

ROCKWELL CHARTER SCHOOL

Teacher and Student Success Act Framework Policy

Purpose

The Board of Directors of Rockwell Charter School, pursuant to Utah Code §53G-7-1304 and Utah Admin. Code R277-927, has established this policy to provide guidelines and processes for the school to follow in developing a Teacher and Student Success Plan for submission to the Utah State Board of Education (USBE) and to ensure that the distribution of TSSA programs funds aligns with USBE standards.

The Governing Board affirms that the objective of a school's TSSA Plan is to improve school 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.

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 most recent educator CACTUS submission.

Capital Expenditures: means funds used to acquire, maintain, or upgrade physical assets like property, building, technology infrastructure, or equipment and may include:

- 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: does not mean student technology devices.

Early Childhood Education: includes preschool programs as referenced below in Allowable Use of Funds;

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 TSSA program created by the school's Board of Directors upon recommendation from the Administration.

Program: means the student and teacher success program created in Utah Code §53G-7-1302;

Satellite School: means the same as that term is defined in Utah Admin. Code R277-550.

School Personnel: means those who work directly with and support students in an academic role and does not include:

- School level administrative or operational staff;
- Building and maintenance staff, including custodial grounds staff;
- Transportation staff;
- Child nutrition services staff;
- Operational or facility support staff;
- Financial staff;
- Information technology staff;
- Legal staff;
- Secretarial staff; or,
- Other school staff 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

The school may include in the board's student success framework any means reasonably designed to improve school performance or student academic achievement in accordance with to Utah Code §53G-7-1304:

- School 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;
- 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 communications and problem-solving practices; teacher and student mental health, and classroom management;

- 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:

- To supplant funding for existing public education programs;
- For school (LEA) administration costs; or,
- For capital expenditures;
- 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 Deadline Framework Compliance

- The Board of Directors will make its best efforts to help a school complete the approval process described below on or before June 30th of each year.
- 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 Director's 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.
- The Executive Director 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 may solicit input on developing a success plan from:
 - Students;
 - Support professionals; or,
 - Other community stakeholders.

Submission and Transparency

Submission to the Board of Directors

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

- 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.

Public Posting

Upon approval of the success plan, the Executive Director 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 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

Board of Directors' 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;
- Has demonstrated at least a 1% increase in the school's total points received under the statewide school accountability system compared to 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 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 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 by Utah Code §53E-5-203.

- As described in Utah Admin. Code R277-927, Teacher and Student Success Act (TSSA) Program, 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 by the Board of Directors on June 18, 2025

ROCKWELL CHARTER SCHOOL

Teacher and Student Success Plan

2025-26

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 proficiency in mathematics by 1% to 5% based on assessment date from IXL (BOY, MOY, EOY) and RISE (for those grades tested).

Schoolwide Mathematics Success Plan

The school will ensure its curriculum, instruction, and assessment in 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 where they fall within the learning continuum.

Teachers will differentiate instruction, including 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. The effectiveness of instructional strategies will be measured by analyzing assessment data on individual students and groups of students. Math 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 by the end of each school year by maximizing and accelerating growth of students currently performing

below grade-level. Teacher teams within the Professional Learning Community will gather information and use multiple data points to make decisions about instruction. Teachers will use assessments, including those listed above as well as common formative assessments, to provide teachers with screening, diagnostic, and progress monitoring measures to monitor and impact growth. Additional areas of focus include curriculum, Utah Core Standards, Assessment practices and guidelines, multi-tiered systems of support, family and community partnerships, instructional leadership, and job-embedded professional development.

The Success Plan acknowledges that experienced teachers, skilled in targeted interventions, monitoring, and formative assessment, are required for students to improve their skills in literacy. Therefore, the school will use TSSA funds to increase pay for retained teachers, improve teacher retention rates, hire specialists in intervention, ensure that classrooms and individual students have technology and curriculum that support literacy 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 student engagement, to provide MTSS, to enhance parent-teacher partnerships, and to improve student services.
- The school will purchase devices, classroom technology, and technology-supported curriculum to improve individualized learning, differentiated instruction, and progress monitoring.

**Board Approved Spending of State Allocated Funding
2025-26 School Year
\$113,824**

- 40% to increase teacher pay: \$45,529.60
- 5% to fund school personnel retention: \$5,691.20
- 30% to hire school employees including specialists: \$34,147.20
- 20% to support purchases of technology: \$22,764.80
- 5% to support purchase of curriculum: \$5,691.20

Adopted: June 18, 2025