

School TSSA Goal and Plan

School: Westvale Elementary School

2021-2022 School Plan

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

Reflect on 2020-2021 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 2020-2021 TSSA Plan. Our goal was to increase academic growth in reading and math through the use of coaches, PLC's and targeted interventions. Our coaches worked with teachers through the coaching cycle and PLC's to increase the capacity of our teachers and fill the individualized needs of students. Coaches provided professional development and helped teachers implement programs such as 95%, Heggerty, and Lexia. They helped teachers, through PLC's, track Acadience and progress monitoring data and make informed decisions on interventions for students. Due to Covid restrictions, we were not able to implement an after school tutoring program. Instead, we ensured that all of our distant learning students, including our most vulnerable population, had access to computers. These action steps have impacted student academic growth. Our Acadience data shows that students benefited with 44% of students in K-3 making typical and above growth for the 20/21 school year.

2021-2022 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.) USBE categories: academic achievement, academic growth, WIDA, advanced coursework, graduation rate, ACT

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

Review and summarize available school data in order to determine school goal(s).

Due to the change of reporting from the USBE, we do not have comparable data for RISE testing. We do however have Acadience data to report on the progress of students in reading. 44% of all Westvale student made typical and above growth for the 20/21 school year. 47% of kindergarten, 41% of 1st grade, 37% of 2nd grade, and 54% of 3rd grade made typical and above growth. The use of this Acadience data will be used for future school goals.

Determine school goal

School goal using USBE reporting categories from above:

Achieve at least 60% of students in grades K-3 making typical or better progress in Acadience Reading from the beginning of year to end of year assessment.

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

<input checked="" type="checkbox"/>	EL	Year of TSI (1, 2, 3, 4)	Students identified as EL through WIDA
<input type="checkbox"/>	SpED	Year of TSI (1, 2, 3, 4)	
<input type="checkbox"/>	Low SES	Year of TSI (1, 2, 3, 4)	

<input type="checkbox"/>	Other	Year of TSI (1, 2, 3, 4)	
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TSI SCHOOLS -- Targeted School improvement Goal --

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

Achieve at least 50% of EL students in grades K-3 making typical or better progress in Acadience Reading from the beginning of year to end of year assessment.

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](#)

Record the name and email of your schools Instructional Coach funded partially through Teaching & Learning.

Instructional Coach (Name and Email)
Emily Harbison emily.harbison@jordandistrict.org
Connie Roe connie.roe@jordandistrict.org

How will you use coaching to address your school goals?

Description

Our team will be working to increase the capacity of our teachers to implement stronger Tier 1 instruction. In addition, interventions and data will be a focus for targeted teaching of standards/skills.

Action Steps

1. By June 2022, teachers will participate in at least 2 coaching cycles with specified coaches, targeted in vocabulary development and/or targeted reading instruction.
2. Coaches will develop and implement professional development for teachers in the areas of reading and vocabulary acquisition.
- 3 Coaches will attend weekly coaches training through the Teaching and Learning department (JSD)
- 4 Coaches will oversee and work with teachers weekly on intervention and enrichment programs to ensure fidelity.
5. Teacher leaders will attend coaching trainings and lead school based focus teams, with action steps aligned directly to our school goals.

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
Tristen Parsons tristen.parsons@jordandistrict.org	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ELD Lead/ 3rd Grade
Emily Harbison emily.harbison@jordandistrict.org	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Coach
	<input type="checkbox"/>	<input type="checkbox"/>	

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

Description

Our coaches and teacher leaders are committed to increasing understanding and use of the WIDA scores for the 2021-22 school year. In addition, professional development and a portion of PLC times will be committed to focus on EL student growth, specifically in the areas of vocabulary, language acquisition, and reading skills.

Action Steps

- 1 A coach will serve on our TSI/EL focus team to work on goals aligned to TSI goals for improvement.
- 2 Monthly grade level meetings will be scheduled to plan for targeted strategies aligned to WIDA scores as well as evaluate progress.
- 3 Coaches will develop and implement professional development for teachers in the areas of reading and vocabulary acquisition.
- 4 Teachers will complete data tracking and for EL identified students on benchmarking, common assessments, and Acadience.
- 5 Additional opportunities for students in the area of English language acquisition will be provided to targeted students. Students will be selected based on data collection and individual student needs.

Is this component implemented within your school land trust plan?

