

## School TSSA Goal and Plan

School: Elk Ridge Middle School

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?

Our 2022-23 TSSA plan focused especially on our instructional coaching program here. We were able to provide coaching to all teachers, as well as professional development for all teachers. This emphasis on instructional coaching is a district-wide push to help enhance our instruction and student engagement. Our end of year test results remained high as tier 1 strategies were used throughout the building to help our students become more proficient. In addition, our TSI focus on our English language learners, our Special Education students, and our Pacific Islanders was successful. Our school made successful improvement in the area of our Pacific Islander students for the second straight year, so we are no longer a TSI school for that area. In addition, we made the necessary improvements with our English language learners and our Special Education students, so we will have one more year of such improvements to no longer be a TSI school. We will continue to emphasize helping these two subgroups in this year's TSSA plan and LAND trust plan through our instructional coaching, ESL support, technology improvement, etc.

### 2023-2024 TSSA Plan

Gather and review evidence of school improvement and academic achievement to identify needs and create 2023-2024 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 2021 - 2022

AREA	%	AREA	%	AREA	PTS
Achievement ELA	55.7	Growth ELA	69.5	Achievement	
Achievement Math	56.7	Growth Math	73.9	Growth	
Achievement Science	59.7	Growth Science	68.9	EL Progress	
		Growth of Lowest 25%	77.8	Growth of Lowest	
<b>HIGH SCHOOLS ONLY</b>	%		%		
ACT 18+		Readiness Coursework			
4-Yr. Graduation Rate				Postsecondary	
<b>POINT SUMMARY</b>					
<b>TOTAL POINTS</b>		<b>1% INCREASE</b>	<b>0</b>		

**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 percentages in all areas, specifically targeting ELA and Math, as well as our EL population. 64.3% of our EL students made adequate progress. The increase will be at least 1% in all areas of achievement.

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

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

EL: In 2022, 64.3% of our EL students made adequate progress, with 10.7% reading proficiency. Our goal is to see at least a 1% growth in both progress and proficiency as reported by the state. Our goal is also to increase the proficiency in our EL students by 1%.

*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
Jonathan Lawes (jonathan.lawes@jordandistrict.org); Trish Bronson (Patricia.bronson@jordandistrict.org)	<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 measurable 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"/>	
Trish 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**

Patricia Bronson is an instructional coach. Rebecca Williams is our primary ELD lead teacher. She will receive a stipend for helping teacher with their EL students and for offering professional development regarding working with EL students.

**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**



*In our LAND trust plan, there is funding for EL support, which is directly tied to this component.*

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*JSD Board TSSA Framework: Schools will promote continual professional learning.*

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*JELL Alignment: 2.3. District and School Administrators and School Leadership Teams provide opportunities for teachers to continually enhance their pedagogical skills.*

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#### **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 Tier 1 instruction.

##### **Action Steps**

1. Present professional development opportunities at the beginning of the school year for Tier 1 instruction.
2. Encourage and fund ongoing training from our own teachers and district resources.
3. Use coaches to enhance efforts in Tier 1 instruction.
4. Set goals with teachers based on Tier 1 strategies.

#### **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 opportunities, especially as they relate to working with our TSI subgroups.

##### **Action Steps**

1. Pay for both the ESL endorsement and a stipend for teachers willing to get the ESL endorsement.
2. Pay for ESL trackers/mentors to monitor and support our ESL students.
3. Fund staff to track and monitor our SWD students.
4. Pay for substitutes if these trackers/mentors desire to attend professional development.
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Is this component implemented within your school land trust plan?

**YES      Description**



*ESL trackers/mentors paid for out of LAND trust plan. Academic aide paid for out of LAND trust plan.*

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*JSD Board TSSA Framework: Schools will promote continual professional learning.*

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*JELL Alignment: 1.5. District and Schools encourage and support innovation and continuous learning*

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#### **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**

Enhance a positive academic culture through the purchase of technology, student academic and attendance incentives, substitutes, substitute incentives, professional development opportunities, SEL tools and supports.

##### **Action Steps**

1. Ensure students have updated technology to use in their education in a one-to-one setting.
2. Allow academic trackers to use incentives to motivate students based on academics and attendance.
3. Pay for substitutes and substitute lunches to motivate them to return to our school.
4. Pay for professional development dealing with Tier 1 instruction.
5. Purchase SEL tools and supports for our students.

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

How will your school-based initiative address TSI Goals?

**Description****Action Steps**

1. Ensure TSI subgroup students have updated technology to use in their education in a one-to-one setting.
2. Allow academic trackers to use incentives to motivate TSI subgroup students based on academics and attendance.
3. Pay for substitutes and substitute lunches to motivate them to return to our school.
4. Pay for professional development dealing with Tier 1 instruction.
5. Purchase SEL tools and supports for our TSI subgroup students.

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	<b>Salaries</b>	Instructional Coaches, Substitutes, PD	\$75,000.00
200	<b>Employee Benefits</b>	Instructional Coaches, Substitutes, PD	\$21,930.94
300	<b>Purchased Prof &amp; Tech Services</b>		
500	<b>Other Purchased Services</b>		
580	<b>Travel</b>		
600	<b>Supplies and Materials</b>	Chromebooks to replace those no longer being supported, student incentives, sub incentives, SEL tools and supports	\$90,000.00
		<b>TOTAL PROPOSED BUDGET</b>	\$186,930.94
		<b>ALLOCATION</b>	\$215,389.00
		<b>Carry-Over from 22-23</b>	\$0.01
		<b>DIFFERENCE</b>	\$28,458.07

Please indicate how you would use any additional allocation.

Additional technology, student incentives, SEL tools and supports, PBIS tools