School TSSA Goal and 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.

We hired a new instructional coach, Shana Mondragon. She was an invaluable online learning resource for all of our teachers, particularly our 9 online teachers. She participated in professional learning communities weekly and provided professional development and weekly information to teachers. She helped teams learn and complete the process of selecting mastery standards for Language Arts and Math. She provided professional development about the purpose of coaching and the coaching cycle and was able to begin several cycles with teachers before she was appointed as an assistant principal in January 2021. According to policy, we were not able to replace her mid-year, so we did not have an instructional coach for the rest of the school year.

Our team leaders were able to participate in JELL meetings and strategic planning, and we were able to hire an assistant to help our first grade classes improve instructional capacity. We were able to pay teachers for additional professional development they completed outside of school requirements. Our next steps are included in the plan below.
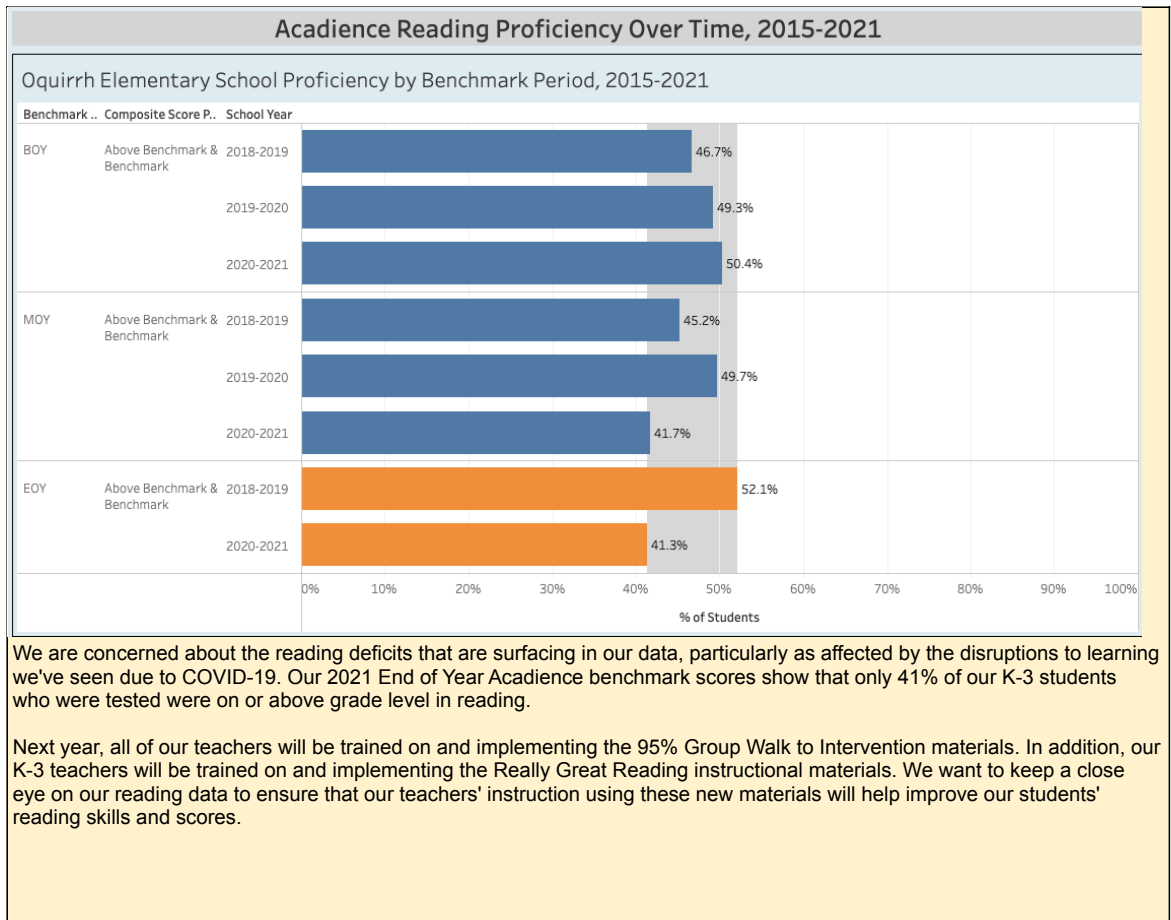
2021-2022 TSSA Plan

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).

Acadience Reading Proficiency Over Time, 2015-2021

Oquirrh Elementary School Proficiency by Benchmark Period, 2015-2021

Benchmark ..	Composite Score P..	School Year	% of Students
BOY	Above Benchmark & Benchmark	2018-2019	46.7%
		2019-2020	49.3%
		2020-2021	50.4%
MOY	Above Benchmark & Benchmark	2018-2019	45.2%
		2019-2020	49.7%
		2020-2021	41.7%
EOY	Above Benchmark & Benchmark	2018-2019	52.1%
		2020-2021	41.3%

We are concerned about the reading deficits that are surfacing in our data, particularly as affected by the disruptions to learning we've seen due to COVID-19. Our 2021 End of Year Acadience benchmark scores show that only 41% of our K-3 students who were tested were on or above grade level in reading.