YES

Description



Our school land trust plan's goal is directly aligned to growth in and acquisition of reading skills

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](#)

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

Description

Professional development will be embedded and differentiated through coaching cycles and PLCs. In addition, monthly PD opportunities will be developed and implemented by both coaches and teacher leaders in the areas of language/academic vocabulary acquisition and reading skill development.

Action Steps

- 1 Teachers will track student data for planning and reteaching purposes. A coach will attend and be present in PLC to help in disaggregating and use of data.
- 2 Teacher leaders will attend coaching trainings and professional development through school and district opportunities.
- 3 Teacher leaders will facilitate focus teams, meeting monthly, and implement action steps aligned specifically to our school goals.
- 4 Lesson plans, as well as PLC agendas and minutes will be posted on the shared google drive folder, the Den.
- 5 Professional development on reading interventions will be provided to teachers and assistants.

TSI SCHOOLS -- Professional Development to address TSI goals

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

Description

Professional development will be embedded into the PLC/coaching process, coupled with targeted PD in the area of vocabulary, word recognition, and language comprehension.

Action Steps

- 1 Teachers will complete data tracking and data dives for EL identified students on benchmarking, common assessments, SRI, and Dibels.
- 2 Monthly grade level meetings will be scheduled to plan for targeted strategies aligned to WIDA scores as well as evaluate progress.
- 3 Coaches will develop and implement professional development for teachers in the areas of word recognition, language comprehension, and reading comprehension. Professional development will be in monthly meetings as well as imbedded in the PLC process.
- 4 The EL focus team will attend quarterly meeting from the school district to bring back important information to teachers/staff. Our site-based focus team will meet monthly to look at PD and resource needs.
- 5 Coaching cycles will be focused on inclusive practices as well as strengthening engagement strategies in Tier 1 instruction.

Is this component implemented within your school land trust plan?

YES

Description



Reading growth and achievement are included in our land trust goal.

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](#)

How will you use school-based initiative(s) to address your school goals?

Description

Our school-based focus will be centered on K-6 reading components, professional development on best practices, and implementing current and new programs to fidelity.

Action Steps

- 1 Professional development on 95% interventions, Lexia, and Heggerty practices will be provided by school based coaches throughout the school year.
- 2 Teachers will compile and use data from 95% and Lexia to support re-teaching and intervention/enrichment.
- 3 Classified Instructional Assistants will be scheduled to support 95% groupings.
- 4 The master schedule will include dedicated blocks of time for 95%, Lexia, and Heggerty to assist in fidelity.
- 5 Coaching cycles will be focused on inclusive practices as well as strengthening engagement strategies in Tier 1 instruction.

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

How will your school-based initiative address TSI Goals?

Description

Targeted interventions will be provided in small groups for our most at risk population.

Action Steps

- 1 In data collection, EL students will be highlighted as areas for focus and trends to determine instructional next steps.
- 2 Teachers will complete data tracking and data dives for EL identified students ahead of benchmarking, common assessments, SRI, and Dibels.
- 3. Goals will be set for student growth and achievement, looking ahead to common as well as other local assessments.
- 4 Money will be budgeted to pay assistants to plan for and provide interventions for identified at risk students, including those with EL status.
- 5 Coaching cycles will be focused on inclusive practices as well as strengthening engagement strategies in Tier 1 instruction.

Is this component implemented within your school land trust plan?

YES Description



A goal in the area of reading instruction, including growth and proficiency is included in our land trust plan

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

Object Code	Expense Type	Brief Description	Proposed Budget
100	Salaries	Salaries (Instructional coaches and assistants) to support teachers in reading instruction; Substitutes for teachers; Stipends for Teachers attending training and providing professional development for staff.	\$61,700.00
200	Employee Benefits	Benefits for coaches and assistants	\$10,008.00
300	Purchased Prof & Tech Services	Professional development	\$8,000.00
500	Other Purchased Services		
580	Travel		
600	Supplies and Materials	Supplies and materials to implement professional development and interventions.	\$3,210.27
		TOTAL PROPOSED BUDGET	\$82,918.27
		ALLOCATION	\$82,918.27
		CARRYOVER	
Please check calculations		DIFFERENCE	\$0.00

Please indicate how you would use any additional allocation.

Additional allocations would be used on hardware and software used for intervention/enrichment of students or salaries of staff to implement the goals listed above.