

UINTAH RIVER HIGH SCHOOL

Teacher and Student Success Act Framework Policy

Purpose

The Board of Directors of Uintah River High School, pursuant to Utah Code §53G-7-1304 and Utah Admin. Code R277-927, has established this policy to provide guidelines for the school to follow in developing a Teacher and Student Success Plan that include input from parents and educators, goals for improving student academic performance, and the proper use and distribution of program funds.

Definitions

Average Teacher Salary: means an LEA's teacher salary expenditures on the annual financial report from the fiscal year from which data is most recently available divided by the LEA's number of full-time equivalent educators or FTEs from the LEAs most recent submission to the Utah State Board of Education (USBE).

Capital Expenditures: means

funds used to acquire, maintain, or upgrade physical assets like property, building, technology infrastructure, or equipment, and may include the following: improvements to a building or school grounds; a school bus; rent, lease, or bond payments; and a portable classroom or costs related to moving a portable classroom. Capital expenditures do **not** include student technology devices.

Funding Limitations: means limitations of this program that prohibit any funding received pursuant to a TSSA Plan to be used to supplant funding for existing education programs; to support board or school-wide administration costs; or, for any capital expenditures.

Plan: means the Teacher and Student Success Act (TSSA) plan approved by the school's Board of Directors upon recommendation from school administrators.

Program: means the Student and Teacher Success Program created in Utah Code §53G-7-1304.

School Personnel Who Work Directly With and Support Students in an Academic Role:

does not include school-level administrative or operational staff; building and maintenance staff, including custodial and grounds staff; transportation staff, child nutrition services staff; operational or facility support staff; financial staff; information technology staff; legal staff; secretarial staff; or other employees paid on an administrative salary schedule.

State Average Teacher Salary: means the state-wide teacher salary expenditures reported on the annual financial report by each LEA from the most recent fiscal year for which data is available divided by the number of full-time equivalent educators or FTEs from the most recent educator CACTUS submission.

Allowable Use of Funds

Utah Code §53G-7-1304 allows local decision-makers to use TSSA funds flexibly to improve student academic achievement and to improve school performance. Allowable expenses include:

- Using up to 40% of the LEA's distribution to increase base salary and salary driven benefits for school personnel, if the LEA's average teacher salary is below the state average teacher salary.
- Hiring additional teachers, counselors, tutors, specialists, mental health workers, and others;
- Funding early learning programs, class size reductions, or technology;
- Early childhood education including preschool programs;
- Funding professional development or retaining high-performing school personnel (up to 5% of a school's allocation can be used specifically for staff retention);
- Providing personnel stipends for taking on additional responsibility outside of a typical work assignment;
- Professional learning;
- Technology;
- Before or after-school programs;
- Summer school programs;
- Community support programs or partnerships;
- Augmentation of existing programs;
- Implementation of the pilot program described in Utah Code §53G-7-1307 and created within the Teacher and Student Success Act to train school faculty and students in personal self-government communication and problem-solving practices; classroom management; teacher and student mental health.
- Any other strategy reasonably designed to improve school performance or student academic achievement.

Carry Over Funds

The school (LEA) may carry over restricted program funds into the next fiscal year to support a purpose identified by the Board of Director's student success framework. If the school (LEA) carries over funds, the school (LEA) will report the funds according to the board-approved chart of accounts.

Prohibited Use of Funds

The school may not support the use of program funds for any of the following:

- Capital expenditures or construction costs (such as buildings, property, or maintenance);
- To supplant funding for existing public education programs;
- For LEA-level or state administration expenses;
- To provide uniform, LEA-wide salary increases;
- To support an adult education program;
- To pay for contracted services, including:
 - Administrative staff;
 - Building and maintenance staff;
 - Custodial staff;
 - Child Nutrition services staff;
 - Operational or facilities support staff.
- For a purpose not supported by the Board of Director's Teacher and Student Success Framework.

Distribution of Funds

The Board of Directors will use the school's distribution as follows:

- To implement the school's Teacher and Student Success Plan as approved and described in Utah Code §53G-7-1305;
- For increases to base salary and salary driven benefits for school personnel that total 25% or less of the school's (LEA's) distribution;
- If the school's average teacher salary is below the state average teacher salary as calculated by the USBE, the school may use up to 40% of the school's distribution for the allowable use of funds described above;
- The school may use up to 5% of the school's allocation to fund school personnel retention at the discretion of the Executive Director, not including uniform salary increases.

Plan Development and Approval

Plan Development

The Executive Director or school principal must draft an annual Teacher and Student Success Plan (TSSP) based on the framework below which has been adopted by the Board of Directors:

- A council, as defined in Utah Code§ 53G-7-1206, will select a component of the approved success plan for the council's school to address within the council's School LAND Trust Program in accordance with Utah Code§ 53G-7-1206.
- In compliance with Utah Code §53G-7-1305, the Executive Director will develop the school's Teacher and Student Success Plan:

- In accordance with the Board of Directors' student success framework for the school;
- By integrating school-specific goals and criteria for improving the school's performance within the state accountability system; and,
- In accordance with the school's turnaround plan, if the school has a school turnaround plan as defined in Utah Code §53E-5-301.

Stakeholder Input

The Executive Director or principal will solicit input on developing a success plan from:

- The School Community Council, as defined in Utah Code §53G-7-1202 or the Charter Trust Land Council, as described in Utah Code §53G-7-1205;
- School-level educators;
- Parents of students at the school; and,
- School-level administrators.

The Executive Director or principal may also solicit input on developing a success plan from:

- Students;
- Support professionals; or,
- Other community stakeholders.

Performance Goal

The primary goal of the plan must be to improve school performance or increase student academic achievement. The statutory target is to see an increase in student proficiency by 1% per year on state assessments.

Submission and Transparency Submission to the Board of Directors

A school (or each school in an LEA) that receives an allocation is required to submit the following to its Board of Directors annually:

- A description of the budgeted and actual expenditures of the school's allocation;
- How the expenditures relate to the school's success plan; and,
- How the school measures the success of the school's participation in the program.

Board of Directors' Approval

The Board of Directors will annually review a success plan submitted for the LEA or for each school within an LEA and approve or disapprove each submitted success plan in a regularly scheduled LEA governing board meeting. Upon disapproval of a success plan, the board will:

- Explain in writing the reason for disapproval;
- Make recommendations for revision; and,
- Allow the Executive Director who submitted the success plan to resubmit a revised plan for review and approval.
- The TSSA plan for a school will be approved by the LEA's Board of Directors on or before June 30th of each year.

Public Posting

Upon approval of the success plan, the Executive Director or principal will ensure that the following are posted on the school's website:

- The school's approved success plan;
- A description of the school's allocation, as well as budgeted and actual expenditures;
- How the expenditures help the school accomplish the school's success plan; and,
- The school's current level of performance as described in Utah Code §53G-7-1306.

School Improvement Oversight

In compliance with Utah Code §53G-7-1306, for each year following the year in which a school received approval for a success plan, the Board of Directors will determine if the school:

- Meets or exceeds the performance and student academic achievement as determined by the statewide school accountability system;
- Meets or exceeds the performance standards as determined by Utah Code §53E-5-203; and
- Has demonstrated at least a 1% increase in the school's total points received under the statewide school accountability system compared to a baseline measurement from the previous school year.
- If the Board of Directors determines that a school does not satisfy the requirements above, the board will:
 - Work with the school's Executive Director or principal to modify the school's success plan to address the school's performance; and,
 - Oversee and adjust the school's allocation expenditures until the school satisfies performance and academic achievement standards.

Accountability Performance Standards

In accordance with Utah Admin. Code R277-927, the USBE will determine the threshold of points that designate a school as succeeding in school performance as described in

Subsection 53G-7-1306(1)(a). For purposes of determining the performance standards for a school described in Utah Code §53G-7-1306, a school meets the performance standards if the school meets the criteria described in Utah Code §53E-5-203. Per Utah Admin. Code R277-927, a school is succeeding in school performance if, in the most recently published school determinations, the school has:

- 43.5% or more of the total points possible for a school that is an elementary or middle school; or,
- 46% or more of the total points possible for a school that enrolls students in grade 12.

Adopted: May 18, 2026

UINTAH RIVER HIGH SCHOOL
Teacher and Student Success Plan
2026-27
Adopted: May 18, 2026

Measurable Outcomes

In accordance with Utah Code §53G-7-1304, which requires that student academic achievement increase by 1% per year, the school's Success Plan focuses on the following:

- English Language Arts: Increasing the proficiency of grades 9-12 in English Language Arts on the state summative assessment by at least 2% compared to the prior year's results.
- Mathematics: Increasing the proficiency of grades 9-12 in mathematics on the state summative assessment by at least 1% compared to the prior year's results.
- Attendance and Engagement: Improving student attendance rates by at least 2%, thereby reducing chronic absenteeism.

Schoolwide Academic and Engagement Success Plan

The school will ensure its curriculum, instruction, and assessment in English Language Arts and mathematics have a scope and sequence aligned with the Utah Core Standards. The sequence will outline the skills, strategies, and content so that teachers can personalize learning for students based on grade-level proficiency and gaps in learning.

Teachers will differentiate instruction, including providing individual instruction, in order to meet the varying needs of students. Students not performing at or above grade level will receive targeted interventions through a multi-tiered system of supports, progress monitoring, and regular formative assessment. Assessments will be used to provide data to inform teachers' instruction, to help identify students who are experiencing difficulties, to monitor student progress, and to evaluate the effectiveness of interventions and supports. The goal is to help all students achieve grade-level outcomes over time by accelerating growth of students currently performing below grade-level through targeted interventions.

The Success Plan acknowledges that experienced, high-quality teachers are key to improving student outcomes. Therefore, the school intends to use funds to provide targeted retention bonuses for teachers. The school will also use funds to provide professional development focused on data-driven decisions, culturally responsive teaching, and classroom engagement strategies.

In an effort to improve student engagement and outcomes, the school will expand tutoring opportunities, mentoring, and after-school academic support in core subject areas, including Friday School and Summer School. The school will also offer targeted interventions through tiered support for students struggling in math and reading through an Intervention Class.

**Board Approved Spending of State Allocated Funding
2026-27 School Year
\$40,207.00**

- **40% Teacher Salaries and Retention: \$16,082.80**
 - To support competitive compensation to retain high-quality teachers
 - To provide targeted retention bonuses
 - To hire school employees including specialists
- **30% Professional learning: \$12,062.10**
 - To provide professional development focused on data-driven instruction, culturally responsive teaching, and classroom engagement strategies
 - To fund collaboration time to support teacher growth
- **30% Student Support Programs: \$12,062.10**
 - To expand tutoring, mentoring, and after-school academic support in core subject areas (Friday School and Summer School)
 - To provide additional interventions for students struggling in math and reading
- **Total: \$40,207.00**