

School TSSA Goal and Plan

School: Butterfield Canyon Elementary

2020-2021 School Plan

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

Reflect on 2019-2020 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?

-All of our teachers were able to participate in 2 peer coaching cycles based on a goal of their choice in the areas of induction, instruction, curriculum, or digital learning, which supports our mission statement of Learn Daily, Empower Leadership, Achieve Goals & Discover Potential. This learning has helped our teacher better meet the needs of Every Child, Every Day. Teachers would like to continue peer coaching.
 -Implementing 95% Group Training has helped us start the process of having a research based schoolwide intervention program to improve literacy at BCE. We will be adding 2nd & 3rd grade next year.
 -Our GGK school initiative has helped to create a culture of kindness and this will continue to grow with time.
 -We were able to purchase more devices to help teachers support digital learning.

2020-2021 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.)

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	43.5	Growth ELA	38.8	Achievement	30
Achievement Math	55.6	Growth Math	43.8	Growth	24
Achievement Science	59.8	Growth Science	44.7	EL Progress	
		Growth of Lowest 25%	57.8	Growth of Lowest	14
HIGH SCHOOLS ONLY					
ACT 18+		Readiness Coursework			
4-Yr. Graduation Rate				Postsecondary	
POINT SUMMARY					
TOTAL POINTS	68	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:

- 1) 85% of students will demonstrate mastery on grade level essential math concepts by May 2021.
- 2) 85% of students will meet their grade level goal in reading by May 2021.

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

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

All K-6th grade SpED students, who qualify based on grade level common assessments, will participate in Tier 2 intervention groups in addition to Tier 3 interventions in their area of qualified services in math and/or language arts.

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
April Thompson; april.thompson@jordandistrict.org	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

How will you use coaching to address your school goals?

Description

Our Instructional Coach will help facilitate 2 coaching cycles focused on an area of teacher choice (curriculum, instruction, induction, or digital learning) to improve teaching and learning in math and language arts.

Action Steps

- 1 Set up systems of collecting schoolwide goal data regularly (Math=monthly & LA=BOY & trimesters)
- 2 Coaching team will meet to set up 2 different coaching cycles for teachers
- 3 Send out coaching survey for teachers to choose area for coaching: induction, instruction, curriculum, or DL
- 4 Coaching team will assign peer coaching partners and oversee the steps of the coaching cycle
- 5 Collect coaching cycle data, along with schoolwide goal data to adjust process as needed

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
Kristin Cummings, Resource Teacher	<input type="checkbox"/>	<input type="checkbox"/>	
Jeridawn Nickle, Resouce Teacher	<input type="checkbox"/>	<input type="checkbox"/>	
Morgan Hunter, School Psychologist	<input type="checkbox"/>	<input type="checkbox"/>	

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

Description

The SPED team will implement SPIRE to target individual learning needs to improve language arts scores.

Action Steps

- 1 Purchase needed SPIRE materials
- 2 Hire an additional instructional aide to help support the implementation of Tier 3 interventions in math and LA Administer placement tests
- 3 Administer placement tests and provide SPIRE instruction regularly
- 4 Collect progress monitoring data on SPIRE reading skills
- 5 Analyze data as a team and adjust instruction groups and services as needed

Is this component implemented within your school land trust plan?

YES

Description



Professional development training on PLCs is embedded into our LAND Trust plan. SPED teachers will collaborate with regular education teachers in PLCs to address student needs and services.

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 be paid to for participation in PD through teacher teams and Leadership teams focused on improving teaching and learning, as well as covering the cost of conference attendance and/or hiring a professional speaker to present to teachers. These funds will also cover the cost of substitutes needed to cover classes as teachers attend conferences and/or participate in PD and coaching cycles.

Action Steps

1 Teachers will participate on teacher teams to address improving teaching and learning (STEM, Literacy, Leadership & PLCs)

2 Teachers will be paid to participate in 2 cycles of peer coaching, with guidance and PD meetings with a teacher leader coach

3 2nd & 3rd grade teachers will participate in 95% Group intervention training throughout the school year

4 A Student Intervention Team (SIT) will be developed and paid to help support and guide targeting student learning needs in math and language arts through the use of research-based interventions

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TSI SCHOOLS -- Professional Development to address TSI goals

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

Description

PD will be focused on improving teaching and learning, specifically improving our process of identifying and targeting individual student learning needs (RTI) as a PLC, including implementing the 95% Group program.

Action Steps

1 Teams will develop common assessments based on identified essential concepts in math and LA.

2 Teams will plan in implement Tier 2 intervention groups based on data analysis from common assessments

3 Regular and SpED teachers will collaborate to ensure that these students receive both Tier 2 & Tier 3 interventions based on their identified IEP goal needs.

4 2nd & 3rd grade teachers will be trained on and implement the 95% Group interventions.

5

Is this component implemented within your school land trust plan?

YES Description



Professional development training as a PLC is embedded into our LAND Trust plan to target learning in math and language arts.

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 target the social and emotions skills of students through implementing the GGK program to help them be prepared to learn math and language arts. We will also build the digital teaching capacity of teachers by purchasing digital devices to support academic growth.

Action Steps

1 Sign up for the GGK program, purchase the curriculum and supplies

- 2 Implement the GGK program by having the teachers teach the monthly pledge and weekly lessons
- 3 Purchase digital technology to help support Imagine Math and Imagine Language & Literacy to improve student learning.
- 4
- 5

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

How will your school-based initiative address TSI Goals?

Description

SPED students will participate in the GGK lessons to help build their social and emotional learning to prepare them for learning. These students will also have access to digital learning devices.

Action Steps

- 1 See school-based initiative action steps above
- 2
- 3
- 4
- 5

Is this component implemented within your school land trust plan?

YES Description



Money left over in our Land Trust plan will be spent on technology (softward or hardward) to help teachers differentiate instruction.

Complete budget description. (INCLUDE ONLY EXPENSES COVERED BY TSSA FUNDS)

Object Code	Expense Type	Brief Description	Proposed Budget
100	Salaries	Coaching salary, stipends, subs	\$109,806.61
200	Employee Benefits	Benefits for salaries above	\$11,000.00
300	Purchased Prof & Tech Services	Professional Development	\$15,000.00
500	Other Purchased Services		\$0.00
580	Travel		\$0.00
600	Supplies and Materials	Technology supplies, iPads & Chromebooks, GGK, SPIRE materials	\$22,286.65
		TOTAL PROPOSED BUDGET	\$158,093.26
		ALLOCATION	\$158,093.26
		TSI ALLOCATION (If Applicable)	
		DIFFERENCE	\$0.00