SEL) lessons monthly to equip students with essential life skills like self-awareness, empathy, and conflict resolution. • Tier 2 academic support will be given during the acclerate block with systematic changes as students skills indicate intervention is needed. Teachers and strategists will provide instruction for tiered interventions and/or accelerations as needed.
		Identify and utilize supports that ensure equitable learning through culturally responsive teaching. A focus on

Racial/Ethnic Minorities	No available data. Students are being supported. There is an achievement gap between the school wide proficiency and Racial/Ethnic Minorities in reading.	bulding daily SEL practices for inclusivity will support students in participation. Teachers and strategists will provide instruction for tiered interventions and accelerations for students whose data indicates supports are needed. • Utilize strategists and teachers to provide tiered interventions and acceleration for students with language and reading as data indicates.
Students with IEPs	There is an 45% achievement gap between the Non IEP and IEP students in reading. Due to barriers and/or lack of discourse opportunities, IEP's struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills. Increase in Special Education Students needing Resource support which indicates large learning gaps. • Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Identify and utilize supports that ensure equitable learning through culturally responsive teaching. Collaborate with SEIF, Counselor, Special Education teachers, general education teachers to understand grade level NVACS as well as inclusive practices across the Special Education continuum. During small group the use of schoolwide Tier 1 material to differentiate or scaffold material will give students consistent exposure to content to lessen the gap. Provide pull-out support as needed to ensure students do not miss significant amounts of Tier I instruction in the classroom . Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, use of Tier 1 material, and plan effective instruction and support.

Problem Statements Identifying Student Success Needs

Problem Statement	Critical Root Cause
1 ⭐ There has been an overall decline in reading proficiency, largely attributed to decreased student stamina and engagement. This issue is compounded by limited student ownership of learning and the difficulty for students to follow the spriraling of Tier 1 instructional materials.	Lack of rigorous use of new Tier 1 material and instructional strategies to support the teaching and learning model with the use of consistent student engagement to master standards and provides students the ability to express where they were in the learning continuum and where help, reteach or clarification was needed to further their understanding in the area of reading where high stamina is needed for students. Looking at students' learning levels to determine appropriate interventions and scaffolding to differentiate students' support to further their progress with developing plans that specifically articulate the supports needed for Tier 2 and 3 students in reading.

⭐ **= Priority**

Adult Learning Culture

Areas of Strength

Data to support Weekly Professional Learning Communities (PLC's) were calendared with topics by grade level or department to support teacher efficacy and increase student achievement. Agendas and calendar invites to meet weekly, when possible. Teachers will utilize student median conditional growth percentile from MAP as the focus of seeing student progress in grade levels with looking at median scores and throwing out the outliers of high and low and working to improve students who are able to meet Tier 1 instruction, which has supported some differentiated instruction. Visual opportunities to discest data through MAP data and calibration of individual assessment data, Panorama and grading procedures during PLC by time were specific to grade level needs. Reviewing the teaching and learning cycle to support teaching practices and student growth with the focus on student ownership of learning. Professional learning provided on a calendar to support grade levels and school level needs to support instructional strategies that scaffold for students for grade level standards.

Master schedule with weekly 80 minute period a week for teachers Kindergarten- 5th grade teachers to meet for PLC

Master schedule provides support for teachers and to develop Tier II and Tier III lessons for students' needs using data and engagement strategies and goal setting with students using data.

PLC agendas, grade level planning days, and calendar for each session for teachers to refer back towards.

Areas for Growth

Students are needing more support with metacognitive thinking and to be engaged in the learning so they are not compliantly completing tasks as indicated as a high percentage during walkthroughs.

Students do no regulate and direct their own learning. Students do not ask questions based on the strategies but how to complete items. This is obserational walk throughs and based on Panorama data

Teachers will ensure time during PLC's is spent solely on using the teaching and learning cycle to focus on best improving student outcomes .

Data and assessments were not critically or systematically reviewed to support instruction consistency nor were next steps best identified consistetly. Teachers utilizing group planning tools instead of specifying for their classrooms.

Teachers used precreated learning intentions and success criteria without making connections to their instruction and professional learning will focus on how to teach so students understand the expectations and linear progression.

Teachers will need to work on how to intertwine instruction with success criteria to keep students engaged.

Performance Task and critical thinking activities were not consistently done to develop equitable education for all students with built in instructional strategies .

Use the teaching and learning cycle to support Tier 1 instruction in reading and writing was limited referred to as a model to follow consistently.

Students were not all able to take ownership of learning and their metacognitve thinking when observed and noted in their limited growth mindset answers in Panorama.

The gradual release of instruction is not noted consistently so students are not given enough opportunities to grapple with concepts prior to teachers telling them what to do.

Using the teaching and learning cycle specifically the planning component was consistently systematic in planning to support students understanding learning intention or success criteria.

