

School TSSA Goal and Plan

School: Riverside Elementary

2021-2022 School Plan

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

Reflect on 2020-2021 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 2020-2021 TSSA Plan.

Our mission at Riverside Elementary is to "cultivate a learning environment with high expectations of successful learning" which aligns with the district mission for students to "reach their potential to achieve academically." Our 2020-2021 TSSA plan worked toward achieving these missions by giving teachers professional development opportunities that improved their practice and literacy coaches to support instruction and professional growth. We began the school year with a professional development that focused on TSI--what it is, why we're in it, and what we need to do to get out. We also added this focus in PLCs by embedding time to review strategies and monitor progress of the subgroups in TSI. We found that teachers were more intentional in their instruction and RTI because they understood the WHY and the HOW. We set 'frontloading of vocabulary' as the instructional focus for the year kicking it off with a professional development followed by discussion in PLCs throughout the school year. We also provided training on student-led conferences and were successful in implementing them in the Spring. At the beginning of the school year, each grade level choose 3 to 5 "power standards" in math and ELA and then worked in their PLCs throughout the school year in breaking down the standards to create success criteria and common formative assessments. Later in the school year, after classroom data showed the teachers were not using math Rtl intervention time effectively, we provided a professional development on best practices in math RTI so that teachers could be more effective in providing tier II math interventions. Our literacy coaches were instrumental in providing these professional development opportunities and coaching teachers through implementation. They also implemented coaching cycles with teachers on a voluntary basis, attended PLCs, observed instruction, and collaborated with teachers and administration to improve instruction.

Although we don't have the official results, preliminary data shows an increase from 35% of students being proficient or higher on ELA

2021-2022 TSSA Plan

Gather and review evidence of school improvement and academic achievement to identify needs and create 2020-2021 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.) USBE categories: academic achievement, academic growth, WIDA, advanced coursework, graduation rate, ACT

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

Review and summarize available school data in order to determine school goal(s).

RISE
 - 24% (91 of 372) of students at Riverside scored proficient to advanced in Math (2020-2021 School Year)
 - 37% (140 of 375) of students at Riverside scored proficient to advanced in ELA (2020-2021 School Year)
 - 37% (34 of 93) of students at Riverside scored proficient to advanced in Science (2020-2021 School Year)

- 7% (6 of 91) of ELL students at Riverside scored proficient to advanced in Math (2020-2021 School Year)
 - 12% (9 of 90) of ELL students at Riverside scored proficient to advanced in ELA (2020-2021 School Year)
 - 8% (2 of 26) of ELL students at Riverside scored proficient to advanced in Science (2020-2021 School Year)

- 21% (13 of 63) of students with disabilities at Riverside scored proficient to advanced in Math (2020-2021 School Year)
 - 17% (11 of 64) of students with disabilities at Riverside scored proficient to advanced in ELA (2020-2021 School Year)
 - 15% (3 of 20) of students with disabilities at Riverside scored proficient to advanced in Science (2020-2021 School Year)

Acadience:-
 - 31% (19 of 61) ELLs kinder through 3rd grade scored Proficient or higher on EOY Acadience (2020-2021 School Year)
 - 35% (17 of 48) students with disabilities kinder through 3rd grade scored Proficient or higher on EOY Acadience (2020-2021 School Year)

Determine school goal

School goal using USBE reporting categories from above:

- 1) 45% of students (3rd through 6th grade) at Riverside will score proficient to advanced in ELA and math RISE assessments (2021 to 2022)
- 2) 45% of students at Riverside (Kinder through 3rd grade) will score proficient to advanced on Acadience assessments (2021 to 2022)

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

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

<input type="checkbox"/>	Other	Year of TSI (1, 2, 3, 4)	
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TSI SCHOOLS -- Targeted School improvement Goal --

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

- 1) 45% of ELL students (3rd through 6th grade) will score proficient or above in ELA and math on RISE assessments (2021 - 2022 School Year)
- 2) 45% of students with disabilities (3rd through 6th grade) at Riverside will score proficient or above in ELA and math on RISE assessments (2021-2022 School Year)
- 3) 45% of ELL students (Kinder through 3rd grade) will score proficient or above on Acadience assessments (2021 - 2022 School Year)
- 4) 45% of students with disabilities (Kinder through 3rd grade) will score proficient or above on Acadience assessments (2021 - 2022 School Year)

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](#)

Record the name and email of your schools Instructional Coach funded partially through Teaching & Learning.

Instructional Coach (Name and Email)
Emily Doll emily.doll@jordandistrict.org

Carolynn Christensen carolynn.christensen@jordandistrict.org

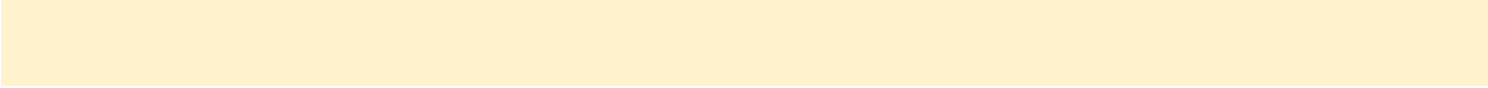
How will you use coaching to address your school goals?

Description

Our coaches will support Tier I instruction and Tier II interventions, PLCs, and teacher growth.

Action Steps

- 1) Literacy coaches will support teachers in implementing Tier I and Tier II literacy (Heggerty, Really Great Reading, Walk to Intervention) with fidelity and support progress monitoring.
- 2) Literacy coaches will provide intentional support in PLCs.
- 3) Coaches will work with individual teachers to provide support in teacher growth.



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
Emily Doll emily.doll@jordandistrict.org	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Jan 2022
Carolynn Christensen carolynn.christensen@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

Coaches will support teachers in Tier I instruction practices and Tier II interventions that support ELs and SpEd students. This may include PD, materials and resources, PLC focus, and working with individual teachers or grade levels.

Action Steps

- 1) Coaches will support teachers in implementing literacy interventions for students with disabilities as well as English language learners.
- 2) Coaches will support PLC teams toward effective practices including reviewing and analyzing student data and developing actionable steps to improve percentage of ELLs and students with disabilities meeting power standards.
- 3) Coaches will prepare and present professional development to teachers and staff as directed by principal.

Is this component implemented within your school land trust plan?

YES Description



Goal 1 - Action Step 2 - Provide students with teacher and reading assistant guidance in guided reading groups. This will include strategic direct instruction, individualized help, interventions and/or enrichment, and a focus on specific skills.

Goal 1 - Action Step 6 - Provide opportunities, time, training, and assistance for teachers to collaborate with each other about student growth needs.

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](#)

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

Description

Coaches and others will provide professional development opportunities around schoolwide instructional focus.

Action Steps

- 1) Conduct classroom observations on effective instructional practices currently in place with multiple observations and observers for each classroom (areas to look at include use of higher order questioning, scaffolding supports in place, opportunities for students to speak, on-task behavior, I Can and language statements posted, checks for understanding, and frequency of positive reinforcement).**
- 2) Analyze the data as an admin and coach team**
- 3) Select an instructional focus for the school year that will improve instruction rigor and effectiveness**
- 4) Provide multiple professional development opportunities that increase staff capacity to implement the instructional focus including staff developing written teacher and student expectations when implementing the strategy**
- 5) Complete follow-up observations throughout the school year to review progress and adjust professional development based on the data**

TSI SCHOOLS -- Professional Development to address TSI goals

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

Description

Intentional professional development opportunities that focus on schoolwide instruction to support ELLs and students with disabilities will be provided. This may include whole faculty PD, small group trainings, and individual PD or coaching cycles.

Action Steps

- 1) Conduct classroom observations on effective instructional practices currently in place to support ELLs and students in disabilities with multiple observations and observers for each classroom (areas to look at include use of higher order questioning, scaffolding supports in place, opportunities for students to speak, on-task behavior, I Can and language statements posted, checks for understanding, and frequency of positive reinforcement).**
- 2) Analyze the data as an admin and coach team**

- 3) Select an instructional focus for the school year that will improve ELA instruction rigor and effectiveness for ELLs and students with disabilities
- 4) Provide multiple professional development opportunities that increase staff capacity to implement the instructional focus including staff developing written teacher and student expectations when implementing the strategy
- 5) Complete follow-up observations throughout the school year to review progress and adjust professional development based on the data

Is this component implemented within your school land trust plan?

YES Description



Goal 1 - Action Step 5 - Provide professional development opportunities, materials, time, and resources for teachers to increase their effectiveness.
 Goal 1 - Action Step 7 - Provide time, training, and assistance for teachers to focus on determining specific skills individual students need and the targeted interventions specific to those individual needs.

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](#)

How will you use school-based initiative(s) to address your school goals?

Description

Increase teacher capacity to help all students grow toward proficiency, particularly those in our targeted subgroups.

Action Steps

- 1) Provide extra assistants, as funding permits, to push in the classroom to support targeted students during Tier 2 instruction (Walk to Intervention), or practice in needed subjects.
- 2) Provide technology and resources for students and teachers to support learning.
- 3) Provide funding for teachers to receive ESL endorsement.
- 4) Provide professional development opportunities.
- 5) Provide substitutes for planning, PD, and other activities.
- 6) Support teachers in monitoring student progress toward proficiency.
- 7) Provide training and support for quality Tier 1 instruction.

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

How will your school-based initiative address TSI Goals?

Description

Increase teacher capacity to help all students grow toward proficiency, particularly those in our targeted ELL and SPED subgroups

Action Steps

1) Same as above, with a targeted focus on TSI goals.
 2
 3
 4
 5

Is this component implemented within your school land trust plan?

YES Description



Goal 1 - Action Step 2 - Provide students with teacher and reading assistant guidance in guided reading groups. This will include strategic direct instruction, individualized help, interventions and/or enrichment, and a focus on specific skills.

Goal 1 - Action Step 5 - Provide professional development opportunities, materials, time, and resources for teachers to increase their effectiveness.

Goal 1 - Action Step 7 - Provide time, training, and assistance for teachers to focus on determining specific skills individual students need and the targeted interventions specific to those individual needs.

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

Object Code	Expense Type	Brief Description	Proposed Budget
100	Salaries	Emily Doll -Teacher & Learning Literacy Coach	\$57,938.00
200	Employee Benefits	Emily Doll -Teacher & Learning Literacy Coach	\$28,631.00

300	<i>Purchased Prof & Tech Services</i>	ESL Endorsements, Professional developmen	\$1,500.00
500	<i>Other Purchased Services</i>		
580	<i>Travel</i>		
600	<i>Supplies and Materials</i>	Technology (Teacher computers, chromebooks	\$12,000.00
		TOTAL PROPOSED BUDGET	\$100,069.00
		ALLOCATION	\$100,525.23
		CARRYOVER	
	Please check calculations	DIFFERENCE	\$456.23

Please indicate how you would use any additional allocation.

<u>Expenses to reach goals such as teacher stipends, salaries, technology, substitutes, additional assistants, and professional development.</u>
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