School TSSA Goal and Plan

School: South Jordan Elementary   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?

We are so grateful for TSSA funds. These funds are invaluable to helpings us improve student performance and increase student achievement. We have implemented the plan as we outlined. The plan has been implemented to improve student learning for all of our students in ELA, Math, and Science, with a special emphasis to help our ML population of students.
This past year was a bit of a mixed bag when it came to results on RISE. While we improved overall proficiency (achievement) in ELA and Math, our Science scores dropped a little. In addition, our overall school growth dropped, but our lowest scoring 25% grew by almost 10%. Classroom teachers have given extra focus to helping our highest scoring students improve their learning and growth at an acceptable rate. In addition, our ML students are still showing a good amount of growth on the RISE score and we want to keep that positive trend. We believe having an ML aide on staff has been so valuable to help our students grow.
Additionally, I have witnessed a marked improvement in our grade level team PLC process. We are more targeted in our instruction with our learning scales and teams are constantly looking at assessment data to make informed intervention decisions.

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	56.1	Growth ELA	48.5	Achievement	31
Achievement Math	51.3	Growth Math	51.1	Growth	28
Achievement Science	57.4	Growth Science	49.3	EL Progress	5
		Growth of Lowest 25%	66.4	Growth of Lowest	17
HIGH SCHOOLS ONLY	%		%		
ACT 18+		Readiness Coursework			
4-Yr. Graduation Rate				Postsecondary	
POINT SUMMARY					
TOTAL POINTS	81	**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:

South Jordan Elementary decreased by 7 points from the 22-23 school year. The main reason was our overall school growth points dropped. Our goal is to increase our school growth by a minimum of 4 points over our 23-24 score of 28 while maintaining or improving all other point categories.

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

☑	EL	Year of TSI (1, 2, 3, 4)	3
☐	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):

While the changes to the rule have made it so we cannot exit TSI status until 2025, if we were still held to the two consecutive year rule, we would have exited TSI this past year. We feel confident we can get our third year in a row and exit after this school year. Our goal will be to improve EL proficiency by 5% and EL growth by 10%.

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.

	T&L $$	OTHER
Cami Anderson cami.anderson@jordandistrict.org	☑	☑
	☐	☐

How will you use coaching to address your school goals?

Description

Our coach is assigned to assist in improving Tier 1 and Tier 2 instruction in ELA, Math, and Science. She will use direct instruction coaching to mentor new, or struggling teachers, to improve our use of instruction tools, increasing our high-leverage instructional practices, Proficiency Based Learning, and any other resources provided by the district.

Action Steps

1. Our coach will assist in improving tier 1 instruction by modeling strategies, sharing ideas, and providing specific feedback to teachers. She will also have a monthly professional development focusing on an area of the Big 6 and how to use these technology tools in the classroom.

2. Grade level aides, under the direction of the instructional coach and grade level teachers, will be hired to assist the teachers in capacities such as progress monitoring, direct instruction, interventions, and any other focus support required. This will also include the hiring of an ESL specific aide.

3. Coaches, administrators, and teachers will meet in weekly PLCs to determine instructional focus, implement instruction, create and administer assessments, monitor student proficiency and growth, and make adjustments and interventions where the data shows a need.

4. Our coach assists mentoring provisional teachers by observing, collecting data, modeling lessons, sharing ideas, providing feedback, and answering questions. In addition, she will be the lead mentor in the school and will hold regular meetings with grade level teacher mentors and the teachers they are mentoring.

5. We have been piloting Proficiency Based Learning in the 24-25 school year, and the coach has played a vital role in the implementations as well as helping teachers make needed adjustments as the year has progressed. This role will continue in the 25-26 school year.

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
Cami Anderson cami.anderson@jordandistrict.org	☑	☐	
Melissa Handy	☑	☐	
Jana Nielsen	☑	☐	

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

Description

Our administrators, coach, and ESL team members will review wida scores, current performance, and student academic growth to provide ideas and training for targeted interventions with any student learning gaps. In addition, we have noticed an increase in absenteeism from our EL population and we implemented a plan to more quickly address the concerns.

Action Steps

1. Effective tier 1 instruction strategies will be discussed during PLCs as well as school level professional development. Special emphasis will be placed on training teachers with effective strategies that work with our EL population.

2. Our administration, coach, and ESL team will assist teachers in implementing evidence based tier 2 interventions and district programs with fidelity. We will continue to pay for an ESL aide that will work with our ML students in a one on one capacity with whatever deficits are shown on WIDA or classroom assessments.

3. EL students will be placed in classrooms with an ESL endorsed teacher whenever possible. If no teacher with that endorsement exists on the team, students will attend a teacher's class who is endorsed to receive the needed ESL minutes. Our ESL aide will push in or pull out to work with ESL students and decrease gaps in learning.

4. Our coach and administrators will follow up with teachers with the implementation of tier 2 and tier 3 interventions and make adjustments where needed based on classroom formative assessments.

5. Using Panorama data, we will determine which EL students have been missing too many days and we will call the family directly when the student doesn't come to the start of the day.

Is this component implemented within your school land trust plan?

YES   **Description**

☑   *Our land trust plan is tied to literacy growth. Coaching will help increase teacher capacity, which will in turn create growth in literacy.*

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

Teachers will have a variety of learning opportunities this year that will be paid through TSSA funds. If a teacher is seeking to be ESL endorsed, they will be paid with TSSA funds. Professional Development will focus on transitioning to Proficiency based instruction and aligning all of our grade level teams. This will also include training on improving our tier 1 instruction and improving our tier 2 and 3 interventions. In addition, we will use TSSA funds to give us added days to improve our instruction of the new ELA curriculum and new math curriculum.

