

# School TSSA Goal and Plan

School: West Jordan Elementary

2021-2022 School Plan

*John Dewey is credited with saying, "We don't learn from experience. We learn from reflecting on experience."*

**Reflect on 2020-2021 TSSA Plan -- Consider the following questions or create your own:**

How has our TSSA plan supported our schools' vision, mission, and beliefs?

How has our plan supported the District's vision, mission, and beliefs?

How has our plan improved school performance and student academic achievement?

What action steps have had the greatest impact on school performance and student achievement?

What have we learned?

What are our next steps?

Coaching has been invaluable, especially as we have implemented new literacy programs. Teachers welcome our coach into their classrooms for observations and feedback and ask many questions to help improve instruction. She has also been invaluable in supporting their digital efforts in using Canvas to provide online instruction for quarantined students, and in regular classroom use. She has helped upper grade teachers use phonics screeners to identify learning gaps, and coached them through activities they can use in small group instruction to fill those holes. The plan provided stipends for first year implementers, as they had to do additional training and planning beyond their contract time, which was greatly appreciated. Students also benefitted from having an additional teacher in 2nd grade, as students who opted to go online due to Covid left our 2 remaining teachers at 28 student each, which would have made it impossible to maintain social distancing with numbers that high, as well as be able to provide individualized instruction. While we still need to make improvements in our Acadience and WIDA data, we are seeing growth in common assessments teachers are giving in classrooms, and most of our upper grade students made their phonics goals for the year.

## 2021-2022 TSSA Plan

Gather and review evidence of school improvement and academic achievement to identify needs and create 2020-2021 TSSA plan and goals. Evidence could include: school vision and mission, existing school plans (Land trust, Accreditation, 60-day action plans, etc.), JELL Self-Assessment, PLC meeting notes, school data (Tableau dashboards, stakeholder surveys, benchmarks, Acadience, Data Gateway, etc.) USBE categories: academic achievement, academic growth, WIDA, advanced coursework, graduation rate, ACT

JELL Framework

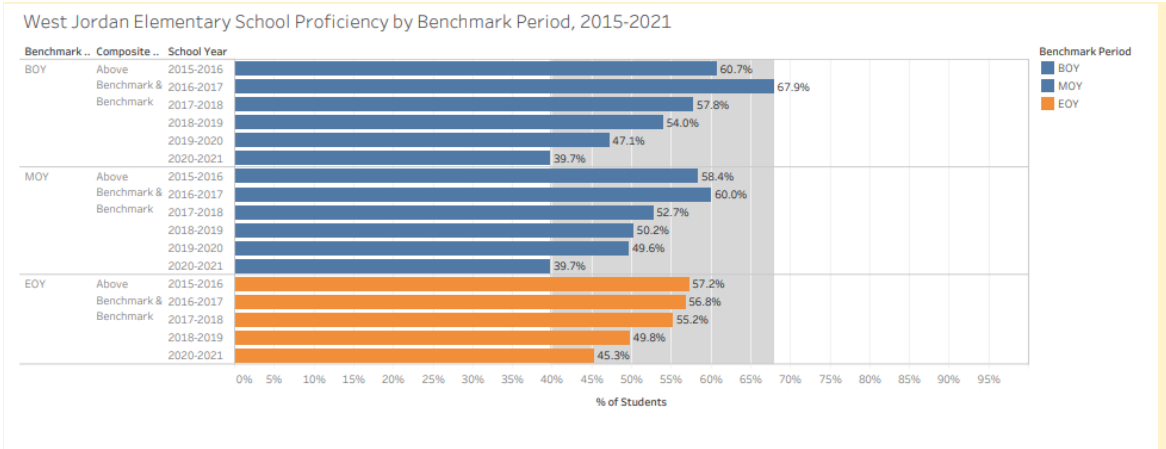
Component 1: Safe, Supportive and Collaborative Culture

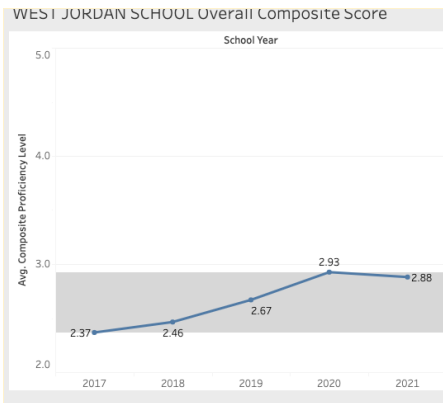
Component 2: Effective Teaching and Learning in Every Classroom

Component 3: Guaranteed and Viable Curriculum

Component 4: Standards-Referenced Instruction and Reporting

**Review and summarize available school data in order to determine school goal(s).**





Over 60 % of our 4th-6th grade students made the growth goal established for PSI.

