

# School TSSA Goal and Plan

School: Copper Mountain Middle School

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?

Write a brief review and reflection of your school's 2021-2022 TSSA Plan. CMMS's 2021-22 TSSA plan paid for 1 teacher to have an expanded contract to support provisional teachers. In addition, we used TSSA funds to extend contracts and reduce class sizes in math and co-taught special education classes. We also paid for an additional school counselor to provide increased mental health support to students. We paid for PLC planning days for non-tested subjects (Social Studies, Fine Arts, etc) and professional development, including small teacher cohorts led by our instructional coaches. Teachers have responded well to working with our instructional coach and working together in cohorts to learn how to best serve English Language Learner students and use technology in the classroom. Having school-based and ongoing professional development provided by our instructional coaches has moved our school forward on planning lessons to meet the needs of all students. Providing PLC planning days to non-tested subjects has been beneficial, especially for social studies in making sure students master their curriculum. Our counseling center, by having an additional counselor provided for by TSSA funding, has the time to meet with students failing classes on a weekly basis and help them create plans to improve their grades.

## 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	50.3	Growth ELA	42.1	Achievement	
Achievement Math	45.3	Growth Math	33.9	Growth	
Achievement Science	53.2	Growth Science	45.5	EL Progress	
		Growth of Lowest 25%	64.4	Growth of Lowest	
<b>HIGH SCHOOLS ONLY</b>			%		
ACT 18+		Readiness Coursework			
4-Yr. Graduation Rate				Postsecondary	
<b>POINT SUMMARY</b>					
TOTAL POINTS available		1% INCREASE		#VALUE!	

**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:

Our school plan is to improve indicators of student academic growth and proficiency as well as to improve indicators of student SEL measurements. 2021 results on the Utah RISE test show our students with 39% proficiency in science, 36% proficiency in ELA, and 22% proficiency in math. SEL survey data as measured by Panorama show our students self-reporting 79% favorable for self management; 70% favorable for social awareness, 56% favorable for emotional regulations, 53% favorable for self efficacy, and 46% favorable for sense of belonging. We would like to see improvements in RISE and ASPRIE test scores (5% improvement goal) and smaller achievement gaps between minority proficiency and the school as a whole. We would also like to work towards improving student self-reported SEL measures, with a focus on student sense of belonging.

**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
Alisha Wheeler and Chelsea Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hayden Robison	<input checked="" type="checkbox"/>	<input type="checkbox"/>

How will you use coaching to address your school goals?

**Description**

Our instructional coaches will focus on strengthening Tier 1 instruction. Alisha Wheeler will focus on instruction that meets the needs of all learners, specifically our EL students. Chelsea Johnson will work on strengthening the tier 1 instruction in our provisional teacher's classrooms. Hayden Robison will work with teachers on using technology to improve student learning outcomes.

**Action Steps**

- 1) Alisha is planning PD focused on tier 1 instruction to meet the needs of all learners. She will conduct school-wide PD at least every quarter.
- 2) Chelsea is planning summer PD to support and prepare provisional teachers so they can best teach their students. She will be completing the instructional coach training and coaching provisional teachers.
- 3) Hayden is planning PD focused on technology that helps deliver instruction and measure student learning outcomes
- 4) All coaches will work with small cohorts of teachers in after school PD and conduct individual coaching cycles
- 5) Instructional coaches will work with department chairs to ensure consistency and support within a department's teaching and learning

**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"/>	

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 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**

TSSA money will pay for PD focused on tier 1 strategies, SEL, and PLC time for non-tested subjects

**Action Steps**

- 1) Teachers are forming a book study to develop SEL-based TA lessons
- 2) Teachers will take part in PD throughout the school year to strengthen their tier 1 instruction
- 3) Teachers in non-tested subjects will take PLC days to plan and evaluate their instruction, align instruction with standards, and create proficiency scales

### **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**



*Land Trust funds will pay for tested subjects (ELA, math, science) to take PLC days*

---

*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**

Working to improve student reported measures of SEL, CMMS has hired an additional counselor. We have also expanded teacher contracts to reduce class size. Reducing class size allows teachers more time to connect and build relationships with students. We have also developed a peer mentoring program and will be paying a 7th period stipend to a teacher to monitor student success in the program. In addition, we will be paying for a software program called formative that will allow teachers to more accurately and quickly measure student learning outcomes

**Action Steps**

- 1) Hire an additional school counselor. This counselor will meet with students, lead student groups focused on SEL themes, track grades, and be an advocate for students
- 2) Expand teacher contracts to reduce class size
- 3) Expand a teacher contract for a 7th period to act as lead mentor to new and provisional teachers
- 4) Pay for the formative software that allows teachers to quickly and accurately measure student learning
- 5) Pay a 7th period stipend for a teacher to monitor outcomes from our peer mentoring program

**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	<b>Salaries</b>	Salaries for coaches, school counselor, and expanded contract for teachers	\$124,000.00
200	<b>Employee Benefits</b>	Benefits on above salaries	\$49,600.00
300	<b>Purchased Prof &amp; Tech Services</b>	Professional development and PLC days and Formative software	\$6,036.06
500	<b>Other Purchased Services</b>		
580	<b>Travel</b>		
600	<b>Supplies and Materials</b>		
		<b>TOTAL PROPOSED BUDGET</b>	\$179,636.06
		<b>ALLOCATION</b>	\$175,991.78
		<b>Carry-Over from 21-22</b>	\$26,803.99
		<b>DIFFERENCE</b>	\$23,159.71

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

Additional funding will be used for teacher grants and/or to provide collaborative time for teachers to team, develop assessments, curriculum mapping and for teachers to participate in conferences and/or professional development. Substitutes and assistants to support student learning and the PLC process. Purchase additional classroom technology such as; software, Chromebooks, computers, etc. Offer extra courses/classes to reduce class sizes. Provide travel costs for national conferences. Excess funds will be used for after school enrichment and academic support. Student incentives up to \$2 per student to improve behavior.