Action Steps

1. Our coach will model, train, and mentor teachers specifically on effective tier 1 instruction to maximize our time and resources so student learning can improve.

2. Teachers will be encouraged to obtain their ESL endorsement as well as attend other trainings specific to math, ELA, and technology utilization in their classroom. We will also encourage teachers to take the Effective Teacher training.

3. As we have transitioned to Proficiency Based Learning, we will continue to train on best practices including some school specific professional development.

4. We will pay for teachers to have extra days to plan and prepare new ELA and Math curriculum

TSI SCHOOLS -- Professional Development to address TSI goals

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

Description

Teachers will have opportunities to obtain their ESL endorsement. We will also have school specific professional development targeting proficiency-based instruction, PLCs, tier 1 instruction and tier 2 and 3 interventions, as well as monthly trainings to improve our use of the Big 6 technologies in the classroom.

Action Steps

1. Effective tier 1 instruction strategies will be discussed during PLCs as well as school level professional development. Special emphasis will be placed on training teachers with effective strategies that work with our EL population.

2. Our administration, coach, and ESL team will assist teachers in implementing evidence based tier 2 interventions and district programs with fidelity

3. EL students will be placed in classrooms with an ESL endorsed teacher whenever possible. If no teacher with that endorsement exists on the team, students will attend a teacher's class who is endorsed to receive the needed ESL minutes.

4. Our coach and administrators will follow up with teachers with the implementation of tier 2 and tier 3 interventions and make adjustments where needed.

5. Formative classroom data will help us know the effectiveness of our teaching with ML students and where gaps may still exist with our students.

Is this component implemented within your school land trust plan?

YES   **Description**

☑   *Our instructional coach will be sharing effective ELA and Math Strategies and evidence based interventions with all teachers. Our coach will also have a monthly Big 6 technology PD. These strategies will work to improve both ELA and Math student proficiency and growth with our ML population.*

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

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

Students and teachers will use technology to integrate areas of the Big 6 into their instructional routines to deepen student learning. It will be a tool to enhance our instruction, but will not supplant our instruction. Technology, specifically Mastery Connect, will be used to gather and organize assessment data so we can analyze and strategize our continuous steps to shrink gaps and increase student learning. We will continue to use Acadience, Imagine Math, Mystery Science, as use School AI as a tool to improve our instruction. In addition, we will pay for a BTS music teacher. This faculty member is critical not only to help our students have a better understanding of the arts, which can be applied in all academic areas, but also to give our PLC teams the time they need to meet look at student data and create interventions for students who need extra support. Funds will also be used to pay for two STEM lab aides who will also support classroom academics and give teachers time to meet as PLC teams.

Action Steps

1. Administration and instructional coach will determine which digital technologies and resources will best improve instruction among our classrooms. We will continue to purchase more touch screen devices for our younger grades who use Acadience.

2. PD, including a technology specific day of training, will target the digital instruction tools from the Big 6 decided upon.

3. TSSA funds will also be used to pay for 2 instructional aides in our computer lab to provide ongoing training and digital experiences for students and teachers. In addition it will pay for the salary of a BTS music instructor.

4. Software licenses will be renewed that provide important digital resources for instruction in our classrooms. In addition, more chromebooks will be purchased to replace our aging technology.

5. A stipend will be paid to our technology committee members as they share and train their colleagues in digital student learning and teaching innovation.

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

How will your school-based initiative address TSI Goals?

Description

Technology will be used by students and teachers to enhance tier 1 instruction. Teachers will also use technology to better help create assessments and analyze the data to more quickly intervene where needed and reduce learning gaps in our ESL students.In addition, exposing students to art programs as well as STEM will help improve classroom instruction.

Action Steps

1. We will use Acadience, as well as Wida scores, to determine our low performing ESL students, to provide resources and interventions to improve academic performance.

2. Teachers and aides will be trained to administer any digital progress monitoring as well as help in the intervention process for students identified as needing more help

3. Our school will continue to implement the Walk to Read program with all of our students. ESL and other low scoring students, from the Acadience screener, will be placed in targeted intervention groups to eliminate any gaps in learning.

4. Additional Chromebooks will be purchased to aid in the digital instruction in our classrooms.

5. Whole class software, including additional Imagine Math licenses, will be purchased to aid in teaching the standards as well as ESL focused software to help in targeted areas specific to student needs as per RISE, Wida, or Acadience.

Is this component implemented within your school land trust plan?

YES   **Description**

☑   An instructional coach as well as literacy aides will be hired with land trust monies to help in the walk to read program as well as assisting teachers in progress monitoring and providing interventions for struggling ESL

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

Object Code	Expense Type	Brief Description	Proposed Budget
100	*Salaries*	Salaries for classroom aides, BTS instructor stipends for teachers, and substitutes if needed for PD	$140,000.00
200	*Employee Benefits*	Employee benefits for our aides	$10,000.00
300	*Prof Development (local conf reg, PD presenters, etc.)*	ESL endorsements, Professional Development	$10,000.00
500	*Other Purchased Services*		
580	*Travel*		
600	*Supplies, Technology, Software*	Walk to read materials, Classroom technology hardware (chromebooks, vivi, Ipads, etc). Supplemental Classroom software.	$40,000.00
		TOTAL PROPOSED BUDGET	$200,000.00
		ALLOCATION	$217,156.61
		Carry-Over from 24-25	$53,593.34
		DIFFERENCE	$70,749.95

Please indicate how you would use any additional allocation.

Any additional funds would be used to accomplish our goals and action steps in our plan, specifically to pay the salaries for more grade level aides as well as more technology, as our chromebooks are aging out. Also, if we did find any local conferences or professional development that could benefit our faculty, funds could be used in pay for these events.

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: