

School Improvement Plan

Report on Current Year's Goals

School Name: Taylor

Report on School Year: 2017-2018

Goal: *The number of integrated fine arts lessons, K-6, will maintain at, or increase from 1200 by the end of the school year.*

Proposed Measurements of Success:

1. Teachers will be trained by district Fine Arts specialists in the district GAINS program. Teachers will write lesson plans in one area of the fine arts curriculum, integrate them into their curriculum maps and execute the plans. Substitutes may be provided for on-site training.
2. 6th grade students will have the opportunity to participate in the district Orchestra class at Taylor Elementary.
3. Teachers will integrate fine arts into their curriculum maps during the scheduled GAINS training at school.
4. Students will have opportunities to participate in enrichment programs before, during or after school at various times of the year. Before and after school programs will be optional. Other enrichment programs will be experienced by all students during the school day. Stipends and materials may be purchased to help the enrichment program.
5. Technicians may be hired to run fine arts programs such as music and art.
6. Materials will be purchased as needed to support programs.

Written Report or Supporting Data: This year our school has had the opportunity to work with Melanie Fillmore in the art form of Dance. This has stretched the teachers at Taylor Elementary and has taken them out of their comfort zone. They have been able to integrate dance into many of the core subjects. Melanie has not only worked with 3rd through 6th but we also found funding to allow her to work with Kindergarten through second during her last rotation. They also found this to be very beneficial. According to the GAINS survey sent out quarterly, teachers at Taylor Elementary were able to teach 1200 integrated fine arts lessons in kindergarten through sixth grade. Our students were able to enjoy five Fine Arts Assembly this year. We have had two Taylor Fine Art Assemblies this year where we have showcased our very own students and their talents in the area of orchestra and choir. All students at Taylor also participate in Art and Music through our planning time rotation.

Goal: The percent of students grades 1-3 making one year of growth on the DIBELS End Of Year assessment will improve from 84% to 86%

Proposed Measurements of Success: Teachers will improve Tier One literacy instruction based on Nebo's approved literacy block and through staff development, administrative observation, team collaboration, personal study and by analyzing literacy data.

1. Technicians will be hired to provide early interventions to students.
2. Technicians will receive training from the University of Utah reading program.
3. Substitutes will be hired to provide teacher teams time to collaborate on literacy curriculum maps, attend data meetings or participate in focused observations or lesson studies.
4. Registration fees and substitutes costs will be provided for teachers to attend literacy conferences.
5. The number of books in the leveled library and take-home library will be increased to include adequate numbers of titles in fiction and nonfiction, as well as varied genres
6. Students reading below expected benchmark levels will receive additional instructional support.
7. Reading time outside school will be encouraged and monitored using a School Wide Incentive Program

8. Teachers will benchmark students reading progress in grades 1-6 three times each year using the Fountas & Pinnell Reading Benchmark System. Kindergarten will benchmark two times each year.
9. Teachers and the School Intervention team will use data to identify students who are at risk, at grade level, or above grade level to drive instruction and meet student needs.
10. Teachers will collaborate as a team as well as instructional coach on best practice for the improvement of reading instruction for individual struggling students.

Written Report or Supporting Data: This year we have been able to serve 79 students in our Tier II Step Reading Program. This has allowed our students who are reading below grade level additional time and support as they are trying to fill in the gaps in reading. Any student in grade 1 -3 that is participating in Steps is being progressed monitored through DIBELS. Ten teachers have taken the opportunity to participate in literacy conferences offered on the state level to increase their Tier I instruction. These teachers were able to come back and share with the staff their learnings. Quarterly we have met with administrator, Title I coordinator, counselor, psychologist, special education team, and grade levels to analyze data and discuss best practice to meet the needs of individual students. Gwen Wride, our instruction coach, has met with individual teachers and teams to help Tier I instruction. She has participated in assessment cycles, SIT, and other collaborations to share her expertise. She has also gone into the classrooms and modeled for teachers. Books have been purchased for the take home library as well as the level library that are higher interest low level. Every teacher was able to do an additional benchmark midyear on all their students to ensure they are meeting the reading needs of each student. We served 11 kindergartners who were identified by their teacher as struggling in literacy. These students received intense 30 minutes additional instructional time each day given by an intervention specialist. We have seen great gains by this early intervention.

Goal: The percent of students grades 3-6 making one year of growth in Math on the SAGE End Of Year Assessment will improve from 68% to 70%.

Proposed Measurements of Success:

1. Teachers will instruct using the Utah State Core Standards in mathematics and district approved materials.
2. Substitutes will be funded to provide time for teachers teams to plan and create a math scope and sequence/curriculum map and relating common assessments. Substitutes may be funded to allow teachers to participate 3 times a year in a data meeting with their grade level and the school data team. Additionally, teachers will meet weekly during collaboration time to discuss student data.
3. Technology (iPads and/or Chromebooks) may be purchased to enhance student understanding in mathematics.
4. Mathematics materials will be purchased for hands-on learning and additional practice.
5. Teachers and administration will be encouraged to participate in conferences, staff development, workshops, and other math training to strengthen their mathematical practice.
6. Focused observations will be provided for teachers in mathematic instruction with classroom substitutes provided for teams to meet and discuss instructional practice.
7. Teachers and School Intervention Team will use data to identify students who are at risk, at grade level, or above grade level to drive instruction and meet student needs.

Written Report or Supporting Data:

Goal:

Proposed Measurements of Success:

Written Report or Supporting Data:

