

School Improvement Plan

Art Goal

This Plan also meets legislative requirements for the Elementary Reading Achievement Plan, Professional Development Plan, and Trustlands Plan.

School Name: Taylor Elementary

School Year: 2019-2020

Goal: *The number of integrated fine arts lessons, K-6, will maintain at, or increase from 1000 by the end of the school year.*

Nebo Goal (Board Goal) Connection: 100% of teachers will teach the Nebo Core Essentials as verified by a survey

Action Plan(s):

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 art.
6. Materials will be purchased as needed to support programs.

Measurements of Success:

1. *GAINS Survey data provided from the district.*
2. *100% of grade level teams that have included fine arts in the curriculum maps.*

Supporting Professional Development Activities (if applicable):

1. Teachers will participate in professional development opportunities provided by district arts specialists and school fine arts team to strengthen arts instruction and integration of the arts core

School Improvement Plan

Math Goal

This Plan also meets legislative requirements for the Elementary Reading Achievement Plan, Professional Development Plan, and Trustlands Plan.

School Name: Taylor Elementary

School Year: 2019-2020

Goal: *By the end of the 2019-2020 school year, the percent of students in grades 3-6 performing on grade level or making typical progress in math will increase.*

Nebo Goal (Board Goal) Connection: 4th - 6th grade students' math proficiency will continue to exceed the current state standard and improve annually at the school level according to the SAGE assessment.

Action Plan(s):

1. Hiring a .5 FTE to allow lower class size in 3rd Grade
2. Teachers will instruct using the Utah State Core Standards in mathematics and district approved materials.
3. 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.
4. Technology (iPads and/or Chromebooks) may be purchased to enhance student understanding in mathematics.
5. Mathematics materials will be purchased for hands-on learning and additional practice.
6. Teachers and administration will be encouraged to participate in conferences, staff development, workshops, and other math training to strengthen their mathematical practice. Stipends will be provided for teachers who conduct staff developments.
7. Focused observations will be provided for teachers in mathematic instruction with classroom substitutes provided for teams to meet and discuss instructional practice.
8. 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.
9. 2 Math Tutors will be hired as to assist students in Tier II Math Interventions.

Measurements of Success:

RISE

Supporting Professional Development Activities (if applicable):

Ongoing staff development will be regularly provided by district math specialists, instructional coaches, mentor teachers, peer teachers, staff members, and professional conferences.

School Improvement Plan

Reading Goal

This Plan also meets legislative requirements for the Elementary Reading Achievement Plan, Professional Development Plan, and Trustlands Plan.

School Name: Taylor Elementary

School Year: 2019-2020

Goal: *By the end of the 2019-2020 school year, the percent of students in grades 1-3 performing on grade level or making typical progress in reading will increase.*

Nebo Goal (Board Goal) Connection: 3rd grade students' reading proficiency will continue to exceed the current state standard and improve annually at the school level according to the DIBELS assessment.

Action Plan(s):

1. Hiring a .5 FTE to allow lower class size in 3rd Grade
2. 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.
3. Technicians will be hired to provide early interventions to students
4. Technicians will receive training from the University of Utah reading program.
5. 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.
6. Registration fees and substitutes costs will be provided for teachers to attend literacy conferences. Stipends will be paid to teachers that conduct school level staff development.
7. 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 high interest low readability books
8. Students reading below expected benchmark levels will receive additional instructional support.
9. Reading time outside school will be encouraged and monitored using a School Wide Incentive Program
10. 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.
11. 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.
12. Teachers will collaborate as a team as well as instructional coach on best practice for the improvement of reading instruction for individual struggling students.
13. DIBELS Progress Monitoring will be conducting weekly by Intervention Specialist to any student below grade level. Data will be used by teachers to drive instruction.

Measurements of Success:

DIBELS

Supporting Professional Development Activities (if applicable):

Ongoing staff development will be regularly provided by literacy specialists, instructional coaches, mentor teachers, peer teachers, staff members, and professional conferences.