Washoe County School District

Alyce Taylor Elementary School

Classification: 4 Star School

2026-2027 School Improvement Plan

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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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- Based on 2026 SBAC results, our ELA proficiency is 59% which is an increase from the previous year's ELA proficiency of 57%.
- 3rd Grade proficiency in Math increased from 62% to 68%.
- 5th Grade proficiency in ELA increased from 59% to 67%. In Math, 5th Grade proficiency increased from 44% to 49%.
- 5th Grade SGP in ELA increased from 48 to 54.
- The FRL subpopulation increased from 29% to 38% in ELA and from 40% to 42% in Math.
- The median SGP (Student Growth Percentile) in ELA increased slightly from 56% to 57%, which is considered more than typical growth.
- Overall, our school's proficiency levels remained relatively the same with a slight increase in ELA and slight decrease in Math; no significant decreases in proficiency levels in ELA and Math.
- ATES proficiency levels in ELA and Math are above the district average.

Areas for Growth

- Due to the slight decrease in Math proficiency from 59% to 58% and high growth in Math the previous year, our SGP in Math decreased from 61% to 51%.
- 3rd Grade ELA proficiency in ELA decreased from 49% to 48%. There has not been significant gains in 3rd Grade reading proficiency for the past two years which is an area for growth.
- 4th Grade SGP in Math decreased from 65% to 61%. 5th Grade SGP in Math decreased from 52% to 47%.
- 5th Grade Science proficiency decreased from 33% to 26%.
- The AGP (Adequate Growth Percentile), percentage of students growing adequately to "Catch Up" or "Keep up" with Meets Standards (Level 3), decreased from 67% to 61% in ELA and from 55% to 48% in Math.
- Historically, we typically do not have enough EL students to obtain student proficiency scores in ELA and Math. The N size for EL students was below 10; therefore, we did not get a score for EL student proficiency in ELA and Math.
- Our FRL subpopulation performed at 38% proficiency in ELA and 42% in Math, showing an achievement gap between FRL and the general population.
- Our IEP subpopulation performed at 29% proficiency in ELA (which is a decrease from the previous year at 29% in ELA) and 29% in Math (which is the same as the previous year in Math). There is a need to close the achievement gap between our IEP subpopulation and general population.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to only having 11 qualified EL students in K-5, percentage of students exited shows only 9%. Newcomers or students who are new to the country require translation and supports in the classroom.	Identify students who are close to exiting and target areas for instruction to support performance levels on WIDA/ACCESS testing. Provide academic and social supports for newcomers.
Foster/Homeless	Although we show a small N size for CIT, our foster and/or CIT students may demonstrate social emotional needs that impact student	Foster and/or CIT students receive academic and social emotional support through MTSS and IEP process if found

	achievement.	eligible.
Free and Reduced Lunch	Students who are eligible under FRL may require academic and/or social emotional needs that impact student achievement.	Students who qualify for FRL receive academic and social emotional support through MTSS and IEP process if found eligible.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A
Students with IEPs	IEP subpopulation performed at 29% proficiency in ELA and 29% in Math, showing an achievement gap compared to typical peers.	Ensure access to Tier 1 instruction with differentiated supports in the classroom.

Problem Statements Identifying Student Success Needs

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

★ = Priority

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 guided by principles of Teacher Clarity and 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 98% which indicates that as a school, we set high expectations for student achievement and strive to motivate and engage our students.
- Staff collaboration increased by 7 percentage points at 92%, indicating a strong sense of teamwork and open lines of communication between staff and school leadership.
- 97% 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.

Areas for Growth

- In the second year of implementing the Reveal Math curriculum, planning and collaboration time is needed to strengthen instructional practices and improve student outcomes in math.
- There is a need for consistent phonics instruction using U-FLI in Grades K-2.
- In regards to implementing Teacher Clarity, we have made growth in this area with at least 90% of teachers posting learning intentions for core content areas. 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.
- There is a need to strengthen the use of learning intentions during Tier 1 instruction, indicating a need for professional development to implement all four components of Teacher Clarity.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to only having 11 qualified EL students in K-5, percentage of students exited showed only 9%. Newcomers or students who are new to the country require translation and supports in the classroom.	Identify students who are close to exiting and target areas for instruction to support performance levels on WIDA/ACCESS testing. Provide academic and social supports for newcomers.
Foster/Homeless	Although we show a small N size for CIT, our foster and/or CIT students may demonstrate social emotional needs that impact student achievement.	Foster and/or CIT students receive academic and social emotional support through MTSS and IEP process if found eligible.

Free and Reduced Lunch	Students who are eligible under FRL may require academic and/or social emotional needs that impact student achievement.	Students who qualify for FRL receive academic and social emotional support through MTSS and IEP process if found eligible.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	IEP subpopulation performed at 29% proficiency in ELA and 29% in Math showing an achievement gap compared to typical peers.	Ensure access to Tier 1 instruction with differentiated supports in the classroom.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	There is a need to strengthen the use of learning intentions during instruction, indicating a need for professional development to implement all four components of Teacher Clarity.	There is a need for professional development to implement the components of Teacher Clarity. Need for fidelity and consistent implementation of learning intentions school-wide during Tier 1 instruction.

★ = Priority

Connectedness

Areas of Strength

- Chronic absenteeism rate increased slightly from 8% to 9%. Our continued focus on attendance and action steps have substantially decreased chronic absenteeism.
- Based on the 2025-26 student climate survey, SEL skills have increased in the areas of Relationship Skills (85%), Responsible Decision Making (73%), Self-Awareness of Emotions (79%), Self-Management of Goals (69%), and Self-Management of Schoolwork (80%).
- Student Engagement increased by 6 percentage points at 79%.
- Safety increased by 7 percentage points at 91%
- Minor behaviors decreased from 330 in 2024-25 school year to 194 in 2025-26 school year.
- Major behaviors decreased from 62 in 2024-25 school year to 57 in 2025-26 school year.
- 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.
- 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.

Areas for Growth

- Chronic absenteeism rate increased slightly from 8% to 9%. Chronic absenteeism continues to be a challenge and must be monitored to maintain adequate levels of improvement combined with sustained efforts to improve overall attendance.
- Based on the 2025-26 Student Climate Survey results, victimization was 62%. One question focused on the number of times a student has been cursed at, verbally threatened, or made fun was rated only 43% favorable, indicating that this has occurred to students a number of times. Physical occurrences such as being grabbed, shoved, punched or kicked was also rated as 43% favorable.
- The playground and classroom locations have the most behavior incidents (minor and major incidents). Most incidents occur during recesses.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Newcomers or students new to the country may demonstrate language barriers that impact connectedness or engagement.	Create an inclusive culture to promote a sense of belonging and a safe, respectful, positive environment. Implement PBIS and restorative practices.
Foster/Homeless	Foster and/or CIT students may demonstrate academic and social needs that impact connectedness or engagement.	Create an inclusive culture to promote a sense of belonging and a safe, respectful, positive environment. Implement PBIS and restorative practices.