Next year, all of our teachers will be trained on and implementing the 95% Group Walk to Intervention materials. In addition, our K-3 teachers will be trained on and implementing the Really Great Reading instructional materials. We want to keep a close eye on our reading data to ensure that our teachers' instruction using these new materials will help improve our students' reading skills and scores.

Determine school goal

School goal using USBE reporting categories from above:

We will increase the number of Kindergarten-3rd grade students who score at or above benchmark on the Acadience reading assessment by 2% from BOY to EOY.

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

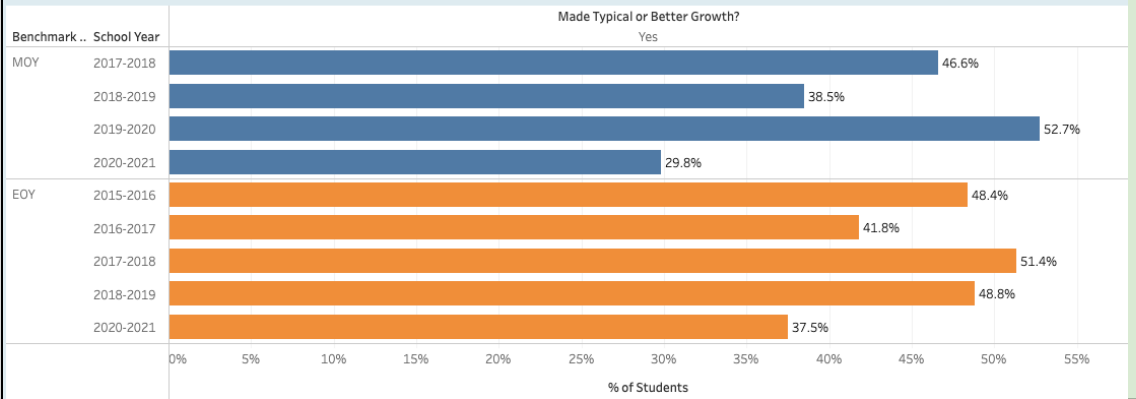|			
✓	EL	Year of TSI (1, 2, 3, 4)	Year 2
✓	SpED	Year of TSI (1, 2, 3, 4)	Year 2
✓	Low SES	Year of TSI (1, 2, 3, 4)	Year 2
✓	Other	Year of TSI (1, 2, 3, 4)	Year 2 - Hispanic Students

TSI SCHOOLS -- Targeted School improvement Goal --

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

We will increase the number of Kindergarten-3rd grade students in each of our subgroups who are making typical or better growth on the Acadience reading assessment by 2% from MOY to EOY.
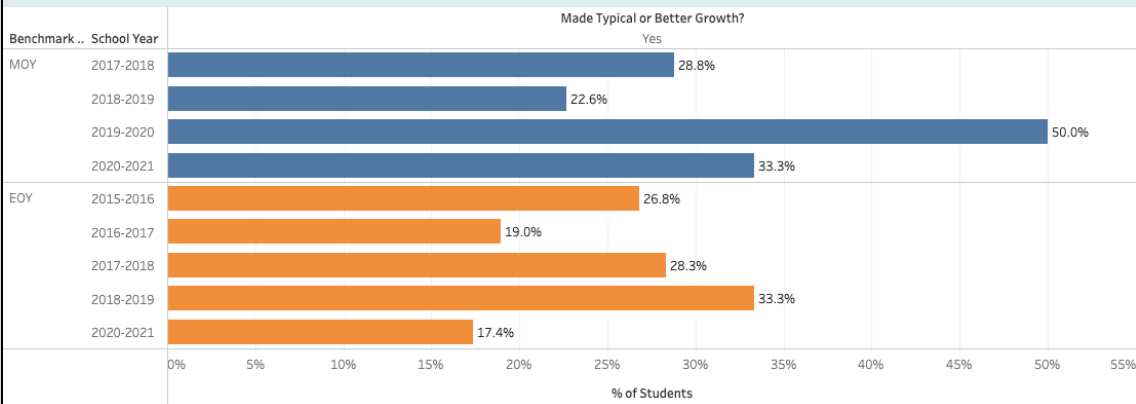
EL Subgroup Acadience Reading Growth Data:

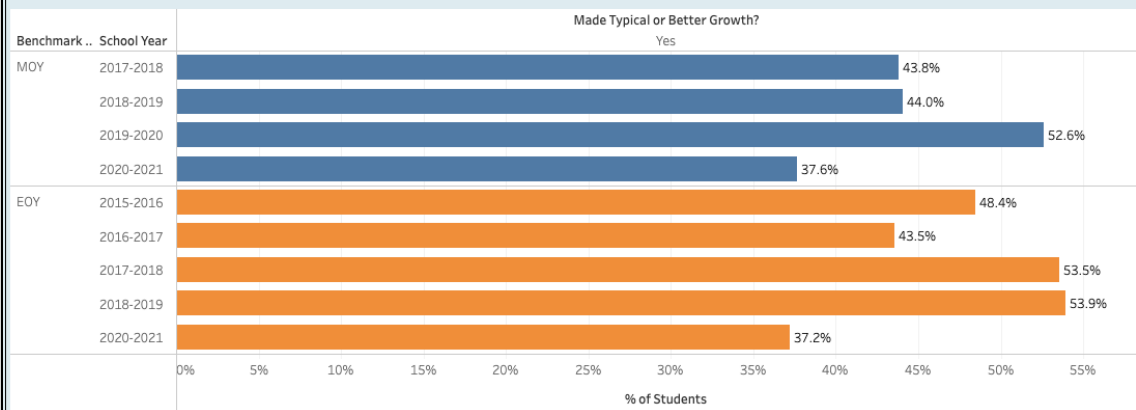## Oquirrh Elementary Students Making Typical or Better Growth

Made Typical or Better Growth?
Yes

Benchmark ..	School Year	%
MOY	2017-2018	46.6%
	2018-2019	38.5%
	2019-2020	52.7%
	2020-2021	29.8%
EOY	2015-2016	48.4%
	2016-2017	41.8%
	2017-2018	51.4%
	2018-2019	48.8%
	2020-2021	37.5%

% of Students

SpED Subgroup Acadience Reading Growth Data:

Oquirrh Elementary Students Making Typical or Better Growth

Made Typical or Better Growth?
Yes

Benchmark ..	School Year	%
MOY	2017-2018	28.8%
	2018-2019	22.6%
	2019-2020	50.0%
	2020-2021	33.3%
EOY	2015-2016	26.8%
	2016-2017	19.0%
	2017-2018	28.3%
	2018-2019	33.3%
	2020-2021	17.4%

% of Students

Low SES Subgroup Acadience Reading Growth Data:

Oquirrh Elementary Students Making Typical or Better Growth

Made Typical or Better Growth?
Yes

Benchmark ..	School Year	%
MOY	2017-2018	43.8%
	2018-2019	44.0%
	2019-2020	52.6%
	2020-2021	37.6%
EOY	2015-2016	48.4%
	2016-2017	43.5%
	2017-2018	53.5%
	2018-2019	53.9%
	2020-2021	37.2%

% of Students

Hispanic Students Subgroup Acadience Reading Growth Data:

Oquirrh Elementary Students Making Typical or Better Growth

Benchmark ..	School Year	Made Typical or Better Growth? Yes
MOY	2017-2018	45.8%
	2018-2019	37.0%
	2019-2020	53.9%
	2020-2021	36.4%
EOY	2015-2016	51.4%
	2016-2017	34.7%
	2017-2018	47.6%
	2018-2019	51.8%
	2020-2021	43.5%

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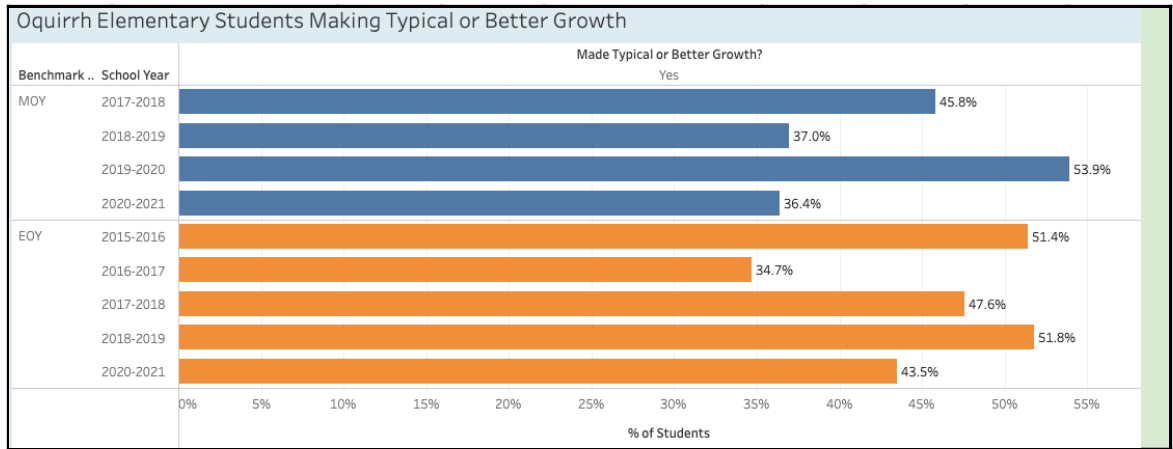
JSD Board TSSA Framework: Schools will build, strengthen, or maintain a school-based coaching program, focused on new teacher induction, TSI, high-impact instruction, and digital learning.

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)
Brooke Payton   brooke.payton@jordandistrict.org

How will you use coaching to address your school goals?

Description

Teachers will participate in instructional coaching cycles, PLCs, and mentoring to receive feedback and improve instructional practices.

Action Steps

1 We will provide a refresher professional development about the purpose of coaching and the coaching cycle.
2 We will pay teachers for completing coaching cycles.
3 We will provide mentors for all of our provisional teachers, as well as new teacher trainings as needed.
4 We will use data and reflection to inform our practices as we collaborate in professional learning community meetings.
5 We will provide substitutes to allow time for teacher participation in coaching experiences and team planning.

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
Michelle Foote (A2A+ Team Member)	☑	☐	K Team Lead
Brenda Orton (A2A+ Team Member)	☐	☑	1 Team Lead
Stacy Kournianos (A2A+ Team Member)	☑	☐	2 Team Lead
Jeannie Wade (A2A+ Team Member)	☑	☐	3 Team Lead
Jessica Burraston (A2A+ Team Member)	☑	☐	4 Team Lead
Amanda Hardman (A2A+ Team Member)	☑	☐	5 Team Lead
Andrea Harris (A2A+ Team Member)	☑	☐	6 Team Lead
Kathyrne Clark (A2A+ Team Member)	☑	☐	SpEd Team Lead
Brooke Payton (A2A+ Team Member)	☑	☐	Instructional Coach

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

Description

Teachers will participate in instructional coaching cycles specifically focused on instructional practices that have a high impact on student learning for each of our identified subgroups

Action Steps

1 We will use data and reflection to inform our practices as we collaborate in professional learning community meetings.
2 We will provide classroom assistants to help teachers implement high impact instructional practices.
3 We will identify high impact instructional practices that improve learning for each of our subgroups.
4 Teachers will participate in instructional coaching cycles focused on those instructional practices.
5

Is this component implemented within your school land trust plan?

YES **Description**

☑ *Our land trust plan supports the staffing structure that provides time for Professional Learning Community meetings and instructional support in classrooms.*

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 participate in a variety of professional development activities to improve instructional practices.

Action Steps

1 We will provide substitutes to allow time for teacher participation in professional development opportunities.
2 We will pay teachers for completing professional development opportunities, including online courses.
3 We will use data and reflection to inform our practices as we collaborate in professional learning community meetings.
4 We will participate in the district trainings for K-6 95% Group Walk to Intervention and implement the curriculum.
5 We will participate in the district trainings for K-3 Really Great Reading instruction and implement the curriculum.

TSI SCHOOLS -- Professional Development to address TSI goals

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

Description

We will participate in the USBE Assessment to Achievement Plus program, specifically focused on EL students.

Action Steps

1 Our leadership team and staff will complete trainings and required action steps as part of the A2A+ program. A2A+ team members will receive a stipend for their participation.
2
3
4
5

Is this component implemented within your school land trust plan?

YES **Description**

☑ Our land trust plan supports the staffing structure that provides time for Professional Learning Community meetings and instructional support in classrooms.

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

We will support our students' Social and Emotional Learning needs.

Action Steps

1 All of our classrooms will implement the Move This World SEL curriculum each morning and afternoon.

2 We will use Panorama to help interpret student data and plan proactive supports for students.

3 We will provide a staffed and supplied student Wellness Center.

4 We will provide a social worker for our students.

5

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

How will your school-based initiative address TSI Goals?

Description

Action Steps

1

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)

Object Code	Expense Type	Brief Description	Proposed Budget
100	*Salaries*	Salaries, Stipends, Subsitutes, PD	$97,165.58
200	*Employee Benefits*	Benefits associated with salaries and stipends listed above	$46,019.76
300	*Purchased Prof & Tech Services*		
500	*Other Purchased Services*		
580	*Travel*		
600	*Supplies and Materials*	Access to Move This World and Panorama, Wellness Center Materials	$7,000.00
		TOTAL PROPOSED BUDGET	$150,185.34
		ALLOCATION	$78,253.17
		CARRYOVER	$71,932.17
Please check calculations		*DIFFERENCE*	$0.00

Please indicate how you would use any additional allocation.

Stipends for staff members who will mentor career teachers that are switching grades
Attendance tracker position
Substitutes for IEP Days
Technology for students and staff members