#### Determine school goal

School goal using USBE reporting categories from above:

In grades 1-3, at least 60% of students will make typical or better progress on Acadience as measured from BOY to EOY. Grade K will maintain the percentage of kids on or above level as measured from BOY to EOY. In grades, 4-6, 70 % of students will demonstrate growth through the PSI universal screener by showing proficiency in at least two additional phonics skill groups as compared to the initial screening, or demonstrate mastery in reading multisyllabic words as measured from BOY to EOY through MSRC.

#### TSI SCHOOLS -- Targeted School improvement -- Identify school TSI subgroup(s)

<input checked="" type="checkbox"/>	EL	Year of TSI (1, 2, 3, 4)	Year 3
<input checked="" type="checkbox"/>	SpED	Year of TSI (1, 2, 3, 4)	Year 3
<input type="checkbox"/>	Low SES	Year of TSI (1, 2, 3, 4)	Year 3
<input checked="" type="checkbox"/>	Other	Year of TSI (1, 2, 3, 4)	Hispanic

#### TSI SCHOOLS -- Targeted School improvement Goal --

School goal(s) specifically addressing TSI subgroup(s):

We will increase the overall point score for English Language Learners by at least one point.

*JSD Board TSSA Framework: Schools will build, strengthen, or maintain a school-based coaching program, focused on new teacher induction, TSI, high-impact instruction, and digital learning.*

*JELL Alignment: 2.3.5 We provide instructional coaching as a method for educators to observe, practice, and discuss effective teaching.*

#### Align Action Steps with Board Framework Component of Coaching

See detailed information regarding coaching within the Framework

[Elementary](#)

[Secondary](#)

Record the name and email of your schools Instructional Coach funded partially through Teaching & Learning.

Instructional Coach (Name and Email)
Karen Walter. karen.walter@jordandistrict.org

How will you use coaching to address your school goals?

#### Description

Our instructional coach will assist with literacy program implementation in all grade levels through the use of coaching cycles, data collection and PLC assistance.

#### Action Steps

- 1 We will implement 95% lessons K-6, Really Great Reading in grades K-3, Heggerty in grades K-2, and Vocabulary Surge in grades 4-6. All teachers will receive training in programs through the district Literacy Launch and school-provided professional development opportunities.
- 2 We will stipend teachers during their first year of program implementation in each program.
- 3 We will use data and reflection to improve our practices and make decisions about student learning as we collaborate in PLCs. Data collecting includes doing Acadience testing K-6, and giving the PASI or PSI to all students who score below and well below benchmark.
- 4 Teachers will participate in coaching cycles focused on high impact teaching strategies that improve literacy instruction, and address district literacy initiatives.
- 5 A designated WIN time will be established in each grade where we can flood the area with teachers and assistants that can work with students in smaller groups based on need, regardless of whether they are on, above, or below grade level. The coach will assist teachers in gathering and analyzing data to determine students' areas of greatest need.

#### TSI SCHOOLS -- TSI Team to Address Goals

Possible TSI Team members: Instructional Coach (Name and Email), ELD Teacher Lead, Teacher Specialist	ESL Endorsed	In Progress	COMMENTS
Karen Walter karen.walter@jordandistrict.org	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Instructional Coach
Ami Shah- Assistant Principal. ami.shah@jordandistrict.org	<input type="checkbox"/>	<input type="checkbox"/>	Assistant principal
Rebecca Atwell- rebecca.atwell@jordandistrict.org	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ELD Lead
Jessica Cadena jessica.cadena@jordandistrict.org	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A2A Team member
Lucinda Preece lucinda.preece@jordandistrict.org@jordandistrict.org	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A2A Team member
Sarah Hatch sarah.hatch@jordandistrict.org	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A2A Team member
Connor Sullivan- connor.sullivan@jordandistrict.org	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A2A Team member

#### Action Steps

1. The team will join the A2A program that the state is offering to improve ELL scores in our school and attend all required trainings.
- 2 Through A2A, the team will create a plan for ELL instruction in our school this year. This plan will include high impact strategies that improve ELL learning and ensure that strategies we identify are implemented with fidelity throughout the year.
- 3 Coaches will help teachers with strategies implementation through coaching cycles.
- 4 The team will meet at least monthly to discuss the ELD plan and will use data to guide decision making.
- 5 A system for monitoring ELL student progress will be developed and implemented.