Equity Resource Supports

English Learners	• **Due to language barriers and/or lack of discourse opportunities, ELs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills** • English learners face academic challenges as they continue to develop proficiency in the English language. • Learning gaps	**Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching. Use data to support EL students with metacognitive strategies that helps them take ownership of their learning. Ensure students receive scaffolds and/or differentiation within Tier 1 instruction and the acceleration block is observed by instructional rounds and classroom observations. AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible):** ***Implementation of ULD strategies** Title III funding will be leveraged to provide curricular materials to support EL-specific language development courses, targeting either Newcomers or Long-term English Learners (LTELs). **Visual supports for students to use rubrics and continumu of learning to gauge their progress toward success criteria**
Foster/ Homeless	Disruptions in housing can negatively affect academic achievement and/or attendance rates. Learning gaps	Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching. Have students find trusting relationships in the classroom to participate in instruction with planned supports as needed. Ensure students receive scaffolds and/or differentiation within Tier 1 instruction and the Acceleration Block as observed by instructional rounds and classroom observations. Students to be able to self advocate with use of success criteria, exemplars, rubrics, and learning continum to support learning.
Free and Reduced Lunch	• Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic • Learning gaps	Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching and the use of SEL strategies to support students confidence so they will become metacognitive learners. Ensure students receive scaffolds and/or differentiation within Tier 1 instruction and the Acceleration Block as observed by instructional rounds and classroom observations. Students to be able to self advocate with use of success criteria, exemplars, rubrics, and learning continum to support learning.
Migrant/ Title1-C	**N/A** *This student group is not represented in the Clark County	N/A

Eligible	School District.	
Racial/ Ethnic Minorities	Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.	Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching and the use of SEL strategies and morning meeting. Provide teaching and learning strategies that engage students in lessons that will provide opportunities for metacognitive learning. Ensure students receive scaffolds and/or differentiation within Tier 1 instruction and the Acceleration Block as observed by instructional rounds and classroom observations. Students to be able to self advocate with use of success criteria, exemplars, rubrics, and learning continuum to support learning.
Students with IEPs	• Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching. Collaborate with SEIF, Counselor, Special Education teachers, general education teachers to understand grade level NVACS as well as inclusive practices across the Special Education continuum. Provide training in use of Tier 1 material and supports to give students access to grade level standard material with support to keep the stamina of learning. Provide pull-out support as needed to ensure students do not miss significant amounts of Tier I instruction. Teachers ill provide students to be able to self advocate with use of success criteria, exemplars, rubrics, and learning continuum to support learning.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	**Critical Root Cause**
1 ★	Overall reading proficiency has declined. Students who are not proficient in reading will continue to fall behind because reading and math knowledge builds upon previous understanding with students not being empowered to take ownership of their learning due to limited use engaging teaching strategies, inconsistent use of teacher clarity tools that require metacognitive learning.	The use of new Tier 1 materials was the focus of Professional Learning Communities (PLC) where teachers were not understanding spiraling and connections in the content with limited focus on the teaching and learning cycle. Staff absenteeism and time constraints at times did not allow for as much time for colloboration. Student absenteeism also impeded student growth on the MAPs assessment tool nor allowed for students to dive deeper into metacognitive thinking when teaching strategies. Inconsistent delivery of instruction from one classroom to another with the use of teacher clarity tools being precreated and not infused into instruction for students to use tools like exemplars or rubrics. Vertical alignment/collaboration and common expectancies among grade levels are inconsistent to provide instructional strategies and for students to have an ownership in learning.

★ **= Priority**

Connectedness

Areas of Strength

Chronic Absenteeism- Focus Ed and Infinite Campus-

A decrease in chronic absenteeism for sub groups that were above the school average. Decrease in grade levels who had the highest percentage of chronic absentism.

School-wide decrease in chronic absenteeism when excluding MDP codes

Some teachers focused on class meeting and check ins and for students to be seen which is developed rapport that transferred to students attending. Incentivizing coming to school and developing student focused goals also improved students attendance which we hope to do more consistently next year.

Students worked for incentives such as end of year field trips

Tiered attendance intervention system and structure with differentiated supports and checkins for some students.

Incentives provided to individual and groups of students as reported

Parent meetings with administration and counselor to support, provide wrap around services and education when they were met with were postive and provided support and contracts.

Counselor meets with chronically absent individually to support students to develop individualized plans and this was communicated with some families.

Calendared and communicated expectations and incentives to students and families.

Schoolwide communications monthly about attendance and the importance of student progress with literature.

Parent event had information station about attendance and its impacts for parent information.

Attending and getting ideas from Attendance Counts Professional Learning

In the Panorama data we can see a more positive outlook of coming to school and having supportive relationships.

The district survey also showed some positive exchanges of students positive growth mindset.

Use of PLC time monthly to review data and support attendance checks so we can support studnets prior to becoming chronicly absent.

Areas for Growth

Students who are not at school and have Chronic Absenteeism have shown a greater struggle with academic success and behavioral concerns and therefore we would like to increase positive attendance while decreasing chronic absentism. Decrease overall chronic absentism and maintain this decrease.

Kindergarten and subgroups have higher chronic absentism then the school average

Parents do not have an urgency nor do they take as much responsibility for getting student to school especially in Kindergarten

Some students are gone for extended times due to items that are not health related and parents are unconcerned.

Students with anxiety how do we support them to come and stay at school think about zones of regulation to get students to school or keep them all day

Students with socialization or academic difficulties need to have more opportunites to share their concerns to best help them overcome and attend school more frequently.

Some teachers focused on class meeting and check ins and for students to be seen which is developed rapport that transferred to students attending. Incentivizing coming to school and developing student focused goals also improved students attendance which we hope to do more consistently next year.

Having students make individual attendance goals based on previous data

Have teachers make consistent communication to let families know we miss students.

