



BOARD REPORT

Teacher Student Success Plan

TSSA and LAND Trust

Taylor Elementary - SY 2022

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: 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 2020 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 DIBELS end-of-year benchmark when compared with the beginning-of-year benchmark.	Met goal	
On average, there will be a 2% increase in the number of students meeting proficiency on the 2019 end of level 3 rd -6 th grade RISE math assessments when compared with the previous year.	Met goal	
On average, there will be a 2% increase in the number of students meeting proficiency on the 2019 end of level 3 rd -6 th grade RISE science assessments when compared with the previous year.	Met goal	

Current Year Progress Report

Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p>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.</p>	<p>Progressing according to plan</p>	
<p>Students in grades 3-6 will on average, score at above the Davis School District average on end of level assessments in 2021.</p>	<p>Progressing according to plan</p>	
<p>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.</p>	<p>Progressing according to plan</p>	

TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 10,747.80
TSSA SY20-21 New Funding	\$ 49,653.00
TSSA Total funding for SY20-21	\$ 60,400.80
TSSA SY20-21 Anticipated Spending	\$ 56,000.00
TSSA Expected balance carried over into SY21-22	\$ 4,400.80
TSSA Anticipated new funding for SY21-22	\$ 51,328.00
TSSA Total funding available for SY21-22	\$ 55,728.80
Describe your school's SY20-21 Progress for TSSA Spending	Our math program was the major cost and focus for the 2020-2021 school year. We used Ready Classroom and teachers were provided professional development to effectively implement this program in their classrooms.

LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 1,014.95
B - Allocated new funds for SY20-21	\$ 50,051.00
C - Total Budget for SY20-21	\$ 51,065.95
D - Projected spending during SY20-21	\$ 50,000.00
E - Expected carryover from SY20-21	\$ 1,065.95
F - Projected new funding for SY21-22	\$ 45,224.68
G - Total projected funding for SY21-22	\$ 46,290.63

Goals and Planned Actions / Resources

<p><i>Goal Short Title</i></p>	<p>Reading & Language Arts</p>
<p><i>Goal Statement</i></p>	<p>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).</p>
<p><i>Measures to determine progress</i></p>	<p>Acadience beginning of year (BOY) and middle of year (MOY) benchmark assessment and Pathways to Progress MOY and EOY reports.</p>
<p><i>Action Plan</i></p>	<ul style="list-style-type: none"> • Teams will collaborate on supporting assignments for each priority standard to organize common formative assessments. Grade level Davis Collaborative Teams (DCT) will meet regularly and submit reading common formative assessments and student results. • Reading tutors to support Tier 2 instruction • Leveled readers and reading materials will be purchased with LAND Trust funds. • Focus on Special Education students to enhance their growth and receive a YES identification for adequately meeting the needs of our Students with Disabilities as measured by the Utah State Board of Education Assessment Department. • SPED team will collaborate during their weekly DCT meeting to discuss ways to help students not making adequate progress and SPED teachers and classroom teachers will discuss progress of students with disabilities and will design ways that general education teachers can support IEP goals and student growth in the classroom. • Local Case Management Team (LCMT) will meet with each grade level to discuss individual student needs and successes. • Focus on healthy student behaviors and Social Emotional Learning (SEL) strategies that decrease disruptions at school, build a positive learning climate, and support increased learning outcomes in the classroom: <ul style="list-style-type: none"> ◦ Continue implementing Move This World (MTW) and Sanford Harmony SEL curriculum ◦ Implement CHAMPS- a Proactive and Positive Approach to Classroom Management
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PD #PCBL #SEL #TeacherLeaders</p>
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement Empowered Employees</p>
<p><i>Academic area(s)</i></p>	<p>Reading Writing</p>

addressed by the goal

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

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$1,100.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Software / Technology Hardware < \$5000	Technology (ipad) for TAs to access Acadience	\$ 1,100.00

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

Yes

Goal LAND Trust Expense Total - \$21,050.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Behavioral	Salaries & Benefits	Hire reading tutors to support teachers and help provide interventions to students.	\$ 20,050.00
LAND Trust Academic	Textbooks	Leveled Readers & Reading materials for TAs	\$ 1,000.00

<i>Goal Short Title</i>	Math Learning												
<i>Goal Statement</i>	Increase the number of students achieving proficiency on math summative assessments by 5%												
<i>Measures to determine progress</i>	Students will show a 5% increase on the I-Ready (MOY) middle of year assessment when compared to the (BOY) beginning of year assessment.												
<i>Action Plan</i>	<ul style="list-style-type: none"> • Aides will be hired out of LAND Trust funds to support interventions in math. • I-Ready licenses will be purchased with LAND Trust funds and textbooks will be purchased where needed in each grade. • Imagine Math will be used as a support for individualized learning. • SEL & Behavioral strategies will be used to support a positive learning climate: <ul style="list-style-type: none"> ◦ Move this World (MTW) SEL curriculum will be the guide ◦ Implement CHAMPS- a Proactive and Positive Approach to Classroom Management 												
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL#SEL												
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Culture Empowered Employees												
<i>Academic area(s) addressed by the goal</i>	Mathematics												
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	Yes												
<i>Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$5,000.00</p> <table border="1"> <thead> <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> </thead> <tbody> <tr> <td>TSSA</td> <td>Salaries & Benefits</td> <td>Stipend for teacher leader as math coach</td> <td>\$ 2,000.00</td> </tr> <tr> <td>TSSA</td> <td>Professional and Technical Services</td> <td>Professional Development for iReady</td> <td>\$ 3,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Stipend for teacher leader as math coach	\$ 2,000.00	TSSA	Professional and Technical Services	Professional Development for iReady	\$ 3,000.00
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TSSA	Salaries & Benefits	Stipend for teacher leader as math coach	\$ 2,000.00										
TSSA	Professional and Technical Services	Professional Development for iReady	\$ 3,000.00										
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$24,450.00</p> <table border="1"> <thead> <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> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>								
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	LAND Trust Behavioral	Textbooks	Ready Math textbooks	\$ 3,400.00
	LAND Trust Academic	Salaries & Benefits	Aides for Math Support	\$ 20,050.00
	LAND Trust Academic	Software / Technology Hardware < \$5000	Additional licences for iReady	\$ 1,000.00

