

# School TSSA Goal and Plan

School: Ridge View Elementary

2023-2024 School Plan

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

**Reflect on 2022-2023 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?

Ridge View has used a large portion of TSSA funds to provide two instructional coaches to work with all teachers. Having an additional coach better accommodates our large staff and allows all teachers to benefit from added support. Teachers have participated in coaching cycles, regular professional development, and PLC data meetings focused on the implementation of the 95% Program and other high-yield instructional strategies. Instructional materials and supplies were purchased to support the effective implementation of this program. Additionally, a lead mentor teacher was assigned to work closely with the instructional coaches to provide support to our new and provisional teachers. Monthly "new teacher meetings" were held to collaborate and focus on essential topics and other useful information. Another instructional focus was on the implementation of the SIOP (Sheltered Instruction Observation Protocol) Model as a means to better address the needs of our English language learners. While we did not accomplish as much as we hoped with this goal, we were able to introduce the protocol and provide initial PD to staff. We plan to continue to work on this goal next school year. TSSA funds were also used to create a Wellness Center at Ridge View. Supplies and materials were purchased, and two classroom assistants were hired to staff the Wellness Center full time. Data shows this has been a great benefit to our students. The BEST (Behavior Emotional Support Team) worked closely to support the implementation of the Wellness Center and to provide additional PD to staff. This team also gathered and analyzed behavior data, and provided professional development on PBIS practices and trauma informed instruction. The team has used the data and teacher reflection from the PD to determine goals and next steps for the 2023-24 school year. We celebrate reaching many of the goals set and continue to work towards those in progress.

## 2023-2024 TSSA Plan

**Gather and review evidence of school improvement and academic achievement to identify needs and create 2023-2024 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 2018-2019.

AREA	%	AREA	%	AREA	PTS
Achievement ELA	<b>40.2</b>	Growth ELA	<b>59.2</b>	Achievement	<b>21</b>
Achievement Math	<b>35.1</b>	Growth Math	<b>53.6</b>	Growth	<b>31</b>
Achievement Science	<b>38.2</b>	Growth Science	<b>53.7</b>	EL Progress	<b>3</b>
		Growth of Lowest 25%	<b>56</b>	Growth of Lowest	<b>14</b>
<b>HIGH SCHOOLS ONLY</b>					
	%		%		
ACT 18+		Readiness Coursework			
4-Yr. Graduation Rate				Postsecondary	
<b>POINT SUMMARY</b>					
<b>TOTAL POINTS</b>	<b>69</b>	<b>1% INCREASE</b>	<b>1</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:

- Decrease the number of students in grades K-6 scoring below and well below benchmark on Acadience by 20% from the beginning of year to end of year.
- Students in grades 3-6 will make a 3% increase on RISE from the 2022-23 school year to the 2023-24 school year.

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**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):

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*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
Alicia Rasmussen, alicia.rasmussen@jordandistrict.org	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tawnya Goodfellow, tawnya.goodfellow@jordandistrict.org	<input type="checkbox"/>	<input checked="" type="checkbox"/>

How will you use coaching to address your school goals?

**Description**

Our instructional coaches will support all teachers with Tier 1 instruction, classroom management, and the implementation of district literacy programs. Our coaches will lead teachers through regular coaching cycles and data collection to assist with implementation of the instructional priorities we have identified. These focuses will lead to increased student achievement and growth.

**Action Steps**

- Attend grade level PLC meetings to facilitate the analysis and use of student data to improve instruction.
- Assist teachers with implementation of district curriculum programs and instructional practices, including the integration of digital tools into instructional routines.
- Use coaching processes and digital learning to help teachers implement best practices for literacy instruction, including 95%, RGR, MSRD, and Heggerty.
- Use coaching processes and regular coaching cycles to help teachers implement high-yield instructional priorities as identified by the school.
- Use coaching processes to help teachers plan incorporate components of the SLOP (Sheltered Instruction Observation Protocol) model and other specialized instructional practices for ML students.
- Work closely with administration to provide a supportive mentoring program for all new and provisional teachers.

