

# School TSSA Goal and Plan

School: Majestic Elementary Arts Academy

2021-2022 School Plan

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

**Reflect on 2020-2021 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?

There was an intentional focus on supporting ELLs in the classroom both in whole class and small group instruction. Teachers and administrators also challenged themselves and students to help students make as much progress this year as possible because in the changes in education due to COVID. Professional Learning was held weekly to help teacher improve tier 1 instruction for all students. Data was gathered on a regular basis and interventions were decided based on data analysis. The coaches will support teachers in implementation of best teaching practices for Tier One instruction using strategies that yield high effect size growth of academic learning. Coaches will continue to support teachers in the implementation of phonics, (95%), phonemic awareness, (Heggerty), and multi-syllabic routines (95%), Really Great Reading. Math instructional and language routines using Comprehensive math instruction will be implemented into Tier One instruction. To support ELL, SWD and low socio-economic subgroups there will be a focus on building academic vocabulary, using integration to increase access and exposure to content and increasing class discussions.

Coaches and JELL team will provide professional learning and coaching for the above goals. Teachers will instruct students in grades K-6 using Heggerty Phonemic Awareness and 95% Group for phonics and multi-syllabic routines, and Really Great Learning. K-6 teachers will progress monitor and provide student interventions as needed based on individual student need using data from progress monitoring and common formative assessment (CFA). Every three weeks students' progress will be reviewed by teams and adjustments will be made as needed. Digital Learning Teacher will set up professional development to support use of technology in the classroom.

## 2021-2022 TSSA Plan

Gather and review evidence of school improvement and academic achievement to identify needs and create 2020-2021 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.) USBE categories: academic achievement, academic growth, WIDA, advanced coursework, graduation rate, ACT

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

Review and summarize available school data in order to determine school goal(s).

ELA Acadience EOY Data:  
 Kindergarten, First, Second, Third proficiency average 52%.  
 ELA Reading Inventory:  
 Fourth, Fifth, Sixth reading at grade level average 50%.  
 ELA RISE:  
 Third, Fourth, Fifth, Sixth average proficient 25%  
 MATH RISE:  
 Third, Fourth, Fifth, Sixth average proficient 30%

**Determine school goal**

School goal using USBE reporting categories from above:

Majestic students will improve RISE proficiency by increasing ELA Achievement by 5% and Math Achievement by 5%.

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

<input checked="" type="checkbox"/>	EL	Year of TSI (1, 2, 3, 4, 2)
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<input checked="" type="checkbox"/>	SpED	Year of TSI (1, 2, 3, 4)	2
<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):

Percentage of ELs reaching proficiency will increase by 2%. SpED students made adequate progress in 2018-19. In 2021-22 school year, SpED students' proficiency will increase by 2%.

*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](#)

Record the name and email of your schools Instructional Coach funded partially through Teaching & Learning.

Instructional Coach (Name and Email)	
	Suzette Johnson Suzette.johnson@jordandistrict.org
	Vickie Daniels. Vickie.daniels@jordandistrict.org

How will you use coaching to address your school goals?

**Description**

Coaches and JELL team will provide professional learning and coaching using coaching cycle.

**Action Steps**

1. Provide professional learning and classroom support for Heggerty Phonemic Awareness and 95% Group and Really Great Reading.
2. Provide professional learning and classroom support by using coaching cycle to strengthen content vocabulary and implementation of classroom discussions in Tier 1 instruction.
3. Provide classroom observations by coaches and/or administration using coaching cycle.
4. Coaches and/or administration will weekly attend planning time to support teachers as they analyze data and identify appropriate interventions.
5. Every three weeks progress monitoring will be administered to collect data to be analyzed to determine needed interventions or enrichment.

**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
Suzette Johnson suzette.johnson@jordandistrict.org	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Vickie Daniels. vickie.daniels@jordandistrict.org	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Meredith Llewellyn. meredith.llewellyn@jordandistrict.org	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

How will your TSI Team use coaching to address TSI subgroups?

**Description**

During PLC, teachers will monitor ELL and SWD subgroups progress and focus instruction and interventions where needed. Classroom observations will be conducted weekly by administration and coaches to help teachers maintain rigor and a focus on increasing content vocabulary. School wide professional development will focus on ELL subgroups specific needs.

**Action Steps**

1. Monitor ELL and SWD subgroups using common formative assessments, RISE and district benchmarks, acadance and SRI.
2. TSI team will meet with teachers individually to diagnose and prescribe focused, target interventions for ELL and SWD.
3. After school tutoring will focus on increasing ELL RISE Proficiency.
4. TSI team will provide support to Tier 1 instruction implementing rich class discussions and integration of curriculum.
5. Provide family support to increase student achievement.

Is this component implemented within your school land trust plan?