Adapted system and structure for communication on absences, tardies and early outs.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Learning gaps so students do not want to come to school • This sub group has the highest percentage of chronic absentism.	Daily small group meetings for check-in as well as monitoring engagement student progress. Making individual attendance goals monthly and revisitng throughout the year making growth on last years data. Small group differentiated instruction provided as needed to close the achievement gap. Teacher contact consistently. Having student create individual attendance goals. Developing reflection opportunites.
Foster/Homeless	Disruptions in housing can negatively affect academic achievement and/or attendance rates.	Daily small group meetings for check-in as well as monitoring engagement student progress. Counselor support as needed to provide wrap around services as needed. Mentoring relationship and check-ins to make sure students are supported.
	• Students receiving free or reduced-price meals may feel stigmatized, leading to	Daily small group meetings and check-in as well as monitoring engagement. Small group differentiated instruction provided as needed to close the achievement gap. Mentoring

Free and Reduced Lunch	embarrassment or reluctance to participate, which can negatively impact their social and emotional well-being, as well as academic achievement and may not want to come to school.	relationship and check-ins to make sure students are supported.Teacher and Counselor support provided as needed with individual growth goals for attendance.
Migrant/Title1-C Eligible	**N/A** *This student group is not represented in the Clark County School District	N/A
Racial/Ethnic Minorities	• Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.	Daily small group meetings for check-in as well as monitoring engagement student progress. Check in's and growth goals for attendance monthly. Developing reflection opportunites.
Students with IEPs	Due to the need for individualized support, students may have gaps in foundational knowledge.	Daily small group meetings for check-in as well as monitoring engagement student progress. Collaborate with SEIF, Counselor, Special Education teachers, general education teachers to understand grade level NVACS as well as inclusive practices across the Special Education continuum. Provide pull-out support as needed to ensure students do not miss significant amounts of Tier I instruction.

Problem Statements Identifying Connectedness Needs

	Problem Statement	**Critical Root Cause**
1 ★	Reduce the percent of chronically absent students and specifically focusing on subgroups who are above the school wide average. We struggle to keep track of students families we have met with to ensure consistent communication with teaching staff and administration to catch them prior to be chronic and this has a negative affect on the academic progress . We encourage students but the same consistently attending students receive rewards so differentiation will be needed.	Difficult to connect or to have parents agree with absenteeism policy to see the correlation to academic progress. Keeping parents heavily communicated with during absentism or when there appears to be access is not consistent . Students not seeing the goal for being at school and how it is related to academic success or positive support with inconsistent use of mentor relationships on campus.

★ **= Priority**

Priority Problem Statements

	Problem Statement	**Critical Root Cause**
1 ⭐	There has been an overall decline in reading proficiency, largely attributed to decreased student stamina and engagement. This issue is compounded by limited student ownership of learning and the difficulty for students to follow the spriraling of Tier 1 instructional materials.	Lack of rigorous use of new Tier 1 material and instructional strategies to support the teaching and learning model with the use of consistent student engagement to master standards and provides students the ability to express where they were in the learning continuum and where help, reteach or clarification was needed to further their understanding in the area of reading where high stamina is needed for students. Looking at students' learning levels to determine appropriate interventions and scaffolding to differentiate students' support to further their progress with developing plans that specifically articulate the supports needed for Tier 2 and 3 students in reading.
2 ⭐	Overall reading proficiency has declined. Students who are not proficient in reading will continue to fall behind because reading and math knowledge builds upon previous understanding with students not being empowered to take ownership of their learning due to limited use engaging teaching strategies, inconsistent use of teacher clarity tools that require metacognitive learning.	The use of new Tier 1 materials was the focus of Professional Learning Communities (PLC) where teachers were not understanding spiraling and connections in the content with limited focus on the teaching and learning cycle. Staff absenteeism and time constraints at times did not allow for as much time for colloboration. Student absenteeism also impeded student growth on the MAPs assessment tool nor allowed for students to dive deeper into metacognitive thinking when teaching strategies. Inconsistent delivery of instruction from one classroom to another with the use of teacher clarity tools being precreated and not infused into instruction for students to use tools like exemplars or rubrics. Vertical alignment/collaboration and common expectancies among grade levels are inconsistent to provide instructional strategies and for students to have an ownership in learning.
3 ⭐	Reduce the percent of chronically absent students and specifically focusing on subgroups who are above the school wide average. We struggle to keep track of students families we have met with to ensure consistent communication with teaching staff and administration to catch them prior to be chronic and this has a negative affect on the academic progress . We encourage students but the same consistently attending students receive rewards so differentiation will be needed.	Difficult to connect or to have parents agree with absenteeism policy to see the correlation to academic progress. Keeping parents heavily communicated with during absentism or when there appears to be access is not consistent . Students not seeing the goal for being at school and how it is related to academic success or positive support with inconsistent use of mentor relationships on campus.

