

School TSSA Goal and Plan

School: Foothills 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?

Write a brief review and reflection of your school's 2020-2021 TSSA Plan. Our new instructional coach, Amy Warren, has been an invaluable resource to us- she has attended coaching training through the district and provided coaching for teachers in literacy, math, planning, classroom management, interventions, etc. She has been able to attend PLCs, supporting teachers and school goals each week. Jodi Howell provided mentor/mentee coaching and Denice Despain provided Digital Learning coaching. Our licensed staff has learned so many valuable strategies and increased their teaching craft this year through coaching. Amy also worked well with our JELL and BEST teams to implement school-wide goals in academics and behavior. Amy also helped provide PD during our faculty meetings, along with our JELL team and other teachers. We also purchased some Really Great Reading materials. Another goal was to increase WIDA scores in students and develop teacher knowledge of ESL strategies, regardless if teachers had their endorsement or not.

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).

In K-3, Acadience growth- decreasing the percentage of reds from the beginning of the year to the end of the year- was evident. All grades decreased in the number of reds that we had, which means our focus on interventions this year with the master schedule Monday-Thursday, as well as on Friday's helped our student growth. Kindergarten and 2nd grade saw a decrease in greens and blues, which means they need to focus on strengthening tier 1 instruction. In 1st and 3rd grade, greens and blues increased. With RISE testing, we saw a decrease in proficiency in ELA- 48.6% to 41%; Science went from 54.8% to 55%; and Math went from 52% to 39%. The decrease in proficiency is quite alarming and so PD will continue to focus on Math and ELA.

Determine school goal

School goal using USBE reporting categories from above:

Proficiency in ELA and Math will increase by 5% during the 2021-22 school year. I believe that this decrease was due to COVID and so we can work to increase the proficiency through coaching and PD.

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

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

TSI SCHOOLS -- Targeted School improvement Goal --

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

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)
Amy Warren
amy.warren@jordandistrict.org

How will you use coaching to address your school goals?

Description

We will tighten up our coaching process, allowing teachers to observe each other and have Amy model lessons throughout the process.

Action Steps

- 1 Determine a coaching plan with administration and coach; have Jodi Howell be our mentor/mentee coach to help coach teachers in their first 3 years of teaching; and Dhylan Meyer to be our digital learning coach. This has been very successful the past two years.
- 2 Require coaching for all teachers in literacy and math by Amy, as well as by Dhylan and Jodi.
- 3 Provide a stipend to teachers for coaching
- 4 Pay for substitutes for teachers to observe each other in teaching during the coaching process.
- 5 Pay for substitutes for teachers' classes so that they can spend time reflecting and learning with Amy.

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
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

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

Description

Action Steps

1	
2	
3	
4	
5	

Is this component implemented within your school land trust plan?

YES

Description



Yes, we have a goal to increase proficiency in literacy and math.

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

Teachers will attend professional development at the building, and through classes. JELL, PLC, Excellence team, and BEST team will provide PD for faculty to increase skills in literacy, math, school climate, and student behavior so that student achievement will increase.

Action Steps

- 1 During faculty meetings, Amy, administration, and the JELL and PLC team will provide professional development in the areas of literacy and math. Money will be set aside for PD for JELL leaders during the school day and subs will be paid for.
- 2 Teachers can take classes and we will pay inservice rate to attend those outside of contract time.
- 3 Teachers can also take classes during the day, with the tuition and substitutes provided through the TSSA plan.
- 4 While coaching, Amy can provide professional development to individual teachers in the areas of need.
- 5 BEST team and Excellence team will provide PD in school culture/climate and behavior, which will in turn affect student achievement. Stipends will be provided for all teacher leaders.

TSI SCHOOLS -- Professional Development to address TSI goals

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

Description

Action Steps

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3	
4	
5	

Is this component implemented within your school land trust plan?

YES Description



Yes, increasing teacher knowledge through professional development is written into our Land Trust.

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](#)

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

Description

Our vision and mission is to increase academic learning and growth in all students. We will do this through our 95% Walk to Intervention groups. We will also develop JELL leaders to attend trainings so they can be a part of faculty PD, and carrying out school goals.

Action Steps

- 1 Hire aides to help run 95% walk to intervention groups in all grades K-6.
- 2 Purchase extra materials as needed for Really Great Reading, 95%, and Heggerty as needed, including letter tiles, or literacy materials to promote learning with these programs.
- 3 Purchase phonics books readers for struggling students to read during 95% groups with aides and teachers.
- 4 Hire math aides for intervention of students.
- 5 A stipend will be paid to JELL leaders at the end of the year for the extra work and leadership that they will carry out for Foothills to develop teachers and increase literacy and math skills for all students.

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

How will your school-based initiative address TSI Goals?

Description

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Action Steps

1	
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5	

Is this component implemented within your school land trust plan?

YES Description



Hiring aides to help increase math and literacy scores through interventions is written in Land Trust.

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

Object Code	Expense Type	Brief Description	Proposed Budget
100	Salaries	Salary for an instructional coach, stipends for a digital learning coach and mentor/mentee coach, JELL, BEST team, PLC leaders, and Excellence Team; stipends to teachers for coaching in all areas; professional development costs, substitutes and inservice rate so that teachers can attend professional development; substitutes to cover classrooms while teachers are being coached/observed/PD/observing in the classroom; salaries for classroom assistants in literacy and math interventions with 95%.	\$95,000.00
200	Employee Benefits	Salary benefits for aides, teachers, coaches, and subs.	\$20,000.00
300	Purchased Prof & Tech Services	PD class costs for teachers on literacy and math to help increase proficiency in students and improve teaching craft.	\$8,000.00
500	Other Purchased Services		
580	Travel		
600	Supplies and Materials	Supplies and materials for literacy programs as supplements- Really Great Reading, Heggerty, and 95% as needed. Phonics books for below level readers.	\$15,000.00
		TOTAL PROPOSED BUDGET	\$138,000.00
		ALLOCATION	\$139,651.82
		CARRYOVER	
		DIFFERENCE	\$1,651.82
Please check calculations			

Please indicate how you would use any additional allocation.

<p>Additional funds for TSSA would be used for more classroom assistants, more allowance for coaching times with Amy, Dhylan, and Jodi, and more professional development in math and literacy. We would also use extra funds for iPads, chrome books, and manipulatives/supplies to support the goals above.</p>
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