

Washoe County School District
Alyce Taylor Elementary School
2025-2026 School Improvement Plan

Classification: 4 Star School



Mission Statement

As a united team, the mission of Taylor Elementary School is to create a safe, positive learning environment for ALL students to ensure high academic achievement, personal success, and strength of character through a positive attitude and perseverance in order to fulfill their higher educational goals and make positive contributions to our society.

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/washoe/alyce_taylor_elementary/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- Based on 2025 SBAC results, our Math proficiency is 59% which is an increase from the previous year's Math proficiency of 53%.
- The median SGP in Math is 61% which is considered more than typical growth.
- 4th Grade proficiency in ELA increased from 55% to 65%. In Math, 4th Grade proficiency increased from 53% to 59%.
- 5th Grade proficiency in ELA increased from 52% to 59%. In Math, 5th Grade proficiency increased from 39% to 44%.
- 5th Grade proficiency in Science increased from 16% to 33%.
- In ELA, IEP subpopulation increased from 25% to 39%.
- Our AGP (Adequate Growth Percentile) Meeting State Catch Up/Keep Up in ELA is 67% in ELA (from 61% in the previous year) and 55% in Math (from 53% in the previous year).
- Overall, ATES showed positive student outcomes in Math proficiency. The SGP score of 61% in Math is considered more than typical growth.

Student Success Areas for Growth

- Based on 2025 SBAC results, our ELA proficiency is 57% which is the same as the 2024 ELA proficiency. This is an area for growth in ELA due to no gains in proficiency.
- The median Student Growth Percentile (SGP) in ELA is 56 which is a decrease from the previous year ELA SGP of 67.
- Historically, we typically do not have enough EL students to obtain student proficiency scores in ELA and Math. In terms of Adequate Growth Percentile (AGP) in the ACCESS/WIDA assessment administered to EL students, our median AGP is 36%, which is the same as the previous year. It should be noted that the n size for this AGP measure was only 11 EL students.
- Our FRL sub-population performed at 29% proficiency in ELA and 40% in Math. The median SGP of our FRL sub-population is 52% in ELA and 65% in Math which is considered more than typical growth.
- Our IEP sub-population performed at 39% proficiency in ELA and 29% in Math. The median SGP of our IEP sub-population is 54% in ELA, which is more than typical growth, and 52% in Math which is considered typical growth.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	

Student Group	Challenge	Solution
Free and Reduced Lunch	FRL sub-population performed at 29% proficiency in ELA and 40% in Math, showing an achievement gap compared to typical peers.	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	IEP sub-population performed at 39% proficiency in ELA and 29% in Math, showing an achievement gap compared to typical peers.	

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): With a new adopted math curriculum this year, teachers are learning the components of the Math Reveal program. Our FRL and IEP subpopulations are performing less than our overall school population in both ELA and Math.

Critical Root Cause: Need to differentiate instruction during Tier 1 instruction. Need to educate families on the new math curriculum and how they can support student learning at home. Lack of consistent practice of more rigorous problems (i.e., word problems) in class. Need for additional math intervention resources .

Adult Learning Culture

Adult Learning Culture Areas of Strength

- We have a collaborative culture at Alyce Taylor. Grade levels meet during Early Release Wednesdays in Professional Learning Communities (PLCs). Grade level PLCs submit weekly PLC notes based on Dufour's Four Guiding Questions: *What do we expect our students to learn, How will we know they are learning, How will we respond when they don't learn, How will we respond when they already know it?*
- Expectations for Success was 97% which indicates that as a school, we set high expectations for student achievement and strive to motivate and engage our students.
- 100% of the staff who filled out the staff climate survey feel safe at our school.
- Staff-student relationships was rated 92% which indicates that staff members show care and positive relationships with students.
- Many of our teachers attend professional development, enhancing their professional growth and instructional practices.
- Several primary teachers from our school have participated in the LETRS training to increase their knowledge of The Science of Reading.
- In the first year of implementing Teacher Clarity (2024-25), we have made growth in using learning intentions with 90-100% of our teachers posting learning intentions for core content areas.

