

# CENTER FOR CREATIVITY, INNOVATION, AND DISCOVERY

## 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;
- If the school's third-graders are performing below the statewide goal described in Utah Code 53E-3-1001, the school will ensure that the school's Teacher and Student Success Plan approved by the board allocates at least 50% of the school's total distribution for:
  - Evidence-based strategies and practices for addressing low literacy rates in alignment with the science of reading; and
  - Reading interventions required by Utah's Early Literacy law.
- The school may also 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 28, 2026

**CENTER FOR CREATIVITY, INNOVATION, AND DISCOVERY**  
**Teacher and Student Success Plan**  
**2026-27**

**Teacher and Student Success Plan**

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 increasing the percentage of students schoolwide performing at or above grade level proficiency in reading and math by 2% to 3% based on scores from Acadience Reading and Acadience Math (BOY, MOY, EOY).

Schoolwide Success Plan

The school intends to strengthen its multi-tiered systems of support (MTSS) by hiring and retaining qualified teachers and skilled paraprofessionals who differentiate instruction for students in Tier 1 and can provide targeted Tier 2 and Tier 3 interventions for students whose proficiency in math or reading is below grade level. Using diagnostic software, teachers will identify students performing below grade level in math and reading, provide timely and targeted intervention, and monitor students' progress in order to support students in closing gaps in learning and skills.

The Success Plan emphasizes helping all students achieve grade-level outcomes by the end of each school year by maximizing and accelerating growth of students currently performing below grade-level. The plan also acknowledges that experienced teachers, skilled in the science of reading, targeted interventions, monitoring, and formative assessments are required for students to improve their skills in reading and math. Therefore, the school will use TSSA funds to increase pay for retained teachers, improve teacher retention rates, hire specialists in reading and math intervention, and ensure that classrooms and individual students have technology and curriculum that support reading and math learning.

- The school will increase teacher pay in an effort to increase retention of highly-qualified teachers.
- The school will seek to ensure retention of personnel in order to support continuity of programs and learning.
- The school will hire specialists to support students, to provide MTSS, to enhance parent-teacher partnerships, and to improve student services.

- The school will provide professional development to support teachers' acquisition of skills in differentiation and intervention.
- The school will ensure its curriculum, instruction, and assessment in math and reading have a scope and sequence aligned with the Utah Core Standards.
- The school will purchase learning software to improve individualized learning, differentiated instruction, and progress monitoring.

**Board Approved Spending of State Allocated Funding  
2026-27 School Year  
115,518.61**

- 40% to increase teacher pay: \$46,207.44
- 5% to fund school personnel retention: \$5,775.93
- 5% to hire school employees including specialists: \$5,775.93
- 10% to provide professional development: \$11,551.86
- 30% to support purchase of curriculum: \$34,655.58
- 10% to purchase software: \$11,551.86

Adopted: May 28, 2026