

School TSSA Goal and Plan

School: Kauri Sue Hamilton

2022-2023 School Plan

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

Reflect on 2021-2022 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 supports our schools' vision, mission, and beliefs by helping our staff work collaboratively to maximize student achievement by using every moment as a teaching moment. We have learned that all teachers are in a different place in terms of their instruction, how they deliver instruction and also with their technology skills. We made the biggest impact this year with our coaches coaching new teachers through coaching cycles on their instruction, which included (lesson planning, using the KSHS scope and sequence and pacing guide) and on their instructional delivery. We need to continue to work with each other, coach each other, and collaborate with each other to best meet the needs of all of our students. One of the assistant principals continued on with the Leadership in Blended and Digital Learning (LBDL) classes and we will continue to focus on teaching all staff how to use the technology available to us and how to use it to benefit students.

2022-2023 TSSA Plan

Gather and review evidence of school improvement and academic achievement to identify needs and create 2022-2023 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 2018-2019.](#)

| AREA | % | AREA | % | AREA | PTS |
|--------------------------|---|----------------------|----------|------------------|-----|
| Achievement ELA | | Growth ELA | | Achievement | |
| Achievement Math | | Growth Math | | Growth | |
| Achievement Science | | Growth Science | | EL Progress | |
| | | Growth of Lowest 25% | | Growth of Lowest | |
| HIGH SCHOOLS ONLY | % | | % | | |
| ACT 18+ | | Readiness Coursework | | | |
| 4-Yr. Graduation Rate | | | | Postsecondary | |
| POINT SUMMARY | | | | | |
| TOTAL POINTS | | 1% INCREASE | 0 | | |

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:

We will increase the number of students making progress on the KSHS Language Arts and Math common assessments by 1%.

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

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

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 |
|---------------------------------------|--------------------------|-------------------------------------|
| Jackie Nye - Stipend | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Cammie Larsen, Joana Larson - Stipend | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

How will you use coaching to address your school goals?

Description

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

Action Steps

1. Continue to improve out 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 iwht one of the coaches.
4. Provide teachers support for digital learning from our DTL's.
5. Provid opportunities for teachers to participate in professional development related to curriculum and delivery of instruction.

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 |
|---|--------------------------|--------------------------|----------|
| | <input type="checkbox"/> | <input type="checkbox"/> | |
| | <input type="checkbox"/> | <input type="checkbox"/> | |
| | <input type="checkbox"/> | <input type="checkbox"/> | |

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



Out land trust plan outlines opportunities for teachers to meet and collaborate during PLC meetings on Language Arts and Math curriculum and our KSHS Language Arts and Math common assessments. It also provides opportunities for curriculum/planning related to professional development.

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

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, and how to make changes as necessary based on their classroom data. We will also use professional development and 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 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 the necessary changes in their teaching.

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 trust plan outlines opportunities for professional development.

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

Our school is continuing to work on implementing a curriculum with fidelity across all classrooms.

Action Steps

1. Train all staff on the curriculum being used in the building - Touch Math, elementary and secondary literacy books, news2you, Unique Learning, etc.
2. Train all staff on the curriculum binders and common assessments for Language Arts and Math. (Science binders)
3. Provide opportunities for teachers to discuss and collaborate about the programs we are using.
4. Provide opportunities for teachers to observe other teachers teaching the curriculum.

5. Observe to make sure all staff are teaching the programs with fidelity.

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 plan outlines that staff will analyze data from our KSHS common assessments in Language Arts and Math.

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

| Object Code | Expense Type | Brief Description | Proposed Budget |
|-------------|---|--|-----------------|
| 100 | <i>Salaries</i> | Instructional Coaches (Jackie Nye, Cammie Larsen, and Joanna Larson) - Instructional | \$20,000.00 |
| 200 | <i>Employee Benefits</i> | | \$3,860.25 |
| 300 | <i>Purchased Prof & Tech Services</i> | Local conference registrations | \$5,000.00 |
| 500 | <i>Other Purchased Services</i> | | |
| 580 | <i>Travel</i> | | |
| 600 | <i>Supplies and Materials</i> | Curriculum and manipulatives | \$5,000.00 |
| | | TOTAL PROPOSED BUDGET | \$33,860.25 |
| | | ALLOCATION | \$36,195.75 |
| | | Carry-Over from 21-22 | \$15,640.52 |
| | | DIFFERENCE | \$17,976.02 |

Please indicate how you would use any additional allocation.

Additional allocations will be used for technology, professional development, conferences, trainings, substitutes so teachers can plan, curriculum, and manipulatives as needed.