School TSSA Goal and Plan

School: Oquirrh Elementary   2023-2024 School Plan

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

Reflect on 2022-2023 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 2022-2023 TSSA Plan.

Our instructional coach, Brooke Payton, has continued to be an invaluable resource for all of our teachers as we've been in Year 2 of implementing the new literacy programs related to the district literacy launch. She has provided ongoing professional development and support for the Walk to Read program. She has participated in grade level professional learning communities weekly and provided professional development and weekly information to teachers. She has provided professional development about the purpose of coaching and the elements of an effective coaching cycle. Each of our teachers has started a coaching cycle this year and completed the first of three parts with a coach. Our USBE assigned literacy coach and our University of Utah intern coach have also been supporting these coaching cycles. Teachers have received a stipend for participating.

Teachers have participated in writing learning scales as we move toward a district-wide elementary focus on standards based grading. We have provided substitutes so teachers can work together as grade level teams for extended amounts of time to complete this work and participate in professional development.

Our team leaders participated in several days of A2A+ professional development, and our staff has hosted several school site visits with members of USBE and Ed Direction. We focused on learning about and improving three areas: 1) effective meeting practices 2) data use 3) high impact instructional strategies. We have focused on better supporting our multilingual learners, and we put great effort into creating a positive experience for them when they took the WIDA assessment this winter.

We were able to purchase the Move This World SEL curriculum, which our teachers have used each morning and afternoon. Each teacher also received access to Panorama to help monitor students' academic, behavioral, and social emotional learning skills. We have kept a staffed and supplied Wellness Center fully operating every school day of the year.

We were able to provide 1:1 chromebook technology for students to replace outdated devices and to increase instructional effectiveness for each of our student subgroups.

2023-2024 TSSA Plan
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 2021-2022.

AREA	%	AREA	%	AREA	PTS
Achievement ELA	23%	Growth ELA	57.9%	Achievement	10
Achievement Math	12%	Growth Math	49.5%	Growth	30
Achievement Science	18%	Growth Science	53.3%	EL Progress	3
		Growth of Lowest 25%	52.4%	Growth of Lowest	13
HIGH SCHOOLS ONLY	%		%		
ACT 18+		Readiness Coursework			
4-Yr. Graduation Rate				Postsecondary	
POINT SUMMARY					
TOTAL POINTS	56	**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:

> We will increase students' literacy proficiency on the Acadience reading benchmark assessment. Kindergarten will maintain the percentage of students on or above level from the beginning of the year to the end of the year. In 1st-6th grade, at least 60% of students will make typical or better progress from the beginning of the year to the end of the year.

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

☑	ELL (English language learners)	Year of TSI (1, 2, 3, 4)	Year 2
☑	SWD (students with disabilities)	Year of TSI (1, 2, 3, 4)	Year 2
☑	EDA (economically disadvantaged)	Year of TSI (1, 2, 3, 4)	Year 2
☑	H17 (Hispanic students)	Year of TSI (1, 2, 3, 4)	Year 2

TSI SCHOOLS -- Targeted School improvement Goal --

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

> Using USBE's TSI Identification Data, we will increase the points awarded for the growth of the lowest 25% in the ELL subgroup back up to at least 16 points. Previous years' data is included below.

	EDA	ELL	H17	SWD
2019	14.3 points	16.3 points	13.8 points	9.4 points
2022	12.5 points	8.3 points	10.2 points	10.7 points

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
Brooke Payton, Instructional Coach brooke.payton@jordandistrict.org	☑	☑
To Be Hired, University of Utah Intern Coach	☐	☑
Amy Bolton, USBE Literacy Instructional Coach amy.bolton2@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, teachers changing grade levels, and 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
Ariana Miskin (A2A+ Team Member)	☑	☐	4 Team Lead

Ally Peck (A2A+ Team Member)	☑	☐	5 Team Lead
Andrea Harris (A2A+ Team Member)	☑	☐	6 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 is tied to literacy growth. Coaching will help increase teacher capacity, which will in turn create growth in literacy.

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

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 literacy trainings 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 ML 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 We will hire an assistant to support the Spanish language needs of our students and their families.

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.

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

We will support our staff and 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 We will provide a staffed and supplied staff Wellness Center.

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

How will your school-based initiative address TSI Goals?

Description

We will celebrate our students' progress related to our school goals for each of our subgroups.

Action Steps

1 We will provide incentives for students' academic, behavioral, and/or social progress.

2 We will provide an attendance tracker who will help communicate attendance data with families and reward students for positive attendance.

3 We will provide substitutes for IEP days so staff members have sufficient time to fully communicate with families about their students' progress.

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, Substitutes, PD	$63,576.15
200	*Employee Benefits*	Benefits associated with salaries and stipends listed above	$29,154.53
300	*Purchased Prof & Tech Services*		
500	*Other Purchased Services*		
580	*Travel*		
600	*Supplies and Materials*	Access to Move This World and Panorama, Student and Staff Wellness Center Materials, Student Incentives	$10,000.00
		TOTAL PROPOSED BUDGET	$102,730.68
		ALLOCATION	$90,730.68
		Carry-Over from 22-23	$26,590.90
		DIFFERENCE	$14,590.90

Please indicate how you would use any additional allocation.

Technology for students and staff members