



A DECADE of SUCCESS Mountain Heights Academy

Teacher and Student Success Act (TSSA) Plan School Year: 2021 – 2022

School: Mountain Heights Academy

Date Board Student Success Framework Approved: June 12, 2020

Date Teacher and Student Success Act Plan Approved: June 18, 2021

General Information – In accordance with the Student Success Framework approved by the Board, the school's administration will create a Teacher and Student Success Plan designed to improve the school's performance under the state's accountability system (SBE staff have indicated that this means achieving at least a 1% increase from the previous year's overall score). The Plan's goals may align with the goals shown on the School Land Trust Plan. Schools must include at least one goal in the plan. Schools must solicit input on developing the plan from administrators, school level educators, parents, and the School Land Trust Council and may solicit input from students, support professionals, or other community stakeholders. The Plan must be submitted to the school's Board for approval. The Board will annually review the Plan submitted and use its best efforts to complete the approval process by June 30 each year. The School Land Trust council will select a component of the approved plan to address within the School Land Trust Plan.

Goals based on School Needs

1. Improve student success.
 - Students learn at least a year's worth of content in a year's time.
 - Students perform at grade level and demonstrate proficiency.
 - Students earn the requisite number of credits to graduate.
 - Students regularly monitor and track their own academic progress toward clearly established benchmarks and standards.
 - Annually ensure seniors are prepared for post-secondary opportunities.
2. Develop a robust, connected community.
 - To engage parents and families in the educational experience.
 - To communicate clearly and consistently with all stakeholders using the most efficient and effective media.
 - To provide a wide range of student-specific services.
 - To connect with the broader community to benefit students.
3. Increase Open Educational Resource Impact
 - To amplify our OER voice to highlight what we are doing as a school.
 - Annually, teachers and students will create, refine, and publish OER.

- To ensure that our team is well-versed in understanding, identifying, finding, revising, and publishing OER.
- To maintain relevance as a thought leader in the OER community.

Measurement

1. Improve student success measurements:

- By 2020-2021 70-75% of students will achieve adequate growth (40-60% SGP) on the MAP Growth Assessment in English, math and science. (Percentage may be adjusted after we have baseline data in 2019-2020)
- School-wide proficiency is higher in most state-mandated tested subjects compared to other statewide online LEAs.
- The school will achieve a minimum of 80% for the course completion rate annually.
- By 2019-2020, 75% of students will graduate or complete a GED.
- By 2020-2021 75% of students will track their own academic progress by using Genius, the app, and by setting annual goals and working with SS and counselors during their CCR and throughout the year to achieve them.
- By 2020-2021 90% of all students will meet annually during their College and Career Readiness appointment with counselor and post-secondary specialist to review internship, scholarship, and career opportunities.
- By 2020-2021, 80% of students will indicate preparedness for post-high school in response to an exit survey.

2. Develop a robust, connected community measurements:

- By 2019-2020 the school will develop a plan to track attendance at all school activities.
- By June 2019 the school will develop a prioritized home visit plan to implement in the summer of 2019. Student services and counselors will attempt to visit with 80% of priority families, as determined by the plan.
- By 2019-2020 a minimum of two professional learning programs for teachers each year promote implementation of evidence-based parent and family engagement strategies.

- By June 2020 a formal communication plan will be developed and ready to implement by researching communication tools in 2019, developing the plan in 2020, and implementing in August of 2020.
- By August 2019 a formal counseling plan will be developed and ready to implement for group sessions like Girl Talk and Anxiety Awareness.
- By June 2020, the school will develop a proactive community engagement and collaboration plan, which will include defining roles of the leadership team, administration, teachers, counselors, and student services in seeking and providing opportunities in the community for development and collaboration.
- By June 2020, the school will develop a stakeholder survey to identify potential partnership, internship, and collaborative experiences available to our students.
- By June 2021, the school will increase social media engagement by 5% as calculated by the number of interactions with Facebook, Instagram, and Twitter posts.
- By June 2021, the school will increase the number of community partnerships for internship and service opportunities by 5%

3. Increase OER impact measurements:

- We will personalize OER-specific communication for all stakeholders, including students, parents, community members, legislators, Utah educators, global educator.
- We will publish institutional contributions to the OER repository in the following content areas annually i) Leadership OER, ii) Teacher Competency OER, iii) Instructional Design OER, and iv) Ed Tech OER.
- Annually, we will differentiate OER PD opportunities through the OER Passport PD Program. Each teacher will work through all seven steps of the OER Passport PD within five years:
 - Task 1 - OER Primer: Learn the basics of OER.
 - Task 2 - CC Savvy: Review the Get CC Savvy online course.
 - Task 3 - Join Up: Set up an OER Commons account.
 - Task 4 - Share Out: Find an OER resource and share it with colleagues.
 - Task 5 - Get Published: Create an OER and publish it in OER Commons.
 - Task 6 - Next Gen OER: Invite a student to co-design OER with you then publish it in OER Commons. (Innovative Open Teaching Practice)
 - Task 7 - Attend a conference that includes OER: Learn about the global impact of OER, bring back a best practice to share out.

- 100% of staff who attend a conference will be involved in the presentations which are accepted.
- 100% of staff who attend will identify and implement one new method/artifact/best practice per conference.
- 100% of staff will have an opportunity to share their best practice with their department, grade band, or full faculty depending on relevance.

Action Steps

- **Annually review courses to ensure consistent and quality standards-aligned course content:** Each course is reviewed annually by the teacher, department team lead, and instructional coaches to ensure consistency and quality.
- **Annually ensure that teacher and student expectations are being well-communicated:** Communication plan facilitates administrative expectations to leadership team who shares with faculty. Student expectations are communicated in the handbook, at orientation, by teachers and student services.
- **Continually evaluate schoolwide assessment:** STATE and INTERNAL--Assessment coordinator provides an annual report to the administrative team, school land trust team, and the Mountain Heights Academy board of directors on the growth and progress of our students. COURSE-- Assessment director works with instructional coaches to review course assessments.
- **Quarterly ensure appropriate student-teacher ratios:** Each quarter the Director of Instruction & Technology will review course loads and adjust as needed. For courses with students outside of our established course range guide, instructional paraeducator support services will be provided until there are enough students to warrant hiring an additional 0.5 FTE.
- **Annually review scope and role of student services:** Each year the leadership team will review the role of student services, gather feedback from all stakeholders--student services team, parents, teachers, and students--to define and improve gaps.
- **Annually review events to ensure that we are providing varied and targeted opportunities:** Each year the leadership team will survey stakeholders and review available opportunities to ensure we are providing social and service learning opportunities for all students and families to engage.

Budget

15% of the TSSA fund will be used for professional learning activities.

20% of the TSSA funds will be used for community partnership and support programs.

60% of the TSSA funds will be used for augmentation of existing programs.

5% of the TSSA funds will be used for implementation of additional communication systems.

NOTES: According to statute, administration needs to annually submit to the LEA Board a description of (1) budgeted and actual expenditures of the Plan, (2) how the expenditures relate to the school's Plan, and (3) how the school measures the success of the school's participation in the program. The above sample plan fulfills these requirements.

The school must post on its website (a) the approved Plan, (b) a description of the school's allocation budgeted and actual expenditures, (c) a summary of how the expenditures help the school accomplish the plan, and (d) the school's current level of performance.