⭐ **= Priority**

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

☑ **Curriculum Based Measures**

☑ **MAP Growth Assessment**

☑ **Multi-Tiered System of Supports (MTSS)**

☑ **Smarter Balanced (SBAC)**

☑ **Student Climate Survey, Student Voice**

☑ **Tier I Instructional Materials Assessments**

☑ **WIDA ACCESS for ELLs**

☑ **WIDA Screener**

☑ **Other**

> Diagnostic Assessment tools, Site Common Grade Level Formative & Summative Assessments, Fastbridge, Teacher-reported data, and discipline events, NDE School Climate Survey Life Skill/ Character Building Lessons presented by the Counselor and Behavior Strategist along with the student responses, attendance data, Morning Meeting Resource book, ELA/Math/Science Calibration Walkthroughs,Formal and Informal Observations, Grade Level SLGs, PLC Meetings, Into Reading, Social Studies Assessment tools (non-fiction reading) , Amplify Science Assessment tool (Non-fiction reading) , 95 Phonics Assessment tools

Adult Learning Culture

☑ **Lesson Plans**

☑ **Master schedule**

☑ **Professional Development Agendas**

☑ **Professional learning communities (PLC) data/agenda/notes**

☑ **Walk-through data**

☑ **Other**

> Data by standard in PLC, work samples, Professional Learning surveys, Google Form walk thrus with a focus on teacher clarity and student metacognition (Learning Intentions and Success Criteria), Leadership Team meetings & agendas, Grade level weekly meeting agendas

Connectedness

- ☑ **Attendance**

- ☑ **Behavior**

- ☑ **Community surveys and/or other feedback**

- ☑ **Perception/survey data**

- ☑ **Social Emotional Learning Data**

- ☑ **Other**

  SOT meeting agendas, Panorama survey, CCSD student survey

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 grwoth 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% .

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

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.

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 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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide year long professional learning to use instructional strategies that support student learning. IE: Teacher Clarity- Learning Intentions (LI), Success Criteria (SC) with the use of Learning progressions with a focus on Success Criteria and student's engagement through metacognition. This will be supported by RPDP professional learning on creating Success Criteria for modules in reading and math with planning and instructional focus. Use the Teaching and learning cycle to support teacher pedagogy with a focus on learning intentions and success criteria Focal point walk and other walk throug data points that supports further differentiated supports for teachers and grade levels. Instructional Rounds with all grade levesl to calibrate instruction, engagement and LI and SC.	Admin, Strategists, and Teachers	Aug 2025- May 2026	
2	Focus on gradual release model to support student engagement in professional learning and lesson planning and in instruction that is monitored and noted in admininstrative observation. PLC time is a focus on how the instruction supported student learning with data.	Admin, Strategists, Teachers	Aug 2025- May 2026	
3	Continued professional learning on instructional strategies with calibrating HMH modules with using backwards assessment module and HMH tools to support students in understanding grade level standards to best use the Tier 1 materials and how to teach with focus and engagement. Support the teaching and learning cycle (RPDP Trainer and CPD HMH training materials for Teaching and Learning Cycle to support Professional Learning) as the work continues in PLC's throughout the year	RPDP Trainers, Admin, Strategists, Teachers	Aug 2025- May 2026	
4	Provide professional learning for the Science of Reading to support teacher pedagogy that will support lesson planning and guided instruction to improve student achievement both during reading block and acceleration Tier II instruction.	Admin, Strategists, Teachers	Aug 2025- May 2026	
5	Rigorous Tier 1 instruction supported with data checks with using MAP PLC's after each assessment tool to support planning and instruction. Other weekly PLC meetings will specifically focus on HMH, 95 Phonics, SLG in using evidence to support ideas that supports reading profciency, comprehension, and phonetic development.	Admin, Strategists, Teachers	Aug 2025- May 2026	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
6	Teacher observation cycle supports teaching and learning cycle to support instructional practices that engage students in reading both in whole group guided instruction and small group instruction.	Admin	Aug 2025-May 2026	
7	Strategist and Administration supports coaching conversations and teacher modeling, Teacher Mentoring, teacher lessoon observations with Coaching conversations that follow to provided by strategists and Administrators to support teacher practice	Admin, Strategists, Teachers	Aug 2025-May 2026	
8	Observe Progress monitoring data through RTI meetings and develop appropriate interventions by individual need and how we will instruct or change instruction to support Tier II and Tier III.	Admin, Strategists, Teachers, SEIF	Aug 2025-May 2026	
9	Rigorous PLC's that support the Teaching and Learning Cycle With differentiated agendas meeting the needs of groups of teachers . Professional Learning Community Meetings by grade level or department master calendar.	Admin, Strategists,	Aug 2025-May 2026	
10	Develop and provide consistency with daily Social Emotional Learning to develop relationships that support learning with support of the counselor and behavior strategist with walk throughs and data to determine further supports. Focus on Growth mindset, Core Value: Respect, Responsibility, Readiness, Resilance, and the power of "Yet". Using Teacher leaders to inform and support differentiated practices while continued support given by the Harmony Committee.	Admin, Strategists, Teachers, Counselor, behavior strategist	Aug 2025-May 2026	
11	Support teachers, students and their families with attendance policies and plans when needed to have students in class engaging in instruction and not following behind due to chronic absentism. Teachers will have consistent communication with families and admin regarding absentism status with a monthly PLC review with school clerk.	Admin, Teachers, Counselor, Clerk	Aug 2025-May 2026	
12	Focus on critical thinking DOK 3 tasks that will be monitored through student learning goal (SLG) Construct Reasoning Claim in SBAC and the use of more performance task items for critical thinking and the focus using evidence to support writing.	Admin, Strategists, Teachers	Aug 2025-May 2026	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
13	The Acceleration block will have specific guidelines and use of intervention tools that are based on scientific based research at the delegated time in master schedule for each grade level 1st-5th grade for Tier 1, 2, and 3 items.	Admin, Strategists, Teachers	Aug 2025-May 2026	
14	Use of grade level retreat day prior to start of school and quaterly planning days to support professional learning after data review to improve planning and instruction to engage students in learning with teachers further understanding of use of Tier 1 material.	Admin, Teachers, Strategists	Aug, Oct., Jan., Mar.	

