

School TSSA Goal and Plan

School: Kelsey Peak Virtual Middle School

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?

We are currently gathering data of our online students from this past year. Although the teachers and students data will be from all over the district. We are excited to see the data and make adjustments accordingly. We will use the USBE goal of increasing our overall points by 1%

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).

Subject Area	Test Name	Below Proficient	Approaching Prof	Proficient	Highly Proficient	Total Proficient
English Language	6th Grade Language	30.70%	19.10%	27.30%	22.90%	50.20%
English Language	7th Grade Language	32.50%	22.10%	30.00%	15.50%	45.50%
English Language	8th Grade Language	29.30%	24.60%	27.30%	18.70%	46.00%
Mathematics	6th Grade Math	32.90%	24.50%	21.90%	20.70%	42.60%
Mathematics	7th Grade Math	31.00%	24.40%	35.30%	9.30%	44.60%
Mathematics	8th Grade Math	28.30%	29.30%	29.70%	12.60%	42.30%
Mathematics	Secondary Math I					0
Science	6th Grade Science	19.20%	23.50%	40.30%	17.00%	57.30%
Science	7th Grade Science	24.40%	27.70%	27.30%	20.50%	47.80%
Science	8th Grade Science	22.70%	20.40%	33.00%	23.90%	56.90%
English Language	10th Grade Language	12.00%	42.20%	42.00%	3.90%	45.90%
English Language	9th Grade Language	8.60%	41.70%	43.20%	6.60%	49.80%
Mathematics	10th Grade Math	25.80%	44.20%	25.30%	4.70%	30.00%
Mathematics	9th Grade Math	12.30%	43.00%	34.40%	10.30%	44.70%
Science	10th Grade Science	13.40%	57.30%	24.10%	5.30%	29.40%
Science	9th Grade Science	7.90%	53.10%	32.10%	6.80%	38.90%

Determine school goal

School goal using USBE reporting categories from above:

We will use the USBE goal of increasing our overall points by 1% --- As our baseline data for next year we will use the district average scores on the rise test from 2019 in the areas of Math/Science/ELA

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)	
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TSI SCHOOLS -- Targeted School improvement Goal --

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

We currently don't have this data nailed down, but will have plans once our enrollment specifics are set.

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)
Kaylee Child Kaylee.Child@jordandistrict.org

How will you use coaching to address your school goals?

Description

The current coaching program, historically funded through land trust, will be augmented with the district coaching microcredential. Coaches work with teachers to review data, provide feedback, and ensure quality and follow-through with goals. We will be adding a digital learning coach in order to work with teachers specifically with digital learning. In all areas, we plan to use TSSA funds to cover costs of additional coaches through 7th period authorizations, as well as professional development for the teachers and subs in order to allow coaches and teachers to observe other teachers. Other coaching related expenses will come from TSSA.

Action Steps

- 1 Teachers will also coach each other in the areas of Instructional Design and Virtual Learning.
- 2 Teachers will spend time over the summer working through The Distance Learning Playbook (Fisher, Frey Hattie)
- 3 Teachers will also evaluate end of quarter student/parent surveys to adjust their teaching as they move throughout the year
- 4
- 5

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

Is this component implemented within your school land trust plan?

YES Description



Midterm and end-of-quarter data on failure rate and percentage of students passing will reflect a 95% pass rate. Failing students will be added to the RTI list, and an education recovery plan will be created to fill gaps and recapture learning/mastery.

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](#)

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

Description

Teachers will spend time over the summer working through The Distance Learning Playbook (Fisher, Frey Hattie)

Action Steps

- 1 Teachers will go through The Distance Learning Playbook
- 2 Teachers will attend a summer PD in connection with UTAH PCBL goals and produce content geared towards the six competencies
- 3 Teachers will use lessons learned to promote engagement in their virtual classrooms.

TSI SCHOOLS -- Professional Development to address TSI goals

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

Description

Action Steps

Is this component implemented within your school land trust plan?

YES Description



We will use this year as a baseline year to gather information regarding instructional coaches, peer coaching, and use end-of-level assessments and benchmarks to determine specific subject areas to focus on.

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](#)

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

Description

As the majority of our land trust money has already been set aside for instructional coaching this year with little room for anything else, we plan to use TSSA for a wide range of other school-based initiatives.

Action Steps

Our planned initiatives potentially include, but are not limited to, after-school tutoring, additional aides in areas of need such as special education and English language learners, stipends for after-school programs NJHS, With the addition of the digital learning coach, we anticipate the need for additional instructional technology such as Chromebooks and instructional software as we pilot new programs and methods. We are also planning to implement a suicide prevention/school culture program, and would plan on using some TSSA funds to support carefully planned efforts to build positive school culture. We have considered adding an additional digital learning coach, as well as an instructional coach working specifically with co-taught classrooms.



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

How will your school-based initiative address TSI Goals?

Description

[Empty green rectangular box for description]

Action Steps

1
2
3
4
5

Is this component implemented within your school land trust plan?

YES Description

[Empty yellow rectangular box for description]

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

Object Code	Expense Type	Brief Description	Proposed Budget
100	<i>Salaries</i>	Engagement Aide, Coaching Stipends, and Club stipends	\$18,000.00
200	<i>Employee Benefits</i>		\$4,000.00
300	<i>Purchased Prof & Tech Services</i>	Professional Development, Coaching Certification, etc. Technology	\$4,000.00
500	<i>Other Purchased Services</i>		
580	<i>Travel</i>		
600	<i>Supplies and Materials</i>	Class Software, Testing, Plagix,	\$4,097.37
		TOTAL PROPOSED BUDGET	\$30,097.37
		ALLOCATION	\$30,097.37
		CARRYOVER	\$0.00
		DIFFERENCE	\$0.00
Please check calculations			

Please indicate how you would use any additional allocation.

In addition to funding instructional coaches, monies will be used for teacher grants and/or provide collaborative time for teachers to collaborate, develop assessments, map curriculum, and for teachers to participate in conferences and/or professional development. Substitutes and assistants may be provided to support student learning and the PLC process. Funds may be used to purchase additional classroom technology, such as: software, Chromebooks, computers, etc. Extra courses and sections may be offered to reduce class sizes. Funds may also be used for after-school enrichment and academic support and for travel costs associated with attending local and national conferences. Other possible expenditures may include student incentives up to \$2 per student to improve behavior.