

School TSSA Goal and Plan

School: Fort Herriman Middle

2022-2023 School Plan

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

Reflect on 2021-2022 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?

The 2021-2022 TSSA plan was a vital part of helping Fort Herriman Middle work toward its vision to provide students high levels of academic learning and nurture social and emotional health in a safe environment. With the money allocated to the school we were able to provide opportunities for three part time coaches. These funds were also able to provide for additional teachers and an additional counselor. In doing this we were able to provide more support for the students at FHMS. This support included smaller class sizes as well as a smaller student to counselor ratio. TSSA was able to assist us in providing 3 part time instructional coaches. These coaches have worked closely with the teachers and the admin to come up with creative solutions to continue to meet the individual needs of FHMS students. We have also been able to provide PD opportunities for the FHMS teachers to work closely with district personnel as they try to identify new instructional methods. Going forward we hope to continue to use these funds to help reach the mission of FHMS.

2022-2023 TSSA Plan

Gather and review evidence of school improvement and academic achievement to identify needs and create 2022-2023 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 | 54.6 | Growth ELA | ND | Achievement | |
| Achievement Math | 45.4 | Growth Math | ND | Growth | |
| Achievement Science | 55.9 | Growth Science | ND | EL Progress | 43.5 |
| | | Growth of Lowest 25% | ND | Growth of Lowest | |
| HIGH SCHOOLS ONLY | % | | % | | |
| ACT 18+ | | Readiness Coursework | | | |
| 4-Yr. Graduation Rate | | | | Postsecondary | |
| POINT SUMMARY | | | | | |
| TOTAL POINTS | | 1% INCREASE | 0 | | |

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:

Student cohort groups in grades 7 and 8 will demonstrate a 2% increase and students in grade 9 will demonstrate a 5% increase in proficiency on end-of-level assessments in all tested areas.

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):

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 |
|--|-------------------------------------|-------------------------------------|
| Dan Clark Daniel.Clark@Jordandistrict.org | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Gayle Dowdle Gayle.Dowdle@jordandistrict.org | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| PJ Smalley PJ.Smalley@jordandistrict.org | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

How will you use coaching to address your school goals?

Description

We will continue to have 3 half time coaches in the building. We have two instructional coaches that are working throughout the campus to increase schoolwide Tier 1 instruction. By increasing Tier 1 instruction we expect to see an increase in all students' academic performance. The third coach is a digital coach. His purpose is to help teachers increase their individual and blended learning instruction campus-wide. The goal is to increase the use of digital tools to meet the needs of students and push them forward in their learning. These funds will also be used to support department chairs for time to work individually with their teams to increase instruction in all content areas. This will be treated as a department coaching opportunity. We will use TSSA funds to pay for our Digital coach as well as provide payment and stipends for teachers, Department Chair coaches, and Instructional coaches. Our goal in doing this is to compensate teachers and coaches for the work they are doing beyond contract time. We will also use the funds to provide for additional substitutes to help facilitate coaching across the campus along with providing funds to support coaching going forward. We want all teachers to feel supported and we have found that coaching has helped us to successfully achieve this goal.

Action Steps

1. Continued training for coaches through book studies, district trainings, state trainings, and national conferences.
2. Classroom observations and feedback for teachers in order to improve Tier 1 instruction
3. Impact cycle coaching with individual teachers, through the use of filming, students surveys, and individual coaching meetings.
4. Continue to increase classroom instruction and blended learning through professional development for teachers that will take place in groups and individually.
5. Regular meetings with school administrators.
6. Provide social and emotional support for teachers and staff.

TSI SCHOOLS -- TSI Team to Address Goals

| Possible TSI Team members: Instructional Coach (Name and Email), ELD Teacher Lead, Teacher Specialist | ESL | | COMMENTS |
|---|--------------------------|--------------------------|----------|
| | Endorsed | In Progress | |
| | <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



Our land trust plan is tied to literacy growth. Coaching will help increase teacher capacity, which will increase literacy growth.

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

Our plan is to continue to provide a minimum of monthly after school professional development in order to train teachers on instructional strategies and/or new digital tools that they can use in the classroom. We will use the TSSA funds to provide pay for teachers and presenters. TSSA Funds will also be used to supplement Landtrust and provide additional costs of registrations and substitutes for professional development.

Action Steps

- 1. Periodic trainings-** Professional development will be held to address instructional practices, SEL and technology.
- 2. Book Studies-** Periodic book studies will be held in order to further the schools mission. Topics will include but are not limited to, trauma, SEL, Technology and Restorative Practices.
- 3. Beginning of the year trainings-** Trainings will take place at the beginning of the school year to help teachers new to the school as well as help career teachers understand SEL and restorative practices.
- 4. Supplement Land Trust professional development initiatives-** This includes but is not limited to sending teachers to conferences.

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



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

TSSA funds will be used to support school initiatives which include: afterschool programs, individualized and blended instruction, teacher retention, additional employees, and support for individual teacher initiatives.

Action Steps

1. Afterschool Programs/Clubs- FHMS desires that every student has a place to belong. One way we wish to do this is by supporting current after school activities/clubs as well as creating new ones. This benefits our students by providing an additional place for them to feel connected to the school. TSSA funds will be used to pay teachers for after school time and provide supplies to support our programs.

2. Individualized and Blended Instruction- Our campus has been working hard to individualize and blend instruction through the use of technology. We plan to use TSSA funds to continue building technology infrastructure and provide and support programs to individualize student learning as we continue to be one to one across the campus.

3. Teacher Retention- When teachers feel appreciated teacher retention increases which in turn benefits students. At FHMS we believe that when teachers feel valued they will have greater capacity to take care of students. As a school we would like to use TSSA funds to continue to increase our positive school environment. This includes appreciating teachers and providing opportunities for them to feel like the professionals they are. We believe this will allow us to continue to retain quality teachers and make our school an inviting place for all. Along with this, we would like to use the funds to offer incentives for teachers to stay at our campus if they are thinking about going elsewhere. Funds will also be used to retain current teaching and counseling positions.

4. Additional Employees- FHMS plans to use the funds to add additional employees to the campus as needs arise. These additional employees will only be used to work with students and will not be used for management reasons. We also plan to use the funds to extend opportunities for current employees.

5. Initiative Support- Throughout the year teachers and staff often come to administration seeking to try new things that we feel would benefit our students. We plan to use TSSA funds to help support our teachers, staff, and students using up to date research to support these new and innovative teaching and learning ideas.

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 | <i>Salaries</i> | Salaries and stipends for teachers, presenters, and substitutes | \$175,000.00 |
| 200 | <i>Employee Benefits</i> | Salary benefits from above salary expense | \$75,000.00 |
| 300 | <i>Purchased Prof & Tech Services</i> | Books and other supplies for book studies, professional development, and conferences. | \$53,000.23 |
| 500 | <i>Other Purchased Services</i> | | |
| 580 | <i>Travel</i> | Travel expenses allowing teachers to attend local and national conferences | \$50,000.00 |
| 600 | <i>Supplies and Materials</i> | | |
| TOTAL PROPOSED BUDGET | | | \$353,000.23 |
| ALLOCATION | | | \$199,639.67 |
| Carry-Over from 21-22 | | | \$153,380.65 |

| | | |
|--|-------------------|----------------|
| | <i>DIFFERENCE</i> | <i>\$20.09</i> |
|--|-------------------|----------------|

Please indicate how you would use any additional allocation.

Additional allocations will be used to pay for professional development, substitutes, stipends, computers, chromebooks, and other technology, and software.