x School TSSA Goal and Plan

School: Rocky Peak Elementary 2026-2027 School Plan

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

Reflect on 2025-2026 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 2025-2026 TSSA Plan. (To create a new line within a cell in Google Sheets, hold down the "command" key and hit the "return." You'll probably thank me forever for sharing that tip!)

The 25-26 school plan was written to support teachers in coaching, PLCs, and planning. We allocated money and resources toward funding for instructional assistants in classrooms and in Peak Time. These additional assistants provide teachers with more time for planning, coaching sessions, and PLCs.

Additionally, the plan provides for our school initiative Peak Time. Our program to provide diverse and supportive learning experiences for students. Students experience multiple field trips, Peak Time sessions and activities, and weekly makerspace activities. The funding creates opportunities for virtual student to have an impactful and meaning in-person social component to their virtual learning experience at our school.

2026-2027 TSSA Plan

Gather and review evidence of school improvement and academic achievement to identify needs and create 2026-2027 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 2024-25

AREA	%	AREA	%	AREA	PTS
Achievement ELA	**30.6**	Growth ELA	**27.4**	Achievement	**34**
Achievement Math	**26**	Growth Math	**37.8**	Growth	**19**
Achievement Science	**35.8**	Growth Science	**34.3**	EL Progress	**NA**
		Growth of Lowest 25%	**43.8**	Growth of Lowest	**11**
HIGH SCHOOLS ONLY	%		%		
ACT 18+		Readiness Coursework			
4-Yr. Graduation Rate				Postsecondary	
POINT SUMMARY					
TOTAL POINTS	**64**	**1% INCREASE**	**1**		

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 2027 school year, the number of students in the category Well-Below will decrease by 10% as compared to the beginning of the year on the Acadience reading assessment.
Same as LandTrust Plan

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

☐	EL	Year of TSI (1, 2, 3, 4)	
☐	SpED	Year of TSI (1, 2, 3, 4)	

☐	Low SES	Year of TSI (1, 2, 3, 4)	
☐	Other	Year of TSI (1, 2, 3, 4)	

TSI SCHOOLS -- Targeted School improvement Goal --

School goal(s) specifically addressing TSI subgroup(s):

Coaching

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
Ellery Goudy ellery.goudy@jordandistrict.org	☑	☐
	☐	☐

How will you use coaching to address your school goals?

Description

Instructional Coaching is a continued focus to reach school goals and initiatives. One of our goals is to increase the student's level of learning and engagement. To accomplish this goal we need to increase teacher's ability level in teaching and learning and their ability to determine effectiveness of instruction through planning, observations, assessments, and interventions. Our goal is to accomplish this through instructional coaching and professional development activities. Teachers participate in weekly professional development and professional learning communities, quarterly mentoring activities, and consistent coaching cycles.

Coaches meet with teachers monthly for school directed planning in standards based grading and lesson plan design; with a focus on designing lessons to measure the impact on student engagement and learning.

To support our goals for increases in early literacy achievement, we have a literacy specialist who focuses on reading interventions, the Walk to Read program, and analyzing the progress monitoring and benchmark data. This specialist works with teachers and aides to ensure success in the Walk to Read program and in-class reading interventions. Additionally, we have hired instructional assistants to teach the Walk to Read program, assist in progress monitoring, and provided assistant in grade level interventions.

Action Steps

1 Use funds to hire instructional assistants and pay for substitute teachers

2 Train teachers on the importance and the process of instructional coaching

3 Collectively work towards proficiency in literacy instruction using JSD Literacy Programs and coaching cycles

4 Establish clear expectations for effective Tier 1 instruction

5 Align curriculum, learning scales, assessments, and grading in the standards based grading framework

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
	☐	☐	
	☐	☐	
	☐	☐	

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.*

Professional Learning

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

Teachers at Rocky Peak Virtual receive continued training on the use of technology and strategies for virtual instruction. Teachers receive training from each other, coaches, literacy specialist, and the Principal. As teachers go through training, they set goals for implementation and evaluation. Teachers go through coaching cycles with school coaches, the Principal, and peers. Substitute teachers are brought in to provide teachers time to meet with coaches and planning.

Action Steps

1 Train teachers on digital tools for active engagement and learning

2 Set goals for coaching, training, implementation, and evaluation of teacher instruction and engagement

3 Provide teachers with professional development opportunities locally

4 Provide Peak Time Aides to free up time for professional development, coaching, and planning time for teachers

5 Purchase Chromebooks for instruction and delivery of teacher created content.

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
☑	*Our land trust plan is tied to literacy growth. Coaching will help increase teacher capacity, which will in turn create growth in literacy.*

School Initiative

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; initiatives may include technology for students

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

Engagement for students learning virtually is high predictor of success and continued growth. Each week teachers meet with an Engagement and/or Instructional Aide to track attendance and engagement. Teachers have a protocol to follow-up with students and parents based on their engagement. Engagement data is collected and analyzed by teachers in collaboration with the Engagement and/or Instructional Aide. The Engagement and/or Instructional Aide works with teachers, parents, and students to increase individual engagement. The Engagement and/or instructional Aide is available to support students virtually and in-person as needed. Teachers and the Engagement and/or Instructional Aide focus specifically on Walk To Read attendance and engagement. Walk To Read is for every student and has shown to increase early literacy skills.

As part of Portrait of a Graduate for Jordan School District success, our goal is to foster a culture of belonging for each student as they enroll. We do this by providing each student with a school t-shirt that they wear to school activities and weekly announcements. Each student is taught daily that they belong at our school and what it looks like to be a virtual student.

Additionally Peak Time is a major component of our school. Peak Time is for students to come 2-3 days a week for in-person for hands-on learning, from teachers and/or aides, in STEAM fields & P.E. fields. Peak Time activities reinforce learning through activities such as: Peak Time Sessions, Fields Trips, Mini-Classes, Makerspace, Student Council, Choir, Volunteer Work, etc. To facilitate Peak Time, aides will be hired to teach Peak Time.

Action Steps

1 Hire Engagement and/or Instructional Aides

2 Continue coaching/training Teachers/Aides on Engagement Process

3 Foster a culture of belonging with school t-shirts for every student

4 Funds to supplement BTS Teacher & Hire Peak Time Aide

5 Funds for Peak Time activities: field trip, mini-classes, makerspace, student council, choir, school shirts etc.

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	***Salaries***	1- 25 hr Engagement/Instructional Aide - $18,000 1- 17 Hr Engagement/Instructional Aide - $15,000 1- 10 hr Engagement/Instructional Aide - $10,000 Substitute Teachers - $3,000 Part of BTS Teacher Salary - $10,000	*$56,000.00*

200	***Employee Benefits***	1-25 hr Engagement/Instructional Aide - $2,000 1- 17 hr Engagement/Instructional Aide - $1,500 1- 10 hr Engagement/Instructional Aide - $1,000 Part of BTS Teacher Benefits - $3,500	*$8,000.00*
300	***Purchased Prof & Tech Services***	Local conferences	$1,000.00
500	***Other Purchased Services***	Field Trips for Peak Time	*$7,000.00*
580	***Travel***		
600	***Supplies and Materials***	Peak Time Supplies, Teacher & Aide PD Supplies, School Supplies, Chromebooks, Teacher devices, School Shirts, Dojo store supplies	*$23,488.37*
		TOTAL PROPOSED BUDGET	*$95,488.37*
		ALLOCATION	*$66,167.95*
		Carry-Over from 25-26	*$39,459.91*
		DIFFERENCE	*$10,139.49*

Please indicate how you would use any additional allocation.

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

By checking this box I state that I have finished my plan for the 2026-27 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: