

School TSSA Goal and Plan

School: Elk Ridge Middle

2022-2023 School Plan

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

Reflect on 2021-2022 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 2021-21 TSSA plan focused on building on our instructional coaching program through 7th period authorizations, supporting professional development opportunities, and ensuring all students had access to high quality instruction. The last area was where the bulk of our funds were spent, and included things like Chromebooks for each student, incentives and instructional supplies, and some staffing to reduce class sizes. Success of the plan was determined through measurements including classroom-level SLO's, benchmark assessments like the SRI, APPEL, and AP tests, and state testing such as RISE and ASPIRE Plus.

2022-2023 TSSA Plan

Gather and review evidence of school improvement and academic achievement to identify needs and create 2022-2023 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	54.9	Growth ELA	NA	Achievement	NA
Achievement Math	51.4	Growth Math	NA	Growth	NA
Achievement Science	54.4	Growth Science	NA	EL Progress	NA
		Growth of Lowest 25%	NA	Growth of Lowest	NA
HIGH SCHOOLS ONLY	%		%		
ACT 18+		Readiness Coursework			
4-Yr. Graduation Rate				Postsecondary	
POINT SUMMARY					
TOTAL POINTS	0	1% INCREASE	0		

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 our percents in all areas, specifically targeting ELA and Math, as well as our EL population. 60.7% of our EL students made adequate progress. The increase will be at least one percent in all areas of achievement, although growth scores may not be available or reported.

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

<input checked="" type="checkbox"/>	EL	Year of TSI (1, 2, 3, 4)	
<input checked="" type="checkbox"/>	SpED	Year of TSI (1, 2, 3, 4)	
<input type="checkbox"/>	Low SES	Year of TSI (1, 2, 3, 4)	
<input checked="" type="checkbox"/>	Other	Year of TSI (1, 2, 3, 4)	PI7 (Pacific Islanders)

TSI SCHOOLS -- Targeted School improvement Goal --

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

EL: In 2021, 60.7% of EL students made adequate progress, with 10.7% reaching proficiency. Our goal is to see at least a 1% growth in both progress and proficiency as reported by the state.
 SpED: In 2019, the most recent year of available data, students with disabilities had a student growth percentile (SGP) of 20.5. Our goal is to see a growth of at least 1 point.
 PI7: In 2019, the most recent year of available data, Pacific Islander students had a student growth percentile (SGP) of 23.1. Our goal is to see a growth of at least 1 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
Patricia Bronson (patricia.bronson@jordandistrict.org) Jonathan Lawes (jonathan.lawes@jordandistrict.org) (We have more period coaches. Contact us if you need those names as well.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Elise Orgill (elise.orgill@jordandistrict.org) - Digital Coach	<input checked="" type="checkbox"/>	<input type="checkbox"/>

How will you use coaching to address your school goals?

Description

Coaches will work with teachers in core areas to set goals, measure progress, and improve instruction.

Action Steps

- 1: Set goals with each teacher, using measureable and course-specific outcomes.
- 2: Observe each teacher, facilitate peer observations, and otherwise facilitate reflection.
- 3: Guide reflection on data to identify areas where support is needed, and provide that support.
- 4: Connect the teacher with outside resources as needed.
- 5: Reflect at the end of the year with each teacher on goal progress and setting goals for the coming year.

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
Rebecca Williams (rebecca.williams2@jordandistrict.org)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Patricia Bronson (patricia.bronson@jordandistrict.org)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
James Olsen (james.olsen@jordandistrict.org)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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

Description

Both Rebecca Williams and Patricia Bronson are instructional coaches. Rebecca Williams is both our primary ELD Lead Teacher and focuses her coaching efforts on helping teachers work with students in at-risk categories.

Action Steps

- 1: Meet with teachers of students in identified subgroups to provide training both specific to those students and general strategies for all students in that subgroup.
- 2: Provide professional development to both the school and individual departments on working with students in identified subgroups.
- 3: Guide data dives with individual teachers and departments on the performance of students in identified subgroups.
- 4: Connect teachers with outside resources as appropriate.
- 5: Work with administration to encourage teachers to get the ESL endorsement.

Is this component implemented within your school land trust plan?

YES



Description

Coaching is a large portion of our land trust plan, and the TSSA aspect will focus on expanding coaching.

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

Identify and fund professional development, specifically as it relates to proficiency-based grading.

Action Steps

- 1: Conduct professional development at the beginning of the school year on proficiency grading.
- 2: Encourage and fund ongoing training based on an assessment of each teacher's needs regarding proficiency grading.
- 3: Use coaching program to enhance efforts in proficiency grading.
- 4: Secure in-district and out-of-district resources regarding proficiency grading.
- 5: Cover substitutes to facilitate work days to establish proficiency scales and other aspects of a proficiency-grading system.

TSI SCHOOLS -- Professional Development to address TSI goals

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

Description

Identify and fund professional development, specifically as it relates to working with TSI subgroups.

Action Steps

- 1: Pay for both the ESL endorsement and a stipend for teachers willing to get the ESL endorsement.
- 2: Fund professional development from both our own teachers and outside resources in working with at-risk students.
- 3: Fund staff to track performance of at-risk subgroups specifically, providing feedback to teachers in the form of supports and professional development.
- 4: Fund advisors to student groups such as Latinos in Action.
- 5: Fund substitutes to allow teachers to attend professional development.

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

Reduce class sizes, supply needed technology, and support SEL, career & college readiness, and community-building in our students.

Action Steps

- 1: Ensure students have access to needed technology to optimize learning.
- 2: Fund resources and staffing to support the MTSS and RTI process, especially as it relates to quality interventions.
- 3: Fund staffing to reduce class size and maximize opportunities for students.

- 4: Fund resources needed for PBIS programs.
- 5: Fund clubs and activities to provide opportunities and enhancements to regular classes.

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

How will your school-based initiative address TSI Goals?

Description

Every aspect listed in the school-based goal has a direct application to our identified TSI subgroups.

Action Steps

- 1: Ensure identified students in TSI subgroups have access to needed technology to optimize learning.
- 2: Fund resources and staffing to support the MTSS and RTI process, especially as it relates to quality interventions for students in TSI subgroups
- 3: Fund staffing to reduce class size and maximize opportunities for students in TSI subgroups
- 4: Fund resources needed for PBIS programs specific to students in TSI subgroups
- 5: Fund clubs and activities to provide opportunities and enhancements to regular classes for students in TSI subgroups

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	Instructional coaches, additional teachers, aides.	\$90,000.00
200	Employee Benefits	Instructional coaches, additional teachers, aides.	\$15,000.00
300	Purchased Prof & Tech Services		
500	Other Purchased Services		
580	Travel		
600	Supplies and Materials	MTSS, RTI supplies and materials. Chromebooks, software, and other technology.	\$69,869.38
		TOTAL PROPOSED BUDGET	\$174,869.38
		ALLOCATION	\$186,930.94
		Carry-Over from 21-22	\$0.00
		DIFFERENCE	\$12,061.56

Please indicate how you would use any additional allocation.

All areas of our plan would be enhanced based on school need, with a focus on ensuring we have enough staffing and Chromebooks. We would also use additional allocation to bolster our MTSS program through hiring of additional aides and supplies for the PBIS aspect of MTSS.