

North Summit School District Teacher and Student Success Account Framework 2019-2022

The North Summit School District (NSSD) Board of Education has set the framework for the TSSA program in accordance with Utah statute and USBE rule. The framework is based on NSSD's mission, vision, and focus areas from the district's 2016-2021 strategic plan. The Focus Areas drive the guidelines, set the checkpoints, and create the boundaries for the program.

OUR MISSION

North Summit stands united in the pursuit of educational excellence because our students deserve a challenging, inspirational and safe learning environment that empowers each of them to grow and prepare for the future.

OUR VISION

Our District will provide an innovative and quality education that fosters achievement and success for everyone.

All Students will master essential learning skills, demonstrate civic responsibility, feel empowered to prepare for post-secondary education and/or careers, and engage in positive personal development.

All Teachers, Administrators and Staff will recognize the value of their positions and contributions and commit to daily excellence.

All Parents will be positively invested in their students' education.

The Community will recognize and value the quality of our district and will support the educational process.

OUR FOCUS AREAS

Learning and Instruction

Communication and Public Relations

Policies and Protocol

Programs and Initiatives

The NSSD Board of Education affirms that the objective of the TSSA Plan is to improve school performance or student academic achievement. The Board also acknowledges that the USBE has established standards governing the distribution of TSSA program funds, as well as related accountability standards.

Program Requirements

The Board understands that the goal of the TSSA Plan shall be to improve school performance or student academic achievement by 1% per year or the necessity of a change of TSSA Plan is indicated.

The Board also acknowledges that distribution of annual program allocation is dependent on submission to the USBE of the TSSA Plan through the grant management system. From that point, NSSD must submit annual assurances in accordance with the requirements of R277-108 by November 1st of each school year or forfeit program funds.

As required by USBE rule, NSSD will submit the TSSA Plan to the USBE, post the TSSA Plan on the school's website, and publish the TSSA Plan to NSSD's community.

Allowable Expenditures

In accordance with statute and USBE rule, NSSD may spend TSSA monies on the following:

- NSSD may spend up to 25% of its allocation to increase pay of existing teachers.
- NSSD may spend up to 5% of allocation on personnel retention, but **not** including uniform salary increases.
- NSSD 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;
- 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.

LEA Financial Reporting and Prohibited Uses of Program Funds

NSSD may only use program money for specific purposes as outlined above, as indicated in statute, and as described in USBE rule.

Schools may **not** use program money for any of the following:

- To support adult education programs;
- To pay for contracted services commonly performed by the following staff:
 - School-level administration staff;
 - Building and maintenance staff, including custodial staff;
 - Transportation staff;
 - Child nutrition services staff;
 - Operation or facility support staff; or,
 - LEA-level staff.

Accountability Performance Standards

In accordance with R277-927-6, 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). A school will be deemed as succeeding in school performance, if, in the most recently published overall school accountability ratings, the school is designated as a commendable or exemplary school as per R277-498-2. For purposes of determining the performance standards for a school described in Section 53G-7-1306(1)(b), a school meets the performance standards if the school meets the criteria described in Section 53E-5-203(2).

The NSSD Board of Education encourages principals and their leadership teams to consider the four focus areas when creating their plans. The goals and action plan steps must satisfy at least one of the four columns in the “Learning and Instruction” section. The Board will target the “Focus Areas” when evaluating applications for approval.

Learning and Instruction

Intervention	Class Size Reduction	Additional Offerings	Academic and Personal Growth
<p>Provide extra time and resources for our academically at-risk students to close the educational gap.</p> <p>Provide resources for students in need of mental health services.</p>	<p>Create smaller instructional settings for students, especially in the core subjects.</p>	<p>Offer more choice and opportunities for students in the arts, foreign language, coding, career pathways and other valuable elective courses.</p>	<p>Dedicate resources for student enrichment opportunities.</p> <p>Allocate funds for teacher professional development time.</p>

Communication and Public Relations

<p>Communicate with students, parents and our community the additions/changes that are taking place because of the TSSA funding. Provide opportunities for feedback from all stakeholders through surveys, open meetings, emails, phone calls, etc.</p>

Policies and Protocol

What policies or protocols, if any, will have to be implemented due to the addition of this class, program or initiative?

Programs and Initiatives

Effectiveness	Alignment and Prioritization	Feasibility	Benefits and Costs
<p>1. How effective has this initiative been in other districts (our district)?</p> <p>2. What makes this initiative effective elsewhere (here)?</p> <p>3. What evidence and research supports the adoption or retention of this initiative at NSSD?</p> <p>4. How effective is (or has it been) the initiative likely to be in NSSD?</p>	<p>1. How does the initiative align with the values, vision, mission and objectives?</p> <p>2. How does it align with other initiatives in the district?</p> <p>3. Does it duplicate another existing district initiative?</p> <p>4. How should it take priority?</p>	<p>1. How feasible will it be to adopt, implement or maintain this initiative in our district?</p> <p>2. What will need to occur prior to implementation for this to succeed?</p> <p>3. What resources are necessary and available to support the implementation or retention?</p>	<p>1. What are the benefits to adopting this initiative in the district and to whom?</p> <p>2. What are the costs?</p> <p>3. Are the costs to adopt or keep this initiative worth the benefits?</p> <p>4. Will adopting or keeping this diminish our ability to carry out other priorities?</p> <p>5. Will adopting or keeping this initiative eliminate or impact another initiative?</p>

NORTH SUMMIT ELEMENTARY SCHOOL TSSA PLAN 2019-2020

GOAL(S):

North Summit Elementary School's goal for TSSA funds is to provide increased early intervention opportunities for our Kindergarten and 1st grade students.

