

TEACHER AND STUDENT SUCCESS ACT WEILENMANN SCHOOL OF DISCOVERY

TSSA FRAMEWORK POLICY

The Board of Directors of the Weilenmann School of Discovery (“WSD”), pursuant to UCA 53G-7-1304, adopted a framework policy that directed WSD’s administration to develop a Teacher and Student Success Plan “(TSSA)” to become effective subsequent to the approval of the board.

1

TSSA PROGRAM REQUIREMENTS

- The goal of the TSSA Plan is to improve school performance or student academic achievement by 1% per year on the State summative assessment or the necessity of a change of TSSA Plan is indicated.
- The distribution of WSD’s annual program allocation is dependent on submission to the Utah State Board of Education the TSSA Plan through the grant management system.
- Submission of annual assurances in accordance with the requirements of R277-108 by November 1st of each school year.
- As required by USBE rule, WSD will submit the TSSA Plan to the USBE, post the TSSA Plan on the school’s website, and publish the TSSA Plan to the WSD community.

2

TSSA ALLOWABLE EXPENDITURES

- WSD may spend up to 40% of its allocation to increase pay of existing teachers, *if WSD's average teacher salary is below the state average.*
- WSD may spend up to 5% of allocation on personnel retention, **not** including uniform salary increases.
- WSD may spend the balance as determined by the school's TSSA Plan including, but not limited to, the following:
 - Personnel stipends for taking on additional responsibility outside of a typical work assignment;
 - Professional learning;
 - Additional school employees, including counselors, social workers, mental health workers, tutors, media specialists, information technology specialists, or other specialists;
 - Technology;
 - Before- or after-school programs;

3

TSSA ALLOWABLE EXPENDITURES CONTINUED

- Additional allowable expenditures, as determined by the school's TSSA Plan:
 - Personnel stipends for taking on additional responsibility outside of a typical work assignment;
 - Summer school programs;
 - Community support programs or partnerships;
 - Early childhood education;
 - Class size reduction strategies;
 - Augmentation of existing programs; or,
 - Any other strategy reasonably designed to improve school performance or student academic achievement.

4

GOVERNING BOARD FOCUS WSD MISSION AND VISION GUIDED THE DEVELOPMENT OF TSSA

The Weilenmann School of Discovery (“WSD”) is dedicated to helping students discover the

- power of their own potential — to learn, to innovate, and to change the world. We promote engaged, authentic, and effective learning that prepares students to excel in the 21st century by:
 - **Hiring and developing Master Teachers**
 - **Delivering instruction to meet individual needs**
 - Promoting project-based learning with real world applications
 - Integrating art, music, science, media, and technologies into the core curriculum
 - Utilizing nature and the outdoors to inspire and enrich the educational experience

5

FIRST PRIORITY TEACHERS’ SALARIES

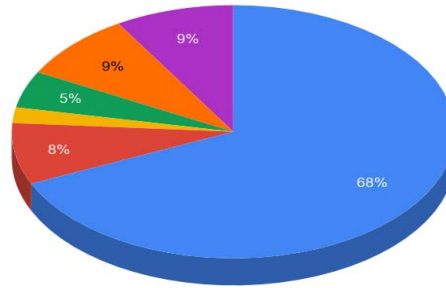
- TSSA presented a formula to LEAs to determine “Average Teacher Salary:” an LEA’s teacher salary expenditures on the annual financial report from the fiscal year from which data is most recently available divided by the LEA’s number of full-time equivalent educators or FTEs from the most recent educator CACTUS submission.
- WSD’s average teacher salary was determined by this formula to fall below the state average.
- WSD’s board of directors decided to spend 40% of its allocation to increase pay of existing teachers.