**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"/>	
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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 plan is tied to literacy growth. Coaching will help increase teacher capacity, which will result in growth in literacy.*

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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**

We will provide professional development directly related to our instructional priorities and TSSA goals, which will result in teachers learning and applying skills and knowledge to support high quality instruction.

**Action Steps**

1. Coaching cycles and professional development will focus on high-yield instructional priorities as identified to support student achievement.
2. New and provisional teachers will participate in monthly "new teacher" meeting and coaching cycles focused on effective instructional practices, classroom management, and other essential topics.
3. Teachers will participate in regular PLC meetings focused on standards-based practices, effective instructional practices, and data analysis.

**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**



Teachers will increase their knowledge and capacity to utilize effective instructional practices, leading to increased student growth and achievement in ELA and math.

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.**

[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**

We have identified both academic and behavioral instructional priorities at Ridge View. These include the continued implementation of the SIOP (Sheltered Instruction Observation Protocol) Model as a framework to address the needs of our ML learners. ML students will be placed in classrooms with ESL endorsed teachers who are trained in additional specialized instructional practices to further support our ML learning. Instructional priorities also include SEL initiatives, with an emphasis on PBIS and trauma informed/restorative practices. We will continue to staff the Wellness Center full time, as well as provide related PD and support to staff. In addition, we will add the "Playworks" program to support social and physical learning for all students by providing safe and inclusive play during their scheduled recess times. School staff members will work closely with Playworks staff to implement this program.

**Action Steps**

1. Teachers will participate in regular PD focused on the SIOP components.
2. Our instructional coaches will complete regular observations and provide coaching cycles for all teachers based on the implementation of SIOP components.
3. ML students will be placed in classrooms with ESL endorsed teachers.
4. ESL endorsed teachers will receive a stipend for the additional time and work required to support our ML learners. This includes implementation of best practices and interventions, additional monitoring and support.
5. The BEST team will receive in-service pay for time and work to train to implement "Playworks" and provide regular PD to staff. This includes regular meetings to review behavior data and support the implementation of other SEL strategies as needed.
6. The Wellness Center will be staffed with two assistants to ensure full-time coverage.

**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
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100	<b>Salaries</b>	Instructional Coach (.5 FTE), Instructional Coach (1.0), Wellness Room Assistants, Full-Time Substitute, Stipends for ESL certified teachers (30), Inservice Pay for BEST (12)	\$141,734.56
200	<b>Employee Benefits</b>	Instructional Coach (.5 FTE), Instructional Coach (1.0), Wellness Room Assistants, Full-Time Substitute, Stipends for ESL certified teachers (30), Inservice Pay for BEST (12)	\$40,940.57
300	<b>Purchased Prof &amp; Tech Services</b>		
500	<b>Other Purchased Services</b>	Playworks Team Up Program & Consulting	\$20,500.00
580	<b>Travel</b>		
600	<b>Supplies and Materials</b>		
		<b>TOTAL PROPOSED BUDGET</b>	\$203,175.13
		<b>ALLOCATION</b>	\$185,483.11
		<b>Carry-Over from 22-23</b>	\$20,000.00
		<b>DIFFERENCE</b>	\$2,307.98

Please indicate how you would use any additional allocation.

Additional funding will be used to provide collaborative time for teachers to team, develop assessments, curriculum map, create learning scales, and/or participate in conferences/ professional development. Additional funding may also be used to provide substitutes and assistants to support student learning and the PLC process, purchase additional classroom technology, such as software, Chromebooks, computers, etc., provide enrichment and academic support, and/or to provide teacher stipends for participation in PD and implementation of their learning, materials and supplies related to school-based initiatives. Provide additional staff to substitute and fill in as necessary throughout the building (in classrooms, WTR groups, Wellness Center,