School TSSA Goal and Plan

School: Kauri Sue Hamilton School   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?

The TSSA plan supported our schools' vision, mission, and beliefs by helping our staff work collaboratively to maximize student achievement by using every moment as a teaching moment in a fun learning environment to maximize student independence and quality of life. We learned that as a school we needed to develop curriculum, assessments, and lesson plans that are apporpriate for each of our students. We had two areas where we saw the biggest impact over the past school year. One was in the development of curriculum and common assessments for K - Post High. As a staff we developed curriculum and common assessments for K-Post high for Language Arts, Math, and Science. We also developed a system to calculate and graph the pre and post test working with the assessment department. The other area we saw growth was with our Mentor/Mentee Coaching Cycles. A third of our teachers were new last year and working through these cyles really helped our new teachers. We also found a system to track behaviors and start working on behavior school wide. Our next steps are to use the upcoming school year to work through our curriculum and common assessments to determine what we need to fix or change. We will also continue to work on our school-wide behavior program. We will continue to use our DTL's with and expand our schools' knowledge and skills with the use of technology.

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).

The current School Commiunity Council (SCC) reviewed data from previous school years. The common piece of data that has been used was the IEP Goal Progress. It calculates the number of goals worked on over the school year and how many students met their goal, had sufficient progress, or insufficient progress. It has been steady the past few years with 24% of students meeting their goals, 70% of students sufficient on their goals, and 6% of students insufficient on their IEP goals. It was determined that the school staff will continue to collect this data for at least one more year while transitioning to a new focus in Language Arts, Math and Behavior. The SCC looked at data from the Dynamic Learning Maps (DLM) - end of year testing. Data was analyzed from 2014 to 2019. Most of the students are not proficient in the areas of Language Arts and Math. More students were proficient in the area of Science, but the Science test that was used was Utah's Alternate Assessment (UAA). Starting the 2020-2021 school year Science will now be a part of the DLM. The staff have spent the 2020-2021 school year adpting a curriculum and developing a scoem and sequence in the areas of Language Arts, Math and Science. Common assessments were also created in the areas of Language Arts and Math. It was porposed that this data be used going forward. So currently we don't have a baseline. We have also found a behavior tool - SWPBIS that we will be using schoolwide to provide a valid, reliable and efficient measure to which school personnel are applying the core features of school-wide positive behavioral interventions and supports. Our goals will focus on the areas of Language Arts, Math, and Behavior.

Determine school goal

School goal using USBE reporting categories from above:

Goal #1 - Language Arts - By the end of the 2021-2022 school year, students will show an increase in their Language Arts Skills using the Language Arts curriculum and KSHS common assessments. Goal #2 - Math - By the end of the 2021-2022 school year, students will show an increase in their Math skills using the Math curriculum and KSHS common assissments. Goal #3 - Behavior - Provide a valid, reliable and efficient measure to which school personnel are applying the core features of school-wide positive behavioral interventions and supports.

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)	
☐	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):

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)
Jackie Nye - Stipend
Cammie Larsen and Joanna Larson - Stipend

How will you use coaching to address your school goals?

Description

We will use our Teacher Specialist and the two teachers that particpated in the coaching training provided by the Teaching and Learning Department in the 2019-2020 school year. We will also use out DTL's to provide technology training.

Action Steps

1 Continue to work on and provide our Mentor/Mentee Program at the school level.

2 Provide support for our new and provisional teachers - induction, instruction, and behavior management

3 Provide opportunities for teachers to participate in a coaching cycle with one of the coaches

4 Provide teachers support for digital learning from our DTL's

5 Provide opportunities for teachers to participate in professional development related to curriculum, delivery of instruction, and behavior

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
	☐	☐	
	☐	☐	
	☐	☐	

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

Description

Action Steps

1
2
3
4
5

Is this component implemented within your school land trust plan?

YES	Description
☑	*Our land trust plan covers the same goals and outlines opportunitities for professional development related to curriculum, planning, delivery of instruction, and behavior*

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

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

Description

Professional development will be used to help teachers understand the components of a lesson plan, how to develop curriculum that is appropriate to our population, how to deliver instruction to all students, how to make changes as necessary based on their classroom data, and how to handle or address behaviors. We will also use professional development and our DTL's to help our teachers build capacity in the area of digital learning.

Action Steps

1 Provide professional development opportunities for all teachers - curriculum related, technology realted, and behavior related

2 Provide opportunities for teachers to participate in a coaching cycle with one of our coaches throughout the school year

3 Provide opportunities for teachers to collaborate, look at data, and make necessary changes in their teaching

4 Provide opportunities for teachers to participate in Mandt training

5

TSI SCHOOLS -- Professional Development to address TSI goals

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

Description

Action Steps

1

2

3

4

5

Is this component implemented within your school land trust plan?

YES	Description
☑	Our land trus plan outlines opportunities for professional development and trainings

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

Our school is working on implementing a curriculum with fidelity

Action Steps

1 Continue to work with staff on TouchMath

2 Provide opportunities for teachers to discuss and collaborate about the programs we are using

3 Provide opportunities for teachers to observe other teachers teaching the curriculum

4 Provide opportunities for teachers to participate in Mandt training

5

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

How will your school-based initiative address TSI Goals?

Description

Action Steps

1
2
3
4
5

Is this component implemented within your school land trust plan?

YES   **Description**

☑   *Our land trust planoutlines that staff will analyze data from IEP goal implementation, from the common assessments created in Language Arts and Math, and from the data collected on behavior from the SWPBIS*

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

Object Code	Expense Type	Brief Description	Proposed Budget
100	*Salaries*	Instructional coaches coaching cycles, Mentor/mentee coahcing cycles, DTL coaching cycles, Professional development - Inservice rate. Classified staff will receive their hourly rates for professional development.	*$25,320.00*
200	*Employee Benefits*		*$8,859.43*
300	*Purchased Prof & Tech Services*	Local conference registrations	*$2,000.00*
500	*Other Purchased Services*		
580	*Travel*		
600	*Supplies and Materials*	Curriculum	*$5,491.99*
		TOTAL PROPOSED BUDGET	$41,671.42
		ALLOCATION	$31,752.73
		CARRYOVER	$9,919.32
Please check calculations		*DIFFERENCE*	$0.63

Please indicate how you would use any additional allocation.

Any additional allocation will be used for professional development, curriculum, local conference registration, and technology needs.