

School TSSA Goal and Plan

School: West Jordan Elementary

2020-2021 School Plan

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

Reflect on 2019-2020 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?

We are happy with the results of our TSSA plan this past year. Teachers benefitted from increased coaching efforts last year, especially with the implementation of 95% group protocols in K-1, and Heggerty implementation in grades K-2, and also in the area of digital learning. Our mid-year Acadience scores showed improvement over prior years, and we would have been eager to see the end of year results had the soft closure not interrupted the school year. Having some coaching on Google Classroom, Nearpod, etc before the covid interruption made our transition to digital learning easier, and teachers also reached out to coaches throughout the soft closure for help and advice as they tried new things online. Overall, we were very appreciative of the increased funding to make these things happen in our school last year, and we feel that our plan was a success.

2020-2021 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.)

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

USBE school report card status for 2018-2019.

AREA	%	AREA	%	AREA	PTS
Achievement ELA	34.7	Growth ELA	39.3	Achievement	20
Achievement Math	30.5	Growth Math	35.4	Growth	21
Achievement Science	39.6	Growth Science	36.8	EL Progress	4
		Growth of Lowest 25%	48.3	Growth of Lowest	12
HIGH SCHOOLS ONLY					
ACT 18+	%	Readiness Coursework	%		
4-Yr. Graduation Rate				Postsecondary	
POINT SUMMARY					
TOTAL POINTS	57	1% INCREASE	1		

USBE Goal Expectation: School will increase the overall point score by 1% over the prior year.

Determine school goal

School goal using USBE reporting categories from above:

West Jordan Elementary will increase the overall point score by at least 1 % over the prior year.

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

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

TSI SCHOOLS -- Targeted School improvement Goal --

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

West Jordan Elementary 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](#)

[Coaching Budget Worksheet \(Optional\)](#)

Record the name and email of Instructional Coach(es) and funding source(s). Each individual listed as an Instructional Coach will be included in all Instructional Coach communication and trainings.

Instructional Coach (Name and Email)	T&L \$\$	OTHER
Amy Allen amy.allen@jordandistrict.org	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Karen Walter karen.walter@jordandistrict.org	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ardy Vallett ardy.vallett@jordandistrict.org	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Description

Our coaches are working to increase Tier 1 and Tier 2 capacity for all students in the areas of phonics and phonemic awareness.

Action Steps

- 1) Grades K-2 will receive training and implement a Tier 1 phonics program called Really Great Reading.
- 2) Grades K-3 will receive continued training for Tier 2 instruction in phonics and phonemic awareness through the 95 Percent Group.
- 3) Coaches will model lessons and will provide coaching through observations and feedback cycles in these programs.
- 4) 4-6 grade teachers will conduct phonics screeners 3 times a year for all students that are identified as reading below grade level
- 5) Coaches will model and teach strategies for phonics small group instruction with upper grade students, including the MSRC phonics program through the 95%.
- 6) All teachers will monitor progress through common assessments and progress monitoring and will adjust instruction based on the data collected.

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
Amy Allen, amy.allen@jordandistrict.org (Coach)	<input type="checkbox"/>	<input type="checkbox"/>	
Karen Walter, karen.walter@jordandistrict.org (Coach)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Ardy Vallett, ardy.vallett@jordandistrict.org (Coach)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Rebecca Atwell, rebecca.atwell@jordandistrict.org (ELD Lead)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Yes

How will your TSI Team use coaching to address TSI subgroups?

Description

Coaches and District personnel will work with teachers on implementing effective teaching strategies for all students including ESL.

Action Steps

1. Identify and provide list of students who are represented in each of the TSI subgroups, set instructional goals based on the specific needs, and track their progress.
2. Provide PD from the district ALS Department and our ESL coach on WIDA standards and Can Do statements, as well as high yield teaching strategies that increase students' language skills.
3. One grade level PLC a month will be dedicated to plan for targeted strategies aligned to WIDA scores and evaluate progress.
4. Teachers will track and analyze the data from identified EL students on Benchmarks, common assessments, and Acadience.

- 5. Teachers will participate in coaching cycles focused on the high yield strategies identified in PD.
- 6. Pay for ESL endorsement for 4 teachers to increase the number of teachers that are ESL certified in our school.
- 7. Put together an ESL committee to meet monthly to discuss student growth, gather feedback, and create a school plan.

Is this component implemented within your school land trust plan?

YES **Description**



We have the same literacy goals in Landtrust as well.

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 Professional Learning Budget Worksheet \(Optional\)](#)

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

Description

Develop and provide professional development and coaching cycles for 95 % programs and screeners, Really Great Reading, and MSRC.

Action Steps

1. Provide PD on Essential Standards and learning scales, which will help teachers plan for instruction and adjust curriculum maps.
2. Identify Essential Standards and create learning scales in PLCs. Teams will meet together, with grades above and below them, and in upper and lower grade teams to align selected standards and learning scales.
3. All teachers will attend PD on identified programs and screeners, either through the district or our own coaches and admins.
4. All teachers will participate in coaching cycles with our school coaches on the identified programs.
5. All teachers will implement the programs mentioned above in their classrooms with their students, and track progress towards goals.

TSI SCHOOLS -- Professional Development to address TSI goals

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

Description

Develop and provide professional development on WIDA Standards, Can Do statements and EL Strategies.

Action Steps

1. Provide PD from the district ALS Department and our ESL coach on WIDA standards and Can Do statements, as well as high yield teaching strategies that increase students' language skills.
2. The EL focus team will attend quarterly meeting from the district to bring back important information to teachers/staff. Our site based focus team will meet monthly to look at PD and resources needed.
3. Coaches will model instructional strategies in classrooms that will positively impact ELL performance.

Is this component implemented within your school land trust plan?

YES **Description**



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

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

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](#)

School-Based Initiative Budget Worksheet (Optional)

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

Description

Our coaches are working to increase Tier 1 and Tier 2 capacity for all students in the areas of phonics and phonemic awareness.

Action Steps

- 1) Grades K-2 will receive training and implement a Tier 1 phonics program called Really Great Reading.
- 2) Grades K-3 will receive continued training for Tier 2 instruction in phonics and phonemic awareness through the 95 Percent Group.
- 3) Coaches will model lessons and will provide coaching through observations and feedback cycles in these programs.
- 4) Upper grade teachers Grades 4-6 will conduct phonics screeners 3 times a year for all students that are identified as reading below grade level
- 5) Coaches will model and teach strategies for phonics small group instruction with upper grade students, including the MSRC phonics program through the 95%.
- 6) All teachers will monitor progress through common assessments and progress monitoring and will adjust instruction based on the data collected.

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

How will your school-based initiative address TSI Goals?

Description

Coaches and District personnel will work with teachers on implementing effective teaching strategies for all students including ESL.

Action Steps

1. Identify and provide list of students who are represented in each of the TSI subgroups, set instructional goals based on the specific needs, and track their progress.
2. Provide PD from the district ALS Department and our ESL coach on WIDA standards and Can Do statements, as well as high yield teaching strategies that increase students' language skills.
3. One grade level PLC a month will be dedicated to plan for targeted strategies aligned to WIDA scores and evaluate progress.
4. Teachers will track and analyze the data from identified EL students on Benchmarks, common assessments, and Acadience.
5. Teachers will participate in coaching cycles focused on the high yield strategies identified in PD.
6. Pay for ESL endorsement for 4 teachers to increase the number of teachers that are ESL certified in our school.
7. Put together an ESL committee to meet monthly to discuss student growth, gather feedback, and create a school plan.

Is this component implemented within your school land trust plan?

YES Description

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

Object Code	Expense Type	Brief Description	Proposed Budget
100	Salaries	40% of a literacy coach, with the rest being paid for by the District, 1/2 of a teacher to	\$64,535.00
200	Employee Benefits	insurance, etc	\$26,501.00
300	Purchased Prof & Tech Services	ESL endorsements	\$3,000.00
500	Other Purchased Services		
580	Travel		
600	Supplies and Materials		
TOTAL PROPOSED BUDGET			\$94,036.00
\$106 X 500 (2.1 estimate)			ALLOCATION
			\$80,359.99

<u>Carryover</u>	TSI ALLOCATION (If Applicable)	\$14,023.07
	<i>DIFFERENCE</i>	\$347.06