

School TSSA Goal and Plan

School: Southland 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?

Southland's 2025-2026 TSSA plan has continued to support an improvement in the Tier 1 and Tier 2 instructional practices of our teachers. We have been able to purchase programs and materials that have been an invaluable resource to our teachers and students, and to continue using programs purchased with previous TSSA money as well.

In combination with other available funds through our STEM Action Center PD grant, our teachers have been able to participate in additional professional development focused on improving their instructional practices. In addition to these professional development opportunities, our teachers have participated in classroom observations and lesson studies where they have gathered new ideas and techniques and opportunities to collaborate with other members of our faculty. Teachers have also had the chance to further develop their own skill set individually through coaching cycles with our school's instructional coach, with one coaching cycle being mandatory and additional coaching cycles being incentivized using TSSA funds.

TSSA funds have enabled our Walk to Read program to continue improving student literacy by facilitating effective and highly-targeted Tier 2 instruction for our students by allowing us to maintain a staff of highly-trained classroom aides who meet with small groups of students. Those same classroom aides have also been providing students and teachers with additional assistance tied to mathematics instruction, allowing us to close student knowledge gaps or reinforce learning with greater efficiency than we have had in the past.

We have observed many positive data points following our 2024-2025 RISE test that indicate that Southland's efforts are having a positive impact. We do not yet have those data points for the 2025-2026 school year, but I expect to see a continued positive trend. While overall proficiency for ELA fell from 56.8% to 53.6%, student growth rates improved to 53.3% from 52.9%. Mathematics proficiency improved from 47.7% to 51.1%, but the implementation of a new mathematics curriculum may impact this year's results. Science proficiency rose from 61.8% to 63.9%. But, more impressively, Science growth rates improved from 45.9% to 50.1%.

Improvement of our lowest 25% of students is perhaps the most notable area of growth: seeing an improvement in student growth rates from 62.6% in 2023-2024 to 67.6% during the 2024-2025 school year.

Overall we saw an 1 point jump in achievement, a 1 point jump in growth, and a 1 point jump in the growth of the lowest 25%. Our overall point summary improved from 75 points to 81 points. In short, we are improving over time as we intended with the recognition that there is still work to be done.

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	53.6	Growth ELA	53.3	Achievement	32
Achievement Math	51.1	Growth Math	51.6	Growth	29
Achievement Science	63.9	Growth Science	50.1	EL Progress	3
		Growth of Lowest 25%	67.6	Growth of Lowest	17
HIGH SCHOOLS ONLY					
ACT 18+	N/A	Readiness Coursework	N/A		

4-Yr. Graduation Rate	N/A		Postsecondary	N/A
POINT SUMMARY				
TOTAL POINTS	81	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:

The percentage of students in grades k-6 reading at or above grade level will increase by 3% 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.

Improvements in student literacy and in our teacher's classroom instruction will lead to a 3% increase in the total percentage of students receiving a score of 3 or 4 on the RISE Test of Language Arts as compared to the 2025-2026 school year.

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):

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
Emily Mitarai (emily.mitarai@jordandistrict.org)	☒	☐
Lay Kou (lay.kou@jordandistrict.org)	☐	☒

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.

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
	☐	☐	
	☐	☐	
	☐	☐	

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.

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 provided to increase the efficacy of Tier 1 instructional practices, with specific efforts tied to practices meant to improve outcomes for gifted students and ML students.

Instructional strategies related to literacy, mathematics, science, and technology will be supplemented, built, and reinforced to improve overall classroom instruction. The cost of professional development tied to mathematics instruction will be supplemented by funds from the STEM Action Center PL Grant in addition to TSSA funds.

Our teachers will continue to hone and refine their implementation of the Wit and Wisdom program as well as the implementation of Open Up mathematics resources as part of their PLC work. The work that takes place in teacher PLC's will be improved through continuing professional development.

Action Steps

1. Substitute teachers will be paid for to allow teachers the opportunity to participate in professional development opportunities offered during the school day.
2. Teachers will reflect on, discuss, implement, and improve on 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 which topics teachers have selected as an area of interest.
4. Stipends will be offered to encourage targeted professional development including the completion of ESL endorsements and the implementation of SIOP practices within the classroom.
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/Leadership 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.

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

Southland will continue to support our robust implementation of the Walk-to-Read program as a Tier 2 instructional method in order to improve student literacy outcomes and growth.

Southland support teacher collaboration and planning time by supplementing the FTE assigned to us through the Beverly Taylor Sorenson grant and employing a full-time BTS Art Specialist.

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

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

Southland will enhance Tier 1 instruction by ensuring that teachers have up-to-date technology in their classroom 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 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 Academic Standards

Action Steps

1. Hire or retain a BTS Arts Specialist to facilitate teacher planning and collaboration time.
2. Hire or retain classroom aides to support our Walk-to-Read program and weekly teacher PLC times.
3. Purchase teacher devices and accessories that supplement, support, or enhance Tier 1 instruction.
4. Purchase new devices and software licenses for programs that support and assist teachers with Tier 2 instruction.
5. As needed, reduce class sizes by supplementing FTE or hiring additional classroom assistants.
6. Purchase items and programs that improve, supplement, or enhance both Tier 1 and Tier 2 instruction that are tied to meeting Utah's various Academic 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, facilitating teacher planning and collaboration time, 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	Salaries	0.6 FTE for BTS Arts Specialist, potential FTE for classroom teachers, multiple instructional aides including rotation aides, stipends, substitute teacher wages to allow teachers to participate in PD or additional PLC work	\$114,640.07
200	Employee Benefits	BTS Arts Specialist benefits, potential benefits for teachers supplementing FTE	\$23,753.00
300	Purchased Prof & Tech Services	PD presentations, conferences, and courses.	\$2,000.00
500	Other Purchased Services		

580	Travel		
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.	\$15,000.00
		TOTAL PROPOSED BUDGET	\$155,393.07
		ALLOCATION	\$152,321.89
		Carry-Over from 25-26	\$13,676.62
		DIFFERENCE	\$10,605.44

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 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: 5/21/2026-Due to changes in expected expenses for Chromebooks and software, an adjustment was made to lower supply and material costs from \$35,000 to \$15,000. Those funds were shifted into salaries, raising that total to \$114,640.07.