

**Taylor Elementary**  
 White Hall School District  
 2021-2022 School Improvement Plan

**Our Mission:**

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

| Priority #1 Literacy   |  |
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| <b>Improvement Plan Focus Area: Implement SoR Instruction in K-5 Classrooms</b>  |  |
| <b>Building Level Data:</b><br><b>2020-2021 Renaissance Data</b><br><b>STAR EARLY LITERACY-Achievement 66.7% ; Growth- 69.2%</b><br><b>Star Reading-Achievement: District Benchmark- 65.1% ; State Benchmark-39.1% ; Growth- 74.4%</b><br><b>2021 ACT Aspire Reading- 44%</b>  |  |
| <b>Priority Area:</b> <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> <ul style="list-style-type: none"> <li>• Complete SoR Training and Assessment</li> <li>• Implement SoR Approved Curriculum (Tier 1) (Benchmark Workshop)</li> <li>• Implement SoR Approved Interventions for Tier 2 and 3</li> <li>• Implement Assessment Process for all K-5 students</li> </ul> | <b>Team Member(s) Responsible:</b> <ul style="list-style-type: none"> <li>• Building Principal: Tammie Canada</li> <li>• Classroom Instructors</li> <li>• Building Level Counselor: Lindsey Phillips</li> <li>• Assistant Superintendent: Debbie Jones</li> <li>• Dyslexia Interventionist: Crystal Walden</li> <li>• Title 1: Kristi Bumpass</li> <li>• Speech Pathologist: Amy Talley</li> </ul> |
| <b>Desired Outcome:</b> <i>When fully implemented, what will be different as a result of addressing this priority?</i> <ul style="list-style-type: none"> <li>• STAR Early Literacy Achievement/Growth rate will increase 3% by May 2022.</li> <li>• STAR Reading Achievement/Growth rate</li> </ul>   |  |

- will increase 3% by May 2022.
- ACT ASPIRE Literacy Achievement will increase 3% schoolwide.

### Priority #1 Actions

| Action to Address the Root Cause & Outcomes  | Team Member(s) Responsible  | Timeline   | Resources and/or Funding(include fund source)  | Progress Monitoring Data  |
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| <p>ALL K-5 teachers will complete Phase 1 of SoR Proficiency Pathway A or C during the 2021-22 school year.</p> <p>Note: All returning K-5 teachers have completed phase 1 of Pathway A or C.<br/>New hires and position changes will begin this pathway to meet the requirements.</p> | <p>Principal- Tammie Canada</p> <p>Assistant Superintendent- Debbie Jones</p> <p>Classroom Teachers</p> | <p>July 2021-June 2022:<br/>Complete days 1-6 of RISE K-5 at ARESC for Awareness (any new hire or position change)</p> | <p>ARESC Literacy</p> <p>Look Fors</p>   | <p>Attendance Records via escWorks</p> <p>Implementation of Learned Information</p> <p>Classroom Observation and WalkThroughs</p>   |
| <p>ALL K-5 teachers who have completed Phase 1 of a SoR Proficiency Pathway A or C will be observed by an SoR Assessor.</p>  | <p>Principal- Tammie Canada</p>   | <p>August 2021-May 2024:<br/>Phase 2- All Teachers will be assessed by the SoR assessor for proficiency</p>            | <p>ARESC Literacy</p> <p>Look Fors</p> <p>Smart Cards</p> <p>Benchmark Workshop Curriculum</p> | <p>Implementation of Learned Information</p> <p>Classroom Observation and Walk-Throughs</p> <p>Dibels Next<br/>STAR Literacy Assessments<br/>STAR Custom Assessments<br/>PAST</p> |

