

School TSSA Goal and Plan

School: Southland Elementary

2024-2025 School Plan

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

Reflect on 2023-2024 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?

Southland's 2023-24 TSSA plan has supported our teachers and staff in continuing to implement and improve Tier 1 and 2 instructional practices. We were able to purchase additional programs and items that have provided teachers with great resources to utilize in their classrooms such as the "Read Naturally" program, and access to the highly engaging GimKit Pro license. While some of those items are subscription based and will only benefit Southland's current students, other items are permanent and will be available to teachers and students to use for years to come. The purchase of each grade level's "Read Naturally" program has proven popular enough to warrant a future purchase of the intermediate program that includes more difficult passages without encroaching on the next grade level's passages.

TSSA funds have been used to facilitate teacher visits to other classrooms around the district and school by ensuring that a highly qualified sub was available to cover their class while they were gone. Teachers have had the opportunity to learn more about Jordan's new Wit and Wisdom program, as well as other new programs and skills. They have also had the ability to meet as PLC teams for additional time to consider Acadience data and to determine which tier 2 interventions would be best for their students. That PLC time dedicated to reading interventions, coupled with the general improvements in Tier 1 instruction, have led to high levels of student growth. Southland finds itself in the enviable position of needing to re-evaluate our initial goals for growth in student proficiency as we have likely already surpassed the initial goal of 3% growth from Acadience testing at the beginning of the year to the end of the year.

Student engagement has risen through the use of GimKit and other similar software, as kids are excited to demonstrate their learning in fun new ways. Our physical education teacher has benefitted from the new equipment that we were able to purchase using TSSA funds. Our previous equipment was worn out, and generally out-of-date. With new equipment in hand, our P.E. rotation has never been more engaging and each of our students has benefitted from those purchases.

We will keep looking for other opportunities to replace and renew older equipment in the future. Programs that are similar to the "Read Naturally" program are other things we plan to keep an eye out for. Generally, our next steps boil down to finding areas for incremental improvement: small changes that will lead to better outcomes. The greatest opportunity for drastic improvement seems to be related to mathematics instruction, and will be an area that we target more consistently during the 2024-25 school year.

2024-2025 TSSA Plan

Gather and review evidence of school improvement and academic achievement to identify needs and create 2024-2025 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 2022-23

AREA	%	AREA	%	AREA	PTS
Achievement ELA	54.3	Growth ELA	64.7	Achievement	30
Achievement Math	46.7	Growth Math	56.6	Growth	33
Achievement Science	58.5	Growth Science	57.6	EL Progress	ND
		Growth of Lowest 25%	61.7	Growth of Lowest	15
HIGH SCHOOLS ONLY	%		%		
ACT 18+	N/A	Readiness Coursework	N/A		
4-Yr. Graduation Rate	N/A			Postsecondary	N/A
POINT SUMMARY					

TOTAL POINTS	78	1% INCREASE	1
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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:

The percentage of students in grades K-6 reading at, or above, grade level will increase by 5% from Acadience testing completed at the beginning of the year to testing completed at the end of the year.

Teachers will continue to improve Tier 1 instructional practices by increasing student engagement, maintaining appropriately challenging instructional pacing, and by focusing on essential standards related to mathematics, language arts, and science. These improvements in Tier 1 instructional practices will increase RISE test scores in each tested subject in grades 3-6, and on district-level assessments in grades K-2.

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

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

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
emily.mitarai@jordandistrict.org	<input checked="" type="checkbox"/>	<input type="checkbox"/>
lay.kou@jordandistrict.org	<input type="checkbox"/>	<input checked="" type="checkbox"/>

How will you use coaching to address your school goals?

Description

Our school's instructional coach will assist in strengthening Tier 1 instructional practices throughout the school related to each academic area, with a greater focus being placed on language arts and mathematics related instructional practices.

Teachers will participate in a minimum of one coaching cycle alongside our instructional coach. Our coach will model instructional practices, provide feedback following informal observations, and facilitate classroom visits so that our teachers can observe strong instructional practices in the classrooms of other teachers.

Action Steps

1. Our instructional coach will share and model impactful Tier 1 instructional practices, including strategies specifically tied to student engagement, instructional pacing, and impactful mathematics strategies
2. Teachers will identify one or more areas of Tier 1 instruction that they would like to improve, and then work alongside our instructional coach to build and refine their skillset as part of a coaching cycle.
3. Teachers who complete a coaching cycle, and complete a coaching cycle reflection form, will receive a stipend of \$100 dollars per coaching cycle that is completed.
4. Our instructional coach will work with grade-level teams and individual teachers during PLC meetings to assist setting instructional goals, monitoring student progress as well as providing general feedback and assistance.
5. Our instructional coach will facilitate peer teacher observations to enhance the instructional strategies that are being utilized school-wide. Coaches and teachers will discuss the instructional strategies that were observed and how similar techniques can be utilized within their own classroom.