Position Responsible: Administration

Resources Needed: Strategists: Learning Strategist, Read by 3 Coach, Behavior Strategist, Gate teacher
 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: Student Success 1

Status Checks

In progress	In progress	
October	**February**	**June**

Improvement Strategy 2

Utilizing consistent tools amd 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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PLC meetings to support the teaching and learning cycle to support equitable education that supports strategies and scaffolding that supports students who are Tier 2 or Tier 3 students understand grade level content.	Admin, Strategists, Teachers	Aug. 2025-May 2025	
2	Use the Teaching and learning cycle to support teacher pedagogy with a focus on learning intentions and success criteria and planning	Admin, Teacher, Strategists	Aug 2025-May 2026	
3	Strong focus on rigorous tier 1 instruction with scaffolding instruction when analyzing data and planning instruction and focusing on academic vocabulary	Admin, Teacher, Strategists	Aug 2025-May 2026	
4	Develop and provide consistency with daily Social Emotional Learning to develop relationships that support learning with support of the counselor and daily SEL morning meetings	Admin, Teacher, Counselor	Aug 2025-May 2026	
5	Observation and Coaching provided to teachers to support consistentancy in instruction.	Admin, Teacher, Strategists	Aug 2025-May 2026	
6	MTSS committee to monitor and mentor students in subgroups for academic, social, wrap around services or attendance support.	Admin, Teacher, Strategists, Counselor	Aug 2025-May 2026	
7	Special Education Teachers colloborate with teachers to support Tier 2 & 3 interventions meet the needs for studens and still makes connections to Tier 1 and grade level NVAC's.	Admin, Teachers, Strategists, CTT's	Aug 2025-May 2026	
8	Partnering with parents to communicate curricular goals with using data to ensure they are kept current and students will not fall behind.	Admin, Teacher,	Aug 2025-May 2026	
9	Observe Progress monitoring data through RTI meetings and develop appropriate interventions by individual need	Admin, Teachers, Strategists	Aug 2025-May 2026	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
10	RTI for behavioral supports provided by counselor and resource teacher that impede academic progress	Admin, Teacher, Strategists, Counselor	Aug 2025-May 2026	
11	During small group or intervention a Focus on academic vocabulary Phonics/Phonemic Instruction at student levels. 95 Percent support	Admin, Teachers, Strategists	Aug 2025-May 2026	
12	The Acceleration block will have specific guidelines and use of small group intervention tools that are based on scientific based research at the delegated time in master schedule for each grade level 1st-5th grade for Tier 1, 2, and 3 items.	Admin, Teacher, Strategists	Aug 2025-May 2026	
13	Enrichment/Intervention blocks of times delegated in master schedule for each grade level 1 st-5th grade to ensure supports at each time.	Admin, Teacher, Strategists	Aug 2025-May 206	
14	Equitable access in classroom to all instruction focusing on student entry point AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible): *Analysis of formative and summative data for ELL students (teachers, strategist and administration monitor formative and summative data).	Admin, Teachers, Strategists	Aug. 2025-May 2026	

Position Responsible: Administration

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
progess 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 colloboration 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.

Evidence Level

Level 3: Promising:
HMH, 95 Phonics, Amplify science, Social Studies

Problem Statements: Student Success 1

Status Checks

In progress	In progress	
October	**February**	**June**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	There has been an overall decline in reading proficiency, largely attributed to decreased student stamina and engagement. This issue is compounded by limited student ownership of learning and the difficulty for students to follow the spriraling of Tier 1 instructional materials.	Lack of rigorous use of new Tier 1 material and instructional strategies to support the teaching and learning model with the use of consistent student engagement to master standards and provides students the ability to express where they were in the learning continuum and where help, reteach or clarification was needed to further their understanding in the area of reading where high stamina is needed for students. Looking at students' learning levels to determine appropriate interventions and scaffolding to differentiate students' support to further their progress with developing plans that specifically articulate the supports needed for Tier 2 and 3 students in reading.

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 throughtout 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.

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

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 strategisties 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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PLCs and other planning days to review teaching and learning cycle to support planning of instructional strategies for student engagement and reviewing data to gauge student achievement and working school wide intiatives and create a calendar of by grade level of monthly support of standards in reading to see standards, assessment and Success criteria correlation	Admin, Teacher, Strategist	Aug. 2025-May 2026	
2	Coaching and feedback using the data from Focal Point/GT Focal Point Google , Instructional Rounds for calibrating and Teacher Obseravation with feedback was provided by individuals.	Admin, Teacher, Strategist	Aug. 2025-May 2026	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
3	Survey to engage individual teachers and grade levels to determine correlations to student achievement with reviewing of data such as MAP and module assesslment.	Admin, Teacher, Strategist	Aug. 2025- May 2026	✓
4	Teacher and student relationships will be cultivated with Professional learning provided and differentiate by teacher and student need and data analyzation for SEL objectives and student empowerment.	Admin, Teacher, Strategist	Aug. 2025- May 2026	
5	Refer to Success criteria to support ideas for teacher clarity and student stamina Analyze data to gauge student growth in reading and writing that supports instructional strategies such as high leverage instructional strategies or Notice and note strategies	Admin, Teacher, Strategist	Aug. 2025- May 2026	
6	Use the Teaching and learning cycle to support teacher pedagogy with a focus on creating specified success criteria beyond those given by module to focus teacher and students on accurate learning intentions and success criteria with a progression. The use of RPDP to be the example for using tools like Table of Selection.	Admin, Teacher, Strategist, RPDP trainer	Aug. 2025- May 2026	
7	Continued professional learning on phonics intervention tools with 95 phonics with coaching with a focus on Success criteria and goal setting for students.	Admin, Teacher, Strategist	Aug. 2025- May 2026	
8	Equitable access in classroom to all instruction focusing on student entry point AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible): *Analysis of formative and summative data for ELL students (teachers, strategist and administration monitor formative and summative data) with students also being supported with empowerment with goal setting.	Admin, Teacher, Strategist	Aug. 2025- May 2026	

