



# Teacher Student Success Act TSSA Budget only

**Davis High School - SY 2024**

Principal Lori Hawthorne

## 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 Davis High School is to promote the mission of “Learning First!” for all. To accomplish our purpose, we support a quality learning environment by establishing high expectations and providing programs that challenge our students through rigorous courses such as Honors, Advanced Placement (AP), Concurrent Enrollment (CE), and Career and Technical Education (CTE) Pathways. We support and encourage our students to access a rigorous curriculum while also providing robust instruction and appropriate learning benchmarks for all levels and for all students. Our goal is to provide our students with the skills to successfully transition to any post-high school opportunity.

## Description of the School

### Community

Davis High School is located in the residential community of Kaysville, Utah. The Davis High boundaries include the cities of Kaysville, Fruit Heights, and Layton. The junior high schools that feed into Davis High School are Kaysville Junior, Shoreline Junior, and Fairfield Junior. Our stakeholders have a strong desire to be involved in the educational process. Our community, parents, teachers, and students all have an expectation of high achievement in academics, athletics, and the arts.

### Student Body

Davis High’s student body is made up of approximately 2,100 students with 91% identifying as White. Five percent of our students identify as Hispanic/Latino. Davis High is also home to students who identify as Asian, Black or African

American, Native Hawaiian or Other Pacific Islander, and Multiple Races. Academically, our students perform very well on Utah ASPIRE Plus, Advanced Placement (AP), and national ACT exams. Davis High School not only performs well in standardized testing each year but is also among the best each year in athletics, performing arts and visual arts, as well as other competitive extracurricular and co-curricular activities.

## **Staff**

Davis High consists of 86 full and part-time teachers, six guidance counselors, one certified library media specialist, one licensed clinical therapist and a host of support staff in various roles. Our support staff are critical pieces in our positive and supportive school culture. All teachers are highly qualified in their respective areas. Teacher experience ranges from seasoned veterans to early-career teachers. Because quality instruction has been a major goal, personalized professional development is an ongoing effort. In addition to the contracted days for professional development, our district has provided opportunity for collaboration time for teachers each Wednesday morning. This enables our faculty to meet regularly as a full faculty, in departments, and in Professional Learning Communities (PLC) for staff development and collaboration. Several of our teachers have become members of our own faculty professional development leadership team, honing, and providing instructional strategies so all may improve. All staff attend annual trainings and receive professional development that encourages and supports “learning first.” All stakeholders, both licensed and classified, participate in on-going self-reflection and self-study for the improvement of Davis High School.

## **School Culture**

Davis High School has been based on a strong foundation of tradition but is now transitioning to the support of a positive legacy for our future through data-based decision making. Davis High School has been closely tracking student achievement data for the past seven years. Scores from standardized tests have indicated that most of our students are achieving above state and district proficiency levels. We have worked extremely hard over the past several years to better identify who is not yet demonstrating competency. We are focusing our attention to the students and areas of need and finding ways to more fully engage all in the learning process. The majority of our students have reported through survey data that they feel comfortable and connected to the school. Often when students need help or have concerns, they use the SafeUT program to report back to the school. Our Hope Squad is also a very effective means for recognizing student needs in the school. At Davis High School, we place an emphasis on launching students into a productive successful future, regardless of the endeavor our students choose to pursue.

## **Unique Features & Challenges**

Davis High School opened in 1914 as the flagship high school of Davis County. We are a school that has been steeped in tradition for 109 years. Because of this, we have generations of families in our community that have been associated with Davis High School and they take pride in its successes. We have a bold and rich tradition of academic achievement and competitive excellence. Our community has high expectations that these traditions at Davis High School are upheld.

Davis High has experienced two challenges in the last several years. In 2019, a major boundary shift altered the demographics of our incoming student body. And, like everyone else in the world, we are still evaluating the impact of the COVID-19 pandemic on student learning and social emotional well-being. We are finding more means to accommodate the needs of our evolving demographics.

Davis High School is a stable school, meaning more than 90% of the students who start the school year with us remain enrolled. Our mobility rate, while small, is steadily increasing over the past 10 years. We also closely monitor our population who may face financial struggles. The percentage of our students who qualify for free or reduced-price meals is consistently around 10%, plus/minus one percent.

Prior to the pandemic, Davis High School students had an average yearly attendance rate of over 97%. After seeing a decline in attendance around the pandemic, our 2022 and to date in 2023, average daily attendance data has rebounded

to just over 96%. Of great concern, however, is our chronic absenteeism rate. Chronic Absentee is defined as being absent more than 10% of the number of school days. While we maintained a relatively low pre-pandemic chronic absenteeism rate under 4.8%, our rate jumped to 14.85% in 2022 and is 9.68% as of March, 2023. At the high school level, we strive to develop independent and responsible learners. Reducing the chronic absentee rate is one measure to demonstrate we are helping to produce students willing and able to participate in a positive and productive adult life.

## **Additional Information**

The Davis High School Leadership Team collaborates with faculty, patrons, and students to participate in a continuous self-study process. This has led to the development of our current, and comprehensive, school profile. Davis High is accredited by Cognia (formerly named AdvancedED) as a part of a comprehensive district-wide re-accreditation process. Measurable goals that monitor student achievement have been developed in the form of the Davis School District Strategic Plan, Davis High LAND Trust Plan Goals, Davis High School Teacher and Student Success Plan Goals. Time and effort have been placed in the revision and development of the current school Vision, Beliefs, Mission, and Goals. The Mission Statement has the consensus and support of all stakeholders. It is a school-wide Mission, Vision, Belief, and Goals document. It is at the core of everything we do at DHS.

Collaboration on “best teaching practices” has evolved over the past several years to include collaborative, cross-curricular instruction, and assessment. Strong efforts have been made to address the needs of diverse learners through the integration of higher-level learning in each individual classroom. Multiple measures of student assessment are being implemented with outcome-based assessments now commonplace. Continuous efforts are being made to invite stakeholders to the table.

More improvements are needed in relation to communication with parents, and we are working with individual teachers to better facilitate this enhanced communication to the parents. We realize that school improvement is an on-going process. We believe we have made significant progress in addressing the needs of our students. We are now prepared to take our efforts to the “next level”. Our last full self-study in 2019-2020 helped Davis High School chart a course that will benefit students and the community for the next five years. We commit ourselves to work even smarter and more diligently to take all that we are learning about ourselves during this latest round of “self-reflection” from the 2019 – 2020 school year and make it common practice for the good of those we serve at the “Home of the Darts.” This self-study process occurred systematically over the past five years and has helped DHS see our strengths as well as our weaknesses. Data paints a picture that shows a school where students are generally achieving at very acceptable levels. However, there are segments of the student population that are underachieving. We are searching for ways to better serve the needs of our underperforming students. The current administration, PLC Leadership Team, Department Chairs, and faculty are committed to doing a better job of teaching all students so they can attain their full potential.

This on-going self-study process has encouraged us to continue to collect data and analyze who is learning and who is not yet learning. This is our continuous effort for school improvement. As a direct result of this self-study process, Davis High School has integrated several recent programs to support effective teacher instruction and improved student learning. Teachers collaborate professionally during our weekly late start planning period. Personalized professional development helps teachers meet the needs of all students. In addition to Professional Learning Communities, the Davis High School administration has encouraged learning opportunities through district offerings in technology, the integration of Canvas as our main Learning Management System (LMS) for students, and a more personalized approach to learning.

Davis High is personalizing learning for students in a variety of ways. Our "school within a school" named the Davis Flex Academy is an opportunity for sophomores and juniors to accelerate their learning by progressing through the learning curriculum in a self-paced classroom environment. This program also allows students the option of selecting a traditional pathway, or a personalized approach to their education. In our next iteration, we will work to incorporate a small learning community for our chronically absent students as well as our students who are disenfranchised in a sea of 2,100 other faces.

Davis High School offers study skills classes with a mentor who regularly monitors academic work. Students who become credit deficient have opportunities to recover credit through Edgenuity, after school recovery courses, boot camp, auto-learner, and summer school. We also provide a truancy tracker to help monitor attendance. A weekly Local Case Management Team meeting is used to refer students to these programs, and to look for options to create success for every student. Our counselors and administration work well together to assure all students have options before they fall too far behind.

## Needs Analysis

### Notable Achievements

Davis High School (DHS) has been recognized as a leader in the State of Utah with respect to Advanced Placement (AP) participation and performance. In 2023, DHS offered 18 unique AP courses with a total of 568 AP Course takers. This is an increase of 41 course takers from 2022. Davis High's overall AP Pass Rate has steadily improved, from a 89% in 2019 to 86% in 2020, 89% in 2021, and finally 96% in 2022. At Graduation beginning with the class of 2023, Davis High will recognize Dart Scholars (taken at least four AP Courses during high school) and Dart Scholars of Excellence (taken six or more AP Courses during high school) with a special medal.

Participation in both Concurrent Enrollment (CE) and Career and Technical Education (CTE) continues to increase year over year since 2019. According to data available in PowerBI, CE participation grew by 6.5% (74 students) from 2021 to 2022. CE participation increased 33.6% from 2019 to 2022. As a result of participating in CE courses, Davis High students earned 9,445 college credits in 2022. CTE participation continues to increase as well. From 2021 to 2022, CTE participation increased 1.0%. From 2019 to 2022, CTE participation grew 31.0%.

PowerBI calculates the Davis High 2022 graduation rate at 97%, significantly above Davis School District's overall graduation rate of 92%. Davis High continues to produce one of the highest graduation rates in the Davis School District and is in the top one percent of schools in the State of Utah.

Davis High has excelled in visual arts, performing arts, engineering, athletics, foreign language, forensics, and student leadership. In short, our students excel in virtually every activity in which they participate. Davis High students have received recognition at the state in athletics and academics, nationally for our AP programs, and even at the international level with our competitive robotics program.

### Areas of Recent Improvement

Davis High School has focused efforts on a more personalized approach to learning in recent years.

While our overall graduation rate is excellent, drilling into our subgroups shows our recent improvements. Our graduation rate for Students with Disabilities has increased from 72% in 2021 to 78% in 2022. District-wide, the graduation rate for Students with Disabilities was 65% in 2021 and 73% in 2022.

Davis High School has also recently placed an added emphasis on the emotional needs of our students. The past three years we have made huge strides in providing counseling to students through our partnership with Davis Behavioral Health. This has made a lasting impact on many of our students; they are graduating at higher rates, better prepared for their post-high school lives with improved coping mechanisms. To better meet the needs of students, Davis High has utilized school funding to hire a licensed clinical social worker dedicated to the students of Davis High School. This LCSW is at the school three days per week and meets with students at the time that is least disruptive, but most supportive to the student's academic and emotional success.

Davis High School will continue to focus efforts through our Local Case Management Team (LCMT) to individualize our academic and emotional support for each Davis High student. Interventions to support chronically absent students include enhancements with our Student Study Skills program, Davis High Base Camp, in-person and remote learning

and remediation opportunities (both during the school day, before the school day, and after the school day), and summer support. To support these students, we have increased access to credit remediation for students and have also developed standards or competency-based remediation in many of our core areas.

## Areas of Needed Improvement

Ultimately, the measure of success for a high school is graduation rate. While we strive to provide robust and diverse opportunities and experiences for all of our students, graduation rate tells the story. Our story shows that we need to improve in meeting the needs of our underrepresented populations. Take, for example, our English Language Learners. Though the n-size is less than 10 for each of the past four graduating classes, the graduation rate is quite inconsistent: 2019 = 100%, 2020 = 86%; 2021 = 67%, and 2022 = 100%. Similarly, students identified as economically disadvantaged have a less than desirable graduation rate: 2019 = 94%, 2020 = 87%; 2021 = 95%, and 2022 = 85%. Finally, when our graduation rate is disaggregated by race/ethnicity, we see more ground to make up. Students who identify as Hispanic/Latino make up our largest subgroup. Their graduation rate is as follows: 2019 = 93%, 2020 = 88%; 2021 = 91%, and 2022 = 92%. While generally acceptable, Davis High was above District average in 2019 and 2020, then dropped below District average in 2021 and 2022.

## TSSA Funding Projections

TSSA Prior Year SY21-22 Carryover	\$ 115,039.28
TSSA Current Year SY22-23 New Funding	\$ 352,819.00
TSSA Total funding for Current Year SY22-23	\$ 467,858.28
TSSA Current Year SY22-23 Anticipated Spending	\$ 275,072.51
TSSA Expected balance	\$ 192,785.77

carried over into Next Year SY23-24

TSSA Anticipated new funding for Next Year SY23-24

\$ 433,967.00

TSSA Total funding available for Next Year SY23-24

\$ 626,752.77

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

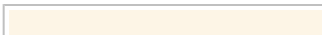
In 2022-2023 TSSA has afforded us the to support students in a variety of ways. We have utilized the funding for a part-time Licensed Clinical Social Worker dedicated to supporting the mental health of our students. TSSA also funds a dedicated scholarship secretary who provides group classes to students and their parents as well as meeting individually with juniors and seniors to help them tailor their scholarship application plan. TSSA also funds a specialized assistant in our Marching Band. We have hired teacher assistants to serve as mentors and provide study skills support to assist students in keeping current in their active class load as well as recovering prior term's credit to progress toward graduation. We have also use TSSA for the funding of productivity periods to increase our course offerings and reduce overall class sizes. TSSA funds also supports our instructional supply budget to ensure teachers have access to the educational resources and can create a learner-centered classroom environment.

# SEL Goals and Planned Actions / Resources

<i>Choose the focus of this SEL goal then select all applicable programs from the dropdown boxes</i>	<b>Promote SEL for Students.</b>
<i>Building school SEL foundational support, commitment, and ownership</i>	School Community SEL Events
<i>SEL with faculty and staff:</i>	SEL School Team Support & Training
<i>Promoting SEL for students -- Explicit Instruction</i>	No explicit lessons/instruction

<i>The summarized SEL goal</i>	
<i>Promoting SEL for students -- Daily practices integrated in classroom instruction</i>	<p>Welcoming Routines: : Start the school day or class period, to build community and connect to the work ahead.</p> <p>Strategies for Engaged Learning: Embed engaging strategies throughout the school day or class period to anchor learning, provide processing time, or re-focus.</p> <p>Intentional Closures: Intentionally close each day or class period with an activity to support forward-thinking and provide a sense of accomplishment.</p>
<i>Promoting SEL for students -- Schoolwide and Classroom Learning Environments</i>	<p>Restorative Practices Classroom Management</p>
<i>SEL Goal Statement</i>	<p>Davis High School will improve school climate for students.</p> <ol style="list-style-type: none"> <li>1. All teachers will regularly implement the three Daily SEL practices.</li> <li>2. All teachers will participate in Professional Learning Communities to support quality curriculum, assessments, and a course of study that is a personalized competency-based learning approach.</li> <li>3. Provide students the opportunity to receive extra support by offering study skills classes and credit remediation opportunities.</li> <li>4. A student representative from Student Government, Hope Squad, and Latinos in Action will be invited to serve on the SEL committee.</li> </ol>
<i>This school SEL goal and implementation plan will be measured by using</i>	<p>DSD Climate Survey Other Survey Data (e.g. Evaluate Davis, SHARP, OEO, USBE, etc.)</p>
<i>Our school needs professional learning in</i>	<p>SEL School Team Training</p>
<i>SEL Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. School SEL Team will provide training on three Daily SEL practices to new teachers.</li> <li>2. PLC teams will review SEL Daily Practices and provide SEL Team with successful strategies.</li> <li>3. SEL School Team will compile SEL Daily Practices used successfully by teachers in DHS Teams for access.</li> <li>4. Student leadership groups will provide informal feedback to School SEL Team quarterly.</li> </ol>
<i>SEL Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$0.00</p>

