



Garfield School District

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TO EMPOWER AND MOTIVATE LIFELONG LEARNERS

Garfield County School District TSSA Plan for 2020-221

Plan of Adoption for the Garfield Teacher and Student Success Plan

Recognizing the threat that exists within our district to students with certain geographical and demographic based statistics, the Garfield County School District issues these guidelines to establish the framework as established in Senate Bill 149 to set parameters for expenditure of SB149 funds distributed to the district.

In an attempt to provide services that direct substantial services to improve students' scores in current assessment results, the district has chosen to concentrate TSSA funds towards the diagnosis and interpretation of student and teacher results that show signs of performance below state established expectations based on achievement during state approved assessments.

The district will place 20% of the allocation into teacher specific stipends to allow teachers an additional payment of \$600 for their performance. This amount will be similar to the current \$4200 that is added to educator salaries for acceptable performance and credential.

The remaining funds will be distributed per capita to purchase services at all district schools in the form of a newly established Academic Coach program. This MTSS program will consist of a certified teacher that will review all testing data and other student and teacher level performance data to provide interventions to students at risk of Tier I failure. Additionally, Tier II students with reading and other difficulties which target group instruction issues and other evidence based curricula issues. Finally, Tier III intervention will address the needs of those needing to increase long term success, maximize success and reduce behavior issues that hinder the learning process.

Upon a thorough interpretation of evaluation scores for students, this position will develop a plan for each student, teacher and possibly even school to work for mastery at an acceptable level. While these services will be confined to the basic CORE areas along with reading and literacy skills, the Academic Coach will also have at his direction, approximately 4.0 FTEs of paraprofessional hours to use at each school to further his work in targeting at risk students. Individual hours per building will be distributed to both the Academic Coach and the para positions since the allocation is based on student numbers for each campus location.

As an avenue to address the expectations of the law, all building principals will prepare with the elected Community Council a series of steps to allow each school to pursue an independent "Teacher and Student Success Plan", (TSSA) Trust Lands funding will be used independently to allow the school to pursue their council based priorities while allowing the district TSSA plan to direct resources to specific framework directed duties. Garfield School District will have one school that will enter turnaround next year but the current framework totally addresses the expectations to allow the school to pursue growth and emerge successful.