



Teacher Student Success Plan LAND Trust only

Taylor Elementary - SY 2023

Principal Julie Peters

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.

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 American Indian or Alaskan Native (.2%), Asian (.9%), Black or African American (.2%), Hispanic/Latino (7.2%), Multiple Races (3.7%), Native Hawaiian or Other Pacific Islander (.9%). Approximately 17% 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 13 classrooms staffed with certified teachers. The Special Education team consists of one mild/moderate resource teacher and two part-time assistants, 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, one Family Service worker and one school nurse. 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 2021 Composite School Plan

| Goal description | Progress toward goal | Comments (required if 'Did not meet goal') |
|---|----------------------|--|
| K-3 students will show a 5% growth in proficiency on the Acadience end-of-year benchmark when compared with the beginning-of-year benchmark. | Met goal | |
| Students in grades 3-6 will on average, score at above the Davis School District average on end of level assessments in 2021. | Met goal | |
| 4th-6th grade students will show a 5% growth in proficiency on the RI end-of-year benchmark when compared with the beginning-of-year benchmark. | Met goal | |

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

| Goal description | Progress toward goal | Comments |
|--|-------------------------------|---|
| 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). | Progressing according to plan | Reading TAs were hired to support Tier 2 instruction. Materials were purchased for intervention groups in the lower grades. Teacher work together to enhance instruction within the classroom and identify students with more need in the area of reading. Those student are provided with interventions according to need. |

Increase the number of students achieving proficiency on math summative assessments by 5%

Progressing according to plan

On Math Aide was hired to support interventions in math. That person has been working with students, providing specific interventions for those with the greatest need. I-Ready licenses and textbooks were purchased for each grade. Imagine Math has been used as a support for individualized learning.

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.

Progressing according to plan

The Move this World program was purchased for each classroom. Regular classroom instruction using Move This World is ongoing through the year. Mindfulness breaks for grade 1 - 4 are being done daily. Structured recess is also being utilized for students each day.

LAND Trust Funding Projections

| | |
|--|--------------|
| A - Carryover funds from prior year SY20-21 | \$ 11,820.37 |
| B - Allocated new funds for current year SY21-22 | \$ 45,225.00 |
| C - Total Budget for current year SY21-22 | \$ 57,045.37 |
| D - Projected spending during current year SY21-22 | \$ 57,045.37 |

| | |
|---|--------------|
| E - Expected carryover from current year SY21-22 | \$ 0.00 |
| F - Projected new funding for next year SY22-23 | \$ 50,391.00 |
| G - Total projected funding for next year SY22-23 | \$ 50,391.00 |

Goals and Planned Actions / Resources

| | |
|---|---|
| <i>Goal Short Title</i> | Reading |
| <i>Goal Statement</i> | 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. |
| <i>Measures</i> | <p>Using Acadience reading 2021 EOY data, there was a drop in the number of students Above Benchmark. This was a significant 10% drop from the previous 2019 EOY data. With this area dropping, it has created a need to provide Below Benchmark and Well Below benchmark with targeted instructions and individualized interventions.</p> <p>We will measure this goal using Acadience BOY and MOY assessment.</p> |
| <i>Action Plan (please number steps)</i> | <ol style="list-style-type: none"> 1. Teachers will provide Tier 1 instruction for their whole class. 2. Teachers will attend weekly Professional Learning Communities (PLC) to discuss data, plan for interventions according to students' needs. 3. Tier 2 instruction will utilize teaching aides to provide support to teachers and student as teachers deliver interventions according to students' needs. 4. Each term, data will be collected to report progress to the Community Council. 5. School English Language Arts Coordinator will be hired full time and will provide professional development, individual support to teachers for interventions and differentiated instruction. The ELA will also train and support TAs. 6. Reading TAs will be hired to work with each teacher to provide classroom support during intervention time. 7. Students will be provided with Social Emotional Learning (SEL) strategies to build a positive learning environment and strong individual capacity in each person. 8. Administration will provide support to teachers and staff in accomplishing the above goal. |
| <i>This goal can be categorized as... (choose all that apply)</i> | #PCBL #SEL |

| <i>District Strategic Plan Area(s)</i> | Student Growth & Achievement | | | | | | | | | | | | |
|---|--|--|-------------------------|--------------------|------------------|---------------------|---------------------|--|--------------|---------------------|---------------------|---------------------------------------|-------------|
| <i>Academic area(s) addressed by the goal</i> | Reading | | | | | | | | | | | | |
| <i>Does this action plan include behavioral / character education / leadership efforts?</i> | No | | | | | | | | | | | | |
| <i>Will LANDTrust funds be used to support the implementation of this goal?</i> | Yes | | | | | | | | | | | | |
| | Goal LAND Trust Expense Total - \$46,391.00 | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th style="background-color: #d9d9d9;"><u>Funding Source</u></th> <th style="background-color: #d9d9d9;"><u>Expense Category</u></th> <th style="background-color: #d9d9d9;"><u>Description</u></th> <th style="background-color: #d9d9d9;"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#5 0.5 of ELA Coordinator's salary and benefits.</td> <td>\$ 41,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#6 0.5 Reading TA salary and benefits</td> <td>\$ 5,391.00</td> </tr> </tbody> </table> | <u>Funding Source</u> | <u>Expense Category</u> | <u>Description</u> | <u>Item Cost</u> | LAND Trust Academic | Salaries & Benefits | #5 0.5 of ELA Coordinator's salary and benefits. | \$ 41,000.00 | LAND Trust Academic | Salaries & Benefits | #6 0.5 Reading TA salary and benefits | \$ 5,391.00 |
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| | |
|--|--|
| <i>Goal Short Title</i> | Math |
| <i>Goal Statement</i> | 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. |
| <i>Measures</i> | <p>Using the 2022 MOY iReady Diagnostic assessment, only 48% of Taylor Elementary students are on grade level. 11% of the students are more than a year below. Looking at Math RISE Data from 2021, students dropped 13% compared to 2019. There is a critical need for students to improve in their Math proficiency by providing targeted instruction and interventions for those students in need of intensive help.</p> <p>This goal will be measured by the iReady diagnostic assessment in each grade level.</p> |
| <i>Action Plan (please number steps)</i> | <ol style="list-style-type: none"> 1. Teachers will provide Tier 1 instruction for their whole class. 2. Teachers will attend weekly Professional Learning Communities (PLC) to discuss data, plan for interventions according to students' needs. 3. Tier 2 instruction will utilize Teaching Aides(TAs) to provide support to teachers and students as teachers deliver interventions according to students' needs. |

4. Each term, data will be collected to report progress to the Community Council.
5. School Math Coordinator will be hired and will provide professional development, individual support to teachers for interventions and differentiated instruction. The Math Coordinator will also train and support the Math TAs.
6. Math TAs will be hired to work with each teacher to provide classroom support during intervention time.
7. Math materials, software, & textbooks will be purchased to support the above goal.
8. Students will be provided with Social Emotional Learning (SEL) strategies to build a positive learning environment and strong individual capacity in our students.
9. Administration will provide support to teachers and staff in accomplishing the above goal.
10. Ready Math Books.
11. IXL Licenses for 6th grade.

This goal can be categorized as... (choose all that apply)

#PCBL|#SEL

District Strategic Plan Area(s)

Student Growth & Achievement

Academic area(s) addressed by the goal

Mathematics|Technology

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 - \$4,000.00

| <u>Funding Source</u> | <u>Expense Category</u> | <u>Description</u> | <u>Item Cost</u> |
|------------------------------|--|--------------------------------|-------------------------|
| LAND Trust Academic | Textbooks | #10 Ready Math books | \$ 3,500.00 |
| LAND Trust Academic | Software or Technology Hardware (each item < \$5000) | #11 IXL Licenses for 6th grade | \$ 500.00 |

Additional LAND Trust Questions

Budget Item List

| GoalTitle | Funding Source | Expense Category | Description | Item Cost |
|-----------|---------------------|--|--|-------------|
| Reading | LAND Trust Academic | Salaries & Benefits | #6 0.5 Reading TA salary and benefits | \$5,391.00 |
| Math | LAND Trust Academic | Textbooks | #10 Ready Math books | \$3,500.00 |
| Math | LAND Trust Academic | Software or Technology Hardware (each item < \$5000) | #11 IXL Licenses for 6th grade | \$500.00 |
| Reading | LAND Trust Academic | Salaries & Benefits | #5 0.5 of ELA Coordinator's salary and benefits. | \$41,000.00 |

Summary of Planned Expenditures

| | |
|--|--|
| F - Projected new funding for next year SY22-23 | \$ 50,391.00 |
| G - Total projected funding for next year SY22-23 | \$ 50,391.00 |
| H - Total planned expenditures for next year SY22-23 | \$ 50,391.00 |
| I - Planned carryover into the following year SY23-24 | \$ 0.00 |
| 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. |
| Plan for sharing the school LANDTrust plan with the community | School website |
| Additional plan for sharing the school LAND Trust plan with the community. | Newsletter |

This school is not a Title I school.

SCHOOL COMMUNITY COUNCIL APPROVAL

| | |
|---|------------|
| Date of community council approval vote | 03/29/2022 |
| Number who approved | 6 |
| Number who did not approve | 0 |

Number who were absent or abstained

1