Position Responsible: Administration

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

Evidence Level

Level 2: Moderate:
PD

Problem Statements: Adult Learning Culture 1

Status Checks

In progress   In progress

October   **February**   **June**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Overall reading proficiency has declined. Students who are not proficient in reading will continue to fall behind because reading and math knowledge builds upon previous understanding with students not being empowered to take ownership of their learning due to limited use engaging teaching strategies, inconsistent use of teacher clarity tools that require metacognitive learning.	The use of new Tier 1 materials was the focus of Professional Learning Communities (PLC) where teachers were not understanding spiraling and connections in the content with limited focus on the teaching and learning cycle. Staff absenteeism and time constraints at times did not allow for as much time for colloboration. Student absenteeism also impeded student growth on the MAPs assessment tool nor allowed for students to dive deeper into metacognitive thinking when teaching strategies. Inconsistent delivery of instruction from one classroom to another with the use of teacher clarity tools being precreated and not infused into instruction for students to use tools like exemplars or rubrics. Vertical alignment/collaboration and common expectancies among grade levels are inconsistent to provide instructional strategies and for students to have an ownership in learning.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

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.

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

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers were given professional development to support students with social emotional learning lessons and character development using Morning Message Book Study, Harnmony tools with other ways to support positive climate in the classroom.	Admin, Strategist, Teacher, Counselor	Aug 2025- May 2026	
2	MTSS to support individual students in goals for being present at school	Admin, Strategist, Teacher, Counselor	Aug 2025- May 2026	
3	Teachers also used restorative justice practices which include daily class meetings, restorative circles, and class contracts and townhall results	Admin, Strategist, Teacher, Counselor	Aug 2025- May 2026	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
4	Goal Setting attendance with parents and students at Open House	Admin, Strategist, Teacher, Counselor	Sept. 2025	
5	Check-ins with attendance monthly	Admin, Strategist, Teacher, Counselor	Aug 2025-May 2026	
6	Communication: Teachers communicate daily to families when students are absent. Teachers will communicate consistently of their attendance status follow schoolwide systems for following attendance.	Admin, Strategist, Teacher, Counselor	Aug 2025-May 2026	
7	Behavior strategist & Counselor support small group or classrooms for individuals or groups as needed. . Counselor & Behavior strategist meet with student and/or parent to develop attendance contract to include incentives.	Admin, Strategist, Teacher, Counselor	Aug 2025-May 2026	
8	Counselor has conferences or calls and offers wrap around services Teachers, student, family meet with administration with families . Educational decisions at 20 days of absenteeism. MLT committee for mentoring check ins Tiering absenteeism to support and scaffold this through school wide, classroom. individual support with incentives and supported individual plans as needed. Parent communication also has supported increased outcomes.	Admin, Strategist, Teacher, Counselor	Aug 2025-May 2026	
9	Use of parent communication link to easily explain student whereabouts has also provided seamless understanding of student absenteeism by adminstration. Expectations regarding attendance are transparent and communicated consistently on Parentlink and Parent handbook for families. Expectations regarding attendance are transparent and communicated with rewards to students keeping parent engagement.	Admin, Strategist, Teacher, Counselor	Aug 2025-May 2026	

Position Responsible: Administration

Resources Needed: SEL materials- Morning Meeting book for each teacher
Restorative Justice Team Practices
MLT committee
Counselor
Behavior Strategist, Read by Grade 3 Coach
Sanford Harmony online resource
Treatment Agreement
Staff to call families daily and calendar to meet with Administration and Counselor with Glen Taylor's attendance plan
Panorama
De-escalation room materials
Zones of regulation techniques
Calm box for each room to support students in frustration
Equity and Diversity Professional support for parent version of Townhall
Townhall lesson each semester to get feedback on climate with students
Incentive materials and calendared rewards and check ins school wide

Evidence Level

Level 4: Demonstrate Rationale:
Responsive teaching, Morning Meeting book study, Sanford Harmony, Rethink, Restorative Justice Practice

