

Oakridge Elementary 2020-2021 Teacher & Student Success Act (TSSA) Plan

Reflection on the 2019-2020 Year

Reflection on last year's 2019-2020 TSSA goal(s): Our 2019-2020 TSSA goal was to increase overall student proficiency by at least 3% on all RISE tests. Due to summative testing waivers granted by USBE, our school did not take RISE tests.

What were 2019-2020 TSSA expenditures and how did they influence school success: As outlined in our TSSA plan, our expenditures included hiring para-professionals to support tier 1 and tier 2 instruction. The para-professionals provided appropriate interventions and extension to increase student learning. Teachers on our Student Support Team (SST) were paid stipends for attending off-contract training regarding the purpose, roles, responsibilities, and activities associated with the Student Support process. These trainings helped them successfully understand and fulfill the expectations of their membership. SST members were also paid stipends for meeting outside of the school day to develop and organize a general repertoire of interventions in Literacy and Math. Members were able to recommend and implement evidence-based interventions with confidence. Teachers on our Oakridge Leadership Team were paid stipends for attending off-contract training regarding the purpose, roles, responsibilities, and activities associated with the Professional Learning Community (PLC) process. These trainings helped them successfully understand and fulfill the expectations of their membership. Leadership Team members collaborated with and led their grade-level teams through the PLC process, guiding all teachers through the PLC process. Those teachers interested in conducting PLC meetings outside of the school day created a schedule of monthly or bi-monthly sessions. They were paid a stipend to identify student outcomes, common assessments, interventions, and extension. Lastly, our expenditures included the purchase of student technology devices used to enhance instruction. These enhanced learning opportunities and enabled effective distance learning to take place during the school dismissal period.

Achievement	Growth	Growth <25%	WIDA	High School Only		
				Course Taking	ACT	Grad. Rate

School SMART Goal #1	90% of students will make typical or above typical progress according to their Pathway of Progress goal on Acadience. At the middle of the 2019-2020 school year, 82% of students were making typical or above typical progress on their Pathway of Progress goal.
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Strategy #1 to accomplish this goal	Para-professionals will support Tier 1 and Tier 2 instruction so all students can receive additional small group instruction, interventions, and/or extensions to increase their learning.
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Action Steps to implement this strategy:

Actions	Outputs	Timeline	Resources	Financial Costs	Responsible Party
Determine and hire the number of paras needed	The number of classrooms that will have paras at the same time	September 2020	Principal time	Hourly cost of paras	Principal
Create a master schedule to maximize para impact	Master schedule will specify where and when paras will work with classes	September 2020	Principal time		Principal
Train paras on appropriate interventions	The teacher and/or literacy coach will train paras on appropriate interventions	September 2020	Teacher, para, and literacy coach time		Principal

Monitor student progress and regroup instruction according to student needs	The teacher will progress monitor students. Student groups and instruction will change with student progress.	Monthly	Teacher, para, and literacy coach time		Principal
Give teachers the option of utilizing paras to supervise classes	Teachers will have time to interact with their in-person and or their distant learning students to assure learning needs are met.	Weekly	Teacher, para time		Principal

Strategy #2 to accomplish this goal: Teachers will collaborate regularly with their grade-level teams and participate in the PLC process with fidelity. Teachers participating in the PLC process will increase student learning by way of having common student outcomes, assessments, interventions and extensions.

Action Steps to implement this strategy:

Actions	Outputs	Timeline	Resources	Financial Costs	Responsible Party
Identify teachers interested in participating in PLC meetings outside of the school day	Teachers are committed to implementing the PLC process with fidelity	September 2020	Principal time		Principal
Schedule weekly, bi-weekly, and/or monthly sessions for PLC meetings outside of the school day	Agreed upon meeting times and length of meetings by interested teachers	September 2020	Time commitment and schedule notification to all teachers in specific PLCs		Principal, teachers
Teachers meet as horizontal or vertical PLC groups to identify student outcomes, common assessments, interventions, and extensions.	Grade-level teachers who have common student outcomes, assessments, interventions, and extensions.	Yearlong	Time commitment for teachers and principal, stipends for meeting	Stipends for teachers: \$50 per PLC member per session plus benefits	Principal, teachers

Strategy #3 to accomplish this goal: Purchase technology to enhance teaching so students will have better access to core instruction and increase their learning.

Action Steps to implement this strategy:

Actions	Outputs	Timeline	Resources	Financial Costs	Responsible Party
Determine how many Chromebooks and carts are needed to provide one cart for each classroom and one Chromebook for each student. Include	Students have access to individual Chromebooks	November 2020	School technology specialist and principal time.		School technology specialist

the number of damaged or outdated Chromebooks that need to be replaced					
Purchase needed Chromebooks and carts.	Students can focus on learning their grade-level content as provided in class, by distance teaching, and through online curriculum tools.	December 2020	Funding to purchase Chromebooks and carts.	Chromebooks (\$209 each) and carts (\$1195 each)	Principal