



# Our Direction

**Taylor Elementary School White Hall**

**Date of Report: 5/3/2018**

## **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:**

- Alter the text and click the update link on the left
- Students will learn the 7Habits and use them in everyday life.

### **Performance Measure(s)**



Performance Indicator: Compare MRA surveys of teachers, parents and students beginning in year 2017-18.		
Data Source: MRA	Baseline Year: 2017-18	Baseline: 0.73
Target Date: 2018-19	Target: 0.75	Actual:
Target Date: 2019-2020	Target: 0.8	Actual:
Target Date: 2020-21	Target: 0.85	Actual:

- Students will set one academic goal and one personal goal.

**Performance Measure(s)**

Performance Indicator: All students will set an academic goal and a personal goal in the year 2018-19. Students will track progress toward their goals in data notebooks.		
Data Source: Student Data Notebooks	Baseline Year: 2018-19	Baseline:
Target Date: 2018-19	Target: 0.8	Actual:
Target Date: 2019-2020	Target: 0.9	Actual:
Target Date: 2020-2021	Target: 1	Actual:

**Data Review:**

**Needs Assessments, Accreditation Reports, Similar Feedback:**

MRA Data from The Leader in Me Program--this survey provides a needs assessment in the areas of Leadership, Culture and Academics. The survey is given to teachers, parents and 4th-5th grade students. The survey will be given at the end of this school year and we will be able to compare data over the past two years. This data will continue to be tracked as we implement The Leader in Me Program over the years.

**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-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 school leadership team is meeting to create action plans to meet our goals. Each teacher is involved on an action team. 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:

#### 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)
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)

#### 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)

