

**Washoe County School District**  
**Alyce Taylor Elementary School**  
**2024-2025 Status Check**



# 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/2024](https://nevadareportcard.nv.gov/DI/nv/washoe/alyce_taylor_elementary/2024)

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# Goals

**Goal 1: Student Success**  
**Aligns with District Priority**

**Annual Performance Objective 1:** Increase student proficiency in Math from 53% to 57%. Increase student proficiency in ELA from 57% to 61%.

**Evaluation Data Sources:** iReady, Benchmark Unit Assessments, enVision Topic/Unit Assessments, SBAC

**Summative Evaluation:** Continue

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> iReady  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 <b>Formative Measures:</b> iReady Diagnostic Assessments <b>Position Responsible:</b> Administrator, Certified Teachers  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk <b>- Evidence Level:</b> Promising <b>Problem Statements/Critical Root Causes:</b> Student Success 1	Status Check		
	Feb	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			







**Goal 2: Adult Learning Culture**  
**Aligns with District Priority**

**Annual Performance Objective 1:** By the end of the 2024-25 school year, classroom walkthroughs will indicate at least 75% 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).

**Evaluation Data Sources:** Classroom Walkthrough Form; Feedback from administrator

**Summative Evaluation:** Continue








Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: PLCs</b>  Action Steps: Within leadership team, conduct a book study using The Teacher Clarity Playbook and offer IPIP credit for participants. Participants will lead professional learning for all teachers. Books will be purchased for participants and all teachers. 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. <b>Formative Measures:</b> PLC weekly notes, PLC and PD agendas, Walkthroughs, Feedback <b>Position Responsible:</b> Administrator, Certified Teachers  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk <b>- Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1	Status Check		
	Feb	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Goal 3: Connectedness**  
**Aligns with District Priority**

**Annual Performance Objective 1:** By June of 2025, we will reduce chronic absenteeism rate by 3%.

**Evaluation Data Sources:** Attendance report in IC, BIG Reports

**Summative Evaluation:** Continue

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1:</b> MTSS - Attendance intervention for students approaching and/or at chronic absenteeism rates. Use school refusal scale as an intervention to identify root causes and to develop a plan to support attendance with parent involvement. Implement 20-day formal attendance monitoring plan with student and parent.</p> <p>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.  The School Refusal Scale will be used as an intervention for students who are approaching and/or chronically absent.  Attendance team will obtain signed permission from parent to complete "school refusal scale."  Meet with student and/or parent to complete the scale.  Meet with student and parent to discuss findings and to share critical attendance information.  Identify any known/new barriers to attendance (e.g., family stressor, academic frustration, safety concern).  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).</p> <p><b>Formative Measures:</b> Attendance report in IC  <b>Position Responsible:</b> Administrator, Counselor, Teachers, Parents, Students</p> <p><b>Student Groups This Strategy Targets:</b>  FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk  - <b>Evidence Level:</b>  Moderate  <b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p>	Status Check		
	Feb	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			