



Taylor Elementary

Composite School Plan
2019-2020

Principal Chris Laypath

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.

A copy of Davis School District's Strategic Plan is included at the end of this document.

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.

STUDENT BODY

There are approximately 400 students enrolled at JA Taylor in grades kindergarten through sixth. The building also houses a preschool with approximately 50 students. The student body is primarily of Caucasian ethnicity. Currently, other ethnic groups represented at Taylor Elementary are as follows: Hispanic/Latino (7.4%), Multiple Races (2.6%), Native Hawaiian or Other Pacific Islander (1.2%), American Indian or Alaskan Native (.5%), Black or African American (.5%). Approximately 18% of the student population qualifies for free or reduced lunch.

STAFF

The staff of Taylor Elementary is comprised of approximately 50 employees led by one principal and one part time assistant principal with 18 classrooms staffed with certified teachers. The special education team consists of one mild/moderate resource teacher and one part-time assistant, one mild to moderate self-contained classroom teacher with three assistants, and one mild/moderate preschool teacher with three part time assistants. The school support staff includes one school psychologist, one school counselor, one speech pathologist, one ELA coordinator and one school nurse. In addition, the school employs three part-time classroom assistants and one assistant who works with gifted and talented students. Each classroom receives specialized instruction from classified staff in library, PE, computer lab, art, and music. Other staff members include secretary and office assistant, playground supervisors, kitchen staff, and custodial staff.

SCHOOL CULTURE

The school culture is one of a nurturing, learning community. 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. The school community is one where all students feel connected, accepted, and supported.

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

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Received the National Blue Ribbon School Award in 2017.

Recipient of the Learning First Award for sustained growth in Davis School District.

Deseret News named JA Taylor Elementary as the ninth highest scoring elementary school in the state of Utah in 2015.

AREAS OF RECENT IMPROVEMENT

Growth in student proficiency in Science on the end of year state RISE test.

AREAS OF NEEDED IMPROVEMENT

Increase the consistent implementation of targeted interventions for more efficacious student growth in both language arts and math.

PRIOR YEAR STATUS REPORT

REPORT PROGRESS ON PRIOR YEAR (2017-2018) SCHOOL IMPROVEMENT PLAN

Prior Year Goal #1:

K-3 students will show a 9% growth in proficiency on the DIBELS end-of-year benchmark when compared with the beginning-of-year benchmark.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

While our students did not make the lofty goal of 9% growth this past year, there was a 5% growth in proficiency from the beginning of year to the end of year.

Prior Year Goal #2:

Students in 4th to 6th grade will show a 5% growth in comprehension proficiency on the end of year SRI when compared with the beginning of year benchmark score.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

Prior Year Goal #3:

On average, there will be a 2% increase in the number of students meeting proficiency on the 2018 end of level CRT and SAGE math assessments when compared with the previous year.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

While scores were up in some grades, more than others, our overall average growth on end of level math assessments was 1%. We will continue to strive for growth by focusing on individual growth for each student.

Prior Year Goal #4:

Teachers will engage in effective questioning strategies to increase higher level thinking opportunities for students.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

CURRENT YEAR PROGRESS REPORT

REPORT PROGRESS ON CURRENT YEAR (2018-2019) SCHOOL IMPROVEMENT PLAN

Current Year Goal #1:

K-3 students will show a 5% growth in proficiency on the DIBELS end-of-year benchmark when compared with the beginning-of-year benchmark.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #2:

4th-6th grade students will show a 5 % growth in proficiency on the SRI end-of-year benchmark when compared with the beginning-of-year benchmark.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #3:

On average, there will be a 2% increase in the number of students meeting proficiency on the 2019 end of level CRT and SAGE math assessments when compared with the previous year.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$- 0
B – Allocated new funds for 2018-2019	\$38,063.00
C – Total Budget for 2018-2019.....	\$38,063.00
D – Projected spending during 2018-2019	\$38063.00
E – Expected carryover from 2018-2019 to 2019-2020	\$0
F – Projected new funding for 2019-2020.....	\$49,208.00
G – Total projected funding for 2019-2020.....	\$49208.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

K-3 students will show a 5% growth in proficiency on the DIBELS end-of-year benchmark when compared with the beginning-of-year benchmark.

District Strategic Plan Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|-------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

K-3 DIBELS composite benchmark scores.

Action Plan:

Hire aides to support teachers in targeted interventions and differentiating instruction to meet all student needs.

Will LAND Trust funds be used to support the implementation of this goal?

- Yes (*complete the budget sections below*)
- No (*skip the budget sections below*)

Does this action plan include behavioral/character education/leadership efforts?

- Yes (*answer the next question*)
- No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Having aides support whole class activities, allows the teachers to provide targeted individual and small instruction to students with reading deficits.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$10000.00	Aide time to support small group instruction and differentiation for students in each classroom
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$10,000	

GOAL #2:

On average, there will be a 2% increase in the number of students meeting proficiency on the 2019 end of level 3rd-6th grade RISE math assessments when compared with the previous year.

District Strategic Plan Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|-------------------------------------|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

Growth in proficiency of students on RISE end of level assessments.

Action Plan:

Hire aides, and provide appropriate software and hardware, to support teachers in targeted interventions and differentiating instruction to meet all student needs.

Will LAND Trust funds be used to support the implementation of this goal?

- Yes (*complete the budget sections below*)
- No (*skip the budget sections below*)

Does this action plan include behavioral/character education/leadership efforts?

- Yes (*answer the next question*)
- No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$10000.00	Aide time to support instruction and differentiation for students in each classroom.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$3000.00	Software licenses to support instruction and differentiation.
Equipment	\$	\$18000.00	Technology hardware and equipment to support continued instruction and differentiation.
Total	\$	\$31000.00	

GOAL #3:

On average, there will be a 2% increase in the number of students meeting proficiency on the 2019 end of level 3rd-6th grade RISE science assessments when compared with the previous year.

District Strategic Plan Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|--------------------------------------|---|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

Growth in proficiency of students on RISE end of level science assessments.

Action Plan:

Provide additional enrichment and STEM activities to all the students in the school by increasing SEM hours and purchasing supplies for STEM activities.

Will LAND Trust funds be used to support the implementation of this goal?

- Yes (*complete the budget sections below*)
- No (*skip the budget sections below*)

Does this action plan include behavioral/character education/leadership efforts?

- Yes (*answer the next question*)
- No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Greater exposure to STEM activities and problem solving strategies will help students with the application of science skills.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$5000.00	Provide additional hours to SEM position to support school-wide STEM activities, and classroom STEM experiences.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$2500.00	Supplies for STEM experiences.
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$7500.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020..... \$49,208.00
- I – Total projected funding for 2019-2020..... \$49,208.00
- J – Total planned expenditures for 2019-2020..... \$48,500.00
- K – Planned carryover into 2020-2021.....\$708.00
- L – Is planned carryover more than 10% of projected new funds?

Yes No

PLAN FOR CARRYOVER IN EXCESS OF 10% *(Skip if answer to prior question was “No”)*

PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

If we do have larger than expected carryover, funds would be used to hire aide help for large class sizes.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- | | |
|--|--|
| <input type="checkbox"/> Letters to policy makers | <input type="checkbox"/> School newsletter |
| <input type="checkbox"/> Labels to identify LAND Trust purchases | <input checked="" type="checkbox"/> School website |
| <input type="checkbox"/> School assembly | <input type="checkbox"/> School marquee |

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: **3/19/2019**

Number who approved: **9**

Number who did not approve: **0**

Number who were absent or abstained: **2**

Davis School District – Strategic Plan

LEARNING FIRST!

VISION

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

MISSION

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

OUR PLAN

CULTURE

Davis School District promotes a healthy, respectful, and collaborative culture.

- Teach and model personal accountability
 - Promote a growth mindset
 - Create an environment of respect
- Demonstrate exemplary customer service from all employees

STUDENT GROWTH & ACHIEVEMENT

Davis School District provides an innovative, relevant, well-rounded education for each student.

- Focus on individual student growth and achievement
 - Provide well-rounded curriculum including character and life skills
 - Encourage creative, evidence-based programs and teaching strategies
- Use technology to enhance and personalize student learning

PARENT & COMMUNITY CONNECTIONS

Davis School District develops connections with parents and community.

- Recognize parents as the student's first teacher
- Create multiple means of communication with all stakeholders
- Include parents as a vital part of the decision-making process
- Foster productive partnerships with business and community groups

EMPOWERED EMPLOYEES

Davis School District employees are valued, supported, and appreciated.

- Attract, retain, recognize, and reward quality employees
- Ensure employees are provided opportunities for input and participation in the decision-making process
- Develop and support effective leadership across all employee groups
- Provide and encourage quality professional learning



FISCAL RESPONSIBILITY

Davis School District provides for oversight and efficient use of public and private funds.

- Provide internal and external oversight
- Provide ongoing training in fiscal management
 - Operate finances with transparency
 - Align fiscal resources with Board goals.

SAFETY & SECURITY

Davis School District creates an environment where physical and emotional safety are paramount.

- Provide safe and secure physical spaces
- Value stakeholder voices
 - Foster a welcoming environment
- Establish and communicate safety protocols