

School TSSA Goal and Plan

School: Kauri Sue Hamilton

2026-2027 School Plan

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

Reflect on 2025-2026 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 directly supported our school's vision, mission, and beliefs by prioritizing collaborative professional learning and evidence-based instructional practices. By leveraging PLCs, we fostered a culture of continuous improvement and data-driven decision-making, which aligns with both our school and district's commitments to maximizing every student's potential. Through targeted staff trainings and support from our Teacher Specialist used as an instructional coach and mentor, and our behavior team used as behavioral coaches, we strengthened teacher capacity in curriculum delivery, classroom management, and positive behavioral interventions. This approach mirrors the district's vision of empowering educators and providing equitable learning opportunities for all students. The plan's impact is evidenced by measurable growth in student achievement on pre- and post-assessments in both Language Arts and Math. The implementation of our SWPBIS framework resulted in increased instructional time and a positive school climate, further supporting academic success. PLC - driven analysis of student data enabled timely interventions and enrichment, improving overall school performance.

2026-2027 TSSA Plan

Gather and review evidence of school improvement and academic achievement to identify needs and create 2026-2027 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 2024-25](#)

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:

Achieve a positive increase in pre-post assessment percentages across all assessed areas, school-wide in both Language Arts and Math. Additionally, working towards achieving at least 80% fidelity across all three tiers of the School-Wide Positive Behavior Interventions and Support (SWPBIS) framework.

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)	
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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, school-wide in both Language Arts and Math. Additionally, working towards achieving at least 80% fidelity across all three tiers of the School-Wide Positive Behavior Interventions and Support (SWPBIS) framework.

Coaching

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
	☐	☐
	☐	☐

How will you use coaching to address your school goals?

Description

We will leverage our Teacher Specialist and Administration to facilitate coaching cycles focused on classroom management, instructional practices, positive behavioral interventions and supports, and IEP paperwork. Coaching will be targeted to support both academic and behavioral goals, including SWPBIS implementation and growth in Language Arts and Math achievement.

Action Steps

1. Strengthen and support the mentor/mentee program at the school level
2. Provide ongoing support for new and provisional teachers in induction, instruction, and behavior management
3. Offer opportunities for all teachers to participate in coaching cycles with a coach or administrator
4. Facilitate professional development in curriculum, instructional delivery, communication strategies for students with significant cognitive delays, and behavior interventions

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

We will leverage our Teacher Specialist and Administration to facilitate coaching cycles focused on classroom management, instructional practices, positive behavioral interventions and supports, and IEP paperwork. Coaching will be targeted to support both academic and behavioral goals, including SWPBIS implementation and growth in Language Arts and Math achievement.

Action Steps

1. Strengthen and support the mentor/mentee program at the school level
2. Provide ongoing support for new and provisional teachers in induction, instruction, and behavior management
3. Offer opportunities for all teachers to participate in coaching cycles with a coach or administrator
4. Facilitate professional development in curriculum, instructional delivery, communication strategies for students with significant cognitive delays, and behavior interventions

Is this component implemented within your school land trust plan?

YES

Description



Our Landtrust plan is directly tied to student growth in Language Arts and Math, as well as providing behavioral support. The Landtrust plan outlines opportunities for curriculum development, while the TSSA plan provides support through coaches, mentors, specialists, and administrators to ensure effective implementation and student

Professional Learning

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 empower teachers to analyze and utilize student data, master essential lesson planning, and develop or adapt curriculum for students with significant cognitive impairments, speech delays, and vision issues. It will also emphasize inclusive instruction and data-driven adjustments to enhance teaching effectiveness and student outcomes.

Action Steps

1. Provide professional development opportunities for all staff in curriculum, data, and behavior
2. Offer teachers participation in coaching cycles with the teacher specialist or administrators
3. Facilitate teacher collaboration to analyze data and adjust instruction accordingly
4. Support teachers in understanding practicing strategies for engaging students with significant cognitive disabilities

TSI SCHOOLS -- Professional Development to address TSI goals

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Description

Professional development will empower teachers to analyze and utilize student data, master essential lesson planning, and develop or adapt curriculum for students with significant cognitive impairments, speech delays, and vision issues. It will also emphasize inclusive instruction and data-driven adjustments to enhance teaching effectiveness and student outcomes.

