



# Teacher Student Success Act TSSA Budget only

**Farmington High School - SY 2024**

Principal Justin Whittaker

## PURPOSE

### District Vision

Davis School District provides an environment where growth and learning flourish.

### District Mission

Educators, parents, and community members work together to create a successful educational experience for each student.

### School Purpose

The purpose of Farmington High School is to promote the mission of "Learning First" for all of our students. To accomplish our mission, we provide students with learning opportunities through purpose, personalization, and preparedness. These opportunities are unique in scope, and provide students with flexibility associated with the time, pace, and place in which they learn. Farmington High recognizes the inherent value of each individual student. We look to perform at the highest levels in all arenas. Farmington High School students are expected to leave the public education system with an advanced academic skill set which will allow them to be successful in higher education, technical programs, and the career industry.

## Description of the School

### Community

Farmington High School is located in the heart of Farmington Utah, just 18 miles north of Salt Lake City. Students attending the school reside in the Farmington and neighboring Kaysville communities. The majority of students attending school at Farmington High come from Farmington and Centennial Jr. High Schools.

### Student Body

Currently, Farmington High School is projected to serve almost 2100 students in its sixth year and will rapidly grow over the ensuing years. Of the projected students, 91.5% are Caucasian, 4.2% Hispanic, 2.3% identifying with multiple races, and less than one percent from the Asian, African American, Pacific Islander, and Native American demographic groups. Around five percent of the population reports as economically disadvantaged, and less than one percent report

English as a Second Language. About 10% of the student body are receiving special education services.

## **Staff**

Farmington High School is projected to start its sixth school year with 82.5 faculty members, four administrators, five and a half counselors, and additional secretarial and support staff. The faculty members selected are some of the most experienced and innovative in their respective fields. Almost half of the certified staff members have master's degrees or advanced certifications. All FHS faculty and staff members are dedicated in supporting lifelong learning.

## **School Culture**

Farmington High School has started as one of the most innovative and student-centered high schools in the state of Utah. Personalized learning options allow students to have more input on the pace, place, and timing of their educational experience. Teachers have greater access to information on student proficiency and progress. This allows for targeted intervention and enrichment. Using a blended instructional model, both students and teachers benefit from proven instructional practices in a 21st century learning environment. The faculty, staff, and students at Farmington High School have been an integral part of the many academic, athletic, and performing arts achievements. Farmington students have started to form unique traditions and experiences. School pride is evident at all athletic events, performances, and community gatherings.

## **Unique Features & Challenges**

Farmington is the first high school in the Davis School District to utilize technology in delivering a school-wide blended and competency-based learning model. Students have one-to-one computer access across all grade levels. Educators within the building have been tasked with creating digital curriculum and instructional options that allow for flexibility and personalization among students. A Mentoring and Phoenix Success (M.A.P.S. advisory) class has been established within the school day to allow for students to receive specific mentoring from an educator who will help to guide them into post secondary education and a future career field. There are many unique challenges associated with opening a new high school. Building a unique culture and climate which are focused on academic achievement and extracurricular excellence are always at the forefront. It will take time for a brand-new faculty to begin to establish the norms and expectations which are typically associated with a high achieving teaching staff. Students coming from different school environments have found it difficult at first to establish a unique identity and sense of school spirit and pride. Farmington High School, along with its educators, students, and parents, are confident in their ability to work together and have quickly excelled in their abilities.

## **Additional Information**

Farmington High School has a unique mentoring period called Mentoring and Phoenix Success (M.A.P.S). Students attend M.A.P.S. Four days in a week for 50 minutes at a time. Every student is randomly assigned a teacher-mentor who will assist and guide them for all three years of their high school experience. During this time, students set daily and weekly goals for academic success. They work on projects, assessments, and assignments which are personally selected by the student. The teacher-mentor has one-on-one meetings with each student every other week. In these meetings, the mentor and student review progress, goals, career aspirations, and roadblocks to educational success. The M.A.P.S. program pairs every student in the school with a caring adult who is genuinely interested in student learning and growth.

## **Needs Analysis**

## **Notable Achievements**

Farmington High School has immersed itself in academic achievement, cognitive skill development, and habits of success. A robust ACT success plan was implemented, including classroom integration among all core subject areas, two full-length practice tests, and multiple support resources. Junior students raised the school’s average composite score from 21 to 22.5 in a short eight weeks while participating in the state test in 2023. In the areas of athletics and the performing arts, Farmington High students continued to excel. Farmington High School has been ranked highly in the State in our performing arts adjudications, and in our athletic performances.

## Areas of Recent Improvement

Farmington High is making great strides in the area of community outreach and education. There are increasing numbers of parents and community members who are becoming familiar with our learning management system. Through training, online videos, emails, weekly text messages, and one-on-one meetings, faculty and staff members are providing information about personalized and competency-based learning. In the 2023 school year, FHS has maintained 12 success coaching positions to support student learning. These SC positions are designed to reduce the need for substitute teaching in the building. Each Success Coach is specifically trained in the FHS learning model, assigned to a core department, and is available to support teachers and students. This has led to a reduction in lost instructional time when teachers are absent or attending professional development.

## Areas of Needed Improvement

Communication: Farmington High School will continue to improve avenues of communication between parents, students, and the community at large. Information regarding personalized learning will continue to be disseminated to all stakeholders in an effort to support growth and challenge learners with rigor and relevance. Goal Setting: Students continue to set daily, weekly, and long-term goals. Farmington High is continuing to help learners establish their own self-directed goal setting processes. While significant progress has been made in this area, many students are still not utilizing this life-long learning resource. Purposefulness and Growth Mindset: FHS students are assisted by their teachers in gaining skills that will help them to be successful in postsecondary education and the career field of their choice. Focusing in on skill development as opposed to points or grade accumulation has been a slow process. Teachers, administrators, and support staff will continue to work on making assignments purposeful as they seek to build a student culture focused on growth and development.

## TSSA Funding Projections

TSSA Prior Year SY21-22 Carryover	\$ 195,245.22
TSSA Current Year SY22-23 New Funding	\$ 339,635.00
TSSA Total funding for Current Year	\$ 534,880.22

SY22-23

TSSA  
Current  
Year  
SY22-23  
Anticipated  
Spending

\$ 273,904.73

TSSA  
Expected  
balance  
carried  
over into  
Next Year  
SY23-24

\$ 260,975.49

TSSA  
Anticipated  
new  
funding for  
Next Year  
SY23-24

\$ 416,752.00

TSSA  
Total  
funding  
available  
for Next  
Year  
SY23-24

\$ 677,727.49

Describe  
your  
school's  
Current  
Year  
SY22-23  
Progress  
for TSSA  
Spending

Our major funding from the TSSA monies has been to establish and create an environment where we would not have a need to have substitutes in the building. This is done by hiring Success Coaches, and providing them with the same professional development that we provide our teachers with. These Success Coaches all have training and access in our school LMS, and they can provide students with the same digital opportunities that our teachers can. We have been able to eliminate over 1,000 substituted classes each year, which is all time that is more effectively used to educate our students. We have also used these monies to more effectively prepare our students to take the ACT test, and to provide them with technology needs within the classroom, as well as at home to be successful in their coursework. Due to the generous benefits of the CARES Act, we have been able to divert substantial spending to that resource which has provided us with the ability to update more of our student technology within the school.

# SEL Goals and Planned Actions / Resources

*Choose the focus of this SEL goal then select all applicable programs from*

**Promote SEL for Students.**

<i>the dropdown boxes</i>													
<i>Building school SEL foundational support, commitment, and ownership</i>	School Community SEL Events												
<i>SEL with faculty and staff:</i>	Mindfulness and SEL Skill Building												
<i>Promoting SEL for students -- Explicit Instruction</i>	Harmony Learning to Breathe (6th and 10th Grade) Mindful Schools Teacher/Advisory Developed Lessons												
<i>The summarized SEL goal</i>													
<i>Promoting SEL for students -- Daily practices integrated in classroom instruction</i>	Strategies for Engaged Learning: Embed engaging strategies throughout the school day or class period to anchor learning, provide processing time, or re-focus.												
<i>Promoting SEL for students -- Schoolwide and Classroom Learning Environments</i>	Positive Behavior Supports Classroom Management												
<i>SEL Goal Statement</i>	Farmington High School will improve our facility to provide a safe and supportive learning environment for all students by strengthening student SEL skills, and by providing students with self-management tools and techniques.												
<i>This school SEL goal and implementation plan will be measured by using</i>	DSD Climate Survey Other Survey Data (e.g. Evaluate Davis, SHARP, OEO, USBE, etc.)												
<i>Our school needs professional learning in</i>	Positive Behavior Supports Faculty and Staff Mindfulness Practices												
<i>SEL Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. Coping skills and strategies will be developed and worked on in MAPS class with Mentor teacher.</li> <li>2. Administration will provide a calm space for faculty and staff within the building.</li> <li>3. Administration will provide a calm space in the building for students where they can be supervised, and have hands-on guidance to develop and use coping strategies.</li> </ol>												
<i>SEL Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total - \$35,000.00												
	<table border="1"> <thead> <tr> <th><b>Funding Source</b></th> <th><b>Expense Category</b></th> <th><b>Description</b></th> <th><b>Item Cost</b></th> </tr> </thead> <tbody> <tr> <td>TSSA</td> <td>Salaries &amp; Benefits</td> <td>Provide "calm room" supervision</td> <td>\$ 15,000.00</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	<b>Funding Source</b>	<b>Expense Category</b>	<b>Description</b>	<b>Item Cost</b>	TSSA	Salaries & Benefits	Provide "calm room" supervision	\$ 15,000.00				
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TSSA	Salaries & Benefits	Provide "calm room" supervision	\$ 15,000.00										

	TSSA	General Supplies, Other	Provide to establish calm room needs	\$ 20,000.00
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# Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>Personalized Competency Based Learning</b>
<i>Goal Statement</i>	<p>Provide a personalized and purposeful education to each student within our building as they move towards graduation and to be college ready. Measured by:</p> <p>English/Language Arts</p> <p>Mathematics</p> <p>Science</p> <p>Social Studies</p> <p>ACT test results</p>
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	<p>Indicators will be provided from:</p> <p>English/Language Arts</p> <p>Mathematics</p> <p>Science</p> <p>Social Studies</p> <p>ACT practice test results (11/23, 01/24) Statewide ACT test results (4/24)</p>
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>Administration of two full length practice exams under ACT simulated conditions (November 2023 and February 2024). (LAND TRUST FUNDS)</li> <li>Enrollment in Canvas courses providing video explanations for each practice examination. (LAND TRUST FUNDS)</li> <li>Administration of the ACT Aspire exam to all current 10th grade students (April 2024).</li> <li>In-person ACT prep courses provided by the counseling department in both the Fall and Spring.</li> <li>Enrollment for every student in ACT test prep courses through Edgenuity.</li> <li>ACT lessons delivered in each core subject area, customized specifically to FHS</li> </ol>

- students' needs.
7. Test preparation tips and tutorials delivered throughout the school year in M.A.P.S. classes.
  8. Fund productivity salary and benefits for class size reduction and the addition of advanced courses and unique programs. Seventeen additional year-long sections, or 34 semester sections will be paid from Land Trust funds. (LAND TRUST FUNDS)
  9. Employ the services of a therapist to assist student in crisis with functioning academically. (LAND TRUST FUNDS)

*This goal can be categorized as... (choose all that apply)*

#CollegeCareerReady|

*District Strategic Plan Area(s)*

Student Growth & Achievement|

*If you selected 'School Identified Area', please describe*

*Academic area(s) addressed by the goal*

Reading|Mathematics|Science|Social Studies|Writing|

*Does this action plan include behavioral / character education / leadership efforts?*

*If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.*

*Will TSSA funds be used to support this goal?*

Goal TSSA Expense Total - \$410,000.00

<b>Funding Source</b>	<b>Expense Category</b>	<b>Description</b>	<b>Item Cost</b>
TSSA	Salaries & Benefits	Funding and payment for 12-15 Success Coaches.	\$ 150,000.00
TSSA	Software or Technology Hardware (each item < \$5000)	3 separate portable touch screen labs.	\$ 80,000.00
TSSA	Repairs and Maintenance	Repair and replace transitional classroom furniture.	\$ 60,000.00

	TSSA	Software or Technology Hardware (each item < \$5000)	Keep computer refresh on a 3 year rotation, and add touch screen devices for all incoming sophomores.	\$ 120,000.00
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<i>Goal Short Title</i>	<b>Graduation</b>
<i>Goal Statement</i>	FHS will attain a graduation rate of 98% or higher for the 2024 school year. Measured by: Enrollment numbers for AP, CE, CTE pathway courses and S.O.A.R report.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Drop-out reports for the 2024 school year. Graduation rate for the 2024 school year. Enrollment numbers for AP, CE, and CTE pathway courses. 2024 S.O.A.R report
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. MAPS (Mentoring and Phoenix Success) classes will be taken by all students, which will provide them with a building level mentor who will assist them and monitor their academic progression.</li> <li>2. Counselors will provide all students with Career and Comprehensive Guidance lessons, in addition to providing responsive services.</li> <li>3. Additional sections in core specific subject areas will be used to lower class sizes, allowing for increased support and individualized instruction. Land Trust funds will be used to support this action step.</li> <li>4. Fund productivity salary and benefits for class size reduction and the addition of advanced courses and unique programs. Seventeen additional year-long sections, or 34 semester sections will be paid from Land Trust funds (see goal #1).</li> <li>5. Quarterly drop-out prevention meetings and home visits to reduce absenteeism.</li> <li>6. The promotion of advanced-level coursework (AP, CE, Honors) which will help students become prepared for each transitional level.</li> <li>7. Personalized and career specific coursework within each student's pathway of interest.</li> <li>8. We will provide hallway monitoring between each period, and at the beginning of each school day.</li> <li>9. Student Success Coaches will assist students with academic achievement goals. (LAND TRUST FUNDS)</li> <li>10. A room will be provided to help students who have concerns and stresses that need to be addressed.</li> <li>11. Providing students with the resources and guidance needed to obtain a WSU General Education Letter of Completion.</li> <li>12. Weekly Local Case Management Team meetings specifically assisting students</li> </ol>



- who are lacking academic credit.
13. Credit recovery courses to connect learners with an educator who can assist them in generating missing credit and provide support and motivation.
  14. Computer refresh support, cloudbooks, student and staff technology devices. These technology items will allow students to advance and remediate according to individual need, helping to increase the graduation rate and lower our drop-out percentage. Land Trust money will be used to support this action step. (LAND TRUST FUNDS)
  15. Teacher grants to enhance the classroom experience for students. (LAND TRUST FUNDS)

Approved grants include:

- Labquest materials, vacuum filtration labs, and microscopes for chemistry classes
- Lab equipment for modeling water management in CE Geology courses
- Interactive lab equipment for marine biology and ornithology classes
- Composite course lab materials for students
- CAD equipment for student drafting labs
- Language arts literature books and grammar booklets for ACT prep
- Journalism class student lab and production equipment
- Lab materials for FACS labs including childhood education and design courses

*This goal can be categorized as... (choose all that apply)*

#CollegeCareerReady|

*District Strategic Plan Area(s)*

Student Growth & Achievement|

*If you selected 'School Identified Area', please describe*

*Academic area(s) addressed by the goal*

Writing|Mathematics|Fine Arts|Health|Science|Social Studies|Technology|World Languages|

*Does this action plan include behavioral / character education / leadership efforts?*

*If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.*

*Will TSSA funds be used to support this goal?*

Goal TSSA Expense Total - \$200,727.49

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>

	TSSA	Salaries & Benefits	Class size reduction and additional sections in core classes.	\$ 200,727.49
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## Additional TSSA Questions

### Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Graduation	TSSA	Salaries & Benefits	Class size reduction and additional sections in core classes.	\$200,727.49
Personalized Competency Based Learning	TSSA	Salaries & Benefits	Funding and payment for 12-15 Success Coaches.	\$150,000.00
Personalized Competency Based Learning	TSSA	Software or Technology Hardware (each item < \$5000)	3 separate portable touch screen labs.	\$80,000.00
Personalized Competency Based Learning	TSSA	Repairs and Maintenance	Repair and replace transitional classroom furniture.	\$60,000.00
Personalized Competency Based Learning	TSSA	Software or Technology Hardware (each item < \$5000)	Keep computer refresh on a 3 year rotation, and add touch screen devices for all incoming sophomores.	\$120,000.00
Promote SEL for Students.	TSSA	Salaries & Benefits	Provide "calm room" supervision	\$15,000.00
Promote SEL for Students.	TSSA	General Supplies, Other	Provide to establish calm room needs	\$20,000.00

### Summary of Planned Expenditures

1. Projected new TSSA funding for Next Year SY23-24	\$ 416,752.00
2. Total projected TSSA funding for Next Year SY23-24	\$ 677,727.49
Does the school plan to add a contract day for teachers with TSSA funds?	
Cost of ADDITIONAL contract day for teachers using TSSA funds	\$ 32,000.00

3. Total planned TSSA expenditures for Next Year SY23-24	\$ 677,727.49
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4. Planned TSSA carryover into the Following Year SY25-26	\$ 0.00
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Does the school plan to fund teacher leadership opportunities with TSSA funds?
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