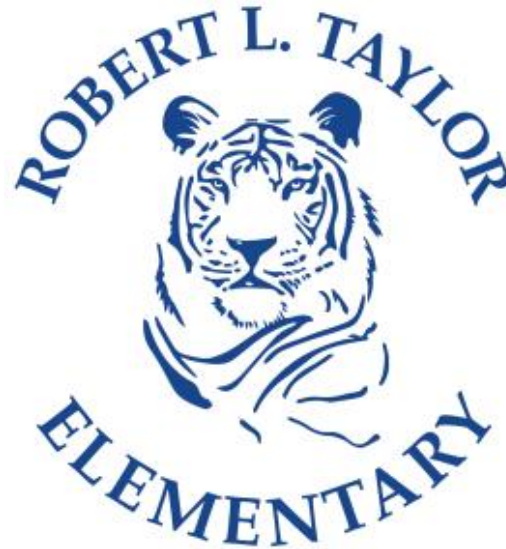


Clark County School District

Taylor, Robert L. ES

2025-2026 Status Checks with Notes



Mission Statement

We at Robert Taylor will be proactive and synergize as a community to build positive relationships and intentionally increase achievement.

Vision

Every Taylor Tiger will achieve academic and personal growth through leadership, hard work and high expectations.

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/robert_l_taylor_elementary_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: School Goal #1: We will increase the percentage of students meeting projected growth in Math from 60% in Winter 2024 to 65% in Winter 2025 as measured by the MAP Growth Assessment.

Revised Goal (as of October 8, 2025)

School Goal #1: We will increase the percentage of students meeting projected growth in Math from 38% in Winter 2024-2025 to 50% in Winter 2025-2026 as measured by the MAP Growth Assessment.

Aligns with District Goal

Formative Measures: MAP Growth Assessment

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement Tier I instruction using the adopted curriculum in alignment with the pacing guides; post, communicate, and engage with the learning intentions and student success criteria aligned to the standards.(MRI #5) Position Responsible: Administration Resources Needed: Envisions 2.0 materials ST Math Pacing Guides and Teacher Clarity Guides Instructional walks/rounds Tier I for attendance/behavioral support: PBIS Expectations Matrices for Students & Staff as well as Acknowledgement Matrices for how we will reward and incentivize staff and students for following those expectations. We also provide instruction of the principles of effectiveness through The Leader In Me, a curriculum that teaches the 7 Habits of Highly Effective People to all students and staff. Tier II: PBIS and SBIT - through a referral system, students are referred for additional supports for academics, behavior, SEL, food, clothing, and other basic needs, to include attendance issues as attendance data is reviewed in weekly SBIT meetings. Tier III: IMPACT - for those students qualifying for Tier III for behavior, social, emotional, and mental support to improve daily attendance. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: enVision math Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned We are implementing Tier 1 instructions, posting and communicating. We are noticing the data doesn't align from year to year and students are different from this year to last year. Poor student attendance, behavioral struggles, learning new curriculum impedes the pacing, and pacing does not help address behavioral issues or even lack of academic skills. Feels like we are moving too fast to be effective. October Next Steps/Need We need to put first things first - first communicate the expectations for SEL and behavior, communicate learning intentions and student success criteria as well as providing scaffolds and differentiation to meet students vast needs. New teachers need training on learning intentions and student success criteria. Feb: In progress February Lessons Learned Now: Our Winter 2025-2026 shows that 35% of students met or exceeded their RIT growth - so we did not meet our goal. Despite our focus on Tier I instruction, we are not engaging with the learning intentions and student success criteria, as the data for our Adult Learning Culture goal shows only 39% of teachers are doing this. This is an area we will focus on. February Next Steps/Need Next: As a team, we decided to continue this goal for our Spring MAP assessment and strengthen our tracking of the strategies we identified to hold ourselves accountable. Need: We need trackers to track our daily attentiveness to Tier I Instruction and the posting of Learning Intentions and Student Success Criteria and accountability partners to check in on each other to ensure we are doing what we said we are going to do. June: June Lessons Learned June Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 2: School Goal #2: We will increase the percentage of students meeting projected growth in ELA from 41% in Winter 2024 to 45% in Winter 2025 as measured by the MAP Growth Assessment.

Revised Goal (as of October 8, 2025)

School Goal #2: We will increase the percentage of students meeting projected growth in ELA from 46% in Winter 2024-2025 to 55% in Winter 2025-2026 as measured by the MAP Growth Assessment.

Aligns with District Goal

Formative Measures: MAP Growth Assessment

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement Tier I instruction using the adopted curriculum in alignment with the pacing guides; post, communicate, and engage with the learning intentions and student success criteria aligned to the standards.(MRI #5) Position Responsible: Administration, Learning Strategists, and Teachers Resources Needed: HMH Into Reading Lexia Fastbridge Core 95 Tier I and Tier II Pacing Guides and Teacher Clarity Guides Instructional walks/rounds Tier I for attendance/behavioral support: PBIS Expectations Matrices for Students & Staff as well as Acknowledgement Matrices for how we will reward and incentivize staff and students for following those expectations. We also provide instruction of the principles of effectiveness through The Leader In Me, a curriculum that teaches the 7 Habits of Highly Effective People to all students and staff. Tier II: PBIS and SBIT - through a referral system, students are referred for additional supports for academics, behavior, SEL, food, clothing, and other basic needs, to include attendance issues as attendance data is reviewed in weekly SBIT meetings. Tier III: IMPACT - for those students qualifying for Tier III for behavior, social, emotional, and mental support to improve daily attendance. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: HMH Into Reading Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned We are implementing Tier 1 instructions, posting and communicating. We are noticing the data doesn't align from year to year and students are different from this year to last year. Poor student attendance, behavioral struggles, learning new curriculum impedes the pacing, and pacing does not help address behavioral issues or even lack of academic skills. Feels like we are moving too fast to be effective. October Next Steps/Need We need to put first things first - first communicate the expectations for SEL and behavior, communicate learning intentions and student success criteria as well as providing scaffolds and differentiation to meet students vast needs. New teachers need training on learning intentions and student success criteria. Feb: In progress February Lessons Learned Now: In ELA, we met and exceeded our goal as 46% of students met growth. Despite our focus on Tier I instruction, we are not engaging with the learning intentions and student success criteria, as the data for our Adult Learning Culture goal shows only 39% of teachers are doing this. This is an area we will focus on. February Next Steps/Need Next: As a team, we decided to continue this goal for our Spring MAP assessment and strengthen our tracking of the strategies we identified to hold ourselves accountable. Need: We need trackers to track our daily attentiveness to Tier I Instruction and the posting of Learning Intentions and Student Success Criteria and accountability partners to check in on each other to ensure we are doing what we said we are going to do. June: June Lessons Learned June Next Steps/Need

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: School Goal: Increase the percentage of classroom observations that show evidence of teachers and students engaging with the student success criteria and learning intentions from 70% (2024) to 90% by the end of the first semester, December 2025.

Aligns with District Goal

Formative Measures: Focal Point Tier I Instructional Walks

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Weekly PLCs focused on Tier I instruction in Math and ELA, unwrapping standards, identifying learning intentions and success criteria, through the use of graphic organizers, rubrics, and exemplars. Position Responsible: Administration, Learning Strategists, and Teachers Resources Needed: Pacing Guides and Teacher Clarity Guides PL Calendar PLC Agenda templates and google drives per grade level to house lesson plans, assessments, and other tools Active participation in the process Data room, chart paper, magnets for data tracking, google drive for lesson plans, PLC agendas/RT PLC expectations Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: Implemented October Lessons Learned Data shows progress being made. It also shows that our new staff need training and opportunity to develop this strategy in instruction. October Next Steps/Need Share examples of effective use in classrooms, sharing reminders, increasing walks and accountability. We also would like to add this to our quarterly PBIS walks to observe implementation. Feb: In progress February Lessons Learned Our data shows that only 39% of staff are engaging with the learning intentions and student success criteria, a drop from the previous year of 70%. Despite meeting in PLCs weekly and utilizing the Teacher Clarity guides, this is not a consistent practice. We will continue this goal through the Spring to meet our goal of 90%. February Next Steps/Need During January's Staff Development Day, we reviewed these action steps, provided tracking systems for teachers to track daily their use of and engagement with the learning intentions and students success criteria and also assigned pod mates to be one another's accountability partner, to check in on one another to ensure that all staff have them posted and visible and are engaging with them daily and within each block of instruction. June: June Lessons Learned June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 1: School Goal: Reduce chronic absenteeism from 35% to 33%, as reported by FocusEd, by May 2026.

