

School TSSA Goal and Plan

School: Columbia Elementary

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? We are working to maximize the
- 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 have adhered to the plan to the greatest degree possible with a new leadership in place with. In terms of the pursuit of the goals, we believe they were not attainable and the supports needed to accomplish them were not in place. However, the achievement has improved as reading proficiency went up 2%. We have address both issues in this plan and with our goals. We have learned that focusing on growth rather than proficiency is a more appropriate way to challenge teachers and student, and to recognize proficiency is attained over multiple years of intentional acts throughout the building. From this we have created new goals that are specific, measurable achievable, relevant and time bound. These goals are related to the following areas of focus, but are specific to reading improvement. First, our school wide student instructional engagement MUST be improved. Second, we need to improve tier I reading instruction for all students. Finally, we need to support our significant ML population with tier II support for their language and reading achievement.

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	20	Growth ELA	58	Achievement	11
Achievement Math	14	Growth Math	52	Growth	33
Achievement Science	25	Growth Science	69	EL Progress	13
		Growth of Lowest 25%	52	Growth of Lowest	25
HIGH SCHOOLS ONLY			%		
ACT 18+		Readiness Coursework			
4-Yr. Graduation Rate				Postsecondary	
POINT SUMMARY					
TOTAL POINTS	82	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:

Columbia Elementary teachers, parents, and students will work together to ensure at least 60% of our students who are not above benchmark will demonstrate the expected growth on the Acadience reading assessment.

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

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

Special education and ML students will demonstrate the same levels engagement during tier I instruction as their peers as one measure to increase achievement and growth.

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
Melinda Carpenter	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sandy King	<input type="checkbox"/>	<input checked="" type="checkbox"/>

How will you use coaching to address your school goals?

Description

Coaches will deliver professional development, lead coaching cycles, demonstrate practices

Action Steps

Professional development- Reading instruction aligned to various resources, the elements of the "reading rope", socratic seminars, and math fluency will be areas for professional development as well as others to address most recent summative data.

Coaching cycles- The implementations of Wit and Wisdom will be one or more coaching cycle. Engagement strategy related concepts will be a coaching cycle. The intentional instruction of the elements of the reading rope and the use of the science of reading protocols will be another coaching cycle.

Coaches- Will model many of the above practices as well as demonstrate how a meeting of a highly functional PLC is executed.

TSI SCHOOLS -- TSI Team to Address Goals

Possible TSI Team members: Instructional Coach (Name and Email), ELD Teacher Lead, Teacher Specialist	ESL		COMMENTS
	Endorsed	In Progress	
Keith Klein	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Kathryn Crandall	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Sarah Hatch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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

Description

The primary focus of our TSI effort focuses on engagement

Action Steps

1. Professional development aligned to engagement and classroom management has been conducted

2 Data was collected in every classroom regarding engagement and SPED engagement

3 Engagement data was shared with faculty and individual teachers

4 A certification program centered on highly engaged classrooms will be put in place to include a book study and demonstration teaching

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

First we have built a knowledge base in faculty meetings about what engagement looks like (compliance and cognitive). Second, we clarified expectations. Third we enumerated strategies that align to engagement. Finally we are creating the opportunity to become a certified "Highly Engaging Classroom" through a stipend program.

Action Steps

- 1. Professional development aligned to engagement and classroom management has been conducted**
- 2 Data was collected in every classroom regarding engagement and SPED engagement**
- 3 Engagement data was shared with faculty and individual teachers**
- 4 A certification program centered on highly engaged classrooms will be put in place to include a book study and demonstration teaching**

TSI SCHOOLS -- Professional Development to address TSI goals

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

Description

First we have built a knowledge base in faculty meetings about what engagement looks like (compliance and cognitive). Second, we clarified expectations. Third, we enumerated strategies that align to engagement. Finally we are creating the opportunity to become a certified "Highly Engaging Classroom" through a stipend program.

Action Steps

- 1. Professional development aligned to engagement and classroom management has been conducted**
- 2 Data was collected in every classroom regarding engagement and SPED engagement**
- 3 Engagement data was shared with faculty and individual teachers**
- 4 A certification program centered on highly engaged classrooms will be put in place to include a book study and demonstration teaching**
- 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

N/A

Action Steps

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

How will your school-based initiative address TSI Goals?

Description

We are all focused on engagement as it is a prerequisite for learning.

Action Steps

1. Professional development aligned to engagement and classroom management has been conducted
- 2 Data was collected in every classroom regarding engagement and SPED engagement
- 3 Engagement data was shared with faculty and individual teachers
- 4 A certification program centered on highly engaged classrooms will be put in place to include a book study and demonstration teaching

Is this component implemented within your school land trust plan?

YES Description



Our literacy outcome for our Utah Land Trust Plan: Columbia Elementary teachers, parents, and students will work together to ensure at least 60% of our students who are not above benchmark will demonstrate the expected growth on the Acadience Reading Assessment.

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

Object Code	Expense Type	Brief Description	Proposed Budget
100	Salaries		
200	Employee Benefits		
300	Purchased Prof & Tech Services		
500	Other Purchased Services		
580	Travel		
600	Supplies and Materials	Hardware for instruction and assessment	\$80,000.00
TOTAL PROPOSED BUDGET			\$80,000.00
ALLOCATION			\$123,971.83
Carry-Over from 23-24			
DIFFERENCE			\$43,971.83

Please indicate how you would use any additional allocation.

We would hire an ESP to support our intensive English instruction for our WIDA 1 and 2 students if a qualified applicant could be found.

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: 5/28/24. We have a school based need to address our hardware needs with a new reading software. We will be purchasing iPads, MacBooks, and related hardware to support student assessment. In addition teachers' macbooks need updating to deliver instruction using the district provided software. The position previously funded as part of our TSSA plan will be paid for from Title I funds.