



# Teacher Student Success Plan LAND Trust Goals only

**Taylor Elementary - SY 2024**

Principal Darryl Denhalter

## PURPOSE

### District Vision

Davis School District provides an environment where growth and learning flourish.

### District Mission

Educators, parents, and community members work together to create a successful educational experience for each student.

### School Purpose

The purpose of Taylor Elementary is to challenge students to think about their position in the world as the next generation of leaders. To ensure that all students leave with the essential skills of reading, writing, speaking, listening, thinking, problem solving, communicating, cooperating and using technology to access, process, and apply information.

## Description of the School

### Community

JA Taylor Elementary is located at 293 East Pages Lane, Centerville, Utah. Centerville is a suburban community on the south end of Davis County with close views of the Wasatch Mountains to the east and glimpses of the valley towards Antelope Island and the Great Salt Lake to the west.

### Student Body

There are approximately 369 students enrolled at JA Taylor in kindergarten through the sixth grade. The student body is primarily of White or Caucasian ethnicity 83%. Currently, other ethnic groups represented at Taylor Elementary are as follows Asian .5%, Black or African American .5%, Hispanic/Latino 8.7%, Multiple Races 4.2%, Native Hawaiian or Other Pacific Islander 2.7%. Students who qualify for special education services 20.3%. Approximately 23.8% of the student population are considered economically disadvantaged.

### Staff

The staff of Taylor Elementary is comprised of approximately 50 employees led by one principal and one part-time assistant principal with 13 with certified classroom teachers. The Special Education team consists of one mild/moderate resource teacher and two part-time assistants, and two essential elements self-contained (K-3 & 4-6) classrooms, each with a teacher and three part-time assistants. The school support staff includes the following part-time employee positions: school psychologist, school counselor, speech and language pathologist, literacy coach, family service worker, school climate and culture specialist, Davis Enhanced Education Program (DEEP) teacher, and a school nurse. Additional support is provided in literacy, math, and English as a second-language, through instructional assistants. Students receive specialized instruction from classified and/or certified staff in library, PE, STEM, art, and music. Other staff members include office manager, office assistants, playground supervisors, kitchen staff, and facility manager, and custodial staff.

## **School Culture**

The school culture is one that reinforces the three School Rules: Be Safe, Kind, and Reliable. There is typically strong support from the PTA, Community Council, and extended community. The school's efforts are focused on identifying and remediating student deficits in academics, behavior, or social challenges.

## **Unique Features & Challenges**

While the majority of students stay at Taylor Elementary throughout their entire elementary school career, there is an increasingly transient population as well. There has also been an increase in students where English is a second language.

## **Additional Information**

Taylor Elementary has applied for and hoping to receive the distinction of being a Purple Ribbon School. Schools with this distinction show focus and support to children from military families.

## **Needs Analysis**

### **Notable Achievements**

### **Areas of Recent Improvement**

At the end of the second term (MOY) for the 2022-2023 school year, 63% of students in kindergarten through sixth grade achieved typical or better growth as measured by Acadience Middle of Year (MOY) Pathways to Progress data. This was a growth of two percent improvement since the Beginning of the Year (BOY).

A two percent improvement was evidenced from the RISE 2021 to the RISE 2022 End of Year (EOY) Assessment (grades 3-6).

At the end of the second term (MOY) for the 2022-2023 school year, 69% of students in first through sixth grade show they are on the pathway to achieve typical (one year of progress) growth, and 43% of students in first through sixth grade show they are on the pathway to achieve stretch growth (greater than one year of progress), as measured by iReady diagnostic data from Beginning of Year (BOY) to Middle of Year (MOY).

### **Areas of Needed Improvement**

We perceive the need to raise literacy and math achievement significantly. While we did see growth, we believe we can do much better.

Overall student and faculty wellness is a concern. We believe this correlates with student chronic absenteeism rates, which at mid-year this year (13 January 2023) was at 27%.

# Prior Year Status Report

## Report progress on PRIOR YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
K-6 students will show a 5% growth of proficiency on the Acadience middle of the year (MOY) benchmark when compared to the beginning of the year benchmark (BOY). Social Emotional Learning (SEL) instruction will be used to support the academic Language Arts reading goal. Extensive research demonstrates that school based SEL programs can promote and enhance students' connection to school, positive behavior, and academic achievement (Durlak et al., 2011). CHAMPS, a proactive and positive approach to classroom management will serve as the model for staff development for Tier 1 prevention and intervention to meet the social, emotional and behavioral needs of all students. (Randy Sprick, Ph.D., 2009).	Did not meet goal	There was a three percent growth improvement. The goal called for a five percent growth improvement.
Increase the number of students achieving proficiency on math summative assessments by 5%	Did not meet goal	There was a two percent increase in proficiency. The goal called for a five percent increase.
Teachers, staff, and administrators will work together to intentionally promote an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and respected using competencies, indicators and personalized Competency Based Learning (PCBL). Extensive research demonstrates that school-based SEL programs can promote and enhance students' connection to school, positive behavior, and academic achievement (Durlak et al., 2011). Based on this research we expect student centered SEL & PCBL goals to support learners and learner proficiency as outlined in goals 1 and 2.	Met goal	Met Goal. Move This World was implemented. Being that there were three principals since the principal who wrote this goal left, it is

difficult to accurately report on, but from all indications, this goal was met.

# Current Year Progress Report

## Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
Students in First through Third Grade will achieve a two percent gain as measured by Acadience Beginning of Year (BOY) and Middle of Year (MOY) Pathways to Progress data. This goal will be supported by Tier 1 and Tier 2 teaching, as well as strategies taught to them regarding Social Emotional Learning. Support both academically as well as emotionally will provide students with a strong capacity to learn.	Progressing according to plan	At the end of the second term (MOY) for the 2022-2023 school year, 63% of students in kindergarten through sixth grade achieved typical or better growth as measured by Acadience Middle of Year (MOY) Pathways to Progress data. This was a growth of two percent improvement since the Beginning of the Year (BOY). The target was a growth of two percent improvement, so this goal was met.
Using iReady diagnostic data, first through sixth grade students will achieve three percent growth from BOY to MOY in the 2022 - 2023 school year. This goal will be supported by Tier 1 and Tier 2 teaching, as well as strategies taught to students regarding Social Emotional Learning. Support both academically as well as emotionally will provide students with a strong capacity to learn.	Progressing according to plan	<p>A two percent improvement was evidenced from the RISE 2021 to the RISE 2022 End of Year (EOY) Assessment (grades 3-6).</p> <p>At the end of the second term (MOY) for the 2022-2023 school year, 69% of students in first through sixth grade show they are on the pathway to achieve typical (one year of progress) growth, and 43% of students in first through sixth grade show they are on the pathway to achieve stretch growth (greater than one year of progress), as measured by iReady diagnostic data from Beginning of Year (BOY) to Middle of Year (MOY).</p>
Student and teacher foundational knowledge and capacity will	Progressing	Many components of the action step

be increased in the five CASEL (Collaborative for Academic, Social, And Emotional Learning) competencies. These include Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Support will be provided by the Move This World program. This effort will be measured by providing related professional development to teachers in at least 2 faculty meetings and to students in at least 4 counselor-led classroom lessons by the end of the second term.

according to plan are being implemented.

## LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 0.00
B - Allocated new funds for Current Year SY22-23	\$ 50,346.79
C - Total Budget for Current Year SY22-23	\$ 50,346.79
D - Projected spending during Current Year SY22-23	\$ 49,326.79
E - Expected carryover from Current Year SY22-23	\$ 1,020.00
F - Projected new funding for Next Year SY23-24	\$ 52,280.02
G - Total projected funding for Next Year SY23-24	\$ 53,300.02

## Goals and Planned Actions / Resources

Goal Short Title	Literacy K-6
Goal Statement	Rationale: At the end of the 2 <sup>nd</sup> term (MOY) for the 2022-2023 school year, 63% of students in kindergarten through sixth grade achieved typical or better growth as measured by Acadience Middle of Year (MOY) Pathways to Progress data. This was a growth of two percent improvement since the Beginning of the Year (BOY). We believe in addition to strong literacy instruction, an improvement in literacy achievement will result from fostering a positive climate and culture, promoting healthy lifestyle choices, and improving attendance. We believe these components are interrelated.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	

Measures	Goal/Measure: In the 2023-2024 school year, 70% of students in kindergarten through sixth grade will achieve typical or better growth as measured by Acadience Middle of Year (MOY) Pathways to Progress data.
Action Plan (please number steps)	<p>Action Plan</p> <ol style="list-style-type: none"> <li>Teachers and administrative support staff (Principal, Assistant Principal, Literacy Coach) will each attend weekly Professional Learning Community (PLC) meetings to review data from common formative assessments (CFA). The PLC team will collaboratively work to: <ul style="list-style-type: none"> <li>Plan strong Tier one instruction to address whole-class areas of identified need.</li> <li>Plan for interventions according to students' needs. Tier II instruction will include support from instructional assistants.</li> <li>Create a school leadership coalition (comprised of two school administrators, the literacy coach, and certified classroom teachers) representative of lower, middle, and upper grades.</li> <li>Leadership Coalition members will receive formal PLC training with three days of paid substitutes for each attending classroom teacher. (LAND TRUST FUNDS)</li> </ul> </li> <li>Each term, data will be collected by the administrative support staff (Literacy Coach, Asst. Principal, Principal) and progress will be reported to the Community Council.</li> <li>Teacher Assistants will be provided to support Tier I, II, and III student needs. <ul style="list-style-type: none"> <li>The master schedule will provide for core academic instructional support during morning hours. <ul style="list-style-type: none"> <li>Prep time (PE, Art, Music, and STEM) will be supplemented to facilitate this schedule. (LAND TRUST FUNDS)</li> </ul> </li> </ul> </li> <li>The Literacy Coach will provide professional development, individual support to teachers for primarily Tier I instruction with guidance in interventions and differentiated instruction. (LAND TRUST FUNDS)</li> <li>Under the direction of the classroom teachers, instructional assistants will provide Tier II support during scheduled intervention time. <ul style="list-style-type: none"> <li>A Multi-Lingual Learner (MLL) aide will provide targeted English instruction to our new MLL students.</li> </ul> </li> <li>A school attendance coordinator will assist in overseeing student attendance by gathering data, sending attendance letters, and providing support to the Local Case Management Team (LCMT).</li> <li>A school climate and culture specialist will enhance student learning by promoting school-wide wellness with students, faculty, and community.</li> <li>Funding will be allocated to provide additional supportive technology, such as digital projectors, laptops, and iPads.</li> </ol>
This goal can be categorized as... (choose all that apply)	#PD #DiversityEngagementInclusion #Tech #PCBL #TeacherLeaders
District Strategic Plan Area(s)	Student Growth & Achievement Empowered Employees
If you selected 'School Identified Area', please	

describe																									
Academic area(s) addressed by the goal	Reading Writing																								
Does this action plan include behavioral / character education / leadership efforts?	Yes																								
Will LANDTrust funds be used to support the implementation of this goal?	Yes  Goal LAND Trust Expense Total - \$45,919.00																								
	<table> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> <tr> <td>LAND Trust Academic</td> <td>Professional and Technical Services</td> <td>#1 Leadership Coalition PLC Training (Literacy) Registration</td> <td>\$ 2,400.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries &amp; Benefits</td> <td>#1 Substitutes for Leadership Coalition to attend PLC Training (Literacy)</td> <td>\$ 450.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries &amp; Benefits</td> <td>#3 Two Kindergarten Reading Teacher Assistants</td> <td>\$ 17,212.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries &amp; Benefits</td> <td>#3 Three Reading Teacher Assistants</td> <td>\$ 24,357.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries &amp; Benefits</td> <td>#4 Literacy Teacher Assistant Coordinator</td> <td>\$ 1,500.00</td> </tr> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Professional and Technical Services	#1 Leadership Coalition PLC Training (Literacy) Registration	\$ 2,400.00	LAND Trust Academic	Salaries & Benefits	#1 Substitutes for Leadership Coalition to attend PLC Training (Literacy)	\$ 450.00	LAND Trust Academic	Salaries & Benefits	#3 Two Kindergarten Reading Teacher Assistants	\$ 17,212.00	LAND Trust Academic	Salaries & Benefits	#3 Three Reading Teacher Assistants	\$ 24,357.00	LAND Trust Academic	Salaries & Benefits	#4 Literacy Teacher Assistant Coordinator	\$ 1,500.00
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If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.																									

Goal Short Title	<b>Math K-6</b>
Goal Statement	Rationale: A two percent improvement was evidenced from the RISE 2021 to the RISE 2022 End of Year (EOY) Assessment (grades 3-6).



At the end of the second term (MOY) for the 2022-2023 school year, 69% of students in first through sixth grade show they are on the pathway to achieve typical (one year of progress) growth, and 43% of students in first through sixth grade show they are on the pathway to achieve stretch growth (greater than one year of progress), as measured by iReady diagnostic data from Beginning of Year (BOY) to Middle of Year (MOY). We believe in addition to strong math instruction, an improvement in math achievement will result from fostering a positive climate and culture, promoting healthy lifestyle choices, and improving attendance. We believe these components are interrelated.

*TSI SCHOOL  
QUESTION: Will this  
goal focus on TSI student  
populations; on changing  
your TSI status?*

*Measures*

Goal/Measure: In the 2023-2024 school year, 75% of students in first through sixth grade will be on the pathway to achieve typical or better growth as measured by Imagine Math diagnostic data from Beginning of Year (BOY) to Middle of Year (MOY).

*Action Plan (please  
number steps)*

Action Plan

1. Teachers and administrative support staff (Principal, Assistant Principal, and when possible, the Math Coordinator) will attend each weekly Professional Learning Community meeting (PLC) to review data from common formative assessments (CFA). The PLC team will collaboratively work to:
  - Plan strong Tier one instruction to address whole-class areas of identified need.
  - Plan for interventions according to students' needs. Tier II instruction will include support from instructional assistants.
  - Create a school leadership coalition (comprised of two school administrators, the literacy coach, and 3 certified classroom teachers) representative of lower, middle, and upper grades.
  - Leadership Coalition members will receive formal PLC training with three days of paid substitutes for each attending classroom teacher. (LAND TRUST FUNDS)
2. Each term, data will be collected by the administrative support staff (Math Coordinator, Asst. Principal, Principal) and will report progress to the Community Council.
3. Under the direction of the classroom teachers, instructional assistants will provide Tier two support during scheduled intervention time.
4. The STEM Action Center Math Grant for the supplemental Imagine Math program will be implemented by classroom teachers with fidelity -30 minutes per week.
5. A school attendance coordinator will assist in overseeing student attendance by gathering data, sending attendance letters, and providing support to the Local Case Management Team (LCMT).
6. A school climate and culture specialist will enhance student learning by promoting school-wide wellness with students, faculty, and community.
7. Funding will be allocated to provide additional supportive technology, such as digital projectors, laptops, and iPads.

*This goal can be  
categorized as... (choose*

#PD|#Tech|#PCBL|#TeacherLeaders|



all that apply)													
District Strategic Plan Area(s)	Student Growth & Achievement Empowered Employees												
If you selected 'School Identified Area', please describe													
Academic area(s) addressed by the goal	Mathematics												
Does this action plan include behavioral / character education / leadership efforts?	Yes												
Will LANDTrust funds be used to support the implementation of this goal?	Yes  Goal LAND Trust Expense Total - \$2,850.00												
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If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.													

## Aditonal LAND Trust Questions

### Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Literacy K-6	LAND Trust Academic	Professional and Technical Services	#1 Leadership Coalition PLC Training (Literacy) Registration	\$2,400.00

Literacy K-6	LAND Trust Academic	Salaries & Benefits	#1 Substitutes for Leadership Coalition to attend PLC Training (Literacy)	\$450.00
Literacy K-6	LAND Trust Academic	Salaries & Benefits	#3 Two Kindergarten Reading Teacher Assistants	\$17,212.00
Literacy K-6	LAND Trust Academic	Salaries & Benefits	#3 Three Reading Teacher Assistants	\$24,357.00
Literacy K-6	LAND Trust Academic	Salaries & Benefits	#4 Literacy Teacher Assistant Coordinator	\$1,500.00
Math K-6	LAND Trust Academic	Professional and Technical Services	#1 Leadership Coalition PLC Training (Math) Registration	\$2,400.00
Math K-6	LAND Trust Academic	Salaries & Benefits	#1 Substitutes for Leadership Coalition to attend PLC Training (Math)	\$450.00

## Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 52,280.02
G - Total projected funding for Next Year SY23-24	\$ 53,300.02
H - Total planned expenditures for Next Year SY23-24	\$ 48,769.00
I - Planned carryover into the Following Year SY25-26	\$ 4,531.02
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Any unused funds will be utilized to enhance existing goals, and if sufficient funding permits, may also be used to fund an additional contract day for teachers.
Plan for sharing the school LANDTrust plan with the community	School newsletter School website
Additional plan for sharing the school LAND Trust plan with the community.	shared in a Mustang Minute message (weekly communication)

## SCHOOL COMMUNITY COUNCIL APPROVAL

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Date of community council approval vote	03/14/2023
Number who approved	7
Number who did not approve	0
Number who were absent or abstained	0