

## School TSSA Goal and Plan

School: Kauri Sue Hamilton School

2025-2026 School Plan

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

**Reflect on 2024-2025 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?

Our TSSA plan aligns with our school's vision, mission, and beliefs by fostering collaborative efforts among staff to maximize student achievement, utilizing every moment as a teaching opportunity. Over the past three years, we have observed growth in student performance on pre-post assessments in Language Arts and Math, attributed to a well-developed curriculum, scope and sequence, and dedicated instruction time. The implementation of a School-Wide Positive Behavior Intervention and Support (SWPBIS) system has further increased instructional time by emphasizing positive supports throughout the school day. Continued use of PLC meetings will enhance staff knowledge in student data, curriculum, and behavior, empowering educators to elevate student success. We will maintain the use of coaches and mentors to support teachers in classroom management, instructional practices, and the application of our Language Arts and Math scope and sequence. Additionally, our behavior team will continue to enhance staff understanding of positive behavioral practices at Kauri Sue.

### 2025-2026 TSSA Plan

Gather and review evidence of school improvement and academic achievement to identify needs and create 2025-2026 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 2023-24

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	
<b>HIGH SCHOOLS ONLY</b>	%		%		
ACT 18+		Readiness Coursework			
4-Yr. Graduation Rate				Postsecondary	
<b>POINT SUMMARY</b>					
<b>TOTAL POINTS</b>		<b>1% INCREASE</b>	<b>0</b>		

**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:

Achieve a positive increase in pre-post assessment percentages across all assessed areas in both Language Arts and Math.

#### 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):

Achieve a positive increase in pre-post assessment percentages across all assessed areas in both Language Arts and Math.

*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
Teacher Specialist (Will be hiring one this year)	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

How will you use coaching to address your school goals?

**Description**

We will use our Teacher Specialise and Administration to help with coaching cycles on classroom management, instructional practices, and IEP paperwork.

**Action Steps**

1. Continue to strengthen and support our mentor/mentee program at the school level
2. Continue to provide support to our new and provisional teachers - induction, instruction, and behavior management
3. Provide opportunities for teachers to participate in a coaching cycle with a coach or administrator
4. Provide opportunities for teachers to participate in professional development related to curriculum, delivery of instruction, communication strategies for student with significant cognitive delays, 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
	<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**

Our land trust is tied to student growth in Language Arts and Math along with providing behavioral support at the same time. Our land trust plan outlines opportunities for curriculum development and the TSSA plan outlines opportunities for working with coaches, mentors, specialists, and administrators.

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*JSD Board TSSA Framework: Schools will promote continual professional learning.*

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*JELL Alignment: 2.3. District and School Administrators and School Leadership Teams provide opportunities for teachers to continually enhance their pedagogical skills.*

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#### **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 empower teachers to effectively analyze and utilize student data, grasp essential lesson plan components, and develop or adapt curriculum suitable for students with significant cognitive impairments, speech delays, and vision issues. It will also focus on delivering inclusive instruction and making data-driven adjustments. Our goal is to build staff capacity across all areas to enhance teaching effectiveness and student outcomes.

##### **Action Steps**

1. Provide professional development opportunities for all staff - curriculum, data, behavior
2. Provide opportunities for teachers to participate in a coaching cycle with our teacher specialist or administrators
3. Provide opportunities for teachers to collaborate, look at and analyze data, and make the necessary changes in their teaching based on data
4. Provide opportunities for teachers to understand and practice how to engage students with significant cognitive disabilities

#### **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 provides opportunities for professional development*

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*JSD Board TSSA Framework: Schools will promote continual professional learning.*

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*JELL Alignment: 1.5. District and Schools encourage and support innovation and continuous learning*

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#### **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**

The Kauri Sue Hamilton School is dedicated to implementing the adopted curriculum for Language Arts and Math with fidelity across all classrooms to support our school goals.

##### **Action Steps**

1. All staff members will be trained on the curriculum that is in place - Touch Math, Read It Once Again, News2You, Unique Learning, KSHS curriculum binders
2. Provide teachers opportunities to discuss and collaborate with each other about how they are using and teaching the curriculum
3. Provide teachers opportunities to observe other teachers teaching the curriculum
4. Administrators will do walk throughs and provide teachers with feedback on their teaching of the curriculum

**5. Administrators will collaborate with teachers on curriculum, classroom management, and behavior**

**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**

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

Object Code	Expense Type	Brief Description	Proposed Budget
100	<i>Salaries</i>	Instructional Coaching Cycles, Mentor/Mentee Coaching Cycles, Lesson Planning	\$10,000.00
200	<i>Employee Benefits</i>		\$7,000.00
300	<i>Prof Development (local conf reg, PD presenters, etc.)</i>	Local Conference Registrations, Professional Development	\$6,000.00
500	<i>Other Purchased Services</i>	Educational Field Trips, Community Based Curriculum (CBC) Student Transition Goals	\$9,500.00
580	<i>Travel</i>		
600	<i>Supplies, Technology, Software</i>	Curriculum Materials, Technology	\$20,000.00
		<b>TOTAL PROPOSED BUDGET</b>	\$52,500.00
		<b>ALLOCATION</b>	\$68,293.26
		<b>Carry-Over from 24-25</b>	\$28,996.43
		<b>DIFFERENCE</b>	\$44,789.69

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

Additional allocations will be used for: (1) Technology (teacher computers, chromebooks for student instruction and DLM alternate assessment testing with students, iPads for students communication applications, classroom projectors, VIVI devices to replace out of date Apple TVs, HDMI cables, adapters. (2) Equipment for students educational goals in physical therapy (standers, side-lyers, walkers, velcro, tools, etc.), occupational therapy (tasks, fidgets, helmets, weighted blankets or vests, compressions vests, etc.) speech and language therapy (switches, coreboards, communication apps, screen guards, etc.), behavior supplies/materials for the chill room and school. (3) Educational Field Trips. (4) Health related trainings/conferences (CPR, First Aid, Food Handlers Permits, etc.). (5) Community Based Curriculum (CBC) - Community based outings with our transition age students (14 and up) to make purchases in the community.

By checking this box I state that I have finished my plan for the 2025-26 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:

