

School TSSA Goal and Plan

School: Southland Elementary School

2025-2026 School Plan

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

Reflect on 2024-2025 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 2024-25 TSS plan has supported our teachers and staff in continuing to implement and improve both Tier 1 and Tier 2 instructional practices. We were able to purchase additional programs and items that have provided teachers with great resources to utilize in their classrooms with both physical product purchases as well as software licenses and subscriptions. Purchases we've made with previous TSSA money that were reusable have been supplemented with consumable resources that have pushed student learning to deeper levels than were previously possible.

TSSA funds have been used to facilitate teacher observations at other schools while also ensuring that our own students have coverage from qualified substitute teachers. Those same funds have facilitated additional coaching cycles within our building, that also include observations in classrooms within our school. We have facilitated additional PLC time to analyze Acadience data and to determine Tier 2 interventions. We've also expanded our Instructional Aide team to include a aide dedicated to mathematics interventions. While we haven't see the direct result of that additional coverage as measured by RISE testing, student confidence in math has been obviously impacted in a positive way. Utilizing TSSA funding to run our Walk-to-Read program has previously yielded extremely positive results, but its impact has been particularly noticeable this year as Southland found itself ranked number one within Jordan School District following the middle-of-year Acadience testing. While we are aware that our previous success in pushing student reading proficiency forward makes further growth progressively more difficult, we are determined to continue pushing forward through incremental improvement.

Overall, student proficiency improved on each RISE test. However, student growth rates lagged behind where we had previously seen them. This appears to be directly tied to lower growth rates for our higher students, again demonstrating a need to focus more sharply on extension activities. Our achievement for our ML students also improved, but growth rates slowed in this category as well. Although, the overall growth of our lowest 25% of students did increase. I believe this shows our Tier 2 related efforts tied to student intervention are having a positive impact.

With student proficiency showing a consistent response to our efforts, we would like to begin explicitly focusing on student growth as a success metric regardless of the level of proficiency they are demonstrating.

2025-2026 TSSA Plan

Gather and review evidence of school improvement and academic achievement to identify needs and create 2025-2026 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 2023-24

AREA	%	AREA	%	AREA	PTS
Achievement ELA	56.8	Growth ELA	52.9	Achievement	31
Achievement Math	47.7	Growth Math	52.5	Growth	28
Achievement Science	61.8	Growth Science	45.9	EL Progress	N/A
		Growth of Lowest 25%	62.6	Growth of Lowest	16
HIGH SCHOOLS ONLY	%		%		
ACT 18+	N/A	Readiness Coursework	N/A		
4-Yr. Graduation Rate	N/A			Postsecondary	N/A
POINT SUMMARY					

TOTAL POINTS	75	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. Additionally, teachers will continue to improve Tier 2 instructional practices specifically tied to providing learning extensions to those students who have already met expected levels of proficiency within their grade level standards. The improvements in Tier 2 instructional practices tied to extensions will lead to more students making typical, above typical, or well above typical progress in all academic areas as measured by RISE, Acadience, and district-level assessments.

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 coaches will assist in strengthening Tier 1 instructional practices throughout the school related to each academic area, with a greater focus being placed on both language arts and mathematics related instructional practices. This will include Tier 1 instructional practices tied to language arts instructions within our Chinese-speaking classroom where efforts will be focused on improving the standards that can be simultaneously taught in both English and Chinese such as author's purpose, character traits, etc.

Teachers will participate in a minimum of one coaching cycle alongside one of our instructional coaches. Our coaches will model instructional practices, provide feedback following informal observations, and facilitate classroom visits both inside and outside of the school building so that our teachers can observe the strong instructional practices being used in a variety of classrooms. Teachers will also participate in an informal observation with the school's administration focused on improving Tier 1 instructional practices. Feedback from that administrative observation may be used to determine the focus of the coaching cycle completed with our instructional coaches.

Action Steps

1. Our instructional coaches will share and model impactful Tier 1 instructional practices including strategies specifically tied to student engagement, instructional pacing, and impactful mathematics delivery strategies.
2. Teachers, possibly using feedback provided after an informal observation completed by the school's administration, will identify one or more areas of Tier 1 instruction that they would like to improve. They will then work alongside our instructional coaches to build and refine their skills as part of one or more coaching cycles.
3. Teachers who complete additional coaching cycles and an associated reflection form will receive a stipend of \$100 per additional coaching cycle completed after finishing their initial coaching cycle.
4. Our instructional coaches will work alongside grade-level teams and individual teachers during PLC meetings to assist setting instructional goals, monitoring student progress, and providing general feedback and assistance.
5. Our instructional coaches 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 could be utilized within their own classrooms.

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
	<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 and other academic areas.

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 delivery, particularly those practices tied to effective instruction for gifted students and MLL students.

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

The work our teachers complete as part of a PLC, the continued implementation of Wit and Wisdom, and the initial implementation of the new mathematics curriculum being implemented during the 2025-2026 school year will be strengthened by continuing professional development.

Action Steps

1. Substitute teachers will be paid for to allow teachers the opportunity to participate in professional development offered during the school day.
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 including the completion of ESL endorsements and further SIOP training for teachers.
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 continue to improve teacher capacity and skill sets leading to positive impacts on classroom instruction, leading to both improved student proficiency and academic growth in both reading instruction as described in our LAND Trust Plan as well as other academic areas that are not.

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 to expand our efforts with the Walk-to-Read program as a Tier 2 instructional method in order to facilitate student growth in literacy.

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

Students will have access to software programs and the internet on up-to-date and secure devices that ensure student safety and privacy by purchasing Chromebooks with current security licenses.

Southland will enhance Tier 1 instruction by ensuring that teachers have up-to-date technology in their classrooms such as 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, or similar items that will 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 programs tied directly to Utah's Core Standards.

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 instruction.
4. As needed, reduce class sizes by supplementing FTE or hiring additional classroom assistants.
5. Purchase items and programs that improve, supplement, or enhance both Tier 1 and Tier 2 instruction that are tied to meeting Utah's various 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, and providing additional assistance and resources to support 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	<i>Salaries</i>	0.5 FTE for Instructional Coach, potential FTE for classroom teachers, multiple instructional aides, stipends, substitute teacher wages to allow teachers to participate in PD or additional PLC work	\$84,000.00
200	<i>Employee Benefits</i>	Instructional Coach benefits, potential benefits for teachers supplementing FTE	\$25,000.00
300	<i>Prof Development (local conf reg, PD presenters, etc.)</i>	PD presentations, conferences, and courses.	\$1,708.72
500	<i>Other Purchased Services</i>		
580	<i>Travel</i>		
600	<i>Supplies, Technology, Software</i>	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.	\$35,000.00
TOTAL PROPOSED BUDGET			\$145,708.72
ALLOCATION			\$145,708.72
Carry-Over from 24-25			\$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 2025-26 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:

