SUMMIT ACADEMY SCHOOLS

October 22, 2026

TO: Summit Academy Schools Governing Board

FROM: Alana Johnson, Interim Executive Director

SUBJECT: TSSA – Teacher & Student Success Plan Update

BACKGROUND INFORMATION:

In accordance with the Teacher and Student Success Act (TSSA), originally signed into law under Utah Senate Bill 149, funding is allocated directly to our school to support outcome-based programs that align with local education agency (LEA) guidelines. Within this framework, resources are strategically directed toward proven drivers of student achievement and educator support. Eligible expenditures include augmenting teacher salaries and retention efforts, expanding early learning initiatives, integrating classroom technology, and funding robust professional development. Additionally, these funds may be utilized for class-size reduction, hiring additional educators, and securing vital support staff, including counselors, tutors, and specialists, ensuring that every dollar directly enhances student performance and success.

CURRENT CONSIDERATIONS:

This grant requires approval of the attached framework and TSSA Plan by the Summit Academy Board of Trustees for the school to gain access to these funds. The deadline to submit this grant is expected to be November 1st, 2026.

IMPACT ON STUDENT ACHIEVEMENT:

An effective TSSA framework strategically places essential personnel and curricular resources throughout our schools to support student learning.

FINANCIAL IMPLICATIONS:

The school cannot access these critical funds without the approval of the Board of Trustees. We need to provide evidence via meeting minutes for our grant proposal.

RECOMMENDATIONS:

It is respectfully requested that the Summit Academy Board of Trustees approve the TSSP plan as outlined in this document for each campus.

DIRECTOR'S RECOMMENDATION: Recommended for Approval

Teacher and Student Success Plan Framework ~~2025-2026~~

Summit Academy Schools is committed to leveraging the Teacher and Student Success Act (TSSA/P) funding to directly target and improve student academic achievement.

- **Personnel Allocation:** In compliance with USBE Rule R277-927, Summit Academy allocates up to 25% of these funds to enhance salaries and benefits for school- or district-certified personnel serving in academic roles.
- **School-Level Distribution:** The remaining 75% of the funding is distributed across campuses based on each school's Average Daily Membership (ADM) relative to the total District ADM from the prior year. These funds directly support the implementation of each campus's individual School Teacher and Student Success Plan (TSSP).

School Teacher and Student Success Plans

The TSSP serves as the school's academic master plan, built upon a thorough review of relevant performance data. This plan aligns with the School LAND Trust plan, and both frameworks are submitted concurrently for review and approval by the Summit Academy Board of Directors.

Allowable Expenditures & Operational Standards

To ensure maximum impact and compliance, all expenditures under the TSSP must align with the following standards:

- **Personnel & Staffing Support:** Funds may be used to hire certified teachers, classroom instructional assistants, or hourly Educational Support Professionals (ESP) for behavior and intervention. All positions must match existing peer job descriptions and adhere strictly to District employment and evaluation policies.
- **Program Enhancement & Resources:** Funding may augment existing programs by supporting professional development, textbooks, technology, consumables, and curriculum supplies. It also covers student enrichment, including field trips and extended learning opportunities.
- **Approvals & Governance:** Vendor-sponsored curriculum, specialized supplies, and technology purchases must clear standard District approvals. Before-school, after-school, and summer programs require formal approval from the LEA administration.
- **Financial Constraints:** TSSA funds cannot be used for capital improvements. Year-to-year carryover amounts are capped at 10% of the annual school allocation.

Adopted: October 17, 2024

Revised/Updated: June 2025

Summit Academy Schools

Teacher and Student Success Act (TSSA) Plan

School Year 2026-2027

Part 1: Introduction and Purpose

The Teacher and Student Success Act (TSSA), established by the Utah State Legislature in 2019 under Utah Code 53G-7-1200, provides targeted funding directly to schools. These resources focus on two main outcomes: improving student learning and supporting highly effective classroom teaching.

This document serves as our formal framework for the upcoming school year. It outlines our operational goals, details how funds are assigned, and establishes a clear, public record for our community at www.summitacademyschools.org. We build this plan by closely examining our student performance data and listening to feedback from parents, teachers, and campus leaders. Once finalized, this plan goes to the Summit Academy Board of Trustees for review and formal approval.

Our core objectives for this framework are simple:

1. Set clear, measurable academic goals for our students.
2. Direct funding transparently toward staffing, technology, and programs that move the needle.
3. Review our performance from the previous year so we stay accountable for the public funds we receive.

