

# School TSSA Goal and Plan

School: Majestic Elementary Arts Academy

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.**

Our coaches are the life-blood of our school vision and mission. They have weekly coaching sessions with every teacher to improve Tier one instruction. They offer ideas for and implement arts integration with the core curriculum. They are supporting the district goals by supporting Walk to Read; they train all of our assistants on how to use the program and ensure fidelity to all of its components. We have seen significant growth in our Walk to read groups. Many of our students who started the year on red have moved up to yellow or green. Our WIDA scores have improved and with our coaches running that test, we achieved 100% participation this year. We have learned that it would be helpful to offer more opportunities for the coaches to model, especially when it comes to classroom management and Tier One instruction practices. Our next move is to free them up to do more modeling and side-by-side teaching. We would also like to focus on our Tier 2 strategies, especially in regards to being proactive for our multi-language speakers.

## 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	33.9	Growth ELA	46.2	Achievement	6.32
Achievement Math	35	Growth Math	51.3	Growth	24
Achievement Science	41.7	Growth Science	54.8	EL Progress	6.5
		Growth of Lowest 25%	76.7	Growth of Lowest	18.1
<b>HIGH SCHOOLS ONLY</b>			%		
ACT 18+		Readiness Coursework			
4-Yr. Graduation Rate				Postsecondary	
<b>POINT SUMMARY</b>					
<b>TOTAL POINTS</b>	<b>54.9</b>	<b>1% INCREASE</b>	<b>1</b>		

**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:

Kindergarten to third grade students will show increased progress that indicates they are making at or greater than a year's growth on the Acadience Pathways report from MOY 2021-2022 to MOY 2022-2023. Students who test more than one grade level behind will make 1.5 years growth. Fourth to six grade students' progress will be tracked monthly to show increased growth using 95% assessments to identify individual student needs and target gaps for increased fluency and comprehension. Lexile scores in the Reading Inventory assessment. The goal for each student is to exceed, reach or reduce the gap of their Lexile score based on the Reading Inventory scales. We would like to see a 7% increase in RISE scores for Language Arts, a 5% increase in Math, and a 4% increase in Science over the next three years.

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

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

We would like to use our coach to train classroom teachers on the most effective ELL strategies. The coach will also work with our ESL teacher to assess and prepare ELL students for WIDA testing and English mastery.

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

How will you use coaching to address your school goals?

**Description**

Coaching Cycles

**Action Steps**

**Coaches will meet with teachers 1:1 each week for a coaching session**

**Coaches will attend 1 PLC/week with each grade level to offer strategies to improve Tiers 1,2, and 3 instruction**

**Coaches will coordinate and support Walk to Read. they will oversee Walk to Read testing as well**

**Coaches will support teachers with ESL strategies and help prepare students for/administer WIDA test**

**Coaches will Meet monthly with grade level teams to review individual student data and identify Tier 3 students and strategize what supports/interventions are necessary to help students succeed.**

**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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Vickie Daniels	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

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

**Description**

Tier 2 Small Groups

**Action Steps**

**Use BOY Acadience data to identify students who need reading support**

**Use WIDA test scores to identify student need and determine intensity of intervention**

**Create small groups based on students' need and growth**

**Train teachers and assistants on strategies for improving student depth of knowledge**

**Coach teachers on implementation of strategies**

**Use ELD lead as an extra intensive option for small group instruction**

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**

Coaching Cycles

**Action Steps**

**Coaches will meet each week with classroom teachers and identify individual teacher needs. They will also identify larger faculty needs and communicate those with administration. Administration will then arrange for faculty-wide professional development opportunities on district approved PD days and monthly faculty meetings. Coaches will also sit on TAT and Leadership committees to offer support and expertise on interventions and supports.**

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

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

**Description**

Reading and Integration

**Action Steps**

- 1 Share information and strategies from literacy and arts integration conferences attended by coaches and admin**
- 2 Invite district consultants to present in faculty meetings and district appointed professional development days**
- 3 Our faculty is working on their arts integration endorsement; we will work through our BYU partnership to ensure that arts integration strategies also encompass ESL strategies**
- 4 Our SPED team is getting individualized professional development help tailored to their individual needs in order to better help their students**
- 5 we are adding an extra question to our PLC document, which is currently modeled after The Four Questions. that question is, What ESL strategies are you using in this lesson?**

Is this component implemented within your school land trust plan?

**YES**    **Description**



*Instructional Coach salary*

*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**

[Empty description box]

**Action Steps**

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

How will your school-based initiative address TSI Goals?

**Description**

ESL Focus

**Action Steps**

- 1 All teachers will get ESL endorsed within first three years at Majestic
- 2 School-wide focus on hiring candidates with ESL endorsement
- 3 Use coaches to increase teacher capacity to implement ESL strategies in class
- 4 Use Coaches and ELD lead to prep students for the WIDA
- 5 Set goals 1:1 with ESL students to help them achieve success on the WIDA and RISE testing

Is this component implemented within your school land trust plan?

**YES Description**



Coaches help support ESL learning

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

Object Code	Expense Type	Brief Description	Proposed Budget
100	Salaries	Additional coach salary	\$38,375.00
200	Employee Benefits		\$3,611.71
300	Purchased Prof & Tech Services		
500	Other Purchased Services		
580	Travel		
600	Supplies and Materials		
		<b>TOTAL PROPOSED BUDGET</b>	\$41,986.71
		<b>ALLOCATION</b>	\$44,883.00
		<b>Carry-Over from 21-22</b>	\$0.00
		<b>DIFFERENCE</b>	\$2,896.29

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

We would use any additional funding to pay for an ESL assistant to support student learning in small groups. We will also use any additional funds to pay for professional development training for teachers and staff.