



Merit Preparatory Academy

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Teacher Student Success Act (TSSA) Framework Policy

Philosophy The Board of Trustees of the Merit Preparatory Academy (MPA), pursuant to UCA 53G-7-1304, hereby adopts the following framework policy within which MPA's administration may develop a Teacher and Student Success Plan "(TSSA)" to become effective subsequent to the approval of the board.

The Board of Trustees 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 of Trustees 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 MPA's annual program allocation is dependent on submission to the Utah State Board of Education (USBE's) of the TSSA Plan through the grant management system. From that point, MPA 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, MPA will submit the TSSA Plan to the USBE, post the TSSA Plan on the school's website, and publish the TSSA Plan to MPA's community.

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

- MPA may spend up to 40% of its allocation to increase the pay of existing teachers, *if MPA's average teacher salary is below the state average.*
- MPA may spend up to 5% of allocation on personnel retention, **not** including uniform salary increases.
- MPA 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;
- Class size reduction strategies;
- Augmentation of existing programs; or,
- Any other strategy reasonably designed to improve school performance or student academic achievement.

Definitions and Limitations

- “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 most recent educator CACTUS submission. •
- “Capital Expenditures” includes 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.
- “District Administration Costs” does not include salary-driven benefits for school personnel charged at the LEA level.
- “Funding Limitations” of this program 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 TSSA program created by MPA’s Board of Trustees upon recommendation from MPA’s Administration.
- “School Personnel” does not include the following:
 - School-level administrative or operational staff;
 - Building or 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, LEA-level staff.

- “State Average Teacher Salary” means the statewide teacher salary expenditures reported on the annual financial report by 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.

LEA Financial Reporting and Prohibited Uses of Program Funds WSS 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).

Administration shall create, review, and make adjustments to the MPA School Improvement Plan (SIP) according to the following framework at least annually.

1. Needs Assessment.

a. Administration shall gather and analyze data to determine school improvement needs. The following methods may be used.

- i. Staff surveys
- ii. Parent surveys
- iii. Student surveys
- iv. Assessment results
- v. Administrative structures of observation and evaluation

b. Data shall be gathered in key areas including:

- i. Curriculum, Instruction, and Assessment
- ii. School Environment
- lii. Others as determined

2. Goal Setting.

- a. MPA Administration shall prioritize school improvement needs and identify goals to address needs.
- b. MPA Administration shall present and discuss goals with the MPA Board annually.

3. Implementation.

- a. The MPA SIP shall be reviewed with MPA employees.
- b. All employees shall be given responsibilities for progress on MPA SIP goals.

4. Monitor and Review.

- a. MPA Administration, faculty, and staff shall review the school improvement goals at least annually to determine progress and make adjustments as necessary.
- b. MPA Administration shall report progress to the MPA Board annually.

Board Approved: 2019