

Senate Bill 149 (2019) creates the Teacher and Student Success Act (TSSA) that provides for the State Board of Education to distribute funds from the Teacher and Student Success account to boards of location education agencies. It requires the board of a local education agency to establish guidelines for the development of school outcome-based program plans which designate how TSSA funds will be used to improve school performance and increase student academic achievement.

Teacher Salaries

An LEA may use 25% of TSSA funding for increases to base salary and salary-driven benefits for school personnel.

Most Critical Academic Need

Under the School Land Trust Program, School Community Councils in each school review school-wide assessment data and develop a plan to address the school's most critical academic need(s). Local School Boards approve Land Trust plans and distribute funds to each school prior to the start of the school year. School Land Trust plans may be augmented with TSSA funds.

Professional Learning

An LEA may spend TSSA funds to provide professional learning opportunities reasonably designed to support teachers in improving school performance and increasing student academic achievement.

Multi-tiered Behavioral Supports

Improving behavioral outcomes is about ensuring that all students have access to effective and accurately implemented behavioral practices within tiered systems of support. TSSA funds may be used to support a multi-tiered approach to improving student behavior.

Instructional Technology

TSSA funds can be spent strategically to utilize technology in meeting critical academic needs.

JSD Instructions and Guidelines for TSSA Plans

The principal of each school shall develop a Teacher and Student Success Plan aligned to the framework approved by the Juab District School Board of Education and utilizing the JSD plan template.

School plans shall be submitted annually to the JSD Board for approval.

Principals shall solicit input on developing a success plan from the school community council, school-level educators, parents of students at the school; and school level administrators. A principal may also solicit input on developing a success plan from students, support professionals, or other community stakeholders.

Plans shall include an analysis of current performance data, identify specific goals, and outline an action plan with criteria for improving student academic achievement and school performance within the state accountability system. Goals and action plan steps should address the school's most significant academic need(s). A budget indicating proposed expenditures to support implementation of the plan shall be included.

Plans may include the use of TSSA funds for:

1. school personnel stipends;
2. professional learning;
3. class size reduction strategies;
4. augmentation of existing programs;
5. before-or-after-school programs;
6. summer school programs;
7. community support programs or partnerships;
8. technology; or
9. any other strategy reasonably designed to increase student achievement and improve school performance.

Instructional technology purchases made with TSSA funds should be coordinated through the District Technology Director.

TSSA funds may also be used to hire and/or retain school personnel who support the objectives outlined in the JSD TSSA Framework. However, these personnel must work directly with and in support of students in an academic role.

This includes:	This does not include:
<ol style="list-style-type: none">1. counselors;2. social workers;3. mental health workers;4. tutors;5. media specialists;6. instructional tech specialists;7. teachers, and8. instructional coaches.	<ol style="list-style-type: none">1. school level administrative or operational staff;2. building and maintenance staff, including custodial and grounds staff;3. transportation staff;4. child nutrition services staff;5. operational or facility support staff;6. financial staff;7. information technology staff;8. legal staff;9. secretarial staff; or10. other district level staff paid on an administrative salary schedule.

TSSA funds may not be used:

1. to supplant funding for existing public education programs;
2. for school or district administration costs;
3. adult education, or
4. capital expenditures.

JSD Teacher and Student Success Plan template

School: Juab High

Principal: Quarnberg

School Year: 25/26

Analysis of Current School Data:

Spring 2025 Data

ACT (2025 graduates)

Juab ACT: 18.5 *2024 Cohort: 18.7

State Composite: 19.9

Juab ACT: Math: 18.2 (State) 19.5

Juab ACT Science: 18.8 (State) 20.1

Juab ACT English: 17.7 (State) 19.2

Juab ACT Reading: 19.2 (State) 20.6

Spring 2024 Data

ASPIRE:

9th Grade ELA: 27.6% Proficient/ 53.0 MGP *Cohort Spring 2023 RISE 27.0% Proficient

10th Grade ELA: 30.6% Proficient/40.5 MGP *Cohort Spring 2023 Aspire 32.5% Proficient

- *9th grade cohort maintained a percentage of students who were proficient*
- *10th grade cohort loss of 2.5 percent proficient*

9th Grade Math: 33.5% Proficient/57.0 MGP *Cohort Spring 2023 RISE 23.0% Proficient

10th Grade Math: 18.2% Proficient/53.5 MGP *Cohort Spring 2023 Aspire 23.6% Proficient

Proficiency Growth of Class of 2028: +

Proficiency Growth of Class of 2029: +

*9th Grade Science: 23.2% Proficient/53.0 MGP *Cohort Spring 2023 RISE 25% Proficient

*10th Grade Science: 16.1% proficient/47.5 MGP *Cohort Spring 2023 Aspire 20.9%

- *9th and 10th grade cohorts proficiency loss*

CTE Pathway Completers

2025 - 52

2024 - 69

2023 - 60

2022 - 59

2021 - 16

Industry Credentials

2025 - 24

2024 - 24

2023 - 26

2022 - 16

2021 - 8

CE # of Students Enrolled

2024 - 305

2023 - 308

2022 - 202

2021 - 209

CE # of Course Enrollments/Attempted

2024 - 1,940

Goal Area(s)