TSI SCHOOLS -- TSI Team to Address Goals

Possible TSI Team members: Instructional Coach (Name and Email), ELD Teacher Lead, Teacher Specialist	ESL		COMMENTS
	Endorsed	In Progress	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

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

Description

Action Steps

- 1
- 2
- 3
- 4
- 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.

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 provided to increase the efficacy of Tier 1 instructional practices, particularly those tied to effective ML strategies.

Instructional strategies related to literacy, mathematics, science, and technology will be supplemented, built, and reinforced to improve classroom instruction.

The work done as part of a PLC, and the implementation of new learning programs such as Wit and Wisdom will be improved as part of continuing professional development.

Action Steps

1. Substitute teachers will be paid for to allow staff to participate in professional development that will positively impact student learning.
2. Teachers will reflect on, discuss, and implement what they have learned through professional development within their own classrooms.
3. A survey will be conducted at the beginning of the year to determine the school's most pressing professional development needs, as well as those topics that teachers are particularly interested in.
4. Stipends will be offered to encourage targeted professional development, especially for having completed/enrolling in an ELS Endorsement program or further SIOP training.
5. Stipends will be offered to teachers who participate in non-grade level PLC work, such as those who serve as part of our JELL team.

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**



Professional development will improve teacher capacity and skill sets and lead to more impactful classroom instruction, leading not just to the literacy growth goal targeted in our LAND Trust plan but to all academic areas.

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

Southland will continue the Walk-to-Read program as a Tier 2 instructional method in order to ensure high levels of student growth related to literacy.

Southland will purchase and utilize adaptive academic software programs such as Imagine Math, Zearn, IXL and Lexia to further personalize Tier 2 instruction for students.

Students will have access to those adaptive software programs on up-to-date and secure devices to ensure student safety and privacy.

Southland will enhance Tier 1 instruction by ensuring that teacher have up-to-date technology in their classroom. Examples of such software includes document cameras, iPads for both progress monitoring and for displaying various items on the overhead projector, Apple Pencils to allow teachers and students to write directly on the iPad that is being used to display items on the projector, and other similar items meant to improve or enhance instruction.

Southland's administration will monitor class sizes in each grade level and will utilize TSSA funds to either supplement FTE, or to hire additional classroom aides to assist teachers. Smaller class sizes and additional assistance in the classroom will help optimize each student's learning experience.

Southland will use funds to purchase student and teacher supplies and program tied directly to Utah's Core Standards as identified here: <https://www.schools.utah.gov/curr/utahcorestandards>

Action Steps

- 1. Hire or retain classroom aides to support our Walk-to-Read program and weekly teacher PLC meeting times**
- 2. Purchase new devices and software licenses for programs that assist with Tier 2 instruction,**
- 3. Purchase teacher devices and accessories that supplement, support, or enhance Tier 1 instructional practices in the classroom.**
- 4. As needed, reduce class sizes by supplementing FTE or hiring additional classroom assistants.**
- 5. Purchase items and programs that improve, supplement, or enhance Tier 1 and Tier 2 instructional practices tied to Utah's Core Standards**

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



Reducing class sizes, providing additional assistance for teachers, and support for Tier 1 and 2 instruction are included as action steps in our LAND Trust Plans.

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

Object Code	Expense Type	Brief Description	Proposed Budget
100	Salaries	0.5 FTE for Instructional Coach, potential FTE for classroom teachers, multiple instructional aides, stipends, substitute	\$78,750.00
200	Employee Benefits	Instructional Coach benefits, potential benefits for teachers supplementing FTE	\$24,700.00
300	Purchased Prof & Tech Services	PD presentations, conferences, and courses.	\$1,500.00
500	Other Purchased Services		
580	Travel	Potential travel to PD conferences	\$834.73
600	Supplies and Materials	Student Chromebooks, software and subscriptions for Tier 1 and 2 instructional programs, student facing devices used by teachers, and other items and supplies related to providing instruction related to the Utah Core Standards.	\$30,000.00
		TOTAL PROPOSED BUDGET	\$135,784.73
		ALLOCATION	\$135,784.73
		Carry-Over from 23-24	\$0.00
		DIFFERENCE	\$0.00

Please indicate how you would use any additional allocation.

Additional funding will be used to purchase items that enhance academic instruction, and increase student engagement, with Utah Core Standards. For teacher grants and/or to provide collaborative time for teachers to learn, develop assessments, curriculum mapping and for teachers to participate in conferences and/or professional development. Substitutes and assistants to support student learning and the PLC process. To purchase additional classroom technology such as: software, Chromebooks computers, etc. To offer extra courses/classes to reduce class sizes. Provided travel costs for national conferences, or to incentivize positive student behaviors.

By checking this box I state that I have finished my plan for the 2024-25 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: