



Box Elder School District Teacher and Student Success Act (TSSA) Framework

Updated: June 2, 2026

Purpose:

The purpose of the *Box Elder School District Teacher and Student Success Act's Framework* is designed to ensure that all students learn at high levels by being engaged, challenged and supported by all stakeholders. This will be accomplished through efforts directed toward teacher recruitment and retention, teacher recognition and leadership, and improved student performance and academic achievement through relevant projects and classroom activities.

Teacher Recruitment and Retention:

Of the total distribution, 25% shall and up to 40% may be used for salaries to improve teacher recruitment and retention. Box Elder School District recognizes the role that teacher compensation plays in ensuring students have access to the highest-quality educators. Therefore, Box Elder School District shall use at least 25% to 40% of the total distribution for increases to base salary and salary-driven benefits for school personnel (53G-7-1304, Subsection (2)(a)(ii)).

Student Performance and Academic Achievement:

Box Elder School District recognizes the importance of school-level allocation of funds to support the unique student performance and academic needs in each school environment.

Of the total distribution, 60-75% shall be allocated to schools to determine how it will be used to promote improved student performance and student academic achievement through relevant projects and grade level content activities.

Schools enrolling third-grade students must allocate 50% of their TSSA funds to early literacy if they fall below the statewide reading goal of 80% of third-grade students reading on grade level by the end-of-year benchmark assessment.

Annual TSSA Plan Application for the Upcoming Year:

A principal shall annually submit a TSSA Application for the upcoming school year to the Box Elder School District Board by the end of the current school year. (53G-7-1304, Subsection (5)).

- **The Box Elder School District Board Shall:**
 - Annually approve or disapprove each submitted plan in the regularly scheduled local board meeting by June 30; and
 - If a plan is not approved, the Board shall:
 - Explain, in writing, the reason for disapproval;
 - Make recommendations for revision;
 - Allow the submitting principal to re-submit a revised plan for review; and
 - Approve a resubmitted plan, if the plan complies with the Board's recommendations for revision.
- **The principal is responsible for the application, but is encouraged to solicit input on developing the school's TSSA Plan from the school's:**
 - Educators including the Collaborative Leadership Team;
 - Administrators;
 - Students;
 - Community Council members;
 - Parents;
 - Support professionals; or
 - Additional community stakeholders.
- **This Application shall include:**

- A detailed plan to improve student performance and student academic achievement including action steps for reaching the goal(s).
 - A school that has been identified and placed on TSI, ATSI, CSI or MRI status for a subgroup(s), an additional goal will address these areas.
 - **A school with third-grade reading proficiency which falls below the statewide 80% benchmark, must set this goal in the plan.**
- A budget for proposed expenditures, and
- Measures of success including a description of how progress toward the goals will be measured.
- **Allowable Expenditures:** (may include but are not limited to the following categories)
 - Up to 5% Principal discretion for teacher incentives, recognition and appreciation.
 - School personnel stipends for taking on additional responsibility and leadership outside of a typical work assignment;
 - Professional learning;
 - Additional school employees, including instructional coaches, behavioral specialists, MTSS aides, student and/or family advocates, counselors, social workers, mental health workers, tutors, media specialists, information technology specialists, or other specialists;
 - Technology;
 - Classroom Supplies to support student performance and academic achievement.
 - Class size reduction strategies
 - Before- or after-school programs
 - Summer school programs
 - Community support programs or partnerships;
 - Early childhood education;
 - Social and emotional learning support;
 - College and career readiness skills;
 - Student leadership development; or
 - Augmentation of existing programs
- **Not Allowable Expenditures:**
 - To supplant funding for existing public education programs.
 - For District administration costs; or
 - For capital expenditures
- **Posting Requirements on School's Website**
 - Once approved by the school board, schools will post the school's approved TSSA Plan;
 - A description of the school's school allocation budgeted and actual expenditures and how the expenditures help the school accomplish the school's TSSA plan; and
 - The school's current level of performance, as described in Section 53G-7-1306, according to the indicators described in Section 53E-5-205 or 53E-5-206.

The Annual TSSA End of Year Report:

A principal shall annually submit a TSSA End of Year Report from the prior year to the School Board during the regularly scheduled local board meeting. The submission will include:

- Data which shows progress toward the TSSA Goals in the prior year;
- Actual expenditures for the prior year (see budget sheet) and
- Carryover amounts kept in the district TSSA account for district/school needs.