# Goals and Planned Actions / Resources



<p><i>Goal Short Title</i></p>	<p><b>Academic Achievement</b></p>
<p><i>Goal Statement</i></p>	<p>By June 30, 2024, the percentage of Davis High School Sophomores scoring proficient on the Utah ASPIRE+ standardized assessment will increase in at least one subject area tested and/or for at least one of the disaggregated groups as reported by The Utah State Board of Education Data Gateway (Utah Aspire Plus - School Level Outcomes).</p>
<p><i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i></p>	
<p><i>Measures</i></p>	<p>The measure for this goal will be the publicly reported data on the Utah State Board of Education's Data Gateway. The specific report is titled "Utah Aspire Plus - School Level Outcomes" and included data for percent proficient in Science, Reading, Math, and English. The report provides disaggregated data for students identified as receiving Special Education services, English Language Learners, and Low Income.</p> <p>Aspire+ Proficiency for Davis High School is as follows:</p> <ul style="list-style-type: none"> <li>• Science <ul style="list-style-type: none"> <li>◦ 2022 Whole School = 41.5% proficient</li> <li>◦ 2022 Special Education = 8.5% proficient</li> <li>◦ 2022 English Learner = n &lt; 10</li> <li>◦ 2022 Low Income = 23.9% proficient</li> </ul> </li> <li>• Reading <ul style="list-style-type: none"> <li>◦ 2022 Whole School = 58.3% proficient</li> <li>◦ 2022 Special Education = 11.9% proficient</li> <li>◦ 2022 English Learner = n &lt; 10</li> <li>◦ 2022 Low Income = 36.3% proficient</li> </ul> </li> <li>• Math <ul style="list-style-type: none"> <li>◦ 2022 Whole School = 57.2% proficient</li> <li>◦ 2022 Special Education = 10.2% proficient</li> <li>◦ 2022 English Learner = n &lt; 10</li> <li>◦ 2022 Low Income = 30.4% proficient</li> </ul> </li> <li>• English <ul style="list-style-type: none"> <li>◦ 2022 Whole School = 66.6% proficient</li> <li>◦ 2022 Special Education = 14.8% proficient</li> <li>◦ 2022 English Learner = n &lt; 10</li> <li>◦ 2022 Low Income = 44.7% proficient</li> </ul> </li> </ul>
<p><i>Action Plan (please number steps)</i></p>	<p>While this goal measures the proficiency of sophomores after approximately three terms at Davis High. In addition to providing a solid foundation for in core areas prior to the administration of the Aspire+, the resulting student performance can be used to design instruction and intervention in the following two years.</p> <p>The following will be funded using LAND TRUST FUNDING:</p> <ol style="list-style-type: none"> <li>1. \$53,317.00 -- Supplement Technology Refresh</li> </ol>



1. Provide students with one-to-one laptops with a Pentium processor and eight gigabytes of RAM.
2. \$50,000.00 -- Productivity, Substitutes for Professional Development, Stipends for Teachers who attend Professional Development outside of contract time
3. \$20,400.00 -- Update Lab 1312
  1. Update desktop units (no additional monitors needed) to allow for more robust processing speed and access to professional software such as the full Adobe suite of products.
4. \$3,000.00 -- English Reader
  1. A professional who can read student submissions and provide content editing feedback quickly.
5. \$15,000.00 -- Printing course notebooks (Secondary 3, 3 Honors & 3 Essentials; Secondary 2, 2 Honors & 2 Essentials)
  1. Course notebooks are used as a method of guided notes. They are completed with a writing utensil and on paper instead of within the Learning Management System (Canvas).
6. \$15,000.00 -- Certified Teachers providing Math Lab Tutoring outside contract time
  1. The Math Lab is open to students before and after teacher contract hours for assistance in current class mastery or with credit recovery.
7. \$12,500.00 -- Funding for Math Teacher Assistant(s) working during the school day in the Math Lab, in classrooms, and with Math credit recovery
8. \$1,260.00 -- ALEX Software Licenses
  1. Personalized Learning Software providing individualized, grade-appropriate instruction used by students who are receiving Special Education or Specialized Instruction.
9. \$600.00 -- ILX Math Licenses
  1. Personalized Learning Software providing individualized, grade-appropriate instruction used by students who are receiving Special Education services.
10. \$175.32 -- Scholastic Action and Scholastic Scope magazines and digital content
  1. Specifically designed content for high school students who do not independently or spontaneously engage with reading.
11. \$990.00 -- i-Ready software licenses
  1. Personalized Learning Software providing individualized, grade-appropriate instruction used by students who are enrolled in one of three Special Education Programs that require Specialized Instruction.

