

Our Direction

Taylor Elementary School White Hall

Date of Report: 12/13/2020

Vision:

Our ultimate goal is for children to become knowledgeable and responsible citizens.

Values:

Education is a partnership between home, school and community.

Significant learning requires a significant relationship.

School should support social and emotional growth as a foundation for academic growth.

Teacher interaction with students can encourage or discourage learning.

The teacher creates a climate to promote learner engagement.

Students will live up to our expectations. Keep expectations high.

All children can learn, just not in the same way or on the same day.

Mission:

G.R. Taylor Elementary is committed to academic excellence. Students are encouraged to make responsible choices and to respect others.

Goals:

- To decrease student discipline referrals from 121 in 2019-2020 to 75 in 2020-2021 and emphasize emotional wellness.

Performance Measure(s)

Performance Indicator: Student referrals will drop from 121 in the previous school year to 75 for the current school year.		
Data Source: E-School	Baseline Year: 2019-2020	Baseline: 121

Target Date: 2020-2021	Target: 75	Actual:
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- To increase student growth averages from 52.9% to 70% or more on the student growth percentile according to the STAR assessment by the end of this academic year.

Performance Measure(s)

Performance Indicator: STAR Reading and STAR Early Literacy student growth percentiles will improve by 70 percentage points or more in order to be appropriate growth for the year. 70% of our students will show adequate growth in reading.		
Data Source: STAR	Baseline Year: 2019-20	Baseline: 53%
Target Date: 2020-2021	Target: 70%	Actual:
Target Date: 2021-2022	Target: 75%	Actual:
Target Date: 2022-2003	Target: 80%	Actual:

- To meet or to exceed the state average on the ESSA School Index for all subpopulations and to maintain a B rating by the end of the academic year.

Performance Measure(s)

Performance Indicator: Taylor Elementary School's State Accountability Average on the ESSA School Index is 73.63, above the state average of 71.3, with 1 subpopulation ranking below the state average.		
Data Source: ACT Aspire Data	Baseline Year: 2018-2019	Baseline: 73.63%
Target Date: 2019-2020	Target: 75%	Actual:
Target Date: 2020-2021	Target: 75	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Taylor Elementary School currently has a grade of "B" according to the 2019 ESSA report. Our overall score is 73.63. This score is comprised of three components: Weighted Achievement Score (70.4); Value Added Growth Score (80.76); School Quality and Student Success (57.37). Our school was very strong in the area of growth. We looked at our lowest area for school quality and student success (SQSS). This score is made up of 4 different parts: student engagement, reading at grade level, science achievement and growth in science achievement. We used this data to create goals for our school based on attendance, reading on grade level and involving our parents. ***Our school doesn't have data for the 2019-2020 school year due to closing early due to the COVID-19 Pandemic.

Our school district teachers worked this summer to identify learning gaps due to missing the last nine weeks of school. Teachers also identified essential standards for each grade level as well as pacing for the upcoming school year. Teachers created documents for each grade level to use district wide. Grade level teachers are able to look at essential skills for the previous grade to ensure mastery before moving to new on-grade level content. Teachers will continue to update this document.

Our school did a survey of parents on technology needs for home in case we must pivot home during the pandemic. Out of our 310 students on campus, we have 81 students who need to borrow a device from school. We have 7 students who need WI-FI provided at home.

Student Outcome Data:

DIBELS- 3 times a year for all students in Reading. This assessment gives teachers an indicator of reading readiness at the beginning of the school year. It also shows markers for concerns for possible dyslexia. Students who do not reach benchmark are targeted for intervention in the classroom and in Title I Services. Students are progressed monitored during this intervention time to show growth.

STAR Early Literacy- 3 times a year for all students in grades K-1 in Reading. This is the new assessment for our students in K-1. Students are tested 3 times to show growth throughout the school year.

STAR Reading-3 times a year for all students in Grades 2-5 in Reading. This is the new assessment for our students in 2nd grade. Students are tested 3 times to show growth throughout the school year. Teachers in grades 3-5 use the assessment for interventions and to show growth.

STAR Math-3 times a year for all students grades 2-5 in Math. This is the new assessment for our students in 2nd grade. Students are tested 3 times to show growth throughout the school year. Teachers in grades 3-5 use the assessment for interventions and to show growth.

STAR Math-2 times a year for all students grade 1 in Math. This is the new assessment for our students in 1st grade. Students are tested 2 times to show growth throughout the school year.

ACT ASPIRE-interims and end of year assessment for all students grades 3-5 in English, Writing, Reading, Math and Science. Teachers use this data for intervention purposes and instructional/curricular improvements.

ESEA School Reports will be used to track the school progress. Currently, this report is based on ACT Aspire results, percent of students tested and attendance rates.

ESSA School Reports will be used to track the school progress. This is a value-added growth score. Indicators are weighted achievement, growth, ELL performance, and student quality/success.

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

Our goal is to implement The Leader in Me program fully and reach Lighthouse status within 5-7 years. Our goal is to ensure that students are equipped with the 7 Habits and use them daily in their lives. We want our students to be leaders of their own lives. We will teach them to set goals both academically and personally in order to reach their full potential.

Our team is fully functioning in the area of ID11. Our teachers are organized each week to meet collaboratively to meet the instructional needs of their students.

Our team is fully functioning in the area of SE01. We have ingrained the 7 Habits in our school environment, routines, and behaviors.

Selected Indicators:

Assess student learning frequently with standards-based assessments

IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)
IID03	Teachers receive timely reports of results from standardized and objectives-based tests.(101)
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)
IID08	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)
IID09	Instructional Teams use student learning data to plan instruction.(107)
IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)

Engage teachers in aligning instruction with standards and benchmarks

IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)
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Establish a team structure with specific duties and time for instructional planning

ID01	A team structure is officially incorporated into the school governance policy.(36)
ID02	All teams have written statements of purpose and by-laws for their operation.(37)
ID03	All teams operate with work plans for the year and specific work products to produce.(38)
ID04	All teams prepare agendas for their meetings.(39)
ID05	The principal maintains a file of the agendas, work products, and minutes of all teams.(41)
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)
ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)
ID12	Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business.(47)

Expect and monitor sound instruction in a variety of modes

IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)
IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction.(111)

IIIA09 All teachers clearly state the lesson's topic, theme, and objectives.(118)

Provide a tiered system of instructional and behavioral supports and interventions

IIID01 The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention.(5193)

IIID02 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5194)

Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency

SE01 The school promotes social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5542)

SE02 All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5543)

SE03 All teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5544)

SE04 All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5545)

SE05 All teachers use cooperative learning methods and encourage questioning, seeking help from others, and offering help to others.(5546)