

## 6 School TSSA Goal and Plan

School: Westvale 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.** Our goal was to increase academic growth in reading through the use of coaches, PLC's and targeted interventions. Our coaches worked with teachers through PLC's to increase the capacity of our teachers and fill the individualized needs of students. Coaches helped teachers implement programs such as Walk to Read, 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 staff shortages, we found it difficult to do coaching cycles. The instructional coach was often pulled to run the Walk to Read program to fidelity. This alteration impacted student academic growth by allowing them to receive literacy interventions.

### 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	<b>32.50%</b>	Growth ELA	<b>ND</b>	Achievement	
Achievement Math	<b>35.50%</b>	Growth Math	<b>ND</b>	Growth	<b>ND</b>
Achievement Science	<b>38.80%</b>	Growth Science	<b>ND</b>	EL Progress	<b>15.90%</b>
		Growth of Lowest 25%	<b>ND</b>	Growth of Lowest	<b>ND</b>
<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:

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 assessments.

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

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

**TSI SCHOOLS -- Targeted School improvement Goal --**

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

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

*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
Connie Roe, conie.roe@jordandistrict.org	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ELD Specialist/Interventionist (To be Hired)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

How will you use coaching to address your school goals?

**Description**

Our instructional coach and ELD Specialist/Interventionist are committed to increasing understanding and use of WIDA scores for the 2022/2023 school year. Professional developments and a portion of PLC time will be dedicated to focus on EL students growth, specifically in the areas of vocabulary, language acquisition, and reading skills. Students will work on reading skills through the Walk to Read program. Our instructional coach will oversee evaluation of student data and progress and communicate finding with the teachers and EL specialist for tiered support.

**Action Steps**

1. Teachers will participate in at least 2 coaching cycles, targeted in vocabulary development and/or targeted reading instruction.
2. Instructional Coach and ELD Specialist/Interventionist will develop and implement professional development for teachers in the areas of reading and vocabulary acquisition.
3. Instructional coach will attend weekly coaches training through the Teaching and Learning department (JSD)
4. Instructional coach and ELD Specialist/Interventionist will oversee and work with teachers and aides weekly on Walk to Read 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
Connie Roe, conie.roe@jordandistrict.org	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Coach
ELD Specialist/Interventionist	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ELD Lead
	<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 2022-23 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. In addition, our ELD Specialist will work with students on push in and pull out interventions.

**Action Steps**

- 1 Instructional coach and interventionist 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 Instructional coach and interventionist will develop and implement professional development for teachers in the areas of reading and vocabulary acquisition.**

**4 Teachers will complete data tracking for EL identified students on benchmarking, common assessments, and Acadience.**

**5 Additional intervention 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 land trust plan is tied to literacy growth. Coaching will help increase teacher capacity, which will in turn create growth in literacy.*

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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**

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 for EL identified students on benchmarking, common assessments, and Acadience.**

**2 Monthly grade level meetings will be scheduled to plan for targeted strategies aligned to WIDA scores as well as evaluate progress with the support of the ELD Specialist/Interventionist.**

**3 Instructional Coach 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.

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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**

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 Walk to Read interventions, Lexia, and Heggerty practices will be provided by school based Instructional coach throughout the school year.
- 2 Teachers will compile and use data from Acadience, 95% Progress Monitoring, and Lexia to support re-teaching and intervention/enrichment.
- 3 Classified Instructional Assistants will be scheduled to support Walk to Read groupings.
- 4 The master schedule will include dedicated blocks of time for Walk to Read, 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 for EL identified students ahead of benchmarking, common assessments, and Acadience.
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 an EL Specialist/Interventionist 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 Tiered 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	<b>Salaries</b>	Salaries (Instructional coaches, EL Specialist/Interventionist, and assistants) to support teachers in reading instruction; Substitutes for teachers; Stipends for Teachers attending training and providing professional development for staff.	\$62,201.37
200	<b>Employee Benefits</b>	Benefits for coaches and assistants	\$10,000.00
300	<b>Purchased Prof &amp; Tech Services</b>	Professional development	\$3,000.00
500	<b>Other Purchased Services</b>		
580	<b>Travel</b>		
600	<b>Supplies and Materials</b>	Supplies and materials to implement professional development and interventions.	\$2,000.00
<b>TOTAL PROPOSED BUDGET</b>			<b>\$77,201.37</b>

	<b>ALLOCATION</b>	\$82,526.00
	<b>Carry-Over from 21-22</b>	\$34,742.48
	<b>DIFFERENCE</b>	\$40,067.11

**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.
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