

School TSSA Goal and Plan

School: South Jordan Middle School

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?

Our instructional coaches have worked through coaching cycles with many staff members, including every new teacher and teacher new to the building. We have also been able to send our coaches to training specific to coaching through the TSSA budget, and our coaches have been working with teachers to encourage them to record and watch themselves, set goals, and monitor progress toward those goals. We have also been able to fund professional development for teachers in a variety of areas, as well as fund days for individual teaching teams to work as a department to plan, review data, and collaborate.

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 2021-22.

AREA	%	AREA	%	AREA	PTS
Achievement ELA	54.4	Growth ELA	67	Achievement	32
Achievement Math	53.3	Growth Math	64.7	Growth	37
Achievement Science	60.9	Growth Science	68.7	EL Progress	11
		Growth of Lowest 25%	73.5	Growth of Lowest	18
HIGH SCHOOLS ONLY	%		%		
ACT 18+	NA	Readiness Coursework	NA		
4-Yr. Graduation Rate	NA			Postsecondary	NA
POINT SUMMARY					
TOTAL POINTS	98	1% INCREASE	66.50%		

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:

- Our goal is to raise our overall percentage from 65.5% to 66.5% overall as a school. We will do this in three ways:
1. Continue to fund instructional coaches, and have them focus on the data review and self-reflection process started this year.
 2. Fund additional staffing, PLC time, and professional development specifically in math (our lowest growth area).
 3. Fund additional staffing and resources in all academic areas to increase growth overall.

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
Kim Player (kimberly.player@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 offer regular training in various technology tools.
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 monthly to assess teacher needs and progress to discuss with administration.
6. Coaches will conduct coaching cycles with all teachers new to the building or new to the profession (1-2 years).

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

We will fund attendance for teachers to outside professional development in areas including coaching, content-specific state or national conferences (e.g. UCTE), professional learning communities, and response to intervention. We will also fund in-house professional development in those same areas, as well as other areas like classroom management by paying our own teachers to prepare and deliver professional development to their peers. Professional development in multi-tiered systems and supports (MTSS) will also be provided.

Action Steps

1. Teachers will request to attend their content-specific conference at least 45 days prior to the conference.
2. In-house PD will be scheduled throughout the year with topics to be determined based on assessment of need.
3. Technology PD will be offered regularly based on survey data done by the digital coach.
4. Other PD will be determined based on performance data, district initiatives, and assessment of need.

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

We have a wide variety of other school-based initiatives we would like to fund. This includes the ongoing purchasing of technology such as Chromebooks to provide students with access to current, relevant technologies. It also includes efforts to improve the supports offered to students for social and emotional supports such as instructional resources, outside presenters and other social and emotional resources and staffing. We would also use monies to fund staff wellness and resources, as well as provide planning days for teachers, provide substitute teachers, and provide staffing for additional supervision and reduction of class sizes.

Action Steps

1. Purchase additional Chromebooks and other technology as needed based on current technology plan.
2. Continue to improve and update staff and student wellness centers and initiatives.
3. Fund social and emotional learning professional development and resources for students and staff.
4. Provide additional staffing and resources for supervision and reduced class sizes.
5. Assess needs of programs such as RTI and MTSS and fund resources and staffing to improve them.

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

Object Code	Expense Type	Brief Description	Proposed Budget
100	<i>Salaries</i>	Class size reductions, coaching, supervision, and substitutes.	\$70,000.00
200	<i>Employee Benefits</i>	Class size reductions, coaching, supervision, and substitutes.	\$23,000.00
300	<i>Purchased Prof & Tech Services</i>	Outside presenters & resources for professional development (RTI, MTSS, etc.)	\$40,000.00
500	<i>Other Purchased Services</i>		
580	<i>Travel</i>	Professional development travel expenses.	\$5,000.00
600	<i>Supplies and Materials</i>	Chromebooks, lab computers, PD supplies, and MTSS materials and resources.	\$70,000.00
		TOTAL PROPOSED BUDGET	\$208,000.00
		ALLOCATION	\$254,781.00
		Carry-Over from 22-23	\$63,737.92
		DIFFERENCE	\$110,518.92

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 may also be provided to support student learning and the PLC process. We would purchase additional classroom technology such as software, projectors, Chromebooks, computers, etc. We would offer extra classes/courses to reduce class sizes. We would provide travel costs for national conferences. Excess funds will be used for after-school enrichment, academic support, and efforts to improve school culture.