School TSSA Goal and Plan

School: Heartland Elementary   2022-2023 School Plan

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

Reflect on 2021-2022 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?

Write a brief review and reflection of your school's 2021-2022 TSSA Plan.

Our 21-22 goals at Heartland were to increase the use of 95% (Walk-to-Read) to all grade levels and to use coaching and targeted teacher and staff professional development to make sure that all staff are trained in the required procedures; including assessments, data analysis, student group creating, and progress monitoring/benchmarking. We were able to accomplish these goals over the course of this year. All grade levels hold 45 minutes worth of Walk-to-Read groups Monday - Thursday. The TSSA plan has allowed us to have two full time coaches, instructional assistants, buy the necessary supplies, and provide on-going professional development to ensure the teachers and staff needed to support the implementation. About 85% of Heartland students at the beginning of the year needed intervention in Walk-to-Read. At the current time only about 30% of students are still in 95% groups during this time. This indicates that students are exiting the intervention program and we are able to use this time to support grade level development of literacy skills.

One of the biggest lessons learned is that each teacher team needs the flexibility to create a time table to reassess and regroup students. We started the year requiring tight 15 day cycles with regrouping at that time. However, we soon learned that each teacher team needed some flexibility to change groups sooner or extend instruction during the 15 day cycles. We adjusted and teacher teams were able to adjust the assessment schedule accordingly. The other adjustment we had to make is we also realized with so much 95% instruction is teachers were missing time to just read with their students. The focus was on skill based instruction and teachers and students needed time in books. We adjust the schedule and provided some additional professional development in PLCs to problem solve and find time for teachers to read with all students. Part of this is as students were exiting the teachers were struggling to continually engage the students in meaningful instruction to extend their learning.

There are two big next steps to take from this year's lessons. First, teacher teams, particularly those in upper grades, need on-going support as students are exiting intervention to continue to target all students needs. The second is that we want to grow our philosophy of grouping students to meet all students needs to other areas. For example, we would like to increase the collaboration and sharing of students to Math Tier 2 and ELA Tier 2 times not just during Walk-to-Read. There are several grades that have already started doing this and are seeing promising results. This will require on-going coaching and professional development for the teachers and other hired instructional staff.

2022-2023 TSSA Plan

Gather and review evidence of school improvement and academic achievement to identify needs and create 2022-2023 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 2018-2019.](#)

AREA	%	AREA	%	AREA	PTS
Achievement ELA	**24.8**	Growth ELA	**ND**	Achievement	**ND**
Achievement Math	**19.7**	Growth Math	**ND**	Growth	**ND**
Achievement Science	**20.7**	Growth Science	**ND**	EL Progress	**ND**
		Growth of Lowest 25%	**ND**	Growth of Lowest	**ND**
HIGH SCHOOLS ONLY	%		%		
ACT 18+		Readiness Coursework			
4-Yr. Graduation Rate				Postsecondary	
POINT SUMMARY					

	TOTAL POINTS	**ND**		**1% INCREASE**	**#VALUE!**

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:

Area growth and Area PTS are unavailable due to reporting and calculation effects and changes due to COVID-19.

Heartland will increase our ELA achievement from 24.8% to 30%, and Math Achievement from 19% to 25%.

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

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

TSI SCHOOLS -- Targeted School improvement Goal --

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

Heartland will increase our ELA achievement from 25% to 30%, and Math Achievement from 19% to 24%.
Heartland will increase the overall school points by 3 in each TSI Subgroup.
Heartland will increase overall WIDA scores for students by .2 increaseing from 3.4 to 3.6.

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
Ann.henrie@jordandistrict.org	☑	☑
Anna.otley@jordandistrict.org	☐	☑

How will you use coaching to address your school goals?

Description

The coaches will help support Walk-to-Read, and other student grouping by attending PLCs to model, and support student groupings. They will also prepare materials manage instructional staff logistics, providing on-going training to teachers and classified staff to help collect and monitor data. Coaches will help ensure that evidence-based strategies are being used with fidelity, and help teachers analyze their data. Coaches will also be using a coaching cycle with new and veteran teachers to further support Tier 2 intervention and enrichment on essential standards.

