

School TSSA Goal and Plan

AOS Approval

Date

School: South Jordan Elementary

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?

We are thrilled that our school has exited TSI status for our language learners. The ML specific assistant, and language curriculum funded by TSSA, were essential to this success. We also found a lot of success and improvement in our grade level PLC meetings. This was possible due to the music, PE, STEM, and art specialists, as well as other assistants who provided instruction and classroom coverage during PLC meetings. As a school, every teacher participated in a coaching cycle focused on feedback. We hope to continue to focus on high impact strategies to improve instruction and outcomes across all levels. Moving forward, it is essential that teachers are provided the time and resources to adequately plan and implement Wit and Wisdom (ELA) and Open Up (math). In addition to extended planning time (both during the week and half-days where needed), there is a need for additional time to adequately cover everything needed in grade level PLC meetings. This additional support will be reflected in this year's plan.

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	49.7	Growth ELA	51.4	Achievement	31
Achievement Math	52.6	Growth Math	55.1	Growth	30
Achievement Science	62.5	Growth Science	52.7	EL Progress	5
		Growth of Lowest 25%	64.6	Growth of Lowest	16
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:

By the end of the 2026-2027 school year, increase growth in ELA and math by at least 5% over the 2024-25 school year. This would increase the ELA growth score to 56% or higher, and the Math growth score to 60% or higher.

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

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

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
Cami Anderson, cami.anderson@jordandistrict.org	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

How will you use coaching to address your school goals?

Description

Our instructional coach will oversee the delivery of a tiered reading program, coach teachers and teams on planning, instruction, and assessment, and will facilitate data analysis discussions throughout the year. The coach will also work with teachers on coaching cycles focused on high impact instructional strategies.

Action Steps

1. Weekly PLC meetings focused on planning, instructional delivery, DOK, assessment, data analysis, and intervention planning.
2. Quarterly PLC meetings focused on data and unit planning.
3. Individual coaching cycles with every teacher focused on high impact instructional strategies.
4. Support with curriculum, behavior management, and curriculum materials.

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

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 focus on high impact strategies, behavior management, and curriculum implementation.

Action Steps

1. As a faculty, we will be studying and implementing the research of John Hattie and the high impact strategies that influence learning and achievement.
2. Half day planning sessions and PDs will be scheduled throughout the year. These will focus on upcoming Wit and Wisdom modules, upcoming Open Up units, and behavior management routines and strategies.
3. The district created "Charting a Course" behavior management modules will be presented throughout the year.
4. The instructional coach will oversee mentor/mentee meetings with PD topics applicable to newer teachers.

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

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?

Our school based initiative next year is Collective Efficacy. We want to strengthen tier 1 in instruction and behavior management. We also want to increase the idea that the students belong to all of us collectively. Collective efficacy will be

the main focus of PLC meetings, as well as our school wide PBIS program. We will utilize grade level assistants, rotations, and substitutes to provide quality PLC time. Included in this is our portion of our BTS music teacher. In addition to weekly PLCs, we will hold periodic half day PLCs to go over Acadience data, plan upcoming units, and provide opportunities for teachers to observe others (at our school or at other locations). We will also focus on restorative practices in our delivery of a behavior management system. We will hire a "structured recess" assistant to facilitate positive behavior supports during recess. Training and supports will be provided for MTSS. We will hire a ML assistant to work with language students to ensure they are getting additional support.

Action Steps

1. Hire grade level assistants to assist with interventions and cover recess duty so teachers can have extended planning and PLC time. (\$80,000)
2. Hire multiple teachers and assistants to deliver instruction in music, art, PE, and STEM so that teachers can have extended planning and PLC time. (\$74,000)
3. Hire a structured recess assistant to provide instruction and support to students struggling with behaviors outside. (\$12,000)
4. Hire a full time substitute to ensure that all rotations, interventions, and other supports continue with as few interruptions as possible. (\$30,000)
5. Hire a ML assistant to provide language instruction and support for ML students. (\$17,000)
6. Provide 2 additional team leader stipends (\$600), 4 stipends for our TAT team members (\$1600), and 7 PLC leader stipends (\$2800) to facilitate effective team and PLC meetings.
7. Provide 1 stipend to the ELD lead teacher who will oversee the ML assistant's work with language students. (\$400)

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

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

Object Code	Expense Type	Brief Description	Proposed Budget
100	Salaries	Portion of the BTS teacher salary (40%), structured recess assistant, grade level assistants, ML assistant, rotation assistants (STEM, art, PE), and half of a full time substitute salary. Additionally, ELD Lead stipend, additional team leader stipends,	\$200,000.00
200	Employee Benefits		\$18,400.00
300	Purchased Prof & Tech Services		\$0.00
500	Other Purchased Services		\$0.00
580	Travel		\$0.00
600	Supplies and Materials	Only purchased if there are excess funds or from 2025-26 carryover	
TOTAL PROPOSED BUDGET			\$218,400.00

	ALLOCATION	\$217,156.61
	Carry-Over from 25-26	\$10,000.00
	DIFFERENCE	\$8,756.61

Please indicate how you would use any additional allocation.

If we do not spend all of the anticipated funds on salaries, we will use remaining funds to purchase additional books that match the ELA curriculum (physical and digital), software or subscriptions to online ELA and math programs (such as Lexia or Imagine Math), additional student chromebooks (to access ELA and math software or programs), iPads, and teacher laptops for instructional delivery. Additionally, excess funds may be used to purchase document cameras, projectors, and materials for implementation of curriculums such as clickers, white boards, markers, storage materials, etc.

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.

05/10/26- Due to the change in funding for instructional coaches, I was able to move some assistants to my LAND Trust plan. This freed up some money that I plan to use in the following ways to support TSSA goals. These changes do not change the expenditures in any of the categories, but adds stipends in place of salaries. \$7,000 in stipends for a group of teachers to work on our MTSS plan over the summer, as well as serve on an MTSS committee that teachers can meet with for behavior support next year. This committee will function similar to the TAT team for SPED referrals, but will focus on providing intervention ideas for behaviors. \$7,000 in stipends for a group of teachers to work on our Portrait of a Graduate project over the summer. This program will provide opportunities for students to work on their own academic, behavioral, and social goals throughout the year linked to the 6 pillars of Portrait of a Graduate. \$7000 for PLC leaders to create PLC protocols, norms, and assessment calendars. \$2000 in stipends for Student Council teacher supervisors. The student council will be an integral part of our PBIS plan and structured recess.