Adult Learning Culture Areas for Growth

- In regards to the implementation of the iReady program, 68% of teachers feel that the professional learning provided adequately prepared them to use iReady to monitor student progress. Seven teachers disagreed, indicating the need for continued professional development and/or support with using iReady
- With a new math curriculum, teachers will need time for planning and support with implementing the math Reveal curriculum in PLCs.
- Work stress continues to be an area of concern rated at 65%, indicating that work stress significantly impacts our teachers and staff.
- In regards to implementing Teacher Clarity, we have made growth in this area with 90-100% of teachers posting learning intentions for core content areas. In our second year of implementation, there is a need for continued professional development in developing effective learning intentions with the success criteria and consistent use of learning intentions in daily practice (i.e., referring to learning intentions, assessing student learning based on learning intentions, adding learning progressions).
- There is a need to strengthen the use of learning intentions during instruction, indicating a need for professional development to implement the components of Teacher Clarity.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There is a need to strengthen the use of learning intentions during instruction, indicating a need for professional development to implement the components of Teacher Clarity.

Critical Root Cause: There is a need for professional development to implement the components of Teacher Clarity.

Connectedness

Connectedness Areas of Strength

- Chronic absenteeism rate decreased from 13% to 8%. Our focus on attendance and action steps have substantially decreased chronic absenteeism.
- Based on the 2024-25 student climate survey, SEL skills have increased in the areas of Relationship Skills (81%), Responsible Decision Making (68%), Self-Awareness of Emotions (70%), Self-Awareness of Self-Concept (83%), Self-Management of Goals (69%), Self-Management of Schoolwork (71%), and Social Awareness (78%).
- Student Engagement increased by 10 percentage points at 73%.
- Safety increased by 8 percentage points at 84%
- We continue to promote our school-wide principle "Gators have GRIT" to teach students about perseverance and resilience in school and in their every day lives.
- Implementation of Restorative Practices to build community, increase peer relationships, and guide students in restoring relationships when harm has occurred.
- Implementation of Positive Behavior Intervention Support (PBIS) to increase positive behaviors and develop a positive school culture and climate at ATES.
- We continue to use our Book Vending Machine as an incentive for students who earn the "Taylor Token" for positive behaviors.
- We continue to implement "Reward Days" as a school-wide incentive which allowed students to earn and choose an activity of their choice such as legos, art/drawing, music, dancing, etc. This school-wide incentive was found to be successful and rewarding for students.
- Our Student Leadership program with 4th and 5th Grade continues to be successful, promoting student engagement and leadership opportunities within the school and the community.

Connectedness Areas for Growth

- Although our chronic absenteeism rate decreased from 13% in the previous year to 8%, chronic absenteeism must be monitored to maintain this level of improvement combined with sustained efforts to improve overall attendance.
- Total number of suspensions increased to 28 (2023-24) to 48 (2024-25).
- We will continue to implement Restorative Practices to build community, increase peer relationships, and guide students in restoring relationships when harm has occurred.
- Based on the 2024-25 Student Climate Survey results, victimization was 60%. One question focused on the number of times a student has been cursed at, verbally threatened, or made fun was rated only 29% favorable, indicating that this has occurred to students a few times. Physical occurrences such as being grabbed, shoved, punched or kicked was rated only 48% favorable.
- Based on a recent book study on *The Anxious Generation*, there is a need for continued work and education with staff and families on the main highlights of the book to increase awareness of the negative outcomes of technology and social media on our young population.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	

Student Group	Challenge	Solution
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Although our chronic absenteeism rate decreased from 13% in the previous year to 8%, chronic absenteeism must be monitored to maintain this level of improvement combined with sustained efforts to improve overall attendance.

Critical Root Cause: Need for families to understand the impact of missed instruction on academic performance. Frequent disruptions such as illnesses, home and family circumstances, and vacations impact attendance. Transportation issues in rural locations that impact attendance.

Priority Problem Statements

Problem Statement 1: With a new adopted math curriculum this year, teachers are learning the components of the Math Reveal program. Our FRL and IEP subpopulations are performing less than our overall school population in both ELA and Math.

Critical Root Cause 1: Need to differentiate instruction during Tier 1 instruction. Need to educate families on the new math curriculum and how they can support student learning at home. Lack of consistent practice of more rigorous problems (i.e., word problems) in class. Need for additional math intervention resources .

Problem Statement 1 Areas: Student Success

Problem Statement 2: There is a need to strengthen the use of learning intentions during instruction, indicating a need for professional development to implement the components of Teacher Clarity.

Critical Root Cause 2: There is a need for professional development to implement the components of Teacher Clarity.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Although our chronic absenteeism rate decreased from 13% in the previous year to 8%, chronic absenteeism must be monitored to maintain this level of improvement combined with sustained efforts to improve overall attendance.