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

#DiversityEngagementInclusion|#Tech|#PCBL|#GraduationRates|#CollegeCareerReady|

*District Strategic Plan Area(s)*

Empowered Employees|Fiscal Responsibility|Student Growth & Achievement|

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

*Academic area(s) addressed by the goal*

Reading|Writing|Mathematics|Science|Technology|

*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 - \$86,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Productivity, Substitutes for Professional Development, Stipends for Teachers who attend Professional Development outside of contract time	\$ 18,000.00
TSSA	Salaries & Benefits	Extra Duty not covered by ILL or Extra Duty Worksheet	\$ 8,000.00
TSSA	Salaries & Benefits	School within a school; credit recovery & remediation	\$ 50,000.00
TSSA	Salaries & Benefits	Teacher Leadership Opportunities	\$ 10,000.00

Goal Short Title

## College and Career Ready

Goal Statement

By June 30, 2024, Davis High School students will demonstrate the ability to successfully participate in 21st century post-high school opportunities by participating in college and career readiness indicators at an increasing rate as measured by Advanced Placement (AP), Concurrent Enrollment (CE), Career and Technical Education (CTE), Graduation Rate, and/or ACT composite score.

TSI SCHOOL

QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?

Measures

Measures: This goal will be measured by data from Davis School District's PowerBI tool

with the report indicated unless otherwise noted:

- Advanced Placement (AP) courses offered and number of course takers (Course & Enrollment – School Summary – AP Flag)
  - 2023 data = 18 unique AP courses; 568 AP course takers
- AP Pass rate (Testing – AP – School Summary)
  - 2022 data – 96% pass rate
- Concurrent Enrollment (Graduation and Post Secondary – Concurrent Enrollment – Summary – All CE Courses - Student Counts)
  - 2022 data = 1206
- Career and Technical Education (Graduation and Post Secondary – Concurrent Enrollment – Summary – CTE Classes - Student Counts)
  - 2022 data = 791
- Graduation Rate (Graduation and Post Secondary – Summary, Subgroups)
  - 2022 USBE Grad Rate = 97.0%
    - African American/Black n < 10
    - American Indian n < 10
    - Asian n < 10
    - Hispanic/Latino = 92.0%
    - Pacific Islander n < 10
    - ELL n < 10
    - Economically Disadvantaged = 85.0%
    - Students with Disabilities = 78.0%
- ACT (data from “The ACT Profile Report – High School”)
  - - Graduating Class 2022 Average ACT Composite Score = 22.1

*Action Plan (please number steps)*

Davis High School will continue to utilize our Local Case Management Team to identify and review students lacking credit for graduation and develop individualized plans for credit recovery. We will focus on interventions for students who are chronically credit deficient and provide additional opportunities and supports for success both during the school year and in the summer term. We will continue to fund a part-time scholarship coordinator to increase opportunities for Davis High students to access post-secondary educational opportunities. Students often learn best from their peers, and we have found success in employing current Davis High Students as tutors in Chemistry. Additionally, we are working to improve the resources available to students as they access AP, CE, CTE and core courses that build the foundation of their future success.

The following will be funded using LAND Trust Funding:

1. \$1,900.00 – GoVenture Accounting Simulation
  1. Students run their own simulated business, create journal entries, maintain financial records as they make business decisions and buy/sell products/services.
2. \$1,700.00 – Auto Industry Specific Equipment
  1. Equipment to work on brakes, clutches, and electric vehicles.
3. \$10,000.00 – Anatomage Tablets
  1. 3D anatomy visualization technology
4. \$1,650.00 – Organon software licenses
  1. Ongoing licenses for Oculus VR Headsets
5. \$22,000.00 – Industry Specific Equipment
  1. CNC Machine for woodworking and cabinetry making.

6. \$51,000.00 – Teacher Assistants for mentoring, tracking, credit recovery, study skills
7. \$775.00 – Class sets of hardback books for AP Literature
  1. How to Read Literature Like a Professor
8. \$3,500.00 – Textbook to supplement writing instruction
  1. Used in Honors English 11, AP Language & Composition
9. \$3,325.00 – Updated AP Literature Textbook
10. \$1,500.00 – Updated Jewelry Making Equipment
  1. Rolling Mill, Magnetic Spinner, Class sets of files.
11. \$5,000.00 – Wireless Carbon Dioxide and Oxygen Sensors
  1. Biology labs teaching photosynthesis, cellular respiration, carbon cycle.
12. \$5,000.00 – Chemistry Tutors
  1. Current advanced students providing tutoring to other Chemistry Students
13. \$2,000.00 – Updated Advanced Chemistry Lab Equipment
  1. Updated hot plates, temperature probes, scales, pH probes, glassware.
14. \$425.00 – Dissolved Oxygen Sensors
  1. General Chemistry class lab to monitor the amount of dissolved oxygen in fluids, demonstration of the concept of oxidation-reduction reactions.
15. \$1,800.00 – General Chemistry Lab Equipment
  1. one thousand milliliter (1000 mL) beakers, 6-gram scales capable of measuring 600 g max SF-400D, 2 Corning Stirrer/Hotplates, 2 Hydrogen Gas spectral tubes, 1 tesla coil, and 2 Beta emitter radioactive kits for the Nuclear unit.
16. \$1,812.00 – Physics Optics Equipment
  1. A staple of university physics labs around the world, the Basic Optics System includes a suite of core optics equipment, such as a light source, optics bench, and lenses, as well as more advanced accessories that facilitate studies of both ray optics and geometric optics concepts.
17. \$6,500.00 – Art Department televisions to replace projector and pull-down screen
  1. Increasing attention to fine detail, particularly in digital art requires a higher definition screen.
18. \$14,000.00 – Part time library assistant

Allows the media specialist, a certified teacher, to offer an ACT course to Local Case Management identified students who would benefit from instruction on increasing standardized assessment scores; also allows us to keep the library open when the media specialist is away from the building.

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

#DiversityEngagementInclusion|#Tech|#PCBL|#GraduationRates|#CollegeCareerReady|

*District Strategic Plan Area(s)*

Student Growth & Achievement|Empowered Employees|Fiscal Responsibility|Culture|

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

*Academic area(s) addressed by the goal*

Reading|Writing|Mathematics|Fine Arts|Technology|

*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 - \$134,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Academic Mentors/trackers; scholarship coordinator; teacher assistants for credit recovery, tutoring, remediation, and/or study skills	\$ 134,000.00

Goal Short Title

## Culture and Engagement

Goal Statement

By June 30, 2024, Davis High School will demonstrate increase engagement through one or more of the following measures:

- Nine percent reduction or fewer than 2500 periods of home release over two semesters, and/or
- Five percent reduction in total tardies in the school year, and/or
- 10% increase in enrollment in elective classes

As measured by available data in Encore and PowerBI for the 2024 school year.

*TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?*

Measures

Background:

Student enrollment in “Home Release” in lieu of a full school schedule has steadily increased. Home Release accounted for 1,910 class periods (over the two semesters) in 2021, 2,519 class periods in 2022, and 2,734 class periods in 2023. We are committed to steadily improving the core and elective offerings that are meaningful and engaging to students to entice them into keeping a full schedule at Davis High. One metric of a positive school culture and student engagement is a reduction in the periods of Home Release. We do not expect to see a reduction in Home Release for the 2024 school year. Students had already registered for classes and our master schedule had been created prior to the plan’s writing.

Students arriving late to class is an increasing problem. Punctuality is a soft skill that identifies a student as engaged and is necessary for success at the next level. According to Encore Attendance Totals, Davis High School students amassed 34,202 total tardies (33,901 total uncleared tardies) between August 2022 and March 2023. Another metric of a positive school culture and student engagement is a reduction in the instances of recorded tardies in the same time period. We plan to address punctuality through Positive Behavioral Interventions and Support (PBIS).

Research shows that participation in elective courses directly correlate with increased student attendance (Taetle, 1999). Additionally, overall grades are highly correlated with class attendance (Yao & Chiang, 2011). Davis High staff and patrons believe offering a broad range of courses will increase attendance rates and thus promote stronger academic achievement in core classes. This also fulfills our mission of providing personalized, engaging, rigorous, and relevant learning experiences to all students through high quality academic instruction.

- Taetle, L. (1999). The Relationship Between Fine Arts Participation and Daily School Attendance at the Secondary Level. *Contributions to Music Education*, 26(1), 50–66. <http://www.jstor.org/stable/24127008>
- Yao, J. F. J., & Chiang, T. M. (2011). Correlation between class attendance and grade. *Journal of computing sciences in colleges*, 27(2), 142-147.

Measures:

- Encore Class Load Listing – Course: Home Release
  - 2023 = 2,734 first and second semester class periods taken
- Encore Attendance Total Report
  - 2023 data (August, 2022 through March 2023) = 34,202 total tardies; 33,901 uncleared tardies
- PowerBI - Course Enrollment Trends

*Action Plan (please number steps)*

In an effort to create a rigorous and engaging learning environment, Davis High is undertaking a multi-year process to entice students to take more classes at the school in lieu of “home release”. We can begin by having our registrar here on a regular basis throughout the summer term to properly enroll students and provide them with course selection materials early. This allows transferring students time to examine our course offerings and select a full and robust schedule. By updating our school’s fitness facilities to better mirror what students might see in a for-profit fitness facility, we can improve enrollment in courses such as Fitness for Life and Advanced Body Conditioning and offer personalized instruction in physical fitness, helping students to maintain healthy habits of for their lifetime. Our orchestra program has room to grow, but not without replacing outdated instruments. Orchestra instruments are expensive and often large. Offering instruments increases student access to a rich and robust curriculum. Culturally, we wish to continue engaging our students with a speaker who actively participated in the Civil Rights Movement as well as allow them the opportunity to visit various places of worship along the Wasatch Front and visit with leaders of various faith traditions.

The following will be funded using LAND Trust Funding:

1. \$1,500 – summer days for Registrar (extended contract)
2. \$500.00 – updated classroom library in Social Studies
  1. topics include women's suffrage, the civil rights movement, indigenous sovereignty, the early colonial period with an emphasis on material culture,

immigration, contemporary US history (1980-present), labor history, environmental history, transnational topics on the US/Caribbean and US/Pacific, and the Cold War.

3. \$15,000.00 – updated student fitness center
  1. Focusing on safety and modernized fitness equipment
4. \$8,500.00 – Orchestra instruments and repairs
5. \$7,000.00 – Civil Rights Guest Speaker
6. \$900.00 – Field trip for AP & Honors World History and World Religions classes to visit places of worship and meet faith leaders across the Wasatch Front

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

*District Strategic Plan Area(s)*

Empowered Employees|Fiscal Responsibility|Parent & Community Connections|Culture|Student Growth & Achievement|

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

*Academic area(s) addressed by the goal*

Reading|Writing|Fine Arts|Health|Social Studies|

*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 - \$35,500.00

<b><u>Funding Source</u></b>	<b><u>Expense Category</u></b>	<b><u>Description</u></b>	<b><u>Item Cost</u></b>
TSSA	Salaries & Benefits	Marching Band Percussion Assistant Director	\$ 25,000.00
TSSA	Online Curriculum or Subscriptions	Parchment Fee	\$ 9,000.00
TSSA	Online Curriculum or Subscriptions	SmartMusic	\$ 1,500.00

# Additional TSSA Questions

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Academic Achievement	TSSA	Salaries & Benefits	Productivity, Substitutes for Professional Development, Stipends for Teachers who attend Professional Development outside of contract time	\$18,000.00
Academic Achievement	TSSA	Salaries & Benefits	Extra Duty not covered by ILL or Extra Duty Worksheet	\$8,000.00
Academic Achievement	TSSA	Salaries & Benefits	School within a school; credit recovery & remediation	\$50,000.00
Academic Achievement	TSSA	Salaries & Benefits	Teacher Leadership Opportunities	\$10,000.00
College and Career Ready	TSSA	Salaries & Benefits	Academic Mentors/trackers; scholarship coordinator; teacher assistants for credit recovery, tutoring, remediation, and/or study skills	\$134,000.00
Culture and Engagement	TSSA	Salaries & Benefits	Marching Band Percussion Assistant Director	\$25,000.00
Culture and Engagement	TSSA	Online Curriculum or Subscriptions	Parchment Fee	\$9,000.00
Culture and Engagement	TSSA	Online Curriculum or Subscriptions	SmartMusic	\$1,500.00

## Summary of Planned Expenditures

1. Projected new TSSA funding for Next Year SY23-24	\$ 433,967.00
2. Total projected TSSA funding for Next Year SY23-24	\$ 626,752.77
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of ADDITIONAL contract day for teachers using TSSA funds	\$ 40,232.00
3. Total planned TSSA expenditures for Next Year SY23-24	\$ 295,732.00
4. Planned TSSA carryover into the Following Year SY25-26	\$ 331,020.77



Does the school plan to fund teacher leadership opportunities with TSSA funds? Yes