- Hiring/Retention/Salaries
- Class Size Reduction
- Professional Learning
- Most Significant Academic Need
- Multi-Tiered Behavior support
- Instructional Technology

Juab High School will continue to identify academic and skill preparation for post-secondary opportunities and College and Career Readiness as the most critical needs for our students. However, we will begin to look at trade skill opportunities to develop comprehensive pathways toward skill certification and jobs. We are using the foundation of the pathways developed by our staff last year and beginning to develop a longitudinal plan that includes a rigorous senior year schedule that leads to career readiness. We will address school improvement through student academic growth and achievement (readiness and proficiency benchmarks) by targeting TSSA funds for:

Course Options/Additions (ELA, mathematics)

- *Hiring/Salaries - teacher preps (ELA/mathematics)
- *Hiring /Salaries - FTE (mathematics)

Professional Learning

- *Hiring/Salaries - instructional coaching (instructional coach)
- *Hiring/Salaries - professional work hours (all teachers
Student-Centered Coaching cohorts, conference opportunity)

Multi-Tiered Support (Before/After/Summer School)

- *Hiring/Salaries - Success Tutoring

Goal:

Part 1: Increase the percentage of students demonstrating college readiness in four CORE areas: English, Reading, Math, and Science by 5% (cohort) growth from Spring 2025 to Spring 2026 as measured by ACT (mean score, percent proficiency, meeting benchmark), ASPIRE percent proficiency, and NWEA (individual student) growth

Part 2: Increase the percentage of Concurrent Enrollment and CTE course and pathway completion(s) by 5% from Spring 2024 to Spring 2025 across all student groups.

Part 3: Strengthen partnerships with Snow College Technical programs, CUES and Business partnerships to assist students

	<p>toward career certificates and college credits. Students should be given a comprehensive education to determine interests and provide the student potential to fill jobs in our rural community.</p>
<p>Action Plan: What steps will be taken to achieve this goal?</p>	<p>Our plan addresses the capacity to provide course options and instructional capacity to deliver effective Tier 1 instruction and targeted intervention.</p> <ul style="list-style-type: none"> (1) Course Options/Additions - Course sections (purchased preps) include: continuing to offer <i>English 9 Lab, and increasing the number of students taking English in their senior year. (Reduce the English 12 online student numbers, Trigonometry, and Supplemental Math III.</i> We will also consider working with Snow College to determine if Math 1010 would be appropriate coursework for students. (2) FTE Mathematics - addition of FTE to the math department. Reduce class size and preparation for the Data Science pathway. (3) Professional Learning - student-centered instructional coaching cohorts. Develop increased instructional capacity through professional development, co-teaching opportunities, observation, and collaboration to analyze data to determine implications for instruction, set instructional goals, and provide effective feedback for reflection. Funding supports coaching salary and non-contract professional hours for educators. (4) Success Tutoring - before/after/summer school tutoring additional opportunities for individualized student support. (5) Professional Hours - professional learning and work hours for teachers aligned with school improvement goals. (6) Professional Conference (registration/ travel) - opportunity for instructional staff to attend conferences aligned with school improvement goals, <i>i.e. Utah Science Teacher Association, Utah Teachers of Mathematics, CTE Winter/Summer Conference.</i> (7) <i>Provide opportunities for staff to meet with business partners, create internships and support our CAPS program.</i> (8) <i>Professional learning with Cami Alexander and Anette Brinkman on student engagement strategies</i>
<p>What metric(s) will be used to measure progress towards the goal?</p>	<p>Part 1 Measurements: *Reading, Language Arts, Mathematics, Science</p>

	<p>-ACT - percent of students (mean score, percent proficient, meeting benchmarks)</p> <p>-ASPIRE - percent proficient (cohort group growth)</p> <p>-NWEA - individual student growth</p> <p>Part 2 Measurements: *CE and CTE</p> <p>-CE number of enrollments</p> <p>-CE number of credits earned</p> <p>-CTE number of pathway completers</p>
Results/Outcome Data:	

Total School TSSA Budget Amount:	\$215,316.83 (Includes \$14,052.91 carryover)
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Proposed Budget for Goal #1	
Budget Areas	Amount
<i>Salary, Stipends, Benefits: Certified Personnel</i>	\$191,875.00
<i>Salary, Stipends: Classified Personnel</i>	
<i>Benefits: Classified Personnel</i>	
<i>Professional Learning expenses (registration, supplies, travel, etc.)</i>	\$15,000
<i>Contracted Services</i>	
<i>Substitutes</i>	
<i>Supplies</i>	
<i>Curriculum</i>	
<i>Equipment/Tech Devices</i>	\$8,441.83
<i>Tech Related Supplies</i>	
<i>Instructional Software/Digital Platforms</i>	
Total Expenditures for this goal:	\$215,316.83