Action Steps

1. Provide professional development opportunities for all staff in curriculum, data, and behavior
2. Offer teachers participation in coaching cycles with the teacher specialist or administrators
3. Facilitate teacher collaboration to analyze data and adjust instruction accordingly
4. Support teachers in understanding practicing strategies for engaging students with significant cognitive disabilities
- 5

Is this component implemented within your school land trust plan?

YES

Description



Our Landtrust plan includes funding and support for professional development focused on curriculum, data analysis, and behavioral strategies, ensuring alignment with our school goals and staff capacity-building efforts

School Initiative

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; initiatives may include technology for students

[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

Kauri Sue Hamilton School is committed to implementing the adopted Language Arts and Math curricula and the school-wide SWPBIS framework with fidelity across all classrooms to support academic and behavioral goals.

Action Steps

1. Train all staff on adopted curricula: TouchMath, Read It Once Again, News2You, Unique Learning, Generation Genius, KSHS curriculum binders, etc.
2. Provide ongoing SWPBIS training and support for all staff
3. Facilitate teacher discussions and collaboration on curriculum use, instructional strategies, and positive behavioral supports
4. Provide opportunities for teachers to observe peers for both curriculum implementation and behavioral supports
5. Conduct administrator walk-throughs with feedback on curriculum implementation and behavioral supports

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

How will your school-based initiative address TSI Goals?

Description

Kauri Sue Hamilton School is committed to implementing the adopted Language Arts and Math curricula and the school-wide SWPBIS framework with fidelity across all classrooms to support academic and behavioral goals.

Action Steps

1. Train all staff on adopted curricula: TouchMath, Read It Once Again, News2You, Unique Learning, Generation Genius, KSHS curriculum binders, etc.
2. Provide ongoing SWPBIS training and support for all staff
3. Facilitate teacher discussions and collaboration on curriculum use, instructional strategies, and positive behavioral supports
4. Provide opportunities for teachers to observe peers for both curriculum implementation and behavioral supports
5. Conduct administrator walk-throughs with feedback on curriculum implementation and behavioral supports

Is this component implemented within your school land trust plan?

YES Description



Our Landtrust plan supports both curriculum implementation and SWPBIS initiatives by funding training, collaboration, and resources needed to achieve our school goals in academics and behavior.

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	\$15,000.00
200	<i>Employee Benefits</i>		\$7,500.00
300	<i>Purchased Prof & Tech Services</i>	Local Conference Registrations, Professional Development	\$5,500.00
500	<i>Other Purchased Services</i>	Educational Field Trips, Community Based Curriculum (CBC) Student Transition Goals	\$10,000.00
580	<i>Travel</i>		
600	<i>Supplies and Materials</i>	Curriculum Materials, Technology	\$30,000.00
		TOTAL PROPOSED BUDGET	\$68,000.00
		ALLOCATION	\$68,293.26
		Carry-Over from 25-26	
		DIFFERENCE	\$293.26

Please indicate how you would use any additional allocation.

Any additional allocation will be used to enhance technology by providing teacher computers, Chromebooks for student instruction and DLM alternate assessment testing, iPads for student communication applications and teacher modeling applications for students, classroom projectors, VIVI devices to replace outdated Apple TVs, as well as necessary HDMI cables and adapters. Funds will also support the purchase of equipment for students' educational goals in physical therapy (such as

standers, side-lyers, walkers, and related tools), occupational therapy (including fidgets, helmets, weighted or compression blankets and vests, fine motor workshop tasks), and speech and language therapy (such as switches, coreboards, communication apps, and screen guards), along with behavior materials for the chill room and school-wide use to help with behaviors and sensory needs. Additional resources will be allocated for educational field trips, health-related trainings and conferences (CPR, First Aid, Food Handlers Permits, Nursing Conferences) and to support our Community Based Curriculum (CBC), which provides transition-age students (14 and up) opportunities for community-based outings to practice real-world purchasing and life skills.

By checking this box I state that I have finished my plan for the 2026-27 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: