

School TSSA Goal and Plan

School: South Jordan Middle School

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?

Instructional coaches here at South Jordan Middle School are valued and paid to help new and veteran teachers with instructional strategies, classroom management techniques, and overall support with and without students. Coaches have been paid salaries and benefits during and after school hours to help improve teacher's best practices. One of our five instructional coaches were paid to help with the use of technology in the classroom in addition to offering classes on how to use our technology and programs such as Canvas which directly supports student learning. Teacher morale is positively impacted by providing support from instructional coaches who are available every period of the day. Monies have also been used to fund a .858 counselor to lower our student to counselor ratio which is recommended by the state of Utah.

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	60.6	Growth ELA		Achievement	
Achievement Math	63.1	Growth Math		Growth	
Achievement Science	58.4	Growth Science		EL Progress	
		Growth of Lowest 25%		Growth of Lowest	
HIGH SCHOOLS ONLY			%		
ACT 18+		Readiness Coursework			
4-Yr. Graduation Rate				Postsecondary	
POINT SUMMARY					
TOTAL POINTS		1% INCREASE	0		

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:

Component 2: Coaching is critical to maintain, implement and support high quality teaching which directly impacts student learning. Lori Holmberg, who is our digital instructional coach at SJMS, will train staff and support proper use of technology. Canvas is being used by all staff and therefore, they need the proper training to execute online instruction as well. this also helps in communicating with parents and students as well as sets the standard of technology within our campus.

We expect student ELA Aspire scores to increase by 1% due to the implementation of the PD, Coaching, and Wellness Rooms.

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
[Coaching Budget Worksheet \(Optional\)](#)

[Elementary](#)

[Secondary](#)

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
Kimberly Player: kimberly.player@jordandistrict.org	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Carly Coles: carly.coles@jordandistrict.org	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Amanda Davis: amanda.davis@jordandistrict.org	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Joleen Reddish: joleen.reddish@jordandistrict.org	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lori Holmberg: lori.holmberg@jordandistrict.org	<input checked="" type="checkbox"/>	<input type="checkbox"/>

How will you use coaching to address your school goals?

Description

Coaches will offer support, class coverage for observations and techniques to improve teaching for new and struggling teachers. SJMS has a fair amount of new and provisional teachers as well as ARL teachers who need support in pedagogy, classroom management, and teaching strategies in addition to technology. Coaching improves teaching as well as boosts morale and confidence which directly impacts student learning.

Action Steps

1. Coaches will be asked to work with teachers identified by administration as well as those asking for help.
2. Digital Coach will be offering bimonthly sessions in Canvas and Skward.
3. Administration will meet with coaches on a regular basis to assess teacher progress, concern and coaching cycles.
4. Coaches will provide class coverage for new teachers to observe other teachers including their mentors.
5. Coaches will meet weekly to assess teacher needs and progress to discuss with administration.

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.

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 address the district and school wide goal of implementing Response to Intervention which is proven to impact student learning. SJMS is continuing to use components of RTI and staff training in the classroom. Professional Development in RTI is a crucial area which we hope to improve over the next year at SJMS. Teachers and staff have not had sufficient support in training in this school wide initiative. Monies will be used for Visible Learning and Trauma Informed PD as well, as they all tie together to provide best instruction and practice.

Action Steps

1. PD in RTI/Trauma Informed Classroom/Visible Learning will occur the week of August 15th, 2022.
2. PD will be offered by the school, psychologist and social worker regarding trauma and mental health tips.
3. PD will be addressing technology needs by gathering feedback to present to the digital coach.
4. Feedback will be taken from our five instructional coaches to determine other PD needs throughout the year.

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

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

Due to the effects of the pandemic over the past two years, we would like to focus on bridging the learning gap which has become more apparent. Mental health issues, increased absences, transitioning from online to in person and vice versa have all taken a toll on student learning. Our goal is to focus on research based practices for staff to be able to implement measure and improve student learning across the board. SJMS school based initiative is to improve the implementation of Response to Intervention.

The other initiative is to support students and staff in Social and Emotional Learning and Wellness. We will have various PD opportunities from both internal and external resources, to help with trauma informed, Visible Learning - to help with student accountability in learning and focus on overall wellness for staff and students. It is imperative that students and staff feel a sense of belonging at SJMS. Looking at Panorama data, across the district and at SJMS, sense of belonging is where all students score the lowest on the self assessment. This factor alone can have a dramatic impact on learning.

Action Steps

1. (mentioned above) RTI/Visible Learning and Trauma Informed PD throughout the 2022-23 school year.
2. (mentioned above) PD offered by our social worker and other internal and external resources.
3. Continue to update and keep our student wellness centers operational to assist students who need to reset.
4. Continue to update and maintain our staff wellness center to support overall mental health and wellbeing of staff.
5. Provide support and incentives for staff health which helps boost morale and sense of belonging.

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	Lori Holmberg- Digital Literacy Coach (\$7,702.24) Mel Switzer Counseling .6125 (\$34,000) <u>Coaches:</u> Joleen Reddish - two periods (\$14,329.92) Kim Player - two periods (\$22,704.71) Amanda Davis - two periods (\$22,704.71) <u>Study Skills:</u> Trent Grable (\$9,318.86) Katrina Holliman (\$7,702.24) Mallory Birch (\$8,370.51) Bryan Crowther (\$9,500)	\$136,333.19

136333.19

\$176,923.68

200	Employee Benefits		\$42,590.49
300	Purchased Prof & Tech Services	PD (Outside resources for RTI, Trauma Informed, Visible Learning)	\$14,111.36
500	Other Purchased Services		
580	Travel		
600	Supplies and Materials	Wellness Room Supplies	\$2,000.00
		TOTAL PROPOSED BUDGET	\$195,035.04
		ALLOCATION	\$208,487.52
		Carry-Over from 21-22	\$0.00
		DIFFERENCE	\$13,452.48

Please indicate how you would use any additional allocation.

If additional monies are available, funds will be used for teacher grants and/or private collaborative time for teachers to team, 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. Purchase additional classroom technology such as; software, Chromebooks, computers, etc. Offer extra classes/courses to reduce class sizes. Provide travel costs for national conferences. Excess funds will be used for after school enrichment and academic support.