Part 2: Retrospective Accountability (Looking Back at SY 2025-2026

Account of Funds Received

During the previous school year, Summit Academy received a total TSSA allocation of **$885,206.** Our business administrator verified that these funds were utilized in compliance with the state act under the following categories:

- **Teacher Salaries and Retention Initiatives (Category 100):** $703,228
  - Teacher Salaries capped at 40%+ 5%: $398,200
  - Paraprofessional and Instructional Assistant Salaries (100): $305,028
- **Employee Benefits for Funded Positions** (Category 200): $152,405
- **Curriculum and Program Augmentation** (Category 600): $29,574
- **Total Expended Funds** $885,206

Prior Year Campus Goals and Outcomes

Our campuses used their portion of these funds, distributed by Average Daily Membership (ADM), to reduce class sizes and add critical intervention support. Here is how our schools performed against the targets set for the 2025-2026 school year.

- **System-Wide Growth Goal:** Summit Academy students will maintain or exceed 53% median growth percentile (MGP) in all core content areas on state assessments, including RISE and Utah Aspire Plus.

  Summit Academy met the goal for MGP by achieving an average of **56.67 MGP** in all subject areas. (ELA 55, Math 57, Science)

  - Bluffdale Campus: Average MGP 66.3 (ELA 67, Math 70, Science 62)
  - Draper Campus: Average MGP 60.17 (ELA 58, Math 59, Science 63.5)
  - Independence Campus: Average MGP 55.67 (ELA 50, Math 56, Science 61)
  - SAHS Campus: Average MGP 44.3 (ELA 50, Math 44, Science 39)

- **Bluffdale Campus K-6:** Targeted scoring at or above state averages on reading and math assessments.
  - *Outcome: Bluffdale ELA RISE scores demonstrated 63.3% proficiency, above the state average of 45.4%. Bluffdale math RISE scores demonstrated 70.4% proficiency, above the state average of 42.5%.*
- **Draper Campus K-8:** Targeted a 20% reduction in students scoring well below benchmark on Acadience Math from the start to the end of the year, alongside a 3% increase in RISE proficiency.
  - *Outcome: The Acadience Math goal was met. Draper achieved a 48.5% reduction in the number of students scoring Well Below Benchmark. The RISE goal was also met. Average RISE proficiency in 2024-2025 was 44.8%, which increased to 51.3% in 2025-2026. Proficiency increased by 6.5%.*
- **Independence Campus K-8:** Targeted a 3% proficiency increase across language arts, math, and science on RISE assessments, specifically supporting multilingual learners.
  - *Outcome:* 25/26 proficiency scores did not meet our goal.
    - Language Arts (48%, -1.7% from SY25), State Average: 45.4%
    - Mathematics (44.5%, -1.4% from SY25), State Average: 42.5%
    - Science (57.5%, -2.9% from SY25), State Average: 49.8%
- **High School 9-12:** Targeted a 5% annual increase on Utah Aspire Plus and ACT proficiency scores.
  - *Outcome:* 25/26 proficiency scores did not meet our goal.
    - Language Arts (48.2%, -1.6% from SY25), State Average: 46.7%
    - Mathematics (21.5%, -2.8% from SY25), State Average: 34.5%
    - Science (38.8%, -0.9% from SY25), State Average: 44.6%

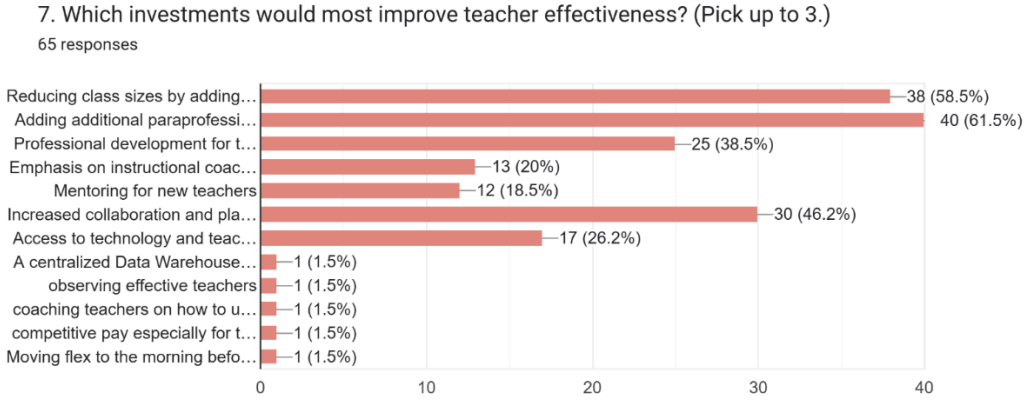
Part 3: Operational Plan for the Current Cycle (School Year 2026-2027)