Problem Statements: Connectedness 1

Status Checks

In progress	In progress	
October	**February**	**June**

SMART Goal 1 Problem Statements Identifying Connectedness
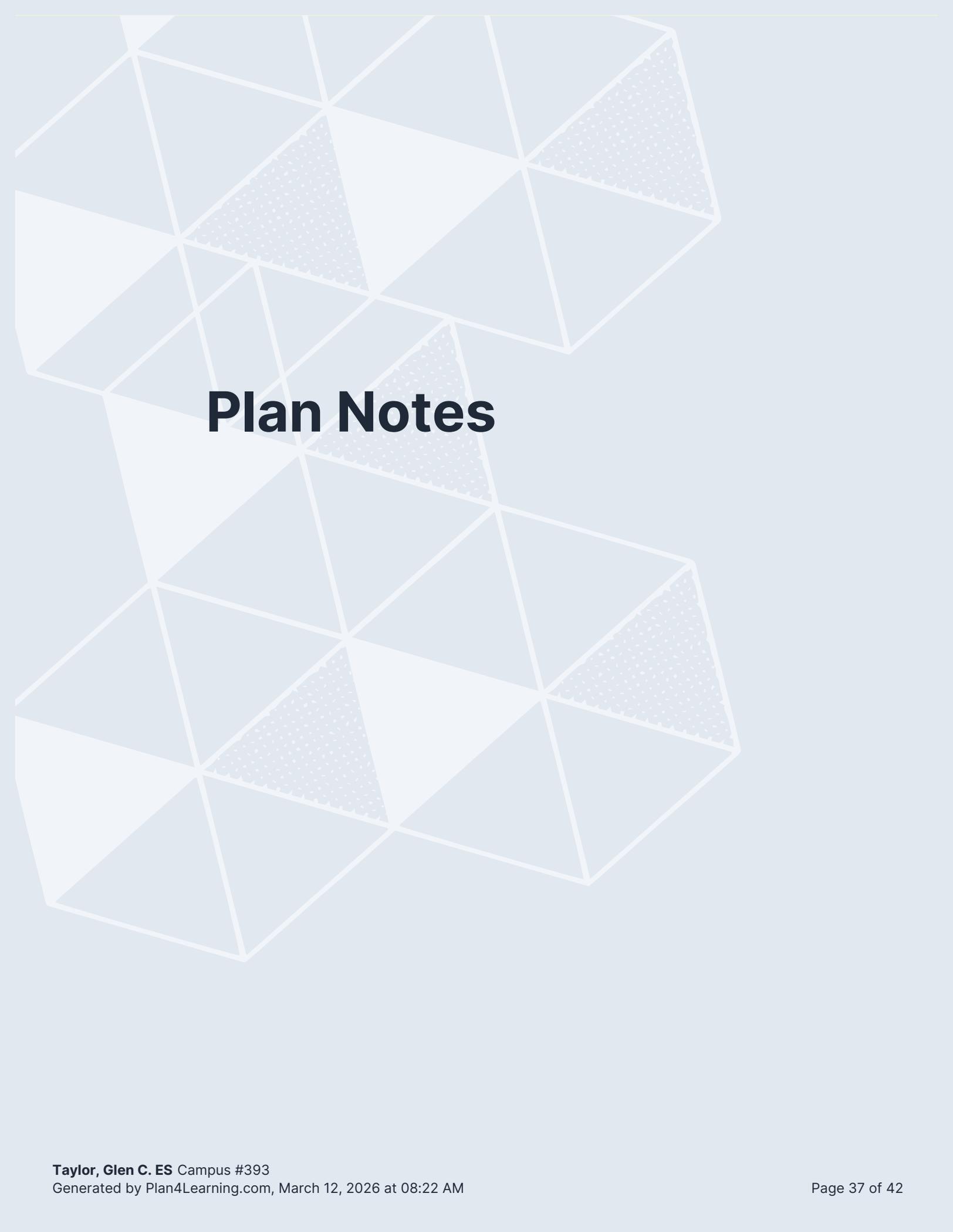
|	Problem Statement	Root Cause
1	Reduce the percent of chronically absent students and specifically focusing on subgroups who are above the school wide average. We struggle to keep track of students families we have met with to ensure consistent communication with teaching staff and administration to catch them prior to be chronic and this has a negative affect on the academic progress . We encourage students but the same consistently attending students receive rewards so differentiation will be needed.	Difficult to connect or to have parents agree with absenteeism policy to see the correlation to academic progress. Keeping parents heavily communicated with during absentism or when there appears to be access is not consistent . Students not seeing the goal for being at school and how it is related to academic success or positive support with inconsistent use of mentor relationships on campus.