YES

**Description**



During PLC, teachers will monitor ELL and SWD subgroups progress and focus instruction and interventions where needed. Classroom observations will be conducted weekly by administration and coaches to help teachers maintain rigor and a focus on increasing content vocabulary. School wide professional development will focus on ELL subgroups specific needs.5. Schoolwide incentives and recognition will be provided to motivate and support learners.

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*JSD Board TSSA Framework: Schools will promote continual professional learning.*

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

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**Align Action Steps with Board Framework Component of Professional Learning**

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

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

**Description**

Pay teachers for face-to-face or on-line training (during team meetings, during department meetings, during conference periods, after school, before school, etc) based on completion of set criteria.

**Action Steps**

1. Teachers will read, discuss and create an implementation plan on key concepts from Turning High Poverty School into High Performing Schools.
2. Teachers will identify essential standards. They will identify key components of essential standards. They will plan how to best teach, track results and provide need interventions.
3. Teachers will implement new strategies taught during professional learning to provide access of education to all students.
- 4
- 5

**TSI SCHOOLS -- Professional Development to address TSI goals**

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

**Description**

Improve Tier 1 Instruction using multi-curriculum integration

**Action Steps**

1. Weekly endorsement classes to support co-teaching of integrated Arts
2. Science, math and gifted-talented specialists provide additional professional learning with a focus on multi-curriculum integration
3. Coaches will meet with each teacher during embedded rotation planning time to support teachers in multi-curriculum integration Tier 1 instruction.
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- 5

Is this component implemented within your school land trust plan?

YES

**Description**



During PLC, teachers will monitor ELL and SWD subgroups progress and focus instruction and interventions where needed. Classroom observations will be conducted weekly by administration and coaches to help teachers maintain rigor and a focus on increasing content vocabulary. School wide professional development will focus on ELL subgroups specific needs.5. Schoolwide incentives and recognition will be provided to motivate and support learners.

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*JSD Board TSSA Framework: Schools will promote continual professional learning.*

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*JELL Alignment: 1.5. District and Schools encourage and support innovation and continuous learning*

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**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](#)

How will you use school-based initiative(s) to address your school goals?

**Description**

Focus on improving Tier 1 instruction to support ELL and SWD subgroups to Increase rigor using integration and DOK 2, 3, 4 questioning and classroom discussions. Focus on increasing ELLs and SWDs content vocabulary.

**Action Steps**

1. Provide professional development on rigor using integration, DOK 2, 3, 4 questioning and classroom discussions focusing on ELL and SWD needs.
2. Coaches and Administrators will monitor and support teachers during PLC to provide targeted instruction for ELLs and SWDs.
3. Coaches and Administrators will observe classrooms and implement the coaching cycle.
4. Targeted interventions for ELLs and SWDs will be implemented to support learners and increase proficiency.
5. Schoolwide incentives and recognition will be provided to motivate and support learners.

**TSI SCHOOLS -- School-Based Initiative to Address TSI Goals (If applicable)**

How will your school-based initiative address TSI Goals?

**Description**

Focus on improving Tier 1 instruction to support ELL and SWD subgroups to increase rigor using integration and DOK 2, 3, 4 questioning and classroom discussions. Focus on increasing ELLs and SWDs content vocabulary.

**Action Steps**

1. Provide professional development on rigor using integration, DOK 2, 3, 4 questioning and classroom discussions focusing on ELL and SWD needs.
2. Coaches and Administrators will monitor and support teachers during PLC to provide targeted instruction for ELLs and SWDs.
3. Coaches and Administrators will observe classrooms and implement the coaching cycle.
4. Targeted interventions for ELLs and SWDs will be implemented to support learners and increase proficiency.
5. Schoolwide incentives and recognition will be provided to motivate and support learners.

Is this component implemented within your school land trust plan?

**YES**

**Description**



During PLC, teachers will monitor ELL and SWD subgroups progress and focus instruction and interventions where needed. Classroom observations will be conducted weekly by administration and coaches to help teachers maintain rigor and a focus on increasing content vocabulary. School wide professional development will focus on ELL subgroups specific needs. 5. Schoolwide incentives and recognition will be provided to motivate and support learners.

**Complete budget description. (INCLUDE ONLY EXPENSES COVERED BY TSSA FUNDS)**

Object Code	Expense Type	Brief Description	Proposed Budget
100	Salaries		\$27,250.00
200	Employee Benefits		\$8,866.85
300	Purchased Prof & Tech Services		
500	Other Purchased Services		
580	Travel		
600	Supplies and Materials		
		<b>TOTAL PROPOSED BUDGET</b>	\$36,116.85
		<b>ALLOCATION</b>	\$36,116.85
		<b>CARRYOVER</b>	
Please check calculations		<b>DIFFERENCE</b>	\$0.00

Please indicate how you would use any additional allocation.

If Majestic receives additional funds it would be spent on technology. We need 11 laptops for teachers this year. We also need to replace 150 ChromeBooks by the 22-23 school year.