Gathering Stakeholder Feedback

We regularly collaborate with our broader school community to find out where our resources can do the most good. We collect direct feedback from:

- Campus principals and building leadership teams.
- Classroom teachers and certified staff.
- Paraprofessionals and instructional aides.
- Parents, school land trust committees, and parent councils.
- Students and community neighbors.

For the upcoming school year, our community feedback highlighted three critical areas of need: adding additional paraprofessionals to the classroom, reducing class sizes by adding additional teachers, and increasing collaboration and planning time.



Current Funding Allocation

For the current school year, our total projected TSSA funding allocation is $908,810.75. We plan to distribute these resources using the following breakdown:

- **Class Size Reduction & Teacher Salaries (**Capped at 40%): $360,520.00; Directly targeting lower student-to-teacher ratios
- **Employee Retention Efforts** (up to 5%)**:** $45,440.00; Supporting competitive compensation for certified staff
- **Paraprofessional & Support Salaries** (22%)**:** $197,000.00; Funding classroom paraeducators and intervention specialists
- **Benefits for Funded Positions** (21%)**:** $195,000.00; Covering associated personnel costs
- **Supplies, Curriculum, and Materials** (12%)**:** $107,000.00; Purchasing textbooks, technology, or supplies to boost existing programs

Measurable Student Achievement Goals

Based on our multi-year performance data and the funding priorities above, Summit Academy has set the following academic benchmark for the upcoming year:

- **System-Wide Growth Goal:** Summit Academy students will achieve or exceed a minimum of 55 median growth percentile in all core content areas on state assessments, including RISE and Utah Aspire Plus.
- **Campus-Specific Growth Sub-Goals:**
    - *Bluffdale Elementary:* Summit Academy Bluffdale will maintain proficiency scores across language arts, math, and science domains on RISE assessments completed in May 2027.
    - *Draper Campus K-8:* By June 2027, Summit Academy Draper will reduce the percentage of students who are scoring well-below the benchmark on Acadience Math composite from by 20% from beginning-of-year to end-of-year testing. By June 2027, Summit Academy Draper will increase the number of students considered proficient in mathematics and ELA on the annual RISE EOY assessment by 3%.
    - *Independence Campus K-8:* By June 2027, Summit Academy Independence will increase proficiency in language arts and math by 3% as measured by SY27 RISE EOY assessments or meet or exceed state proficiency levels. This includes a focus on multilingual learners. To achieve this as a school, we will reduce the number of students not meeting typical growth by 5% in ELA and math as measured by Acadience, WIDA, and MAP assessments.
    - *High School 9-12:* Summit Academy High School (SAHS) will continue to focus on supporting students to increase proficiency in Utah Aspire Plus (UAP) and ACT assessments. Our goal is to increase proficiency by 3% annually until the percentage meets or exceeds state proficiency goals. SAHS will measure success through state assessment results on Utah Aspire Plus/RISE and ACT. The SAHS target is a 3% increase on state marker assessments.

Part 4: Future Adjustments and Sustainability

We view this success plan as a continuous, living document. To make sure we are spending every dollar effectively, our school leadership team implements a formal review process each spring. We analyze student growth data alongside our teacher retention numbers, present those findings publicly to our Board of Trustees, and use the results to build the next year's framework.

As we look to the future, our planning process is evolving to ensure long-term stability and clear boundaries between school programs:

- **Strategic Integration:** While this plan currently draws inspiration from our School LAND Trust goals to ensure our efforts are not duplicated, we are transitioning to a structure where the TSSP will be developed as a completely independent academic framework.

- **Program Alignment:** We will continue to verify that our TSSA spending actively supports, rather than conflicts with, our Digital Teaching and Learning (DTL) plans, schoolwide improvement plans, and school accreditation goals.
- **Financial Stewardship:** We remain committed to investing in sustainable school practices that benefit students long after this specific funding cycle. In keeping with state rules, any unspent funds carried over into the next fiscal year will never exceed 10% of our annual allocation.