Plan Notes

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$4,363,622.00	Licensed Teaching staff, Support staff, Supplies, and Supplementals	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	$79,209.35	Licensed Teaching staff, Support staff, and Supplies	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	$130,706.84	Licensed Teaching staff, Support staff, and Supplies	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	$3,150.78	Licensed Teaching staff	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Carry Forward	$65,122.10	Licensed Teaching staff	Student Success, Adult Learning Culture, Connectedness
EL Weighted Carry Forward	$11,788.63	Licensed Teaching staff	Student Success, Adult Learning Culture, Connectedness
General Fund	$234,102.42	Licensed Teaching staff, Support staff, and Supplies	Student Success, Adult Learning Culture, Connectedness
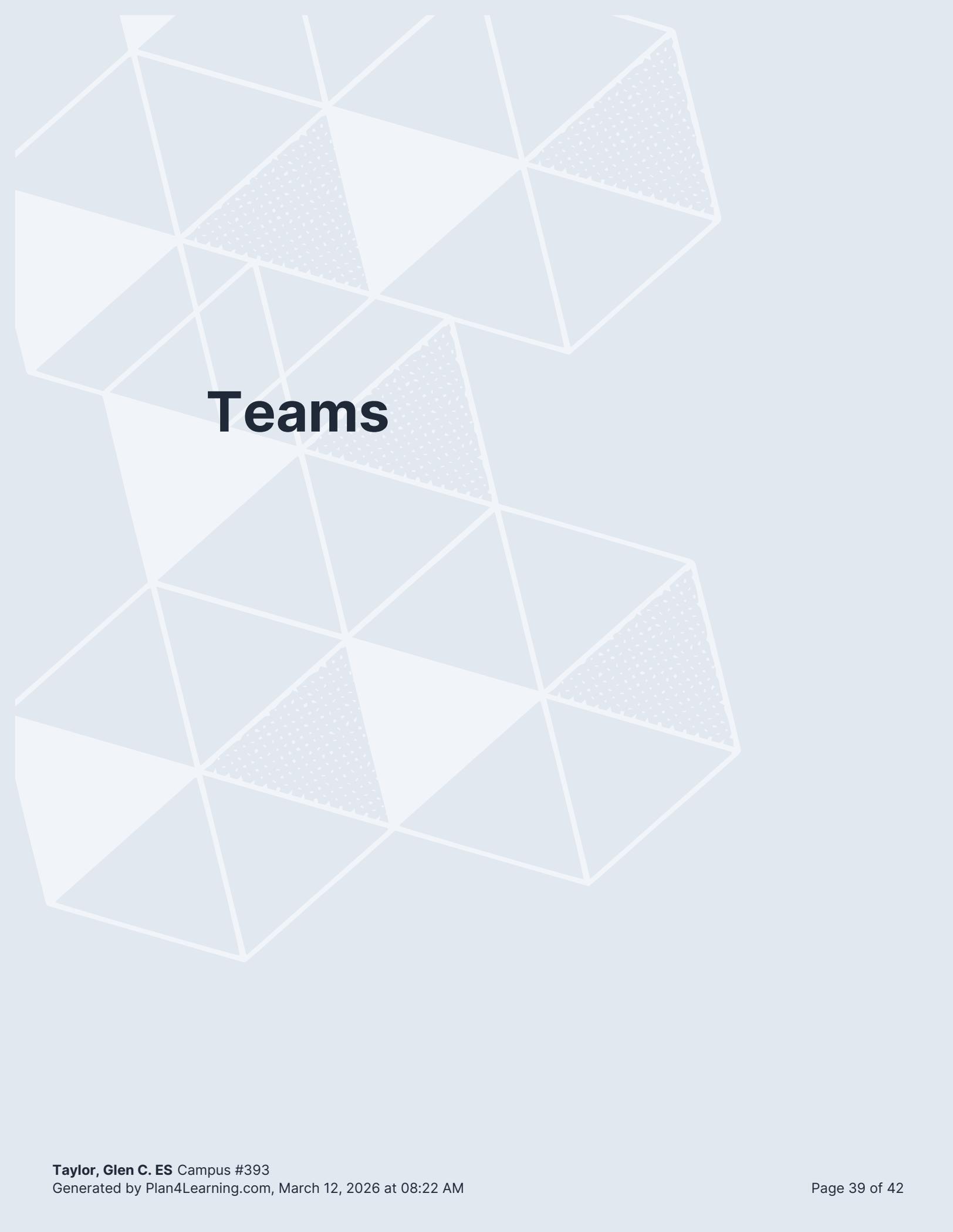
Teams

Teams

School Continuous Improvement (CI) Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
January 21, 2026 @ 3:30 PM	Glen Taylor Library	Team Meeting (1).pdf	GT 2026 Act 2_ Status Check Note Catcher (Now, Next, Need) (2).pdf
October 6, 2025 @ 7:45 AM	Glen Taylor PD Room	--	--
October 6, 2025 @ 7:45 AM	Professionl Learning Room	doc20251008131152.pdf	doc20251008131152.pdf

Members

First Name	Last Name	Position	Committee Role
Dawn	Larson	Teacher	CI Team Member
Jeremiah	Norman	Teacher	CI Team Member
Peterson	Lauren	Strategist	Editor
Kasey	Carlson	Parent	Community Member
Kim	Burnett	Parent	Community Member
Erica	Shearer	Grade Level	CI Team Member
Aaliyah	Ward	Grade Level Teacher	CI TEam Member
Melissa	West	Special Education Facilitator	CI Team Member
Chelsea	Starr	Read by Grade 3	Recorder
Jamie	Rodriguez	Grade Level Teacher	Time Keeper
Rachel	Dupris	Assistant Principal	CI Team Lead
Tara	Garman-Doetch	Principal	Administrator

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 22, 2025	End of Year Reflection. SOT discussed progress towards the SIP goals and continued improvement strategy efforts. Advice and feedback were solicited to inform decisions about revisions to the SIP.
Staff Meeting	8/5/2025	Reviewed spring data including SBAC results with staff and the School Improvement Plan (SIP) goals and improvement strategies. Reviewed action plan for a continuous improvement effort.
SOT Data Review Meeting	9/2/2025	SOT discussed progress towards SIP goals and continued improvement strategy efforts. SIP revisions due to newly informed data from SBAC and WIDA were reviewed and team was in agreement.
SOT Review SIP and Budget	9/17/2025	SOT discussed budget cuts and impact to SIP goals.
SOT & School-Wide Data Review	10/15/2025	SOT school-wide data reviewed
SOT & school Wide Data Reveiw	1/21/2026	SOT to discuss data from Winter MAP and progress toward SIP goals