6

WSD EXPENDITURES FY19

Expenditures

- Salaries
- Prof & Tech Services
- Property Services
- Other Services
- Supplies
- Debt Service

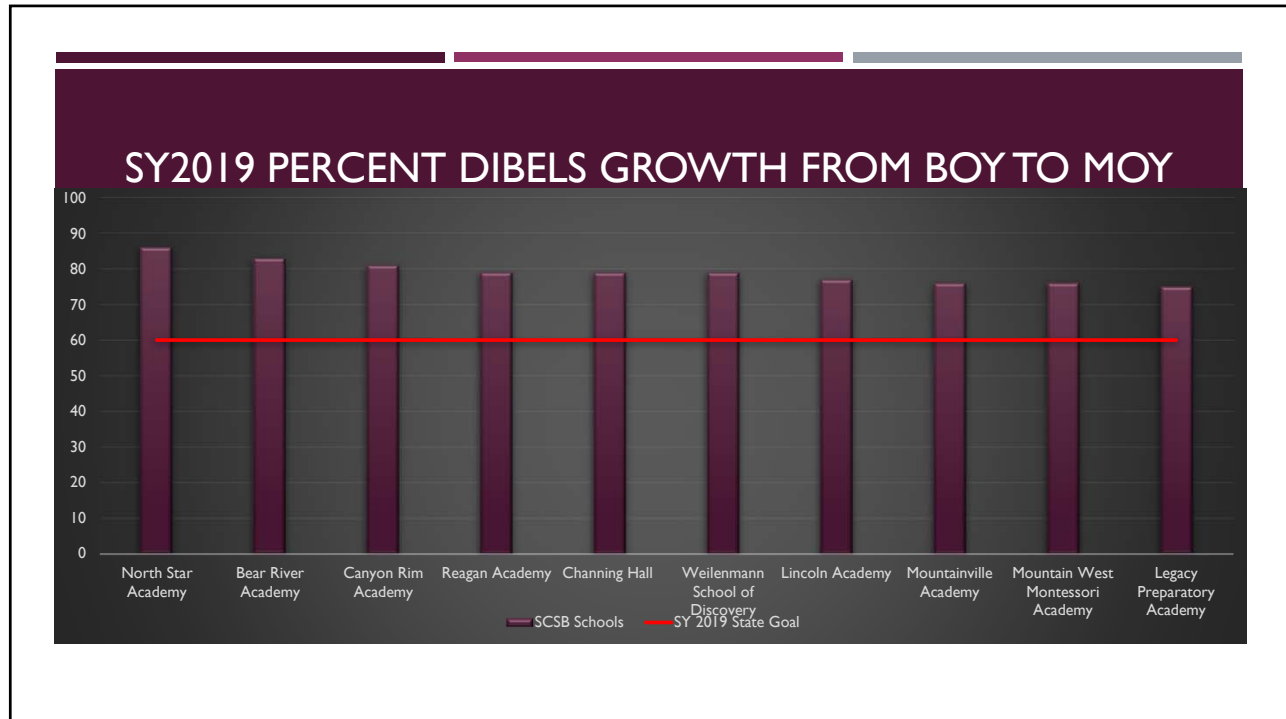


7

SECOND PRIORITY MTSS AND INDIVIDUALIZED INSTRUCTION

- WSD had expanded its MTSS program at the beginning of 2019 with the support of an MTSS grant for training an MTSS faculty committee.
- WSD had also implemented an after school and summer RTI program starting Summer 2019.
- The results of these programs had already demonstrated measurable success by MOY 2019.
- WSD wanted to support and expand these programs and improve progress monitoring, interim assessments, and technology-supported individualized learning.

8



9

IMPROVEMENTS FOR STUDENTS IN MATH AND READING MOVEMENT FROM TIER 3 TO TIER 2

- Measurable improvements in math AND reading growth and in # of students working at grade level in math AND reading based on NWEA (BOY to EOY, 2019)
- Sharp increase in students moving from Tier 3 to Tier 2
- Sharp decrease in students recommended for Special Education services

10

WSD'S TSSA PLAN

State Allocated Funding for 2019-2020 School Year \$76,323

- 40% to increase teacher pay: \$30,529.02
- 16% to support summer school and after school intervention programs: \$12,000
- 37% to support purchases of technology and technology-supported learning and software: \$28,000
- 7% to support professional learning: \$5,793.53

11

ADDITIONAL TSSA CONSIDERATIONS

- Does WSD prefer the current allocation method for TSSA monies?
- Would WSD prefer that the money come in the WPU?
- Would WSD prefer that the monies come in state-created programs or in a flexible, one-time allocation?

12