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| <p>Implement SoR Approved Curriculum (Tier 1)</p> <p>Phonology<br/>Phonics<br/>Vocabulary<br/>Comprehension<br/>Fluency</p> | <p>Assistant Superintendent- (purchase) Debbie Jones</p> <p>Principal- Tammie Canada</p> <p>Classroom Teachers</p> | <p>July 2021- Online Professional Development from Benchmark Workshop</p> <p>August 2021- Professional Development from Benchmark Workshop</p> <p>September 2021-May 2021- Implementation and ongoing support from Benchmark workshop and ARESC literacy specialists</p> | <p>A combination of Heggerty and Kilpatrick's PAST assessment along with the one minute drills will provide phonological instruction, practice and intervention.</p> <p>Benchmark Workshop Curriculum will address the areas of Phonics, Vocabulary, Comprehension, and Fluency</p> <p>Benchmark Workshop PD</p> <p>ARESC Literacy Specialists</p> | <p>Implementation of Learned Information</p> <p>Classroom Observation and Walk-Throughs</p> <p>Dibels Next<br/>STAR Literacy Assessments<br/>STAR Custom Assessments<br/>PAST</p> <p>Data Notebooks</p> |
| <p>Implement SoR Approved Interventions for Tier 2 and 3</p>  | <p>Classroom Teachers</p> <p>Title I-Kristi Bumpass</p>  | <p>August 2021-May 2022</p>  | <p>Benchmark Workshop Tier 2 Lesson Plans</p> <p>Benchmark Workshop Tier 3 Lesson Plans</p> <p>Kilpatrick Equipped for Reading Success/One Minute Drills</p>   | <p>Benchmark Workshop Assessments</p> <p>Dibels Next<br/>STAR Literacy Assessments<br/>STAR Custom Assessments<br/>PAST<br/>One Minute Drills<br/>Data Notebooks<br/>SIT meeting minutes</p>            |
| <p>Implement Assessment</p>   | <p>Dyslexia Interventionists</p>   | <p>Dyslexia Screening</p>  | <p><a href="#">Decision Making Tree</a></p>  | <p>Dibels Next</p>  |

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| <p>Process for all K-5 students for dyslexia screening, level 1 assessments, and level 2 assessments</p> | <p>Crystal Welden<br/>Dawn Sullivan<br/>Kristi Bumpass</p> <p>Classroom Teachers</p> | <p>completed by:<br/>K-December 2021<br/>Grades 1 &amp; 2-September 1, 2021<br/>August 2021-May 2022 for Grades 3-5 for students showing reading difficulties.</p> | <p>Level 1- PAST; ScholasticCore Phonics;Survey; San Diego Quick Check (Word Recognition)<br/>Level 2-CTOPP;GORT-5; TWS; Woodcock Reading Mastery.</p> | <p>LNF<br/>NWF<br/>PSF<br/>FSF<br/>ORF<br/>AR RAN<br/>DSA<br/>STAR Literacy Assessments<br/>STAR Custom Assessments<br/>PAST</p> |
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## Priority #2 Math

**Improvement Plan Focus Area:** Identify & Address Essential Math Standards by grade level that show a pattern of needing interventions.

**Building Level Data:**  
**2020-2021 Renaissance Data**

**Star Math-Achievement: District Benchmark-67.9%;State Benchmark-47.1%/Growth-70.7%**

**2021 ACT Aspire Data-40%**

**Priority Area:** *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

- Identify Essential Standards through data disaggregation by grade level that identifies low student achievement.
- Address the identified standards during grade level instruction.
- Implement Tier 2 & 3 grade level interventions.
- Ensure vertical alignment regarding identified essential standards.

**Team Member(s) Responsible:**

- Building Principal: Tammie Canada
- Classroom Instructors
- Building Level Counselors: Lindsey Phillips
- Assistant Superintendent: Debbie Jones
- Title 1: Kerri Akines

**Desired Outcome:** *When fully implemented, what will be different as a result of addressing this priority?*

- STAR Math Achievement/Growth rate will increase 3% by May 2022.
- ACT ASPIRE Math Achievement will increase 3% schoolwide.

## Priority #2 Actions

| Action to Address the Root Cause & Outcomes | Team Member(s) Responsible | Timeline | Resources and/or Funding(include fund source) | Progress Monitoring Data |
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| <ul style="list-style-type: none"> <li>Identify Essential Standards through data disaggregation by grade level to identify areas of low student achievement.</li> </ul> | Principal-Tammie Canada<br>Classroom Teachers<br>Title I Math-Kerri Akines         | August 2021-3-5 Math Data Disaggregation with ARESC; K-2 Data Disaggregation on campus.<br><br>August 2021-PD for implementation of Star Custom | ARESC-Math Specialist<br><br>Renaissance Trainers<br><br>Teacher Leaders  | Star Math<br><br>Star Custom<br><br>Teacher Created Formative Assessments<br><br>Data Notebooks<br><br>SIT meetings minutes   |
| <ul style="list-style-type: none"> <li>Address the identified standards during grade level instruction.</li> </ul>  | Principal-Jeff Glover<br><br>Classroom Teachers                                    | August 2021-May 2022  | My Math Curriculum will address the standards.<br><br>Renaissance Freckle Math  | Classroom Observation & Classroom Walk Through<br><br>Star Math<br><br>Star Custom<br><br>Renaissance Freckle Math<br><br>My Math Curriculum/Assessments<br><br>Teacher Created Formative Assessments |
| <ul style="list-style-type: none"> <li>Implement Tier 2 &amp; 3 grade level interventions.</li> </ul>   | Principal-Tammie Canada<br><br>Classroom Teachers<br><br>Title I Math-Kerri Akines | August 2021-May 2022  | Tier 2- Targeted small group instruction.<br><br>Tier 3-Targeted small group instruction.<br><br>Renaissance Freckle Math | Classroom Observations & Walk Through<br><br>My Math Curriculum/Assessments<br><br>Star Math<br><br>Star Custom<br><br>Data Notebooks<br><br>SIT Meeting minutes                                      |
| <ul style="list-style-type: none"> <li>Ensure vertical alignment regarding</li> </ul>   | Principal-Tammie Canada<br><br>Classroom Teachers                                  | August 2021-May 2022  | PLC Topics for K-2 & 3-5 staff. To discuss the standards and plan   | PLC Meeting Schedules, Agendas, Minutes.<br>Star Math   |

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| identified essential standards. | Title I Math-Kerri Akines |  | approaches address the needs of each grade level.<br><br>ARESC Math | Star Custom<br><br>My Math Curriculum/Assessments<br><br>Teacher Created Formative Assessments |
|                                 |                           |  |   |  |

### Priority #3 (Social and Emotional)

**Improvement Plan Focus Area: School Culture and Climate**

**Building Level Data: 2020-2021 Discipline Referrals**

**Priority Area:** *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

- Professional development for teachers and staff on G.U.I.D.E for Life

**Team Member(s) Responsible:**

- Building Level Counselors
- Building Level Principals

**Desired Outcome:** *When fully implemented, what will be different as a result of addressing this priority?*

- Staff will be aware of a 5-step process that will help develop Growth, Understanding, Interacting, Decision making and Empathy with all students.

Insert measurable outcome.

### Priority #3 Actions

| Action to Address the Root Cause & Outcomes  | Team Member(s) Responsible                           | Timeline                | Resources and/or Funding(include fund source) | Progress Monitoring Data   |
|--|--|-------------------------|---|--|
| Counselor will train teachers on G.U.I.D.E for Life.   | Building Level Counselor<br>Building Level Principal | 2021 - 2022 School Year | ADE G.U.I.D.E for Life.                       | Feedback from teachers, counselors and administrators.                   |
| Teachers will implement the G.U.I.D.E for Life skills through day to day interactions with students. | Grade Level Teachers                                 | 2021 - 2022 School Year | ADE G.U.I.D.E for Life.                       | Feedback from teachers & through the number of monthly office referrals. |



