

School TSSA Goal and Plan

School: Oquirrh Elementary

2024-2025 School Plan

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

Reflect on 2023-2024 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?

Our students showed a lot of growth on RISE at the end of the 2022-2023 school year. We made our goal of getting growth of our lowest 25 % to 16 points and hope to continue to make steady progress in that area. Coaches worked hard to support teachers, and spent a lot of time in classrooms and PLCS helping teachers improve instruction. Our wellness room and mental health professionals continued to be a great support to students. Because we had an extra allocation from the closing of West Jordan Elementary, we were able to buy additional chromebooks in order to keep our supply updated so that we could remain 1:1 and maximize opportunities for student learning. Teachers implemented Move this World as part of morning meetings. We continued our work on learning scales, and brought in district support and professional development in order to make sure teachers felt comfortable and well trained on how to write them.

2024-2025 TSSA Plan

Gather and review evidence of school improvement and academic achievement to identify needs and create 2024-2025 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 2022-23](#)

AREA	%	AREA	%	AREA	PTS
Achievement ELA	25	Growth ELA	61.3	Achievement	14
Achievement Math	16	Growth Math	59.8	Growth	35
Achievement Science	32	Growth Science	66.1	EL Progress	5
		Growth of Lowest 25%	66.7	Growth of Lowest	17
HIGH SCHOOLS ONLY	%		%		
ACT 18+		Readiness Coursework			
4-Yr. Graduation Rate				Postsecondary	
POINT SUMMARY					
TOTAL POINTS	71	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)

<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 checked="" 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)	Year 3

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 students in the ELL subgroup to at least 6 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cameon Patterick- U of U intern coach	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Amy Bolton- USBE	<input type="checkbox"/>	<input checked="" type="checkbox"/>

How will you use coaching to address your school goals?

Description

Teachers and coaches will work together in instructional coaching cycles, PLCs, leadership teams 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 provide mentors for all of our provisional teachers, teachers changing grade levels, and new teacher trainings as needed.
- 3 We will use data and reflection to inform our practices as we collaborate in professional learning community meetings.
- 4 We will provide substitutes to allow time for teacher participation in coaching experiences and team planning.
- 5 Coaches, including our assigned USBE coach and our school based coaches, will help teachers identify and implement high yield strategies in daily instruction.
- 6 We will continue our work on Teacher Clarity and Learning Scales in order to improve instruction and increase student learning
- 7 We will require that each teacher sign-up to complete a coaching cycle with one of the instructional coaches during the school year.

TSI SCHOOLS -- TSI Team to Address Goals

Possible TSI Team members: Instructional Coach (Name and Email), ELD Teacher Lead, Teacher Specialist	ESL		COMMENTS
	Endorsed	In Progress	
Brooke Payton	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Michelle Foote	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Brenda Orton	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Stacy Kournianos	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Jeannie Wade	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Jordan Hayden	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Ally Peck	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Andrea Harris	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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

Description

Coaches will work with teachers to address learning needs of ML students

Action Steps

- 1 Coaches will help teachers identify can do descriptors and areas of support needed for ELL learners and create a plan for that student
- 2 Through PD, PLCS, and coaching cycles, coaches will continue the work of helping teachers implement teacher clarity, which has been shown to have a positive effect size on ML students.
- 3 Coaches will attend at least one PLC day a week, and ML progress will be tracked on the PLC agenda and tracking sheet
- 4 An ELD lead will be identified for the school, and that lead will work with the coaches to coordinate all efforts directed towards ML students
- 5 Working under the direction of the ELD lead, coaches, and admin, we will hire an assistant to support the Spanish language needs of our students and their families. They will work with kids, help translate for patrons, and translate all of our major documents so that all of our communications go out in English and Spanish
- 6 We will hire 1/2 of this coach using TSSA funds

Is this component implemented within your school land trust plan?

YES

Description



Our land trust plan is tied to growth in literacy and math, and professional development opportunities will help teachers improve instruction and student outcomes in these, and other, areas.

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. Blocks of time will be created for scheduled Professional Development time, including faculty meetings.
2. All school plans will be reviewed with staff during opening days and a handout will be provided with school goals written on it.
3. The JELL team will review all goals and initiatives for the year and create a flexible PD plan that can be adjusted as needed throughout the year.
4. We will continue PD on 3 main topics : Teacher Clarity, Learning scales, and classroom management/behavior support
5. Progress monitoring data will be discussed in PLCs at least once a month and PD will be provided to teachers based on the needs identified in discussions.

TSI SCHOOLS -- Professional Development to address TSI goals

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

Description

We will continue the work we started in A2A on teacher clarity and provide regular professional development designed to help teachers improve instructional strategies with ML students.

Action Steps

- 1 PD and observations centered around teacher clarity will be planned throughout the year, and coaches, admin and teacher teams will monitor the usage during daily instruction. instruction. Special focus will be on including language as well as content objectives in order to best support our ML students.
- 2 We will have regularly planned PD on WIDA helps for teachers and students and create a way to track student progress on can do descriptors.
- 3 Continued professional development on creating learning scales with common assessments tied to them will help teachers better monitor progress for ALL students, including ML learners

Is this component implemented within your school land trust plan?

YES Description



Our land trust plan is tied to growth in literacy and math, and professional development opportunities will help teachers improve instruction and student outcomes in these areas.

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

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

Action Steps

- 1 All of our classrooms will implement a SEL curriculum lesson each morning as part of morning meetings, which are designed to build teamwork, camaraderie and unity in classrooms.
- 2 We will use Panorama and Panorama PBIS to help interpret student data and plan proactive supports for students.
- 3 We will provide a staffed and supplied student Wellness Center. We will hire this person using TSSA funds.
- 4 We will provide a social worker for our students.
- 5 We will use PBIS incentives as part of a school-wide behavior plan.
- 6 We will purchase the SEL program and the PBIS software with TSSA funds.

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

How will your school-based initiative address TSI Goals?

Description

same as above

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	<i>Salaries</i>	.5 instructional coach, SEL/wellness teacher specialist	\$105,000.00
200	<i>Employee Benefits</i>	benefits for each specialist	\$13,000.00
300	<i>Purchased Prof & Tech Services</i>		
500	<i>Other Purchased Services</i>		
580	<i>Travel</i>		
600	<i>Supplies and Materials</i>	Panorama PBIS, SEL program	\$3,675.00
		TOTAL PROPOSED BUDGET	\$121,675.00
		ALLOCATION	\$122,237.43
		Carry-Over from 23-24	\$15,988.01
		DIFFERENCE	\$16,550.44

Please indicate how you would use any additional allocation.

I would use additional allocation to pay for the ML assistant, or to pay for summer planning for teachers. I would also provide a small stipend to teachers for completing a coaching cycle.

By checking this box I state that I have finished my plan for the 2024-25 school year

If an amendment is needed please state the reason, what changes you are proposing, and the \$ amount of those changes. Make the \$ changes above while doing this amendment.

DATE: