School TSSA Goal and Plan

School: South Hills 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?

> **We are learning a lot. Our student academic achievement continues to be lackluster. We are working to create a culture of learning and coaching amongst our faculty and staff. Completing a Coaching Cycle was incentivized and we saw high participation. We had over 1/3 of our staff join and actively use Duolingo in an effort to learn Spanish. We implemented a Student Advocate program in which are adults providing a secure location for students - who are chronically absent, tardy, or referred by a teacher or counselor - to spend a half day or a day working to get caught up or taking or retaking tests. These days are a planned and coordinated effort by all to ensure that students have every opportunity to learn or achieve. We also used funds to provide a co-teacher in our ELD classes, as well as a Classroom Aide in those same classes. We have paid for teachers to work toward their ESL endorsement. Upon completion of that ESL endorsement, we will pay a stipend for their efforts.**

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	35.4	Growth ELA	60.3	Achievement	19
Achievement Math	28.4	Growth Math	53	Growth	33
Achievement Science	40.3	Growth Science	62.6	EL Progress	5
		Growth of Lowest 25%	60.3	Growth of Lowest	15
HIGH SCHOOLS ONLY	%		%		
ACT 18+		Readiness Coursework			
4-Yr. Graduation Rate				Postsecondary	
POINT SUMMARY					
TOTAL POINTS	72	**1% INCREASE**	1		

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:

> For the next round of end-of-year testing, increase the percentage of students reaching 'Proficiency' on RISE and UT Aspire Plus by 5%.

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

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

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TSI SCHOOLS -- Targeted School improvement Goal --

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

For the next round of end-of-year testing, increase by 5% the percentage of students reaching 'Proficiency' who are identified as one of the following: o Students receiving Special Education services o Multilingual (ML) o Pacific Islander

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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.

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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
Eric Noyes (eric.noyes@jordandistrict.org)	☐	☐
Gloria Riddle (gloria.riddle@jordandistrict.org)	☐	☐
Dawn Monson (dawn.monson@jordandistrict.org)	☐	☐
Kyle Carter (kyle.carter@jordandistrict.org)	☐	☐
Kathy Bekkemellom (kathy.bekkemellom@jordandistrict.org) - Digital Coach	☑	☐

How will you use coaching to address your school goals?

Description

The school will be using TSSA funds to increase the overall number and available periods of availability of our Instructional Coaches. We will also continue to incentivize teachers to complete a full Coaching Cycle with an Instructional Coach. We will allso continue to incentivize teachers to facilitate school-wide PD in an effort to shift our culture to one of constant reflection and improvement.

Action Steps

1.Increase the number of Instructional Coaches and periods of availability. **2.Continue to incentivize the Impact Coaching Cycle with an Instructional Coach in order to improve Tier 1 instruction.** **3.Support and improve digital instruction and blended learning through professional development for teachers that will take place in groups and individually.** **4.Instructional Coaches will work with teachers to collect data and measure improvement in student learning.**

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
Jim Groethe (jim.groethe@jordandistrict.org)	☐	☐	
Aubri Moench (aubri.moench@jordandistrict.org)	☑	☐	
Emily Morin (emily.moring@jordandistrict.org)	☑	☐	
Susan Call (susan.call2@jordandistrict.org)	☐	☐	
Michelle Smith (michelle.smith@jordandistrict.org)	☐	☐	TESOL Certified

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

Description

The Special Education, ELD, and TSI Teams will provide the faculty with PD opportunities, as well as Friday morning PD throughout the school year. Each team will have paid substitute days to be present in classrooms for support, TSI-centered coaching, and other related observations to improve Tier 1 instructiona and support. We will also provide a teacher, Student Advocates, and Peer Tutors in our Media Center for guided instruction and support throughout each school day.

Action Steps

1 Paid substitute days for observations and direct student support. **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: 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

The Instructional Coaches, Mentors, Administration, Special Education, ELD, and TSI Teams will provide the faculty with PD opportunities, as well as Friday morning PD throughout the school year. As appropriate, we will also utilize guest speakers and attendance to conferences that enhance and align with our school goals.

Action Steps

1.   Teachers will attend various PD opportunities throughout the year and share their knowledge with the SHMS faculty. An emphasis will be placed on PD that enhances teacher knowledge of PLCs, Tier 1 instructional strategies, multi-lingual (ML) strategies, response to intervention (RTI) strategies, as well as relationship-centered learning.

2.   The school will continue to use funds to pay for professional development via conferences, books, and other materials that allow teachers to grow and develop in areas that are of interest to them and/or support the improvement of understanding and assisting our students and building positive student relationships.

3

TSI SCHOOLS -- Professional Development to address TSI goals

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

Description

The Special Education, ELD, and TSI Teams will provide the faculty with PD opportunities, as well as Friday morning PD throughout the school year. Each team will have paid substitute days to be present in classrooms for support, TSI-centered coaching, and other related observations to improve Tier 1 instructiona and support. We will also provide a teacher, Student Advocates, and Peer Tutors in our Media Center for guided instruction and support throughout each school day.

Action Steps

1 Teachers will be incentivized to enroll in and complete ESL endorsement programs to help SHMS better serve the ML student population.

2 Embedded and extracurricular faculty PD for improving TSI support and instruction.

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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

We will use TSSA funds for teachers wishing to continue and/or initiate after school extension programs for increased student engagement and transportation for students to participate. Teachers often have ideas that will enhance their curriculum and

Action Steps

1.Faculty & Staff will provide school extension activities (i.e. STEM, clubs, etc.).

2.Student Advocates and other Classroom Aides to work with students, Counselors, and administration to organize, execute, and manage student-related data, assessments, supports, and wellness spaces.

3.We will use TSSA funds to carry or provide courses and staffing based on school need and student interest (i.e. python coding, dance, world languages, band, etc.).

4.Purchase needed Chromebooks, software, etc. for student, faculty, and staff use.

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

How will your school-based initiative address TSI Goals?

Description

The Special Education, ELD, and TSI Teams will provide the faculty with PD opportunities, as well as Friday morning PD throughout the school year. Each team will have paid substitute days to be present in classrooms for support, TSI-centered coaching, and other related observations to improve Tier 1 instructiona and support. We will also provide a teacher, Student Advocates, and Peer Tutors in our Media Center for guided instruction and support throughout each school day.

Action Steps

1 Teachers, staff, and students available in the Media Center for guided instruction and support throughout each school day.

2

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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*	Teachers and staff (Student Advocates) available in the Media Center	*$60,000.00*
200	*Employee Benefits*	Teachers benefits, as required	*$30,000.00*
300	*Purchased Prof & Tech Services*	Curriculum and software as identified by our TSI-related teams	*$8,417.86*
500	*Other Purchased Services*		*$0.00*
580	*Travel*	Travel-related expenses to attend conferences	*$5,000.00*
600	*Supplies and Materials*	Chromebooks and other materials as identified	*$70,000.00*
		TOTAL PROPOSED BUDGET	*$173,417.86*
		ALLOCATION	*$173,417.86*
		Carry-Over from 22-23	*$5,000.00*
		DIFFERENCE	*$5,000.00*

Please indicate how you would use any additional allocation.

Additional funding will be used for:
•Purchase additional classroom technology, such as software, Chromebooks, computers, etc.
•Offer courses/classes to reduce core class sizes.Teacher compensation (via stipends or hourly wages) to further the work of professional learning communities (PLC); namely, teaming, developing assessments, and curriculum mapping.
•Pay registration and/or travel costs for teachers to participate in conferences and/or professional development.
•Provide substitutes and assistants to support student learning as well as the PLC process.