

## School TSSA Goal and Plan

School: Butterfield Canyon Elementary

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?

Write a brief review and reflection of your school's 2021-2022 TSSA Plan. All of our teachers were able invited to participate in coaching cycles based on a goal of their choice in the areas of Induction, Instruction, Curriculum, or Digital Learning. We had 5 teachers go through the coaching cycle. Our coach was also very busy with the implementation of Walk to Read interventions and coaching teachers and techs on the Walk to Read interventions and process. She provided support for our teachers and techs as they navigated through this first year of Walk to Read. Our Golden Gate school initiative has helped to create a culture of kindness and this will continue to grow with time. We were able to purchase more chromebooks to help teachers support digital learning.

### 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	42.4	Growth ELA	-	Achievement	
Achievement Math	42.3	Growth Math	-	Growth	
Achievement Science	48.8	Growth Science	-	EL Progress	
		Growth of Lowest 25%	-	Growth of Lowest	
<b>HIGH SCHOOLS ONLY</b>	%		%		
ACT 18+		Readiness Coursework			
4-Yr. Graduation Rate				Postsecondary	
<b>POINT SUMMARY</b>					
TOTAL POINTS		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:

80% of our students will show typical or better growth in Reading as measured by Acadience BOY to EOY.

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 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

All K-6th grade Special Ed students who qualify based on grade level common assessments, will participate in Tier 1 classroom instruction Tier 2 intervention groups, in addition to tier 3 interventions in their area of qualified services in Math and/or Language Arts. 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
Terri Samowitz, terri.samowitz@jordandistrict.org	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

How will you use coaching to address your school goals?

**Our instructional coach will facilitate continuous coaching cycles focused on areas of teacher choice (Curricl**

Our instructional coach will facilitate continuous coaching cycles focused on areas of teacher choice (curriculum, instruction, induction, or digital learning) to improve teaching and learning in language arts and math.

Action Steps

1. Coach will attend coaching training through district.
2. Coach will work with administration to support academics and teacher goals: literacy, math, digital learning, ESL and behavior.
3. Coach will work with teachers on the coaching cycle to improve instruction in all subjects, including interventions. Teachers can work toward a stipend for each coaching cycle with our instructional coach. Subs will be provided as needed for teachers. Teachers will reflect on the process with the coach. A digital coach will be selected. Digital Learning coaching will take place with the digital learning coach and will be paid a stipend for coaching.
4. Coach will work with JELL team to set and implement schoolwide goals in math and literacy.
5. Coach will coach teachers and techs on Walk To Read interventions.

**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
Jeridawn Nickle, Resource Teacher	<input type="checkbox"/>	<input type="checkbox"/>	
Kristin Cummings, Resource Teacher	<input type="checkbox"/>	<input type="checkbox"/>	
Jessica Thompson, School Psychologist	<input type="checkbox"/>	<input type="checkbox"/>	

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

**Description**

The special ed team has implemented SPIRE reading to target individual learning needs to improve language arts scores. Our coach is there to support our SpEd teachers.

**Action Steps**

1. Hire an additional instructional assistant to help support the Tier 3 interventions in Language Arts and Math.
  2. SpEd teacher will use SPIRE reading materials to teach reading skills. SPIRE placement tests will be administered to Tier 3 students.
  3. SpEd assistant will collect progress monitoring data on SPIRE reading skills.
- SpEd teachers will analyze data as a team and adjust instruction groups and services as needed.
- 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. SpEd teachers will collaborate with regular ed teachers in PLC's 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 participate 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 (literacy, math, STEM, leadership and PLCs).
2. Teachers will be paid to participate in coaching cycles, with guidance and PD meetings with the instructional coach and/or teacher leader coaches.
3. All teachers will continue to provide Walk to Read interventions to students.
4. A student intervention team (SIT) will continue and receive a stipend to help support and guide targeting student learning needs in language arts and math through the use of research based interventions.

**TSI SCHOOLS -- Professional Development to address TSI goals**

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

**Description**

PD will be a focus on improving teaching and learning, specifically improving our process of identifying and targeting individual student learning needs (RTI) as a PLC, including continuing Walk to Read interventions.

**Action Steps**

1. Teams will develop common assessments based on identified essential concepts in language arts and math.
  2. Teams will plan for and implement Walk to Read intervention groups (Tier 2) based on data analysis from common assessments.
  3. Regular and SpEd teachers will collaborate to ensure that these students receive Tier 1, Tier 2, and Tier 3 interventions.
  4. All teachers and techs will be trained on and implement Walk to Read interventions.
- 5

Is this component implemented within your school land trust plan?

**YES Description**

- Professional development as a PLC is embedded in to our LAND trust plan to target learning in language arts, math, and social emotional development.

*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 social and emotional skills through Golden Gate Kids program to help students be prepared to learn language arts and math. We will also build digital teaching capability of teachers by purchasing digital devices to support student academic growth. We will also purchase Basic and Advanced phonics kits for Walk to Read interventions.

**Action Steps**

1. Continue with GGK program by having teachers and leadership techs teach the monthly pledge and weekly lessons. Purchase needed supplies for these programs. All students will participate in the GGK social emotional program.
2. Purchase computer devices and software to support Imagine Learning/Lexia and/or Imagine Math.
3. Purchase Basic and Advanced phonics kits for Walk to Read interventions.

**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 GGK to help build their social emotional learning to prepare them for learning. These students will also have access to digital learning devices and software programs such as Imagine Learning/Lexia and Imagine Math.

**Action Steps**

1. All SpEd students participate in GGK program.
2. All SpEd students will participate in digital learning as as Imagine Learning/Lexia, Imagine Math
3. All SpEd students will receive Tier 1 and Tier 2 instruction from classroom teachers.
- 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, hardware and/or software, to help teachers differentiate instruction and/or staff development.

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

Object Code	Expense Type	Brief Description	Proposed Budget
100	Salaries	Teacher stipends, ESP salaries	\$73,149.69
200	Employee Benefits		\$24,383.00
300	Purchased Prof & Tech Services	PD for teachers, substitutes	\$10,000.00
500	Other Purchased Services		
580	Travel		
600	Supplies and Materials	Computer devices for students and teachers, software	\$10,000.00
		<b>TOTAL PROPOSED BUDGET</b>	<b>\$117,532.69</b>
		<b>ALLOCATION</b>	<b>\$125,639.00</b>
		<b>Carry-Over from 21-22</b>	<b>\$50,832.41</b>
		<b>DIFFERENCE</b>	<b>\$58,938.72</b>

Please indicate how you would use any additional allocation.

Any additional funds would be spent on Basic and Advanced Phonics kits for Walk to Read, staff training, and/or technology (software or hardware) to help teachers differentiate instruction.