Aligns with District Goal

Formative Measures: FocusEd Chronic Absenteeism Data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement an Attendance Intervention Plan: weekly monitoring with incentives for attendance. The Attendance Intervention Plan includes a matrix for incentives for when students reach attendance milestones monthly, quarterly and each semester and also includes intervention at intervals: letters, phone calls, home visits, daily check-ins by an adult, Harbor Referrals, SBIT Referrals to Communities In Schools, attendance contracts, and filing educational neglect. Position Responsible: Administration Resources Needed: Attendance Intervention Plan Matrix aligned to district policy and educational neglect protocols Schedule for incentives distribution Schedule for home visits Coverage for Duties, etc. Tier I for attendance/behavioral support: PBIS Expectations Matrices for Students & Staff as well as Acknowledgement Matrices for how we will reward and incentivize staff and students for following those expectations. We also provide instruction of the principles of effectiveness through The Leader In Me, a curriculum that teaches the 7 Habits of Highly Effective People to all students and staff. Tier II: PBIS and SBIT - through a referral system, students are referred for additional supports for academics, behavior, SEL, food, clothing, and other basic needs, to include attendance issues as attendance data is reviewed in weekly SBIT meetings through school counselors, Communities In Schools, The Harbor, Serving Our Kids, Operation School Bell. Tier III: IMPACT - for those students qualifying for Tier III for behavior, social, emotional, and mental support to improve daily attendance. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: creating a positive school climate and culture Problem Statements/Critical Root Cause: Connectedness 1	Oct: Implemented October Lessons Learned Although attendance is a continuous issue, we are implementing the plan consistently and are seeing small gains. Socio-economic issues from the school community, unstable living conditions, and the transiency all present challenges in maintaining a momentum to overcoming attendance challenges. October Next Steps/Need Continue with consistency. Engage in some community walks, increase improvement in our climate and culture so that children would rather be here! Revisit incentives to ensure alignment with what students want to work for. Feb: In progress February Lessons Learned Data in FocusEd shows that we are currently at 32.9% chronic, meaning we are meeting our goal. However, we are increasing efforts to get students to school through the use of Random Attendance Days and continued phone calls and home visit for attendance. We are not meeting our other goal to reduce disproportionality as we've seen an increase in behavior incidents this year and an increase in reactive behavior, violence, and fights. Counselors will continue their classroom lessons, restorative circles, and 7 Habits lessons in Humanities. Both goals will remain our focus through the Spring of 2026. February Next Steps/Need Our next steps include continuing to implement our plans and strategies, monitor student progress and reflect weekly on both goals during our PBIS and SBIT meetings. June: June Lessons Learned June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 2: Reduce the number of behavior events for each student group to be less than a 10 percentage point difference from the student group enrollment during the 2025-2026 school year, as measured by school-wide behavior data.

Aligns with District Goal

Formative Measures: Behavior Data: Infinite Campus and FocusEd

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the tiered Fidelity Inventory (TFI) 3.0. Position Responsible: Administration, Learning Strategists, Teachers, PBIS team Resources Needed: PBIS Apps PBIS TFI 3.0 Manual Time to convene the team to conduct the survey Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 1: Strong: PBIS Problem Statements/Critical Root Cause: Connectedness 2	Oct: In progress October Lessons Learned In progress October Next Steps/Need In progress Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need