

School TSSA Goal and Plan

School: Westvale Elementary

2026-2027 School Plan

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

Reflect on 2025-2026 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?

Our 2025–2026 TSSA Plan has strongly supported our school's vision, mission, and beliefs by fostering a resilient and creative "pack" culture. Creative Tier II systems now serve more students and skills, leading to quicker exits from reading intervention and aligning with the district's vision of continuous curiosity and improvement. Designated Six Week Planning time for data review and instructional planning has had the greatest impact on performance and achievement, making teachers more responsive to student needs. While initial implementation brought challenges, ongoing feedback and adaptation have strengthened our approach. Moving forward, we will sustain these systems, continue leveraging PD days, and use leadership teams to monitor progress toward our schoolwide goals.

2026-2027 TSSA Plan

Gather and review evidence of school improvement and academic achievement to identify needs and create 2026-2027 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 2024-25](#)

AREA	%	AREA	%	AREA	PTS
Achievement ELA	34%	Growth ELA	45%	Achievement	20
Achievement Math	35%	Growth Math	41%	Growth	26
Achievement Science	41%	Growth Science	51%	EL Progress	6
		Growth of Lowest 25%	47%	Growth of Lowest	12
HIGH SCHOOLS ONLY	%		%		
ACT 18+		Readiness Coursework			
4-Yr. Graduation Rate				Postsecondary	
POINT SUMMARY					
TOTAL POINTS	64	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:

By the end of the 2026-27 school year 65% of students in grades K-2 will make typical or better progress on the end of year Acadience Reading assessment and grades 3-6 will match the district average on ELA RISE of 44%.

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

☐	EL	Year of TSI (1, 2, 3, 4)	
☐	SpED	Year of TSI (1, 2, 3, 4)	
☐	Low SES	Year of TSI (1, 2, 3, 4)	
☐	Other	Year of TSI (1, 2, 3, 4)	

TSI SCHOOLS -- Targeted School improvement Goal --

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

We will potentially be in TSI status in multiple categories. If we do end up in TSI, our focus will be on our ML population and the access they have to Tier I ELA instruction while putting supports in place for Tier II reading and language acquisition support.

Coaching

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
Susan Scott, susan.scott@jordandistrict.org	☒	☒
Amanda McCullough, amanda.mccullough@jordandistrict.org	☐	☒

How will you use coaching to address your school goals?

Description

We will use coaching to directly support our school goals by having our coaches closely monitor schoolwide data to assess the effectiveness of our Tier I and Tier II systems. Coaches will analyze trends and outcomes, focusing especially on our targeted Multilingual Learners (MLs) to ensure their progress matches or closely approaches that of their native-English-speaking peers. Using this data-driven approach, coaches will collaborate with teachers during PLC meetings and engage in coaching cycles, providing targeted support and professional development to strengthen instructional practices and accelerate student growth.

Action Steps

1. Coaches will lead at least two data-driven coaching cycles per teacher each year, focusing on improving Tier I and Tier II instruction and supporting ML student growth.
2. Instructional coach will collaborate with administration to design and deliver targeted professional development based on schoolwide data trends, emphasizing effective strategies for ML students, literacy, and PLC best practices.
3. Interventionist will provide ongoing professional learning for staff in implementing tiered interventions for math, language arts, and language acquisition, aligned with current student data and PLC goals.
4. Coaches and interventionists will facilitate weekly collaborative meetings with teachers and monthly meetings with aides to monitor, review, and refine Walk to Read and Math Tier II interventions for fidelity and effectiveness.
5. Instructional coach will participate in district-led coaching trainings and share key insights with staff to continually improve instructional practices.

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
	☐	☐	
	☐	☐	
	☐	☐	

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

Description

Action Steps

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.

Professional Learning

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

Professional development will be aligned with needs identified in our schoolwide data, with a focus on strengthening Tier I language arts instruction. While Westvale's Tier II supports are strong, our priority is now to deepen and refine rigorous, high-quality Tier I instruction—especially as we enter our third year with Wit and Wisdom.

Professional development will be provided on designated days, during team leader meetings, and in PLC meetings following data dives. Sessions will emphasize practical strategies for effective core instruction, promote collaborative conversations among teachers, and support consistent, high-level implementation of Wit and Wisdom. This approach ensures ongoing, targeted learning opportunities for staff and helps all students benefit from engaging, rigorous first instruction.

Action Steps

1. Schedule and deliver targeted professional development sessions on designated PD days, focusing on rigorous Tier I language arts instruction and effective use of Wit and Wisdom.
2. Integrate data-driven discussions and instructional planning into regular PLC meetings following each data dive, ensuring PD is responsive to current student needs.
3. Utilize team leader meetings to share best practices, monitor implementation of Tier I strategies, and support collaborative problem-solving.
4. Provide ongoing support and coaching for teachers to implement new learning from PD into their daily instruction, with follow-up observations and feedback.
5. Regularly review student achievement data to assess the impact of professional development and refine future PD topics and approaches accordingly.

TSI SCHOOLS -- Professional Development to address TSI goals

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

Description

Action Steps

- 1
- 2
- 3
- 4
- 5

Is this component implemented within your school land trust plan?

YES

Description

**School Initiative**

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; initiatives may include technology for students

[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 literacy initiatives, quality PLC's, professional development on research based practices, and school-wide tiered interventions.

Action Steps

1. Teachers will participate in six week planning sessions that will focus on professional development, deep data dives, and PLC topics to ensure all students are making growth towards master of standards.
2. The instructional coach will develop and implement professional development for teachers in the areas of quality classroom instructions, literacy skills, and/or PLC's.
3. The interventionist will develop and implement professional development for teachers in the areas of tiered interventions and/or PLC's. They will also help provide professional learning around best practices for ML students.
4. Instructional coach and Interventionist will oversee and work with teachers and aides weekly on Walk to Read and Tier II math intervention programs to ensure fidelity.
5. Aides will implement interventions through the Walk to Read interventions, ML support groups, and Tier II math groups.

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

How will your school-based initiative address TSI Goals?

Description**Action Steps**

- 1
- 2
- 3
- 4
- 5

Is this component implemented within your school land trust plan?

YES Description



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

Object Code	Expense Type	Brief Description	Proposed Budget
100	Salaries	Salaries (Instructional coaches, Interventionist, and assistants) to support teachers in reading instruction, student interventions, substitutes for teachers, stipends for teachers attending training, and providing professional development for staff.	\$77,300.00

200	Employee Benefits	Benefits for coaches, interventionist, and assistants	\$35,848.00
300	Purchased Prof & Tech Services	Professional development	\$2,957.00
500	Other Purchased Services		
580	Travel		
600	Supplies and Materials		
		TOTAL PROPOSED BUDGET	\$116,105.00
		ALLOCATION	\$116,647.21
		Carry-Over from 25-26	\$74,199.88
		DIFFERENCE	\$74,742.09

Please indicate how you would use any additional allocation.

Any additional funds we have would be dedicated to professional development for teachers and building leaders.

By checking this box I state that I have finished my plan for the 2026-27 school year



If an amendment is needed please state the reason, what changes you are proposing, and the \$ amount of those changes. Make the \$ changes above while doing this amendment.

DATE: