

# School TSSA Goal and Plan

School: Terra Linda Elementary

2023-2024 School Plan

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

Reflect on 2022-2023 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?

How has our TSSA plan supported our schools' vision, mission, and beliefs?  
TSSA continues to provide our school with the resources needed to continue our work in improving student reading and math achievement. As a school, we have developed a road map to improve and strengthen our Tier 1 whole-group instruction. Our road map includes implementing instructional strategies with high effect size according to Hattie's scale. For teachers to learn these strategies, and practice implementation, we depend on the resources we can have through our TSSA money. Our school instructional coach meets regularly with each grade level to provide support in understanding grade-level standards and proficiency TSSA helps support our teachers through the process of developing meaningful lessons that incorporate those high-impact strategies. Our coach observes, models, and provides team teaching to help teachers with specific needs. Teachers also have the opportunity to learn how to understand their curriculum, develop proficiency scales, and collect and understand data. By working closely with our coach, our teachers are provided with support during PLC. Can participate in grade level, and one on one coaching cycles.

How has our plan supported the District's vision, mission, and beliefs?  
As a school district we have implemented great tier 2 resources such as our literacy launch, which has provided schools with great tools such as Heggerty, RGR, LETTERS, and Walk to read. Now that we are starting to see success in Reading Tier 2, we are now moving towards a proficiency-based grading system. This leads to a better understanding of what our students should be learning by the end of a grade level, what our teachers should be teaching, and how to better understand if a student is proficient or not. For students to reach proficiency, teachers need to look closely at their Tier 1 instruction, which is where our school goal and district goal meet.

How has our plan improved school performance and student academic achievement?  
Ever since we have had the support of a full-time instructional coach, teachers have started having meaningful conversations during PLC, looking closely at their curriculum, sharing ideas, and creating common formative assessments and scales. Teachers have started opening their doors and participating in coaching cycles.

What action steps have had the greatest impact on school performance and student achievement?  
Implementation of coaching cycles, implementation of having a coach to support teachers, and implementation of reading programs.

What have we learned? What are our next steps?  
This year we have learned that we have great strategies and support for students reading for Tier 2, but have improvements to make in the area of whole class tier 1 instruction in both ELA and Math.

## 2023-2024 TSSA Plan

Gather and review evidence of school improvement and academic achievement to identify needs and create 2023-2024 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

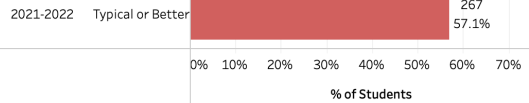
Component 1: Safe, Supportive and Collaborative Culture	
Component 2: Effective Teaching and Learning in Every Classroom	
Component 3: Guaranteed and Viable Curriculum	
Component 4: Standards-Referenced Instruction and Reporting	

### USBE school report card status for 2021 - 2022

AREA	%	AREA	%	AREA	PTS
Achievement ELA		Growth ELA		Achievement	
Achievement Math		Growth Math		Growth	
Achievement Science		Growth Science		EL Progress	
		Growth of Lowest 25%		Growth of Lowest	
<b>HIGH SCHOOLS ONLY</b>					
ACT 18+	%	Readiness Coursework	%		
4-Yr. Graduation Rate				Postsecondary	
<b>POINT SUMMARY</b>					
TOTAL POINTS		1% INCREASE	0		

Data for ELA, Math and Science RISE 21-22  
School Year

Test Name	Percent Proficiency
3rd Grade Language Arts	25%
4th Grade Language Arts	23%
5th Grade Language Arts	44%
6th Grade Language Arts	48%
3rd Grade Math	26%
4th Grade Math	17%
5th Grade Math	36%
6th Grade Math	27%
4th Grade Science	26%
5th Grade Science	41%
6th Grade Science	45%



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:

Goal 1: Increase RISE end of the year test to 51% growth in ELA and 58% Growth in Math for the end of the 23-24 school year. Goal 2: Increase school wide Acadience reading scores to 65% growth in Grades K-6th for the 23-24 EOY.

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

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

Terra Linda is part of the TSI program for both our MLs and Students with Disabilities. To continue working on improving both groups, we will continue to focus on practicing and supporting our teachers with learning opportunities to better reach both populations of students. That will be through learning strategies to accommodate, and support the needs of our students. SIOP strategies and Hattie's Strategies will support both groups. Having a clear MTSS process as a school will help support teachers with tools to help students when they are struggling. It will also allow for a team to look at data and provide additional steps if needed for a student to have testing or additional special education resources. As far as our ML students we will continue to work on assisting teachers and their SIOP strategies, but also continue to implement Tier 2 resources like WTR. If additional resources are available through TSSA I plan on working with my instructional coach and teachers to develop some sort of additional intervention for ML students either before or after school. I also plan on reorganizing the use of our LIAs to figure out based on data how they can provide additional help that focuses on the student's particular needs.

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
Shelly Lloyd shelly.lloyd@jordandistrict.org	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

How will you use coaching to address your school goals?

**Description**

Our school coach will continue to provide our school with the opportunity to push forward our school-wide goals that are aligned with our JELL (Jordan School District goals). Mrs. Lloyd will continue to assist teachers through the PLC process and look at data to determine areas of need. Based on data and teachers' needs, our coach will provide teachers with the opportunity to engage in full coaching cycles both in the areas of ELA, Math, and Science. She will support both Tier 1 and Tier 2 instruction and interventions. She will continue to model, guide, co-teach, and analyze data with teachers and admin. Our coach will continue to provide teachers with strategies by putting together PDs, short classes, and resources. Mrs. Lloyd will continue to work alongside the admin to help push forward school goals and our school-wide road map.

**Action Steps**

1. Learn and understand our district-wide goals and school goals. Support admin in aligning both and supporting our school-wide goals and plans.
2. Help support our school roadmap in increasing Rigor in our Tier 1 instruction by helping and guiding our teachers through the practice and process.
3. Continue to support PLCs, coaching cycles, and data analysis.
4. Continue to support our Tier 2 implementation of reading like WTR
5. Continue to support statewide assessments and goals for our school.

**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
Shelly Lloyd shelly.lloyd@jordandistrict.org	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Dorrellyn Smith Dorrellynsmith@jordandistrict.org	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

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

**Description**

Our TSI team will work alongside our coach to support our teachers in providing Tier 1 instruction that will provide our MLs and students with disabilities the opportunity to better understand their grade level curriculum as well as support them with interventions. Our TSI Team will learn through their meetings about resources and strategies that work, they will then work closely with our coach and admin to provide and model that information to the rest of the staff through PD. Our coach can then take those resources and support our teachers in the classroom through coaching cycles.

**Action Steps**

1. Work alongside our coach to provide teachers with the tools and resources to provide our MLS and Students with disabilities support.
2. Strategies known and learned from our TSI group can be implemented through our coaching cycles.
3. Our TSI group will work alongside our coach and admin to provide meaningful PD and relate the information they have gathered.
4. Our TSI group will help move forward our school-wide goals by adding those additional resources for our TSI groups.
5. Provide tools and resources for MLS through WIDA data and SIOP methods that our coach can then support in the classroom.

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 our school based on our needs. Based on the data collected, we are focusing on providing PD to increase rigor in both our ELA and Math whole group instruction. We are providing PD to practice strategies to engage students in their learning and better understanding grade level standards, as well as proficiency based grading and the work behind it. We will continue to provide teacher to teacher PD, coaching PD, district wide and admin/district PD.

**Action Steps**

1. Engage in data dives to look closely at our 22-23 school wide RISE and Acadience data in the areas of ELA, Math, and Science. We will engage in creating goals and action plans to help increase our school wide and grade level proficiency.
2. Determine grade level essential standards per grade level, and create proficiency scales to understand if our students are reaching proficiency or not.
3. Provide PD that will teach our teachers with high impact strategies that will better engage students.
4. We will continue to provide teacher to teacher PD, coaching PD, district wide and admin/district PD.
5. Provide our school with an in-house substitute.