Action Steps

1-Ensure all teachers are trained in Walk-to-Read procedures and philosophy

2 - Help teachers prioritize standards, break them down by skill, identify the materials best suited to teach to that standard, and make promises to students with student success indicators created in a timely manner (before T1, T2, T3).

3- Prepare materials including CFAs, updated benchmarks assessments, standards outlines, student success indicators

4- Support 15 day data cycles, regrouping, and Tier 2 interventions and enrichment across grade level teacher teams in

5- Monitor the CFA and benchmark data from classrooms to inform our instructional strategies and pacing. Support students to monitor and track their own progress.
6- Celebrate with teachers and students helping fuel teacher collective efficacy by showing them the data that they are making the difference.

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

zara.beck@jordandistrict.org	☑	☐	
Haydee.carranza@jordandistrict.org	☐	☑	
Megan.eborn@jordandistrict.org	☑	☐	

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

Description

The TSI team will help create systems of accountability to the plan and action steps listed above. The TSI team will review data specific to each TSI subgroup area quarterly. The TSI team will also establish focus groups and individuals for interviews in each TSI subgroup. These interviews will be conducted with students and family groups. The student groups will be interviewed quarterly as well as at the beginning of the year. These interviews will provide qualitative information to teacher teams and school level teams about the needs of the students in our TSI subgroups.

Action Steps

1 - Plan quarterly meetings with TSI team, set up quarterly data reports for team members, create interviews and schedule them

2 - Present findings in Team Leader meetings

3 - Meet quarterly with coaches to discuss findings and identify needs of teachers and students

4- Create action plans and goals for teachers and students

5 - Follow up on action plans and goals

Is this component implemented within your school land trust plan?

YES   **Description**

☑ *Our land trust plan is to use PLCs more effectively. PLCs will be the time allocated to teachers for collaboration. This collaboration will be imperative for teachers to have time to group students, create and monitor lesson plans and assessments.*

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 used to increase teacher's ability to plan lessons based on standards instead of schedules, how to create, use, and interpret high quality CFA and benchmark assessments, and how to group students by essential standards on CFAs.

Action Steps

1- Establish a master schedule with dedicated Walk-to-Read and Tier 2 time in ELA and Math for all grade level teams

2 - Provide professional development for creating CFAs, how to form RtI groups, and foster a cooperative team culture for all teams

3- Provide time and support for all teacher teams to create new and align previous CFAs to groupings and intervention/enrichment lessons

4- Create data sheet to monitor and track student learning on essential standards

TSI SCHOOLS -- Professional Development to address TSI goals

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

Description

Professional development will be used to increase teacher's ability to how to plan lessons based on standards instead of schedules, how to create, use, and interpret high quality CFA and benchmark assessments, and how to group students by essential standards on CFAs.

Action Steps

1 - Identify which students fall into which categories of TSI

2 - Provide specific names and current achievement levels to teachers who will be responsible for grouping and instructing the students

3 - Ensure that the teachers are grouping students appropriately

4 - Monitor and track data of students

Is this component implemented within your school land trust plan?

YES   **Description**

☑   *Our land trust plan is to use PLCs more effectively. PLCs will be the time allocated to teachers for collaboration. This collaboration will be imperative for teachers to have time to group students, create and monitor lesson plans and assessments.*

JSD Board TSSA Framework: Schools will promote continual professional learning.

JELL Alignment: 1.5. District and Schools encourage and support innovation and continuous learning

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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

Action Steps

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*	.5 Salary Ann Henrie (.5 T&L) .5 Salary Annie Otley (.5 Title I)	*$47,800.00*
200	*Employee Benefits*	.5 Benefits Ann Henrie (.5 T&L) .5 Benefits Annie Otley (.5 Title I)	*$25,037.00*
300	*Purchased Prof & Tech Services*		
500	*Other Purchased Services*		
580	*Travel*		

600	Supplies and Materials		
		TOTAL PROPOSED BUDGET	$72,837.00
		ALLOCATION	$70,622.00
		Carry-Over from 21-22	$13,321.05
		DIFFERENCE	$11,106.05

Please indicate how you would use any additional allocation.

Additional fund allocations would be used to purchase additional classroom assistants. Sub costs associated with professional development or to provide additional PLC oppertunities for teachers.