School TSSA Goal and Plan

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

Reflect on 2020-2021 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?

This school year was a work in progress. Fox Hollow supported all district and state literacy goals, however, implementation with fidelity was a struggle. As a new principal I was unaware of academic deficits throughout the school, the growing ELL population, and the number of SpEd students. As these challenges were faced throughout the year, the SCC and JELL team began to work towards goals to help bridge the deficits in all affected student populations. Some of the accomplishments I am most proud of at Fox Hollow are the design and implementation of a behavior matrix to help set expectations in all areas in the school, a fine tuned method of working with students whose teachers are considering a special education referral, an updated mission and vision statement for Fox Hollow, and recognizing student behavior with Red Tail tickets and Ticket Tuesday. Next year, our main focus is literacy growth in all grades. I am excited for the implementation of the new "Walk to Read Intervention"and using Heggerty, MSRC, and Really Great Reading with fidelity. Next year is going to be a year of growth as we intentionally plan instruction and explicitly teach the core.

2021-2022 TSSA Plan

Gather and review evidence of school improvement and academic achievement to identify needs and create 2020-2021 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.) USBE categories: academic achievement, academic growth, WIDA, advanced coursework, graduation rate, ACT

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 |

Review and summarize available school data in order to determine school goal(s).

Fox Hollow will use Acadience data to measure growth in students K-6. We will also use Imagine Learning data from the beginning of year and end of year reports. RISE scores will be used to measure proficiency in grades 3-6 and beginning of year benchmark tests (SLOs) will be used in grades K-6.

Determine school goal

School goal using USBE reporting categories from above:

The goal for Fox Hollow is that every student improve a grade level in reading. All components in the framework will be addressed in this goal. To accomplish this goal teachers will need to be collaborative during PLCs and share effective teaching strategies. Students will be learning in small skills groups that will help them access the curriculum in all content areas, and power standards will help drive instruction.

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)	year 2
☐	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):

SpEd students will be receiving intervention support through small skills groups during the "Walk to Read Intervention" time. Special Ed teachers will also attend the Literacy Launch so they will be familiar with literacy strategies to support reading 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

Record the name and email of your schools Instructional Coach funded partially through Teaching & Learning.

Instructional Coach (Name and Email)
Linnea Ockey rachel.ockey@jordandistrict.org

How will you use coaching to address your school goals?

Description

Coaches will work with teachers throughout the year to improve instruction, support teachers in the literacy initiative and help in PLCs. They will continue to build relationships with faculty and students.

Action Steps

Ongoing professional development to support literacy initiative

Provide professional development and support for coaches on coaching

Purchase needed materials for coaching professional development

4

5

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
Jodie Ball (jodie.ball@jordandistrict.org)	☑	☐	
Linnea Ockey (rachel.ockey@jordandistrict.org)	☑	☐	
	☐	☐	

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

Description

The TSI team will work with teachers to provide appropriate interventions to support SPED students in Tier I

Action Steps

Ongoing professional development on effective engagement/intervention/instructional strategies

Provide time in the schedule for SPED students to receive additional support from classroom teachers (Walk to Read)

Implement effective use of technology in the general education classroom

SPED teachers will colaborate with general education teachers to help meet the needs of SPED students

5

Is this component implemented within your school land trust plan?

YES   **Description**

☑   *All students are to make a year's growth in reading*

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

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

Description

All teachers will receive professional development throughout the year to support the goal of all students making a year's growth in reading

Action Steps

Professional development will focus on high yield strategies, student engagement and interventions for Tier I

2

3

4

5

TSI SCHOOLS -- Professional Development to address TSI goals

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

Description

Professional development will focus on improving Tier I instruction of core standards, student engagement and interventions

Action Steps

Provide Professional development on effective intervention strategies to use in Tier I Instruction

Teachers will participate in coaching cycles with school coaches

Provide additional time and support for SpED students through explicit skill-based interventions

4

5

Is this component implemented within your school land trust plan?

YES   **Description**

☑   All students are to make a year's worth of growth in reading

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.

How will you use school-based initiative(s) to address your school goals?

Continue to move toward 1:1 technology

Action Steps

Use technology as a tool to enhance interventions and enrichment

Teach students digital literacy skills

Increase teacher capacity with effective use of technology

4

5

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*	salary for coach-Linnea Ockey, stipend for leadership team, substitutes for PD, stipend for computer curriculum, stipend for 8 hours curriculum mapping during summer, salaries for assistants	*$80,000.00*
200	*Employee Benefits*	benefits	*$14,000.00*
300	*Purchased Prof & Tech Services*		
500	*Other Purchased Services*		
580	*Travel*		
600	*Supplies and Materials*	continue to build 1:1 technology, software, and purchase misc supplies to support coaching and PD, STEM supplies	*$70,000.00*
		TOTAL PROPOSED BUDGET	$164,000.00
		ALLOCATION	$144,768.37
		CARRYOVER	$20,000.00
Please check calculations		*DIFFERENCE*	$768.37

Please indicate how you would use any additional allocation.

Continue to improve 1:1 technology and replace outdated technology.