

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

---

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Ms. Nicole E. Coloma

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Glen C. Taylor Elementary School

(As it should appear in the official records)

School Mailing Address 2655 Siena Heights Drive

(If address is P.O. Box, also include street address.)

City Henderson State NV Zip Code+4 (9 digits total) 89052-3989

County Clark County State School Code Number\* 15NV151PU

Telephone 702-799-6892 Fax 702-799-2276

Web site/URL http://ccsd.net/glentaylor E-mail necoloma@interact.ccsd.net

Facebook Page

http://www.facebook.com/GlenTaylorElementarySc

Twitter Handle hool Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\* Mr. Pat Skorkowsky E-mail: pskorkowsky@interact.ccsd.net

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Clark County Tel. 702-799-5000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Dr. Linda Young

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

---

**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 220 Elementary schools (includes K-8)
  - 59 Middle/Junior high schools
  - 49 High schools
  - 1 K-12 schools
- 329 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 7 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	12	7	19
K	63	62	125
1	84	75	159
2	74	86	160
3	77	86	163
4	77	85	162
5	106	82	188
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	493	483	976

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 9 % Asian
  - 5 % Black or African American
  - 17 % Hispanic or Latino
  - 2 % Native Hawaiian or Other Pacific Islander
  - 55 % White
  - 11 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 18%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	91
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	74
(3) Total of all transferred students [sum of rows (1) and (2)]	165
(4) Total number of students in the school as of October 1	898
(5) Total transferred students in row (3) divided by total students in row (4)	0.184
(6) Amount in row (5) multiplied by 100	18

7. English Language Learners (ELL) in the school: 4 %  
35 Total number ELL  
 Number of non-English languages represented: 16  
 Specify non-English languages: Spanish, Tagalog, Filipino, French, Thai, Mandarin, Russian, Persian, Arabic, Malagasy, Bantu, Vietnamese, Urdu, Ukrainian, Greek, Cantonese
8. Students eligible for free/reduced-priced meals: 21 %  
 Total number students who qualify: 188

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 32 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 7 %  
67 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>19</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>28</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>23</u> Speech or Language Impairment
<u>4</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>6</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	37
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Glen Taylor's staff develops students' individual strengths, talents, and the assurance of academic excellence for all in a positive, caring, and supportive environment.

## **PART III – SUMMARY**

---

Glen Taylor Elementary School is a suburban school in Henderson, Nevada. It is one of 220 elementary schools in the Clark County School District. It was opened in 2003 and named after Glen C. Taylor, a man dedicated to public education as he served on the CCSD School Board from 1966-1977. Glen Taylor's excellent reputation is known throughout the community. Many of our teachers have taught at Glen Taylor since the school opened and approximately 60% of the staff has been at the school for at least 7 years. The indicators of Taylor's culture of learning and commitment to our students and community are too numerous to list, but some important ones are: mandatory standard student attire (SSA); before and after school enrichment programs; 98% participation in parent-teacher conferences; Response to Instruction to target students for interventions; weekly school-wide constructed written responses in reading and math; monthly school-wide citizenship programs and awards; CHAMPs expectations; learning garden; "Be Kind" school with affiliation to the Josh Stevens Foundation; Serve Our Kids (SOK) Food Drive; monthly Two Lunch Tuesday donations for food shelters; Fine Arts and Academic Fair; and Student Council.

Over the past 12 years, Glen Taylor Elementary School has excelled in all academic areas. As a school, we constantly strive to meet the needs of all students through dedication and high expectations. Glen Taylor has earned the reputation of being a high achieving school where the well-being of all students matters. Our school's vision is to provide a positive, safe, fun, and respectful learning environment where every student is challenged to acquire life-long learning skills, which will enable them to succeed in their future. As a staff, we follow our mission by being dedicated to the development of individual strengths, talents, and the assurance of academic excellence for all students in a positive, caring, and supportive environment. Our motto is, "All roads lead to knowledge; knowledge leads to success." We believe all children can learn and that high expectations result in high achievement. We believe children should have a strong foundation in reading, phonics, language arts, math, creative arts, technology, and science to be successful in today's world. We also believe optimum learning occurs when parents and the community are involved and are supportive of education.

