# *School TSSA Goal and Plan*

**School:** Oakcrest Elementary School                    2024-2025 School Plan

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

**Reflect on 2023-2024 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?

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We believe that regardless of where a child currently stands on the learning/mastery continuum, he/she can make at least a year's progress during a year spent at Oakcrest. We also believe in the right of every child to learn in a safe and nurturing space -- loved and valued by adults engaged in this profession because they want to be. Our TSSA plan has supported these beliefs during the 2023-24 school year in the following ways:
• Our Walk to Read program consistently reaches students at their current levels every day, driving positive growth for students at all levels, not just those requiring interventions.
• Our Math Intervention program consistently reaches students at their current levels daily, driving positive growth for students along the entire spectrum of mathematical prowess.
• Instructional practice has improved, across the board, through coaching cycles, additional teachers earning ESL endorsements, professional development and effective PLC practice.
• A BTS teacher and classroom assistants have supported enrichment rotations for all students in STEM, PE and Computers and all of our students have had access to increased opportunities in the arts including weekly music rotations, show choirs, and a school musical.
The full impact of the work we've accomplished with TSSA resources will be seen as year-end assessment data becomes available. We saw excellent growth last year and have every reason to expect that as we continue to raise the raft for all of our children, growth and proficiency data will continue in a powerful upward trend.

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## 2024-2025 TSSA Plan

**Gather and review evidence of school improvement and academic achievement to identify needs and create 2024-2025 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 2022-23

| AREA | % | AREA | % | AREA | PTS |
|---|---|---|---|---|---|
| Achievement ELA | 41 | Growth ELA | 64 | Achievement | 24 |
| Achievement Math | 42 | Growth Math | 68 | Growth | 36 |
| Achievement Science | 46 | Growth Science | 59 | EL Progress | 8 |
|  |  | Growth of Lowest 25% | 70 | Growth of Lowest | 17 |
| **HIGH SCHOOLS ONLY** | **%** |  | **%** |  |  |
| ACT 18+ |  | Readiness Coursework |  |  |  |
| 4-Yr. Graduation Rate |  |  |  | Postsecondary |  |
| **POINT SUMMARY** |  |  |  |  |  |
| **TOTAL POINTS** | **85** | **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:

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We were pleased with an average growth score of 65 across the four measured categories above, and think that's a reasonable goal to shoot for on an ongoing basis. The work we're doing from the ground up with Walk to Read, Math RTI, PLC's, Learning

goal to shoot for on an ongoing basis. The work we're doing from the ground up with Walk to Read, Math RTI, PLC's, Learning Scales and Coaching Cycles accompanied by an upward trend in achievement scores makes it reasonable for us to set a goal for average proficiencies on the RISE assessment at 46 for the 2024-25 school year.

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

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

**TSI SCHOOLS -- Targeted School improvement Goal --**

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

Given growth and proficiency trends in our school, we anticipate exiting TSI status completely prior to the 2024-25 school year. Not knowing with certainty how things will play out data-wise at the end of this school year, we'll simply note that if we come up short, our goal will be to make the growth and proficiency gains necessary to exit TSI status for our students who receive specialized education services.

*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 |
|---|---|---|
| Marla Daniels (marla.daniels@jordandistrict.org) | ☑ | ☑ |
| | ☐ | ☐ |

How will you use coaching to address your school goals?

**Description**

Our coach will continue to oversee and provide support for our Tier II instructional programs in literacy and mathematics. This includes participation and presentation elements in PLCs and staff PD. She will also continue to observe, model and provide feedback for teachers as they work to provide first rate Tier I instruction for all students. She will conduct at least one coaching cycle for each teacher who is not being formally evaluated and may conduct coaching cycles for them as well by invitation.

**Action Steps**

**Retain top-shelf instructional coach. This is the first and most important action step!**

**Maintain an organizational framework for weekly PLCs to review data, create common assessments and group students for Tier II instruction.**

**Hire and retain requisite personnel to consistently implement instructional programs at a high level.**

**Establish and maintain a framework and schedule for coaching cycles on a larger scale than we have before.**

**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 |
|---|---|---|---|
| Ken Westwood - ken.westwood@jordandistrict.org | ☐ | ☐ | Principal |
| Marla Daniels - marla.daniels@jordandistrict.org | ☑ | ☐ | Coach |
| Michelle Butler - michelle.butler@jordandistrict.org | ☑ | ☐ | ELD Lead Teacher |

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

**Description**

Our coach will continue to oversee and provide support for our Tier II instructional programs in literacy and mathematics. This includes participation and presentation elements in PLCs and staff PD. She will also continue to observe, model and provide feedback for teachers as they work to provide first rate Tier I instruction for all students. She will conduct at least one coaching cycle for each teacher who is not being formally evaluated and may conduct coaching cycles for them as well by invitation.

**Action Steps**

**Retain top-shelf instructional coach. This is the first and most important step!**

**Maintain an organizational framework for weekly PLC's to review data, create common assessments and group students for tier II instruction.**

**Hire and retain the requisite personnel to consistently implement Walk to Read and Math RTI at a high level.**

**Establish and maintain a framework and schedule for coaching cycles on a larger scale than we have before.**

**Monthly PLC's with a focus on our SpEd students/data attended by SpEd teachers and grade-level teams.**

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**

Our PD focus for this school year will be on growing our capacity to provide first-rate Tier I instruction for all students.

**Action Steps**

**Provide opportunities and supports for individually-directed PD enabling teachers to grow their capacity in areas of interest and need.**

**Hold monthly Fun Tech Friday activities calculated to grow our ability to use instructional technology effectively.**

**Hold monthly PLC's focused on ML's and students receiving specialized services complete with data discussions and PD on how best to meet the needs of those students.**

**TSI SCHOOLS -- Professional Development to address TSI goals**

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

**Description**

All PD we conduct is calculated to raise the raft for all students, including those receiving specialized educational services. Monthly PLC's focused on data and strategies to grow our SpEd students will also figure heavily into achieving our school goals.

**Action Steps**

**Conduct monthly PLC's with regular and SpEd teachers to review data and learn strategies to help students achieve their IEP goals.**

**Other action steps as described above for all learners.**

**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: 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.**

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

**Description**

Our school-based initiatives include math RTI, daily ELL-specific instruction, performing arts (music) and one-to-one access to digital devices/software used to enhance instruction. These initiatives support our goals by driving academic growth at the level of the individual student or by providing time for teachers to prep, review data and engage in the PLC process.

**Action Steps**

**Retain BTSALP music teacher.**

**Hire and/or retain teacher and assistants responsible for ELL-specific instruction.**

**Maintain up-to-date digital devices and pay for math software licenses (ST and iReady Math)**

**Hire and/or retain instructional assistants to help with math RTI program.**

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

How will your school-based initiative address TSI Goals?

**Description**

Provide additional paraprofessional assistance for students receiving specialized supports and instruction.

**Action Steps**

**1 Hire/Retain assistants to work up to 25 hours/week in support of our SpEd teachers and students.**

**2**

**3**

**4**

**5**

Is this component implemented within your school land trust plan?

**YES**

☑

**Description**

Our landtrust plan is completely devoted to literacy instruction/growth. The things we're doing with Walk to Ready and Math RTI have made very clear impact on students at all levels, but none more so than those who receive specialized education services who showed a growth percentage of 70 at the end of the 2022-23 school year.

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

| Object Code | Expense Type | Brief Description | Proposed Budget |
|---|---|---|---|
| 100 | *Salaries* | Instructional Coach, Support Professionals, BTSALP Teacher. Subs for PD | *$101,153.82* |
| 200 | *Employee Benefits* | Benefits for employees listed above | *$15,000.00* |
| 300 | *Purchased Prof & Tech Services* | Registrations and other Costs Associated with PD. | *$1,500.00* |
| 500 | *Other Purchased Services* | | |
| 580 | *Travel* | | |
| 600 | *Supplies and Materials* | Hardware and Supplies to Support PD and instruction, Site Licenses for Math and ELA Resources Used to Drive Student Growth | *$15,500.00* |
| | | *TOTAL PROPOSED BUDGET* | *$133,153.82* |
| | | *ALLOCATION* | *$133,153.82* |
| | | *Carry-Over from 23-24* | *$0.00* |
| | | *DIFFERENCE* | *$0.00* |

**Please indicate how you would use any additional allocation.**

We spend the bulk of our resources on support personnel and resources needed to carry out prioritized programs and instruction. Additional resources would be used to pay personnel or for supplies and materials critical to our instructional program.

| |
|---|
| |

| By checking this box I state that I have finished my plan for the 2024-25 school year | ☑ |
|---|---|

**If an amendment is needed please state the reason, what changes you are proposing, and the $ amount of those changes. Make the $ changes above while doing this amendment.**

| DATE: |
|---|
| |