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| Counselors will implement the Too Good for Violence Program. | Building Level Counselor | 2021 - 2022 School Year | Too Good for Violence Program | Number of Counselor Referrals  |
| Leader in Me lessons   | Grade Level Teachers     | Weekly                  | Activity Guides               | Feedback from teachers & through the number of monthly office referrals. |

## Priority #4 Attendance and Behavior

**Improvement Plan Focus Area:** School Culture and Climate

**Building Level Data:**  
**2020-2021 ADA/ADM for Taylor Elementary was 93.82%.**  
**2020-2021 Students w/o Discipline Report shows 88% of students w/o discipline.**

**Priority Area:** *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

- Increase student engagement by addressing absenteeism.
- Increase student engagement by decreasing lost instructional time due to disciplinary actions.

**Team Member(s) Responsible:**

- Building Principal: Tammie Canada
- Classroom Instructors
- Building Level Counselors: Lindsey Phillips
- Assistant Superintendent: Debbie Jones

**Desired Outcome:** *When fully implemented, what will be different as a result of addressing this priority?*

- Increase student attendance by 3% for the 2021-2022 school year.
- Increase students w/o discipline by 5% for the 2021-2022 school year.

## Priority #4 Actions

| Action to Address the Root Case & Outcomes  | Team Member(s) Responsible  | Timeline             | Resources and/or Funding(include fund source)  | Progress Monitoring Data                          |
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| Communicate to parents and students the importance of school attendance and how it is connected to student achievement. | Principal-Tammie Canada<br>Counselor-Lindsey Phillips<br>Classroom Teachers<br>Secretary-Jami Doughty<br>Nurse-Monica Garrick | August 2021-May 2022 | Open House Parent Meeting.<br><br>Parental Involvement Newsletters focusing on attendance.<br>DESE letter to parents | Monitor ADA/ADM report at 4 ½ & 9 week intervals. |

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|   |  |                             | <p>focusing on attendance.</p> <p>Student meetings to discuss how attendance affects our school grade.</p>  |  |
| <p>Address chronic absenteeism with the parents of students individually.</p>   | <p>Principal-Tammie Canada<br/>Counselor-Lindsey Phillips<br/>Classroom Teachers<br/>Secretary-Jami Doughty<br/>Nurse-Monica Garrick</p> | <p>August 2021-May 2022</p> | <p>Phone calls to parents of students that are absent.</p> <p>Address Excessive Tardies with parents.</p> <p>Send letters regarding absenteeism at the 4 &amp; 8 day threshold.</p> | <p>Monitor ADA/ADM report at 4 ½ &amp; 9 week intervals.</p>   |
| <p>Address behaviors that are causing multiple student disciplines.</p>   | <p>Principal-Tammie Canada<br/>Counselor-Lindsey Phillips<br/>Classroom Teachers</p>   | <p>August 2021-May 2022</p> | <p>Monitor discipline frequency by grade level.</p> <p>Create relationships with students/parents that have multiple disciplines.</p>   | <p>Classroom Observations &amp; Walkthroughs</p> <p>TESS Observations</p> <p>Monitor discipline frequency reports at 4 ½ &amp; 9 week intervals.</p> |
| <p>Implement practices in the classroom that will discourage misbehavior and equip staff to handle discipline in the classroom.</p> | <p>Principal-Tammie Canada<br/>Counselor-Lindsey Phillips<br/>Classroom Teachers</p>   | <p>August 2021-May 2022</p> | <p>Create &amp; implement a consistent discipline action plan for K-2 &amp; 3-5.</p> <p>ARESC Staff for PLC's in areas of need.</p>   | <p>Classroom Observations &amp; Walkthroughs</p> <p>TESS Observations</p> <p>Monitor discipline frequency reports at 4 ½</p>                         |

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|  |  |  |  | & 9 week intervals. |
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