Our current student enrollment of 977 students is made up of 55 percent White, 17 percent Hispanic or Latino, 5 percent African American, 9 percent Asian, 2 percent Native Hawaiian Pacific Islander, less than 1 percent American Indian or Alaska Native, and 11 percent of two or more races. The Glen Taylor educational community is a blend of socio-economic levels with the majority coming from middle-income households. Approximately 21 percent of our students qualify for free or reduced lunch. Our community values the school's diversity and the positive environment it provides students.

Glen Taylor Elementary School prides itself on the academic learning opportunities that are provided for the diverse learners in our school population. The Nevada Academic Content Standards (NVACS) serve as the basis of all core instruction. All staff has received professional development in engagement strategies, collaboration, and increasing academic rigor. These instructional skills allow for students to participate in engaging and collaborative learning opportunities in all content areas. In order to meet the individual needs of our population, Taylor has worked to create enriched academic opportunities for all students through SMART (Students Moving ARound Teachers) Groups. Every day, students participate in homogeneous groupings for 35 minutes based on their academic need. For example, struggling students would attend intensive instruction in a group of 6, while an above average student would attend enrichment in a group of 25. Classroom teachers, paraprofessionals, and interventionists work together to provide appropriate instruction for all students in core academic areas. The level of professionalism and collaboration between teachers and staff is at an exemplary level. Our collaborative nature enables staff to meet the academic needs of all levels of learners within our school community.

Community involvement is strong at Glen Taylor Elementary School. PTA helps with fundraising activities and organizes opportunities for parents to assist teachers on a consistent basis. Our PTA also organizes community events such as: Movie Night, Father/ Daughter Dance, Mother/ Son Dance, Harvest Festival, and Bingo Night. We also have a Watch Dog program which encourages fathers and male figures to volunteer and be present as positive role models and provide extra supervision.

Glen Taylor Elementary School is honored to be nominated for the Blue Ribbon Award. Due to consistent work of dedicated teachers and staff with high expectations and sincere effort, it is rewarding to be recognized for such an honor. As a school, we do believe we are worthy of the Blue Ribbon status through exemplary high performance among all subgroups, strong community involvement, dedicated staff, and focused leadership.

## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum:**

Students at Glen Taylor ES are held to a high standard of academic achievement. This high standard is supported by our diverse and rigorous core curriculum. Throughout grades K-5, students are expected and encouraged to think critically, develop reasoning skills, and problem solve in all areas of the curriculum. We are always striving to improve the quality of instruction in order to improve students' academic achievement and prepare our students for their futures. We use the NVACS to plan our instruction and to ensure our learning objectives are academically challenging and developmentally appropriate for each grade level.

In each subject area, teachers provide whole-class instruction as well as differentiated instruction to meet the needs of individual learners. In kindergarten, teachers differentiate their instruction in their classroom to meet the individual needs of their students. In grades 1-4, students are a part of SMART groups, during which students are put into leveled groups in order to receive differentiated reading and math instruction appropriate for their individual needs. Grade 1 participates in 35 minutes of reading SMART time every school day, Monday – Friday. Grades 2-4 participate in 35 minutes of reading SMART time three times per week, Monday – Wednesday, and 35 minutes of math SMART time two times per week, Thursday and Friday. Grade 5 is departmentalized. During the day, fifth graders rotate throughout five different periods: homeroom, Reading, Writing, Non-Fiction Reading (Science/Social Studies), and Math. During the homeroom time, students receive differentiated instruction through the use of novel studies and differentiated math instruction.

In all grades, reading/ELA instruction is designed to create strong, critical readers who possess a love of reading. Reading instruction is based upon the NVACS and teachers use a variety of curricular resources to teach the standards, including: the Harcourt Trophies reading series, Reading A-Z, close reading, author studies, and novel studies. In addition, Saxon Phonics is utilized in the primary grades. Daily reading instruction in all grade levels includes whole-class instruction of Harcourt Trophies, author studies, novel studies, and/or close reading. Integrated into this whole-class instruction is writing, social studies, and science instruction. In addition, teachers utilize Reading A-Z or Reading Street during SMART group time to provide each student with differentiated reading instruction based upon their individual needs. Embedded into the reading block is reading and analysis of complex literature and informational text.

Writing is based upon the writing workshop model of instruction. Teachers use *Being a Writer*, Lucy Calkins, and *Thinking Maps* to guide their writing instruction, and all writing objectives are based upon the NVACS. Furthermore, teachers integrate writing in all areas of the curriculum through constructed responses, reading responses, and subject-specific journals. Following the writing workshop format allows teachers to differentiate instruction for each of the students in their classrooms. Students in grades 1-5 participate in weekly writing of constructed responses related to both reading and math.

Science instruction is implemented with the use of FOSS kits, nonfiction texts, literature, videos, field trips, projects, and our school garden. Science is taught both in isolation and as an integrated part of other subject areas. Teachers use FOSS kits to provide students with hands-on experiments and activities to understand and meet the NVACS while investigating, experimenting with, and learning about the scientific process. Our school has a school garden in which students engage in real-life science experiences. Teachers also utilize both nonfiction texts and literature to introduce science concepts and incorporate science into all areas of the curriculum. Scholastic News/Weekly Reader magazines are used for students to learn about plants, animals, famous scientists, and many other scientific concepts.

Social studies/history instruction is also guided by the NVACS. Social studies is most often taught through the use of enriching nonfiction texts and literature as an integrated part of the reading and writing curriculum. Teachers use the Houghton Mifflin social studies textbook, nonfiction texts, literature, videos, and field trips to teach the social studies/history standards. Students also utilize Scholastic News/Weekly

Reader magazines to both learn about current events, history, government, people, and cultures. Visits from community members and field trips help students develop an understanding of the world around them.

## **2. Other Curriculum Areas:**

Glen Taylor students attend Art, Music, Physical Education (P.E) and Library classes each week. Each of the specialists works to draw connections between the core curriculum and his/her area of specialty. All students in K-5, with the exception of the half-day kindergarten students, attend each special for one 50 minute period per week and 100 minutes of P.E.

The Art program incorporates writing and reading activities in projects done throughout the year. Students experience Art History by learning about artists and the cultures in which they lived. Art samples are shared throughout the school year using a variety of mediums, including the use of technology. Student art is posted consistently throughout the school as students expand their knowledge and appreciation for art history.

The Music teacher ties Reading standards with Music curriculum when reading lyrics, music history, and the cultural significance of the pieces they are studying. Math is a focus when learning to read music, the note values, rhythm and repetition are linked to fraction and patterning, appropriate to grade level. The Glen Taylor choir is a large, collaborative group of fourth and fifth grade students that showcase their vocal and instrumental talents with special performances in winter, spring, and at a local minor league baseball park.

The Physical Education program builds gross motor skills, teamwork and competition through movement and sports. When new sports are introduced, students are taught the history, as well as important athlete and coach role models in that sport. Students understand the physiology of the required movements for each activity and the muscle groups effected. In P.E. students participate in Jump Rope for Heart which builds compassion for those affected by heart ailments and awareness of the role activity plays in their personal health and well-being. P.E. equipment is rotated throughout the year, encouraging students to enjoy and practice the current unit of study during their recess time.

Glen Taylor has an exemplary library program that encompasses reading, writing, and technology within the library curriculum. A specific Core Curriculum standard is taught daily, alongside a related library standard. For example, students apply strategies for reading informative texts, including non-fiction text features. Before, during, and after reading strategies are practiced with literary texts aligned with reading levels of the students. The Smart Board is used, daily, during delivery of an interactive lesson, and students use personal computers, extending the featured lesson to independent practice.

Fine Arts Night is a special event where our community is invited to interact with the impressive array of performances and pieces on display throughout the evening. In addition to the artwork displayed on the walls, the intermediate choir performs, along with a special kindergarten performance. Students have the opportunity to share the poetry they have created in the library. P.E. students perform in a variety of gross motor activities. Each classroom also displays writing pieces throughout the school.

Students learn about the democratic voting process through our student council elections. Students campaign for a variety of offices and 1st – 5th graders participate in the voting process. Additionally, students in these grade levels elect class representatives who serve alongside the officers to provide a decision-making group for the student body. Fifth grade students are encouraged to participate in the Great American Challenge to emphasize the importance of United States history. Students who complete the challenge are recognized in an awards ceremony. Intermediate students are also given the opportunity to take part in Junior Varsity Quiz. Students meet one day each week before school to learn facts, strategies, and develop camaraderie with teammates. It is a tradition for the schools which feed into the local middle school to compete each spring.

Glen Taylor has a focus on technology. We utilize class sets of laptops, GoogleChromes, and iPads that are on roving carts making them easily accessible for classrooms. These technologies rotate allowing for

consistent student use. Applications include skill practice, publishing of student works, and web-based research.

Students at Glen Taylor are provided a well-rounded educational experience through studying the arts, physical education, library and technology.

### **3. Instructional Methods and Interventions:**

Staff at Glen Taylor uses a variety of instructional methods to ensure all students' academic needs are met. Students consistently receive individualized instruction and are provided many opportunities to master concepts. This begins with implementation of best teaching practices that are focused on an appropriate objective. Teachers carefully plan lessons based on the NVACS, implement engaging and creative ways to teach these lessons, and formatively and summatively assess students to adjust instruction as necessary.

After a lesson is taught, teachers differentiate instruction to ensure students are meeting the learning objectives. Teachers work one-on-one or in small groups with students to reteach, reinforce, or challenge students as needed. In grades 1 – 4, students are a part of SMART groups, during which all students in a grade level work in ability-based, leveled groups in order to receive differentiated reading and math instruction appropriate for their needs as learners. SMART groups last 35 minutes each school day. In grade 1, SMART groups focus solely on reading to help students master foundational reading skills. In grades 2 – 4, SMART groups focus on reading three times per week and math twice per week. Grade 5 is departmentalized. During the day, fifth graders rotate throughout five different periods: homeroom, Reading, Writing, Non-Fiction Reading (Science/Social Studies) and Math. During the homeroom time, students receive differentiated instruction through the use of novel studies and differentiated math instruction.

Teachers also focus on engagement strategies in their lessons to ensure all students are active participants in the learning process. Teachers use Kagan strategies, CHAMPS, Whole Brain teaching, and other engagement strategies across all areas of the curriculum to keep lessons interesting and relevant for students. This changes the classroom from a static environment to one in which students are interacting with one another, moving around the room, and excited about learning.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

---

### **1. Assessment Results Narrative Summary:**

Glen C. Taylor has been a 5-Star School with Gold Status for the past four school years according to the Nevada School Performance Framework, and made AYP under No Child Left Behind during the previous 8 years. Student scores on both Reading/ELA and Math have remained consistent over time. During the 2013/2014 school year, 89% of 3rd, 4th, and 5th grade students were proficient in Reading/ELA, while 92% were proficient in Math. IEP and ELL subgroup scores are over 10 percentage points lower than the school average.

Special Education staff works to determine IEP student strengths and weakness, and, together with General Education teachers, develop and implement IEP student goals and services to ensure maximum access to the general education curriculum. Goals are aligned with Common Core curriculum and students access instruction across settings. Instruction is provided in self-contained classrooms, the Resource Room and General Education classrooms during the course of the day, depending on individual needs across curricular areas. Targeted instruction and guided practice of skills, using a variety of modalities, is provided to bolster strengths and remediate areas of deficit.

The English Language Learner subgroup has increased from less than 10 students in 2012 to 54 students in 2013. To address the specific needs of this population, staff has implemented an after school enrichment program. Identified students in 1st – 5th grade receive 1 extra hour of instruction 3 days per week. Thirty minutes is spent on computer-based learning, customized to the student's primary language, providing vocabulary and language development. Student growth is automatically monitored and the program adapts to meet student needs. The remaining 30 minutes is spent in small group reading instruction with a student/teacher ratio of 5:1. ELL students below the 10th percentile on benchmarks and screeners also receive daily intensive reading and math instruction.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

The Taylor staff utilizes many variations of assessment data when making core curricular decisions that drive instruction. Materials, planning, pacing and instruction itself are all reliant on the commitment to the common goal of student mastery. Universal screeners, progress monitoring and summative data from a number of assessments are utilized to make academic decisions.

Glen Taylor implements a fully differentiated time for all students called SMART groups. Students are grouped homogeneously using a combination of data. As student need changes, SMART groups adapt with suitably rigorous instruction that promotes optimal growth for every student on the learning spectrum.

The Glen Taylor Response to Intervention (RTI) Teams meet by grade level to discuss and take action steps for students whose data proves inadequate progress. In this setting, data is used by administration, teachers, and the school psychologist to determine next steps for students on an individual basis. Administration has taken the initiative to hire additional staff to allow small group targeted intensive instruction in every grade level. Innovative decisions such as this are proof of the commitment to student success regardless of changes in population or preliminary abilities. Growth for all students is the ultimate goal.