**TSI SCHOOLS -- Professional Development to address TSI goals**

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

**Description**

Professional Development will be provided to our school based on our needs. The needs will be determined by our school and grade level data. We will focus on increasing our rigor in Tier 1 instruction as well as continue to provide PD to better support our TSI groups. PD will also be used to continue working towards our school and district-wide goals of proficiency-based grading. Professional development will also be used to help better understand and reach our student demographics as well as continue to work on building positive teacher and student relationships as well as school-wide behavior.

**Action Steps**

1. Increasing our rigor in Tier 1 instruction and focusing on reaching our TSI groups during whole-group instruction.

2. PD will also be used to continue working towards helping our TSI groups work their way to proficiency based on their grade level standards.
3. Professional development will also be used to help better understand and reach our student demographics and use strategies like SIOP and Hattie's strategies.
4. Continue to work on building positive teacher and student relationships as well as school-wide behavior.

Is this component implemented within your school land trust plan?

**YES Description**

- Our Land Trust support the above work by helping provide our teachers with their PLC time to engage in the work.

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**

As a school we will continue to work on reaching our goals through collaboration, coaching cycles, Professional development, Implementing our JELL PBG work. We will continue to work on increasing both Tier 1 and Tier 2 instruction.

**Action Steps**

**School personnel stipends for taking on additional responsibility outside of a typical work assignment**

**Coaching cycle stipend for teachers, prep days, Professional development for teachers**

**Stipends for peer observation and reflection, and summer work**

**Purchase Technology/materials to help teach, collect data and or extend student learning and increase proficiency.**

**School Programs that help reinforce skills being taught in the classroom and or extend**

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

How will your school-based initiative address TSI Goals?

**Description**

Implement Strategies to engage and increase our TSI groups performance such as

**Action Steps**

**1 SIOP and Hattie's strategies**

**2. Tier 1 higher rigor coaching cycles and PD**

**3 Allowing for Tier 2 instruction in both ELA and math on our master calendar**

**4 WTR Tier 2 programs**

**5 Provide time for Resource groups that do not interfere with Tier 1 instruction**

Is this component implemented within your school land trust plan?

**YES Description**

- Our land trust focuses on allowing the PLC time for the above work to take place

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

Object Code	Expense Type	Brief Description	Proposed Budget
100	Salaries	Full Time FTE, ESP's, Rotation Assistants and In house Substitute	\$44,310.00
200	Employee Benefits	Benefits	\$14,017.00
300	Purchased Prof & Tech Services	PD	\$4,000.00
500	Other Purchased Services		
580	Travel		
600	Supplies and Materials	Tech Supplies	\$20,000.00
		<b>TOTAL PROPOSED BUDGET</b>	<b>\$82,327.00</b>
		<b>ALLOCATION</b>	<b>\$82,526.31</b>
		<b>Carry-Over from 22-23</b>	<b>\$29,804.59</b>
		<b>DIFFERENCE</b>	<b>\$30,003.90</b>

**Please indicate how you would use any additional allocation.**

Any additional funds will be used to support our school goals through; School personnel stipends in the engagement of additional work and preparation to reach our school and district goals. Additional funds to provide any additional funds to increase rigor in the classroom and provide our teachers with the tools to reach their grade level and school goals. Additional TSSA funds will also be used to support teachers and their ability to teach by providing them with the tools necessary to teach and provide instruction/perform their duties. Such items like; professional development, Technology, student Chromebooks, and materials such as programs to enhance their tier 1 and or tier 2 instruction. Additional school employees, including counselors, social workers, mental health workers, tutors, media specialists, information technology specialists, or other specialists will also be provided if needed through additional funds. Before- or after-school programs, Summer school programs, Class size reduction strategies, Community support programs or partnerships are all areas additional TSSA funds will be used to help support our students and their journey toward proficiency. Provide our school with an in-house substitute to allow consistency in our students and teaching.