<i>Goal Short Title</i>	Social Emotional and Personalized Learning
<i>Goal Statement</i>	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.
<i>Measures to determine progress</i>	<p>SEL Walkthrough Tool and DSD School Climate Survey.</p> <p>Reading and Math Goal Measurements</p> <p>Evaluate Davis Observations, specifically C-1&2 "Learners with diverse learning needs (enrichment & interventions) have opportunities to demonstrate understanding in different ways" to show teachers are using personalized strategies.</p> <p>We will monitor individual student progress in behavior and academics by hiring a Check-in Check-out coordinator to work with students using the SWIS Check-in Check-out system.</p>
<i>Action Plan</i>	<ul style="list-style-type: none"> • Support School SEL Team for planning and implementation of strengthening foundational knowledge and capacity in the school. • Use DSD SEL Self-Assessment and Walkthrough tool for Pre (Fall 2021) and Post (Spring 2022) data to inform professional learning. • Implement DSD Teacher Toolkit SEL Instructional strategies school-wide. • Regular classroom instruction of SEL skills using Move this World (MTW). • Create and promote spaces within the building for students and staff. • Professional Development for teachers on Personalized Competency Based Learning (PCBL) • Implement mindfulness strategies and brain breaks to re-engage and re-focus learners (using Mindful Schools curriculum and hiring an assistant to do 5 minute movement in the classrooms and organized recess daily)
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL#SEL#TeacherLeaders
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Safety & Security Culture
<i>Academic area(s) addressed by the goal</i>	Reading Mathematics Health
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$34,050.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Hiring a supervisor for Movement in the classroom	\$ 10,025.00
TSSA	Salaries & Benefits	SEL, Hope Squad & Student Council Supervisor	\$ 10,025.00
TSSA	Salaries & Benefits	Stipends for PCBL professional development (\$500 @ 18 teachers)	\$ 9,000.00
TSSA	General Supplies, Other	Materials and incentives for SEL and PBIS	\$ 3,000.00
TSSA	Software / Technology Hardware < \$5000	SWIS Suite PBIS app	\$ 1,000.00
TSSA	Software / Technology Hardware < \$5000	MTW SEL program	\$ 1,000.00

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

No

Goal LAND Trust Expense Total -

Funding Source **Expense Category** **Description** **Item Cost**

Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Social Emotional and Personalized Learning	TSSA	General Supplies, Other	Materials and incentives for SEL and PBIS	\$3,000.00
Social Emotional and Personalized Learning	TSSA	Software / Technology Hardware < \$5000	SWIS Suite PBIS app	\$1,000.00
Social Emotional and Personalized Learning	TSSA	Software / Technology Hardware < \$5000	MTW SEL program	\$1,000.00
Social Emotional Learning	TSSA	Salaries & Benefits	Hiring a supervisor for Movement in the classroom	\$10,025.00
Social Emotional Learning	TSSA	Salaries & Benefits	SEL, Hope Squad & Student Council Supervisor	\$10,025.00
Social Emotional Learning	TSSA	Salaries & Benefits	Stipends for PCBL professional development (\$500 @ 18 teachers)	\$9,000.00
Math Learning	TSSA	Salaries & Benefits	Stipend for teacher leader as math coach	\$2,000.00
Math Learning	TSSA	Professional and Technical Services	Professional Development for iReady	\$3,000.00
Reading & Language Arts	TSSA	Software / Technology Hardware < \$5000	Technology (ipad) for TAs to access Acadience	\$1,100.00

Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 51,328.00
2. Total projected TSSA funding for SY21-22	\$ 55,728.80
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for	\$ 6,790.00

teachers with TSSA funds	
3. Total planned TSSA expenditures for SY21-22	\$ 46,940.00
4. Planned TSSA carryover into the SY22-23	\$ 8,788.80
Does the school plan to fund teacher leadership opportunities with TSSA funds?	Yes

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Language Arts-Reading	LAND Trust Behavioral	Salaries & Benefits	Hire reading tutors to support teachers and help provide interventions to students.	\$20,050.00
Math Learning	LAND Trust Behavioral	Textbooks	Ready Math textbooks	\$3,400.00
Math Learning	LAND Trust Academic	Salaries & Benefits	Aides for Math Support	\$20,050.00
Math Learning	LAND Trust Academic	Software / Technology Hardware < \$5000	Additional licences for iReady	\$1,000.00
Reading & Language Arts	LAND Trust Academic	Textbooks	Leveled Readers & Reading materials for TAs	\$1,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 45,224.68
G - Total projected funding for next year SY21-22	\$ 46,290.63
H - Total planned expenditures for next year SY21-22	\$ 45,500.00
I - Planned carryover into the following year SY22-23	\$ 790.63
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	We will use any overage to enhance our 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.	

This school is not a Title I school.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	04/08/2021
Number who approved	6
Number who did not approve	0
Number who were absent or abstained	2