Is this component implemented within your school land trust plan?

YES

Description



Our goals for the plan for literacy coaching are the same as our Land Trust goals. ELL students are included in any goal we create for all students.

JSD Board TSSA Framework: Schools will promote continual professional learning.

JELL Alignment: 2.3. District and School Administrators and School Leadership Teams provide opportunities for teachers to continually enhance their pedagogical skills.

#### Align Action Steps with Board Framework Component of Professional Learning

[See detailed information regarding Professional Learning as a Framework Component](#)

How will you use professional development to address your school goals?

#### Description

All teachers will attend the district Literacy Launch and teachers will have continued opportunities through the year to receive more training in our identified programs.

#### Action Steps

1. The JELL Team will review all goals and initiatives for the year and create a tentative PD plan that can be adjusted as needed throughout the year
2. Blocks of time will be created throughout the year for scheduled Professional Development time., including faculty meetings.
- 3 All plans will be reviewed with staff during openings days, and a handout will be prepared with the school goals written on it.

**4. The Literacy Committee will survey teachers throughout the year and identify areas of greatest need, then decide on appropriate PD that matches those areas.**

**TSI SCHOOLS -- Professional Development to address TSI goals**

How will you use professional development to address your school goals?

**Description**

We will attend all A2A meetings as a JELL team, and then incorporate what we learn into school wide training.

**Action Steps**

1. Same as the above section except the A2A team will be doing the surveying.
- 2
- 3
- 4
- 5

Is this component implemented within your school land trust plan?

**YES**

**Description**



PD will support the goals we have expressed in the Land Trust plan, and is an action step in that plan as well.

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*JSD Board TSSA Framework: Schools will promote continual professional learning.*

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*JELL Alignment: 1.5. District and Schools encourage and support innovation and continuous learning*

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**Align Action Steps with Board Framework Component of School-Based Initiative. Work with AOS to include school-based initiatives.**

[See detailed information regarding the Framework Component of School-Based Initiative](#)

How will you use school-based initiative(s) to address your school goals?

**Description**

We will use TSSA funds to help reduce class size in grade 4, to reduce the class sizes and provide opportunities for teachers to focus more on individual student's needs, including EL students.

**Action Steps**

- 1 Create a third teaching position in 4th grade. to reduce class suzes and focus on EL needs
- 2 Use TSSA money to cover 1/2 of that position
- 3
- 4
- 5

**TSI SCHOOLS -- School-Based Initiative to Address TSI Goals (If applicable)**

How will your school-based initiative address TSI Goals?

**Description**

An additional teacher in 4th grade makes it easier to work with individual needs

**Action Steps**

- 1 Place an ESL endorsed teacher in 4th grade
- 2
- 3
- 4
- 5

Is this component implemented within your school land trust plan?

**YES**

**Description**



**Complete budget description. (INCLUDE ONLY EXPENSES COVERED BY TSSA FUNDS)**

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Object Code	Expense Type	Brief Description	Proposed Budget
100	<i>Salaries</i>	40% coach, 50 % teacher and stipends	\$52,499.52
200	<i>Employee Benefits</i>	Benefits for above	\$21,841.00
300	<i>Purchased Prof &amp; Tech Services</i>		
500	<i>Other Purchased Services</i>		
580	<i>Travel</i>		
600	<i>Supplies and Materials</i>		
		<b>TOTAL PROPOSED BUDGET</b>	\$74,340.52
		<b>ALLOCATION</b>	\$74,340.52
		<b>CARRYOVER</b>	
Please check calculations		<b>DIFFERENCE</b>	\$0.00

Please indicate how you would use any additional allocation.

We would use addional allocations to hire more assistants, purchase touch chromebooks for teachers to assist with progress monitoring and other tasks, purchase additional chromebooks for students, and purchase additional materials for implemented programs. I would also use it for stipends, covering substitutes for planning times and PD.