Communicating academic progress with parents is a key for building a community focused on a common purpose. Using Infinite Campus parents can see a live, in depth picture of student grades. Teachers send home a monthly newsletter communicating current and upcoming academic news. A Glen Taylor newsletter sharing updates and achievements is also uploaded to the school website monthly. Since the school's inception, Glen Taylor Elementary has consistently maintained a 98% attendance record for Parent Student Teacher Academic Planning Time (PSTAPT). Teachers share individual student data and fully communicate the significance of the numbers, as well as next steps for growth.

## **Part VI School Support**

---

### **1. School Climate/Culture**

The school climate at Glen Taylor enriches all aspects of student growth. An intentional focus by staff members create a learning environment concentrated on meeting the social, emotional, and academic needs of students. Administrators, teachers, and staff work to consistently uphold the positive culture. Staff members prioritize learning student names and greeting students, growing a positive school community where students feel important and respected.

Student social needs and emotional growth are a pivotal focus. Glen Taylor ES was built on the pillars of character; they continue to serve as an overarching canopy in the school culture. Students that exemplify these character traits are nominated and recognized during Citizenship Programs throughout the year. Staff is constantly looking for these traits in order to celebrate them. Students are honored in the announcements daily for Titan Tickets for exemplary behavior and SMART Tickets for academic successes.

The school psychologist and counselor have multiple social groups with a small number of students that focus on social behavior, anger management and mindfulness. These groups evolve to serve the needs of the students in our building. Lunchroom helpers from each class rotate to lend a hand which fosters ownership and pride in the school community. Staff members have initiated an organized sports program during lunch recess that focuses on sportsmanship and teamwork.

Glen Taylor ES is a true academic family. Learning takes place throughout the building and outside of a student's homeroom. The overall learning culture, Students Moving AROUND Teachers (SMART) time, and departmentalization provide a genuine learner-based community where all staff and students are cohesively striving for the same goals. The staff trusts one another and shares the honor of serving our students.

The professional component of the school culture is crucial to constant growth and success. Opportunities for professional development and support are always available. Grade levels collaborate to utilize shared lesson plans in the core subject areas. Teachers and staff write one another cards to show appreciation for a colleague. Also, each month the staff member who was honored the previous month, honors a new co-worker for dedication to students.

Staff members focus on the use of positive reinforcement to shape behavior and motivate students. Students work toward goals, rewards, and privileges within the classroom and school wide. The clear communication of expectations, unwavering work ethic, and concentrated efforts to interact positively with others are details that create a positive school climate.

### **2. Engaging Families and Community**

Glen Taylor has a culture that strongly ties together the school, home and community, giving students the sense that they are a part of a greater whole. Pride in school and self are fostered, leading to academic and social growth. Glen Taylor strives not only to include families and community in our school, but for our students to feel their efforts make an outward difference in the community.

Parent volunteers are on campus daily, reading with groups of students, helping with classroom activities and supporting teachers. In the 2012/2013 school year, a successful Watch Dog program was implemented to encourage more male volunteers.

The Taylor PTA is active in helping with school programs, fundraising and putting on community events. They host Muffins with Mom, Donuts with Dad, and an annual Harvest Festival, all designed to welcome families to campus. PTA is also supportive in helping school staff prepare for our annual Fine Arts and Academic Night which provides students the opportunity to showcase their accomplishments. Glen Taylor alumni maintain strong ties to the school as evidenced by the number of former staff and students who attended our 10 year celebration in 2012.

Taylor offers both after-school and summer enrichment programs that include golf, basketball, rugby, Scouting, and Camp Invention. Taylor has adopted a country, 3 of the last 4 years, during the USA Sevens Rugby Tournament, allowing students to connect with role models from other countries/cultures.

Taylor is a “Be Kind” school, participating in the Josh Stevens’ Foundation initiative, promoting acts of kindness in remembrance of a local boy. The community is invited to twice monthly Citizenship Programs, where students have an opportunity to perform, followed by an award ceremony where individual students are recognized for kindness and citizenship.

Taylor is known for community outreach programs, and has been the top money raising school in Nevada for 7 years running in Jump Rope for Heart. Students are encouraged to make a direct difference in the lives of others through “Two Lunch Tuesday.” Students bring an extra lunch, which is distributed to individuals in need through local charities. Serving Our Kids (S.O.K), a program to collect perishable food items for local kids in need is run as a contest between 3 area schools. Taylor holds the S.O.K trophy.

Working as a community, for our community is a key pillar of Glen Taylor’s success.

### **3. Professional Development**

Glen Taylor Elementary School has responded to the adoption of the Nevada Academic Content Standards with a dedicated pledge to prepare our students for the future of education. Administrators and staff alike routinely dedicate time to advance our understanding of these rigorous standards, and explore and share best practices for achieving mastery of content. Student need directly drives our professional development at Glen Taylor. Staff members have attended numerous professional development opportunities on our own campus, as well as districtwide to improve overall pedagogy. Also, if a need presents itself, the Taylor staff takes initiative and creates materials that align with the standards to get the job done.

For example, students are expected to write an organized piece responding to a text, explaining the thought process of solving a problem, and/or reflect on the actions taken to solve. The staff jumped into action and created a school-wide constructed response expectation. For each grade level, rubrics with a standards-based progression were written, math and writing tasks were created, and a schedule of formative and summative assessments was decided upon. The constructed response initiative was a true team effort, and it has made dramatic increases in student writing and problem solving.

In this fast paced, technological world our students reside in, academic engagement is key to student learning. Engagement structures and strategies are practiced in Glen Taylor classrooms daily and across a variety of curricular areas. In multiple trainings, teachers sharpened their use of engagement to focus and captivate learners.

Taylor launched CHAMPS to promote a common language throughout the campus. CHAMPS is a proactive way to communicate behavioral expectations throughout the school day. This common language has polished the way our students work within the classrooms, transition through the halls, and follow procedures in the lunchroom. The focus on positive reinforcements and interactions allows teachers who share students throughout the day to streamline instruction. The specificity of stated expectations makes CHAMPS a game-changer when it comes to classroom management.

The ability to analyze complex text is also an area of focus and growth. Our staff has aimed to implement close reading practices and utilize paired texts to heighten critical thinking and the analysis of complex text. Teachers collaborated to make material, pacing, and instructional adjustments to increase the rigor to better align with the expectations in the NVACS.

### **4. School Leadership**

At Glen Taylor ES, leadership is shared among all of its stakeholders. With the combination of school administration and teacher leaders, continuous school improvement is able to remain in focus. The views of all stakeholders are always taken in consideration to ensure all points of view are included in the decision making process. This creates a collaborative culture of many individuals working together to improve overall school performance. Glen Taylor is also an autonomous school, giving flexibility to change our budget, curriculum, and staffing in ways that meet the needs of our student body.

Glen Taylor administration believes its primary role is to support teachers so they can focus their attention on providing effective instruction to all students. Administrators observe teachers consistently, followed by post conferences where administrators and teachers share in a professional conversation about the teacher's instruction. Additional support is provided in many ways: providing clear focus and direction for the school; being available to meet with teachers and parents at any time; providing all necessary materials for instruction; creating schedules for grade level common planning time to ensure time is focused on instruction; and giving support for behavioral issues that arise so teachers can focus on instruction. By conducting frequent classroom observations, checking lesson plans and report cards, and overseeing committees and grade level meetings, administrators ensure that policies are adhered to and the school's vision remains consistent.

Each grade level has a "Chair" who serves on the Leadership and SGF committees. Grade Level Chairs meet with administration to give input on school-wide decisions and hold regular grade-level meetings. All teachers serve on grade level RTI teams, with the principal and assistant principal chairing the committee. This committee is at the heart of ensuring all struggling students receive the necessary instruction to close learning gaps. These meetings also allow time for professional conversations regarding data, progress monitoring, and best instructional practices. This process has allowed our school to redefine how we approach differentiation for all students. Other committees supporting student successes are Student Council sponsors, Literacy and Reading Week, Technology, Sunshine, Parent Appreciation, Fine Arts, and JV Quiz sponsors. These groups support the positive school climate to build success, develop events that enhance student experiences, or recognize parents and families for their dedication to the school. This shared responsibility of leadership assists us in executing the success we have developed at Glen Taylor.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Nevada Criterion Reference Test</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficient and above	93	86	91	87	84
Advanced	85	94	83	91	74
Number of students tested	142	159	139	150	153
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	2	1	2	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	89	81	79	70	67
Advanced	37	35	38	33	22
Number of students tested	27	37	34	30	18
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	90	89	85	79	72
Advanced	45	38	55	58	50
Number of students tested	20	26	20	19	18
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above	91	86	96	83	93
Advanced	65	64	67	56	62
Number of students tested	23	14	24	18	29