Free and Reduced Lunch	Students eligible for FRL may demonstrate academic and social needs that impact connectedness or engagement.	Create an inclusive culture to promote a sense of belonging and a safe, respectful, positive environment. Implement PBIS and restorative practices.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Students with IEPs may demonstrate academic and social needs that impact connectedness or engagement.	Create an inclusive culture to promote a sense of belonging and a safe, respectful, positive environment. Implement PBIS and restorative practices.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Chronic absenteeism rate increased from 8% to 9%. Chronic absenteeism continues to be a challenge and must be monitored to maintain adequate levels combined with sustained efforts to improve overall attendance.	Need for families to understand the impact of missed instruction on academic performance. Frequent disruptions such as illnesses, home/family circumstances, and extended vacations impact attendance. Transportation issues in rural locations that impact attendance, especially during winter months.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	With a new adopted math curriculum, teachers are continuing to learn the components of the Math Reveal program in its second year of implementation. Our FRL and IEP subpopulations are performing less than our overall school population in both ELA and Math.	Need to differentiate instruction during Tier 1 instruction. Lack of consistent practice of more rigorous problems (i.e., word problems) in class. Need for additional math intervention resources. Need to educate families on the new math curriculum and how they can support student learning at home.
2 ★	There is a need to strengthen the use of learning intentions during instruction, indicating a need for professional development to implement all four components of Teacher Clarity.	There is a need for professional development to implement the components of Teacher Clarity. Need for fidelity and consistent implementation of learning intentions school-wide during Tier 1 instruction.
3 ★	Chronic absenteeism rate increased from 8% to 9%. Chronic absenteeism continues to be a challenge and must be monitored to maintain adequate levels combined with sustained efforts to improve overall attendance.	Need for families to understand the impact of missed instruction on academic performance. Frequent disruptions such as illnesses, home/family circumstances, and extended vacations impact attendance. Transportation issues in rural locations that impact attendance, especially during winter months.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**
- [x] **Other**

Adult Learning Culture

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher evaluation**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By the end of the 2026-27 school year, we will increase student proficiency in ELA from 59% to 62%. Increase student proficiency in Math from 58% to 61%.

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

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 27SY	

Position Responsible: Administrator, Certified Teachers

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

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

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the end of the 2026-27 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).

Formative Measures: Classroom Walkthrough Form; Feedback from administrator

Improvement Strategy 1

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Action Steps: During Professional Development days throughout the year, teachers will engage in professional learning to understand the components of Teacher Clarity. PLC weekly notes will incorporate Teacher Clarity in planning and 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. Administrator will provide feedback through the lens of Teacher Clarity, highlighting areas of strength and opportunities for improvement.	Administrator, Certified Teachers	End of 27SY	

Position Responsible: Administrator, Certified Teachers

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	There is a need to strengthen the use of learning intentions during instruction, indicating a need for professional development to implement all four components of Teacher Clarity.	There is a need for professional development to implement the components of Teacher Clarity. Need for fidelity and consistent implementation of learning intentions school-wide during Tier 1 instruction.

Inquiry Area 3 Connectedness

SMART Goal 1

By the end of the 2026-27 school year, we will reduce chronic absenteeism by 1 percentage point, from 9% to 8%.

Formative Measures: Attendance report in IC, BIG Reports

Improvement Strategy 1

MTSS - Attendance intervention for students approaching and/or at chronic absenteeism rates.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 about 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 27SY	

Position Responsible: Administrator, Counselor, Teachers, Parents, Students

Evidence Level

Level 2: Moderate:
MTSS

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Chronic absenteeism rate increased from 8% to 9%. Chronic absenteeism continues to be a challenge and must be monitored to maintain adequate levels combined with sustained efforts to improve overall attendance.	Need for families to understand the impact of missed instruction on academic performance. Frequent disruptions such as illnesses, home/family circumstances, and extended vacations impact attendance. Transportation issues in rural locations that impact attendance, especially during winter months.

Plan Notes

Plan Notes

N/A

Community Outreach Activities

Activity	Date	Lesson Learned
Open House	08/07/2026	Students and families in Grades K-5 attended Open House to meet teachers; this event served as our Back to School Night
Fall Parent Conferences	10/23/2026 - 10/29/2026	More than 90% of our families attend conferences
Gatorfest	10/23/2026	Gatorfest (Halloween Carnival) is a school tradition that engages our community through sponsorship, parent involvement, staff and student participation
Bingo Nights	09/10/2026, 12/03/2026, 02/04/2027	Bingo Nights have been very successful at ATES, engaging our students and families