Critical Root Cause 3: Need for families to understand the impact of missed instruction on academic performance. Frequent disruptions such as illnesses, home and family circumstances, and vacations impact attendance. Transportation issues in rural locations that impact attendance.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- Other
 - iReady, MAP

Adult Learning Culture

- Staff surveys and/or other feedback
- Teacher evaluation

Connectedness

- Attendance
- Behavior
- PBIS/MTSS data
- Perception/survey data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the end of the 2025-26 school year, we will increase student proficiency in Math from 59% to 63%. Increase student proficiency in ELA from 57% to 61%.

Aligns with District Goal

Formative Measures: iReady, Benchmark Unit Assessments, McGraw Hill Reveal Math, SBAC

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Action Steps: Implement the iReady program for 45 minutes in both ELA and Math weekly (Grades K-5) Ensure student access to technology Monitor use of iReady through usage reports (i.e., lesson time on task and students passing lessons) Join grade level PLCs to ensure focus on data using iReady Diagnostic results During MTSS, utilize iReady diagnostic results as a point of data and ensure that iReady is implemented with fidelity as an intervention	Administrator, Certified Teachers	End of 26SY			
Position Responsible: Administrator, Certified Teachers Evidence Level Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: With a new adopted math curriculum this year, teachers are learning the components of the Math Reveal program. Our FRL and IEP subpopulations are performing less than our overall school population in both ELA and Math. Critical Root Cause: Need to differentiate instruction during Tier 1 instruction. Need to educate families on the new math curriculum and how they can support student learning at home. Lack of consistent practice of more rigorous problems (i.e., word problems) in class. Need for additional math intervention resources .

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-26 school year, classroom walkthroughs will indicate at least 80% of teachers consistently implementing the four components of Teacher Clarity (clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning).

Aligns with District Goal

Formative Measures: Classroom Walkthrough Form; Feedback from administrator

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLCs				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Action Steps: During PLCs and Professional Development days throughout the year, teachers will engage in professional learning to understand the components of Teacher Clarity. PLC agendas and weekly notes will incorporate Teacher Clarity into instructional practices across grade levels and subject areas. Grade levels to develop learning intentions as they plan weekly lessons to ensure horizontal alignment Administrator will conduct formal and informal classroom observations to monitor implementation of Teacher Clarity strategies. Administrator will provide feedback through the lens of Teacher Clarity, highlighting areas of strength and opportunities for improvement.	Administrator, Certified Teachers	End of 26SY			
Position Responsible: Administrator, Certified Teachers						
Evidence Level						
Level 2: Moderate: PLC's						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: There is a need to strengthen the use of learning intentions during instruction, indicating a need for professional development to implement the components of Teacher Clarity. Critical Root Cause: There is a need for professional development to implement the components of Teacher Clarity.

Inquiry Area 3: Connectedness

SMART Goal 1: By June of 2026, we will reduce chronic absenteeism by 1 percentage point, from 8% to 7%.

Aligns with District Goal

Formative Measures: Attendance report in IC, BIG Reports

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: MTSS - Attendance intervention for students approaching and/or at chronic absenteeism rates.				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Action Steps: Attendance or MTSS team to identify students who are approaching and/or at chronic absenteeism rates using reports in IC or BIG. MTSS/Attendance Team will meet monthly to discuss students and review data. Educate families of the importance of good attendance and/or provide strategies to improve attendance (e.g., attendance handouts, connect ed messages, phone calls). School-wide, establish a recognition program for students with 90% attendance and perfect attendance on a quarterly basis (i.e., award certificates, small prizes) and semester.	Administrator, Counselor, Teachers, Parents, Students	End of 26SY	No review	No review	No review
Position Responsible: Administrator, Counselor, Teachers, Parents, Students						
Evidence Level Level 2: Moderate: MTSS						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Although our chronic absenteeism rate decreased from 13% in the previous year to 8%, chronic absenteeism must be monitored to maintain this level of improvement combined with sustained efforts to improve overall attendance. Critical Root Cause: Need for families to understand the impact of missed instruction on academic performance. Frequent disruptions such as illnesses, home and family circumstances, and vacations impact attendance. Transportation issues in rural locations that impact attendance.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night	Aug. 19, 2025	
Gatorfest Halloween Festival	Oct. 24, 2025	
Fall Conferences	Oct. 24-30, 2025	