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	92	88	94	90	85
Advanced	65	67	64	64	44
Number of students tested	78	99	78	107	93
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Blanks are sub-groups with less than 10% of the total grade level tested.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Nevada Criterion Referenced Test</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficient and above	90	93	93	87	89
Advanced	38	46	40	29	22
Number of students tested	173	152	169	156	170
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	2	3	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	82	91	84	74	82
Advanced	13	16	16	13	22
Number of students tested	39	32	44	39	27
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	90	89	80	71	79
Advanced	16	26	32	24	18
Number of students tested	31	19	25	17	28
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above	88	91	91	93	94
Advanced	47	52	43	43	25
Number of students tested	17	23	21	30	36
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	90	94	96	87	91
Advanced	43	52	42	26	23
Number of students tested	103	88	116	97	93
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Blanks are sub-groups with less than 10% of the total grade level tested.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Nevada Criterion Referenced Test</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficient and above	90	93	86	90	81
Advanced	16	18	19	14	13
Number of students tested	159	174	161	162	140
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	3	2	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	74	81	76	78	50
Advanced	0	1	1	11	0
Number of students tested	31	37	34	37	20
<b>2. Students receiving Special Education</b>					
Proficient and above			75		50
Advanced			0		0
Number of students tested			16		14
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	85	81	70	75	64
Advanced	1	19	1	21	0
Number of students tested	20	21	23	24	22
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above	90	91	92	89	75
Advanced	28	17	36	22	21
Number of students tested	29	23	25	27	28
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	92	96	90	96	89
Advanced	16	19	19	12	14
Number of students tested	87	118	99	94	81
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Blanks are sub-groups with less than 10% of the total grade level tested.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Nevada Criterion Referenced Test</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficient and above	83	81	82	83	82
Advanced	53	54	50	49	41
Number of students tested	142	159	139	154	154
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	1	1	2	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	82	68	56	71	72
Advanced	44	27	29	32	33
Number of students tested	27	37	34	31	18
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	85	73	75	80	78
Advanced	45	46	50	45	50
Number of students tested	20	26	20	20	18
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above	83	79	79	72	87
Advanced	74	64	46	61	47
Number of students tested	23	14	24	18	30
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	82	86	89	86	81
Advanced	53	59	55	50	39
Number of students tested	78	99	78	110	93
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Blanks are sub-groups with less than 10% of the total grade level tested.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Nevada Criterion Referenced Test</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficient and above	88	92	92	81	88
Advanced	45	53	66	32	55
Number of students tested	173	152	169	156	170
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	2	3	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	74	84	80	67	82
Advanced	33	22	50	21	44
Number of students tested	39	32	44	39	27
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	84	90	80	65	89
Advanced	35	47	64	29	57
Number of students tested	31	19	25	17	28
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above	88	91	81	87	92
Advanced	47	43	67	30	67
Number of students tested	17	23	21	30	36
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	90	94	96	83	89
Advanced	49	57	65	34	54
Number of students tested	103	88	116	97	93
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Blanks are sub-groups with less than 10% of the total grade level tested.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Nevada Criterion Referenced Test</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficient and above	92	91	88	83	74
Advanced	63	49	51	53	27
Number of students tested	158	174	161	162	140
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	3	2	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	87	84	77	73	50
Advanced	39	35	47	43	10
Number of students tested	31	37	34	37	20
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above			63		29
Advanced			31		7
Number of students tested			16		14
<b>4. Hispanic or Latino Students</b>					
Proficient and above	95	81	74	79	64
Advanced	70	48	35	50	0
Number of students tested	20	21	23	24	22
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above	86	83	96	78	71
Advanced	57	57	60	52	39
Number of students tested	28	23	25	27	28
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	93	93	90	86	80
Advanced	70	48	55	54	33
Number of students tested	87	118	99	94	81
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Blanks are sub-groups with less than 10% of the total grade level tested.