MEASUREMENTS:

The measurement that will be used is that we would like to see 90% of Kindergarten students reach grade level proficiency on the KEEP test.

ACTION PLAN STEPS:

OEK Plan (2019-2020)

NSES's OEK plan for 2019-2020 school year is as follows. We feel it will be the most effective in helping the greatest number of students achieve grade level proficiency (Goal- 90% of students).

- Tier 2 Kindergarten students (8-12 students per class) will continue to spend additional half days each week in OEK classroom. The students do strategic interventions and repetitions with the OEK teacher and aide. This program has been highly effective in helping these students meet their academic and behavioral goals.**
- The OEK teacher will continue to pull the Kindergarten's highest academic achievers from the regular ed. class for 1.5 hours, one day per week. This serves two purposes: it allows for higher level learning and extensions for the top achievers and it gives the regular classroom teacher a day to review the concepts the other students may be struggling with and provide them with additional instruction and interventions. During this time, the OEK aide will continue to**

individually tutor and assist the Tier 2 OEK students. The remainder of the OEK teacher's time on this day will be spent in prep, tutoring, and assessing Tier 2/3 students, and meeting with team members to ensure that the student's instructional needs are being met.

- One day each week, we will have the OEK teacher and aide work with smaller groups (5-6) of Tier 3 students. This instructions will be highly targeted and development. Since many of these students may have a hard time staying through a full day of school, we may choose to pull them from their regular ed. classroom, rather than having them stay additional time. We will keep this flexible as student's abilities to stay a full day may change over the course of the year. Some of the students may also attend the above-mentioned Tier 2 Extended Day Kindergarten if they are developmentally ready.
- One day each week, the OEK teacher and aide will work with small groups of Tier 2/3 first-grade students. The instruction will be highly targeted and data driven. If a full day is not needed by first- grade, the Tier 3 Kindergarten students will use the additional intervention time.

Monday Tuesday Wednesday Thursday Friday

Extensions for Kindergarten high achievers and tutoring for K Tier 2/3	Tier 3 Kindergarten	Tier 2 / OEK	Tier 2 / OEK	Tier 2/3 first grade and/ or Tier 3 Kindergarten.
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Our RTI (Response to Intervention) program will be flexible and fluid, allowing students to move in our out of Tiers as they need. The flexibility will also allow us to look at our data and change the schedule/ classes to fit the needs of the students at any given time. All programs will begin after the KEEP Entry Assessment has been completed and will end before the KEEP Exit Assessment is give. The aide's schedule will be based on program needs.

COST: \$59,135- this will go toward salaries of teacher and aides.

NORTH SUMMIT MIDDLE SCHOOL TSSA PLAN

2019-2020

GOAL(S):

Update and expand offerings available to NSMS students.

Reduce class size in math and science, and improve scores by 1%.

ACTION PLAN STEPS:

Introduce 2 coding classes for the 5th and 6th grade students.

Expand our offerings in art of 4 classes, to include students 5th-8th grade.

Reduce class size in Math and Reading in 5th, 6th, 7th grades, by having 4 classes each.

MEASUREMENTS:

NSMS will survey students to evaluate the effectiveness and increased interest in art & coding. We will use end of level scores to measure increase in proficiency in Math and Reading.

COST: Estimated cost will be \$47,700 for salaries and benefits to cover additional classes.

NORTH SUMMIT HIGH SCHOOL SCHOOL TSSA PLAN

2019-2020

GOAL(S):

North Summit High School would like to create additional elective classes for the 2019-2020 school year. We have a need for more electives in our Career and Technical Education offerings. After much discussion we feel the area that would have most impact on our students would be the health sciences. This would create another CTE pathway for our kids to focus on and also build our HOSA program.

Increase graduation rate.

ACTION PLAN STEPS:

We will hire a part-time teacher to teach Exercise Science/ Sports Medicine, Introduction to Health Sciences, and Introduction to Physical Therapy. Our new hire will also help with our HOSA program.

To increase the graduation rate we will provide an alternative schedule and tutoring to students where the regular schedule does not meet their needs.

MEASUREMENTS:

We will measure the number of students enrolled in the new elective courses as well as increase the numbers participants in our HOSA program. We will measure the % of students enrolled in these courses passing the CTE test. We also believe that having these courses will increase our science core test scores by 1%.

We will measure how effective the alternative schedule works by end of level testing. We believe this alternative schedule and tutoring will help increase end of level test scores by 1%.

COST: Approximately \$47,000 for salaries and benefits to cover ½ time Exercise Science Teacher and Certified Tutor for alternative schedule.