

School TSSA Goal and Plan

School: Copper Mountain Middle School

Step #1: Review available planning documents and tools

- Land Trust Plan
- Accreditation Plan (secondary schools only)
- JELL Framework Self Assessment (See components below)
- Title I Plan (specific elementary schools only)
- TSI or CSI Plan (specific elementary schools only)

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

Step #2: Review school report card status from USBE

AREA	%	AREA	%	AREA	PTS
Achievement ELA	58.1	Growth ELA	57.6	Achievement	34
Achievement Math	53.8	Growth Math	49.3	Growth	32
Achievement Science	68.8	Growth Science	62.6	EL Progress	5
		Growth of Lowest 25%	73.6	Growth of Lowest	18
HIGH SCHOOLS ONLY					
ACT 18+	%	Readiness Coursework	%		
4-Yr. Graduation Rate				Postsecondary	
POINT SUMMARY					
TOTAL POINTS	89	1% INCREASE	1		

USBE Goal Expectation: School will increase the overall point score by 1% over the prior year.

Step #3: Determine school goal

- We will use the USBE Goal of increasing our overall points by 1%
- We will create our own goal using USBE reporting categories. (Write goal below)
- CMMS will increase student growth in all subject areas and accross all demographic groups by 5%.
- We are using the K-3 Reading Goals as described in JSD K-3 Literacy Plan

JELL Alignment: 2.3.5 We provide instructional coaching as a method for educators to observe, practice, and discuss effective teaching.

STEP #4: Align Action Steps with Board Framework Component of Coaching

[See detailed information regarding coaching as a Framework component](#)

Coaching Budget Worksheet (Optional)

- We will use TSSA funds to cover the cost of a coach, along with training
- We will use TSSA funds to build coaching capacity by covering the cost of professional learning for up to 3 teacher leaders

Identify coach(es) and/or teacher leader(s) for one or more of the Board focus areas:

		Teacher Name(s)	Training Only
<input checked="" type="checkbox"/>	Induction	Andrea Rakowski	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Instruction (TSI -- ELL, SpED)	Alisha Wheeler	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Digital Learning	Scott Henderson	<input type="checkbox"/>

How will you use coaching to address your school goals?

Description

TSSA funds will pay for all three teachers to attend the coaching training. TSSA funds will also pay for Andrea and Scott to observe and coach teachers during their prep period. Alisha will use a substitute payed for by TSSA funds to observe and coach teachers on ELL strategies.

Is this component implemented within your school land trust plan?

YES Description



Land-trust provides money for teachers to have collaboration days with substitutes. These collaboration substitute days will be complemented by teachers meeting with the coaches provided through TSSA funds. The PLC collaboration that happens through Land Trust funding will be supplemented with coaching to help teachers focus on providing high quality instruction. The areas highlighted by TSSA funds - induction, instruction, and digital learning - complement what is happening in our school. CMMS has several new teachers being supported by the mentoring program led by Andrea Rakowski. CMMS has an ELL population that is growing as a percentage of the overall student body. Alisha Wheeler is the ELL lead and having her coach teachers will help grow their capacity to teach in a manner that helps all students succeed. CMMS has a goal for more teachers to be providing engaging and personalized lessons through the use of technology. Scott Henderson has been leading after school PDs for teachers to learn how to effectively implement technology in their classroom.

2.3. District and School Administrators and School Leadership Teams provide opportunities for teachers to continually enhance their pedagogical skills.

STEP #5: Align Action Steps with Board Framework Component of Professional Learning

[See detailed information regarding Professional Learning as a Framework Component](#)

[Professional Learning Budget Worksheet \(Optional\)](#)

- We will use TSSA funds to cover the cost of professional learning facilitated by T&L. (Please list courses desired or provide information regarding next steps)

English Language Learner support and induction for teachers.

- We are interested in "Made-to-order" professional learning from T&L. (Please describe below)

- We will use TSSA funds for professional learning as determined by school (Please describe below)

TSSA funds will be used for other professional development activities that help increase teacher knowledge and effectiveness.

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

Description

Our school goal is to increase student growth by 5% in all subject areas and across all student demographics. The professional development that will be funded through TSSA will give teachers tools to increase the effectiveness of Tier 1 instruction to reach all learners.

Is this component implemented within your school land trust plan?

YES Description



Professional Development opportunities for teachers will be funded from land trust throughout the year. Development opportunities will include conference registration costs, as well as training resources. Opportunities and resources will be chosen that aim to improve teaching and directly impact student learning.

1.5. District and Schools encourage and support innovation and continuous learning

STEP #6: Align Action Steps with Board Framework Component of School-Based Initiative.

[See detailed information regarding the Framework Component of School-Based Initiative](#)

[School-Based Initiative Budget Worksheet \(Optional\)](#)



We will use TSSA funding for a school-based initiative (please describe below)

Our school-based initiatives include 1) increasing the effectiveness of Tier 1 instruction through reduced class size and 2) providing social-emotional support to students through reduced student-counselor ratios.

How will you use this school-based initiative to address your school goals?

Description

TSSA funding will address our school goals by (goal 1) paying for extended contracts and extra class sessions that reduce class size and student:teacher ratios and (goal 2) paying the salaries of 2 additional counselors to provide social-emotional support to students with a reduced student:counselor ratio.

Is this component implemented within your school land trust plan?

YES Description



The land trust plan address the school-based initiative by (goal 1) funding extended contracts and extra class sessions to reduce the student:teacher ratios

STEP #7: Complete budget description

Object Code	Expense Type	Brief Description	Proposed Budget
100	<i>Salaries</i>	Salaries for 2 school counselors, 2 extended contracts for coaching, 3 extended contracts for reducing class size	\$103,088.48
200	<i>Employee Benefits</i>		\$35,000.00
300	<i>Purchased Prof & Tech Services</i>	Professional development focused on tier 1 instruction, ELL strategies, implementation and integration of technology	\$10,881.00
500	<i>Other Purchased Services</i>		
580	<i>Travel</i>		
600	<i>Supplies and Materials</i>		
800	<i>Other</i>		
		TOTAL PROPOSED BUDGET	\$148,969.48
		ALLOCATION	\$148,969.48
		DIFFERENCE	\$0.00