

School TSSA Goal and Plan

School: Butterfield Canyon Elementary

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?

One hundred percent of teachers participated in at least two coaching cycles for this school year. Terri Samowitz worked on facilitating Professional Development with our Literacy Specialist to improve reading comprehension in all grade levels. Mrs. Samowitz also trained our ESP's on Walk to Read and assisted them in monitoring and maintaining high levels of fidelity to the Walk to Read Program.

Professional Development was focused on Standards Based Grading and assisting grade level teams in established Learning Targets based on their Power Standards that they identified as a team. Teams successfully completed both Tier 1 and Tier 2 of district expectations for implementing Standards Based Grading.

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	42.4	Growth ELA	46.1	Achievement	
Achievement Math	42.3	Growth Math	45.7	Growth	
Achievement Science	48.8	Growth Science	52.7	EL Progress	ND
		Growth of Lowest 25%	69.3	Growth of Lowest 25%	
HIGH SCHOOLS ONLY	%		%		
ACT 18+		Readiness Coursework			
4-Yr. Graduation Rate				Postsecondary	
POINT SUMMARY					
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)

FALSE	EL	Year of TSI (1, 2, 3, 4)	
TRUE	SpED	Year of TSI (2)	
FALSE	Low SES	Year of TSI (1, 2, 3, 4)	
FALSE	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 Special Ed students who qualify based on grade level common assessments will participate in Tier 1 classroom instruction, Tier 2 intervention groups. Those identified will participate in Tier 3 interventions in their area of qualified services in Math and/or Language Arts for the allocated time.

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
Christine Wirthlin (New Hire, no email at this time)		TRUE	FALSE
		FALSE	FALSE

How will you use coaching to address your school goals?

Description

Our instructional coach will facilitate two coaching cycles per teacher at a minimum. Areas of focus will be based on teacher choice (curriculum, classroom management, instruction or digital learning. The instructional coach will work with

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 during coaching cycles to improve instruction in reading and math, including interventions. Teachers can work toward a stipend for each coaching cycle with our instructional coach. The instructional coach may substitute in a teacher's classroom to allow the teacher to observe another teacher skilled in their area of focus. Teachers will reflect on the process with the coach.**
- 4. Coach will work with JELL team to set and implement school wide goals in reading, math and PBIS.**
- 5. Coach will train teachers and ESP's on Walk To Read Interventions. Coach will work with mentor teachers and teachers in years 1-5.**

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	FALSE	FALSE	
Kristin Cummings, Resource Teacher	FALSE	FALSE	
Jessica Thompson, School Psychologist	FALSE	FALSE	

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

Description

TSI team will participate in coaching cycles and seek improvement in the areas of Tier 2 and Tier 3 best instructional practices. TSI team members will continue to implement the SPIRE reading.

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.**
- 4. 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.

TRUE

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

By identifying Power Standards in Math and Language Arts, and in the creation of Learning Scales, teams were able to evaluate and determine what skills students need in order to be proficient in each Power Standard. This helps move students toward the goal of achieving 80% growth in both literacy and math.

Action Steps

- 1. Grade level teams will complete the Tier 1 and Tier 2 implementation goals for Standards based grading.**
- 2. Teams will receive professional development on PLC best practices to implement in their PLCs to improve the effectiveness of their teams in achieving proficiency in their Learning Scales.**
- 3. Teachers will be paid to participate in coaching cycles, with guidance and PD meetings with the instructional coach and/or teacher leader coaches.**
- 4. All teachers will continue to provide Walk to Read interventions to students.**
- 5. A student intervention team (SIT), led by the school principal, 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 strategies.**

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 Power Standards and corresponding Learning Scales in language arts and math.**
- 2. Teams will plan for and implement Walk to Read intervention groups (Tier 2) based on data analysis from PASI/PSI 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 ESPs will be trained on, and implement Walk to Read interventions.**
- 5. Administration will evaluate fidelity on Walk to Read.**

Is this component implemented within your school land trust plan?

YES	Description
TRUE	Professional development as a PLC is embedded in to our LAND trust plan to target learning in literacy/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 Leader in Me & Golden Gate Kids programs 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.

Action Steps

- 1. Continue with the Leader in Me/GGK program by having teachers and Leadership ESPs teach the monthly pledge and weekly lessons. Purchase needed supplies for these programs. All students will participate in the Leader in Me/GGK social-emotional program.**
- 2. Purchase computer devices and software to support Imagine Learning/Lexia and/or Imagine Math.**

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 Leader in Me/GGK to help build their social emotional learning to prepare to maximize their personal leadership skills to achieve their academic goals. 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 Leader in Me/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 appropriate Tier 2 instruction from classroom teachers.

4

5

Is this component implemented within your school land trust plan?

YES Description

TRUE Money left over in our LAND trust plan will be spent on technology devices such as 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 and Salaries	\$105,549.00
200	Employee Benefits		\$49,705.00
300	Purchased Prof & Tech Services		
500	Other Purchased Services		
580	Travel		
600	Supplies and Materials		\$10,000.00
		TOTAL PROPOSED BUDGET	\$165,254.00
		ALLOCATION	\$125,639.47
		Carry-Over from 22-23	\$125,966.25
		DIFFERENCE	\$86,351.72

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.