

# School TSSA Goal and Plan

School: Mountain Point

2024-2025 School Plan

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

**Reflect on 2023-2024 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 2023-24 school year plan involved paying for 50% of our Instructional Coach's salary, paying for a .5 FTE Math Coach, and an additional .25 FTE for our part-time SPED teacher. Our Instructional Coach has been able to facilitate coaching cycles as well as peer coaching opportunities with faculty and staff in the building. Our school Math Coach has been able to support Tier 1 and Tier 2 instruction through co-teaching and model teaching. The additional time allocated to our part-time SPED teacher allowed for additional time and support for teachers to become familiar with referral processes and for time spent in our developing Self-Contained Support Classroom. Additionally, funds have been used to support Professional Development opportunities for teachers to attend conferences and have a sub for their classroom. Being able to attend trainings and Professional Development opportunities enrich the school environment, All of these areas has provided an opportunity for growth mindset and empowerment in teaching in our classrooms. Having an Instructional Coach is crucial for the development of teacher capacity in a school.

## 2024-2025 TSSA Plan

Gather and review evidence of school improvement and academic achievement to identify needs and create 2024-2025 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 2022-23

| AREA                     | %         | AREA                 | %        | AREA             | PTS |
|--------------------------|-----------|----------------------|----------|------------------|-----|
| Achievement ELA          | 47.5      | Growth ELA           | 62.8     | Achievement      | 26  |
| Achievement Math         | 44.6      | Growth Math          | 62       | Growth           | 34  |
| Achievement Science      | 45.7      | Growth Science       | 59.6     | EL Progress      | 6   |
|                          |           | Growth of Lowest 25% | 63.3     | Growth of Lowest | 16  |
| <b>HIGH SCHOOLS ONLY</b> |           |                      | %        |                  |     |
| ACT 18+                  |           | Readiness Coursework |          |                  |     |
| 4-Yr. Graduation Rate    |           |                      |          | Postsecondary    |     |
| <b>POINT SUMMARY</b>     |           |                      |          |                  |     |
| <b>TOTAL POINTS</b>      | <b>82</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:

By the end of the school year, we will increase our Achievement points by 1 point.

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

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

By the end of the school year, we will increase our Growth of the Lowest 25% and ML students by 1%.

*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                               |
|---|-------------------------------------|-------------------------------------|
| Melanie Nixon, melanie.nixon@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 school coach will continue to support classroom teachers with instructional support through coaching cycles and scheduled peer observation

**Action Steps**

1. Coach will begin to observe classroom teachers and support grade level planning.
2. Coach will consult with individual teachers on areas of requested growth
3. Coach will support by implementing a coaching cycle or setting up a peer observation
4. Coach will continue to reflect and provide support and feedback to the individual teacher
5. Coach will support in grade level PLCs toward learning scales and providing clarity in instruction
6. Provide stipends for teachers completing coaching cycles and peer coaching

**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 |
|---|-------------------------------------|--------------------------|----------|
| Melanie Nixon, melanie.nixon@jordandistrict.org   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |          |
| Shaylyn Hansen, shaylyn.hansen@jordandistrict.org   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |          |
| Gina Vondwingelo, regina.vondwingelo@jordandistrict.org   | <input type="checkbox"/>            | <input type="checkbox"/> |          |

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

**Description**

Our school coach and SPED Team Lead will continue to support classroom teachers with instructional support through Professional Development, coaching cycles, examining Tier I instruction, and scheduled peer observation.

**Action Steps**

1. Include coach and school resource team on grade level PLC conversations
2. Plan strong learning trajectories for students needing additional help and support
3. Reflect on student progress weekly and have students track progress in Data Notebooks
4. Hire assistant or licensed staff to assist in progress monitoring
5. Determine what skills students need. Reflect and plan as a team

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**

Professional Development will be included in coaching cycles, faculty meetings, and in weekly PLCs.

**Action Steps**

1. Determine areas school wide that need Professional Development
2. Plan a timeline of implementation of PD throughout the year. Plan for teachers to attend PD.
3. Reflect and refine the plan as needed.
4. Invite teachers and/or district personnel to provide instruction
5. Provide subs and stipend for teachers attending PD and presenting to faculty and staff

**TSI SCHOOLS -- Professional Development to address TSI goals**

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

**Description**

Professional Development will be included in coaching cycles, faculty meetings, and in weekly PLCs.

**Action Steps**

1. Determine areas for growth in Tier I instruction and ways to monitor Tier II instruction
2. Provide time and resources for teachers to plan for differentiated tasks and attend PD
3. Reflect and refine on differentiated tasks for engagement and present to faculty and staff
4. Develop a TAT team to support the referral process for students
5. Provide instruction for teachers to create rich learning tasks for all students

Is this component implemented within your school land trust plan?

**YES Description**



*Provide opportunities for teachers to engage in outside PD opportunities and present to the faculty their learning.*

---

*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**

Provide support for attendance incentives, before and after school programs enriching extending students opportunities to focus on music and STEAM activities, and school wide PBIS system.

**Action Steps**

1. Determine after school activities community and students are interested in
2. Establish a teacher advisor or hire assistants to help support and run the group activities
3. Purchase materials and pay for registration costs and/or equipment costs for student
4. Provide a stipend for teachers teaching activities

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

How will your school-based initiative address TSI Goals?

**Description**

Provide support for school wide attendance, PBIS, and student needs through the use of Panorama, wellness center, and hire assistants to support student well being.

**Action Steps**

1. Hire assistant to support wellness center
2. Pay for Panorama
3. Fund Golden Gate and/or other student wellness resources
4. Support student attendance incentives
- 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                       | .50 FTE School Instructional Coach<br>.75 Math Coach<br>Assistants (progress monitoring, wellness, before/after school, subs for IEP day, subs for PD)<br>Stipends for Coaching cycles<br>Stipends for PD | \$115,000.00    |
| 200                          | Employee Benefits              |   | \$36,800.00     |
| 300                          | Purchased Prof & Tech Services | Registration for PD opportunities   | \$4,000.00      |
| 500                          | Other Purchased Services       |   |                 |
| 580                          | Travel                         |   |                 |
| 600                          | Supplies and Materials         | Purchase supplies for STEAM/robotics before and after school programs. Purchase resources to support student wellness. Purchase binders for Data Notebooks.   | \$3,000.00      |
| <b>TOTAL PROPOSED BUDGET</b> |                                |   | \$158,800.00    |
| <b>ALLOCATION</b>            |                                |   | \$149,848.23    |
| <b>Carry-Over from 23-24</b> |                                |   | \$15,000.00     |
| <b>DIFFERENCE</b>            |                                |   | \$6,048.23      |

**Please indicate how you would use any additional allocation.**

Carryover funds will be used for providing PLC time or PD time for teachers, paying for subs registration, or books for learning. Additionally, carryover funds may be used to purchase needed technology for students. Funds could support student incentives at no more than \$2 per student.

By checking this box I state that I have finished my plan for the 2024-25 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:

