



BOARD REPORT

Teacher Student Success Plan

TSSA and LAND Trust

Farmington Elementary - SY 2022

Principal Cameron Forbush

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 Elementary is to promote the mission of learning first for all. To accomplish our purpose, we inspire and empower students to be confident learners and provide academic tools for a successful future.

Description of the School

Community

Farmington Elementary lies within a well-established suburban community located in the heart of Davis County, about 20 miles north of Salt Lake City, Utah. Farmington City was established in 1847 and is a stable community with low transiency.

Student Body

Our student body consists of approximately 500 students. The demographics of the school are comprised of 95% Caucasian with 5% minority. Approximately 17% of students are considered economically disadvantaged. The school has a nominal percentage of English as a Second Language students. Students with special education services make up 12% of the total population

Staff

The faculty and staff of Farmington Elementary consist of 21 licensed employees and 27 classified. The school boasts a very experienced group of licensed personnel with 17 faculty members who have more than 10 years of experience in education. Many of the licensed personnel have continued their education by receiving endorsements and post-graduate degrees. In total the faculty has 11 members with their English as a Second Language endorsement, two with their Reading endorsement, one with their Gifted and Talented endorsement, six who have their Master's degree, and one with their Doctorate's Degree. Another huge asset to our faculty is our half-time instructional coach. She has done a remarkable job at establishing non-threatening relationships with the teachers where modeling is commonplace. She has played an important role in helping our teachers with the implementation of the new, more rigorous Davis Essential Skills and Knowledge standards and to help us be data driven.

School Culture

“Learning today, Leading tomorrow” is our school motto. Farmington Elementary is committed to developing the future leaders of our community. Faculty and staff members have developed and maintained a positive, safe learning environment that is reflective of our motto and apparent to all who enter the school. Dedicated parents and community members donate time and resources to support school success.

Unique Features & Challenges

Farmington Elementary offers its 4th through 6th grade students the Summit Learning Platform. This is a personalized, competency based platform, which has allowed us to not only teach to students needing additional support but also reach students requiring enrichment. We were the first elementary school in the state of Utah to use the platform, paving the way for other schools to implement this personalization tool.

For our Kindergarten through 3rd grade, our teachers are working toward their LETRS (Language Essentials For Teachers of Reading and Spelling) certification. This training provides deep study and understanding of the science of reading, gaining insight to the complexities of how the brain works to develop literacy knowledge.

The school houses an Intellectually Disabled/ Emotionally Disturbed BCIS (Behavioral Communication Intensive Support) unit. This unit is one of four units in Davis School District and includes four students with four full-time educators and a part-time teacher assistant.

Additional Information

We have an administrative intern at Farmington Elementary School. She is has an administrative license and a Master's Degree in Administration. She has eight years of teaching experience in 6th grade.

Needs Analysis

Notable Achievements

Farmington Elementary has experienced a steady increase in the number of students who were on benchmark as measured by the Acadience assessment. At the beginning of the year our benchmark score was 68% proficient. At the middle of the year our benchmark score was 75% proficient. Our goal is to maintain this high level of proficiency. Through the middle of the benchmark assessment of the current year we are on pace to meet that goal. Junior Achievement is a program that promotes financial literacy to all students in grades K-6. In particular, 5th grade students apply these financial literacy skills at Junior Achievement City where they interview for and act as executives for mock local businesses. Many of our teachers have started use flexible seating and one-on-one technology to establish personalized learning in their classrooms.

Areas of Recent Improvement

Farmington showed 7% gains in proficiency in Acadience benchmark testing from BOY to MOY in the 2020-2021 school year.

Areas of Needed Improvement

Looking at the most current data, we feel that we need to improve STEM education at Farmington Elementary. We are working to provide a STEM (Science Technology Engineering and Mathematics) rich curriculum. We are in the process of creating and implementing a STEM lab to support this goal.

Prior Year Status Report

Report progress on PRIOR YEAR 2020 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
Increase the percentage of K -3 students scoring at or above Acadience middle-of-year composite score benchmark from 79% in 2019 to 82% in 2020.	Met goal	
Increase student ability to apply learned principles within science and math core standards through problem solving and collaboration.	Met goal	Through the Summit Learning program, student collaboration has increased in all subject areas.
Improve student academic growth by building characteristics in citizenship and behavior throughout the school.	Met goal	Teachers have implemented daily Social Emotional Learning (SEL) instruction by using Sanford Harmony or 16 Habits of Success.

Current Year Progress Report

Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Increase the percentage of K -3 students scoring at or above Acadience middle-of-year composite score benchmark from 83% in 2019 to 85% in 2021.</p>	<p>Not progressing according to plan</p>	<p>MOY Acadience scores for at or above benchmark came in at 75% for the 2020-2021 school year.</p> <p>Student proficiency achievement comparison from BOY of the 2019-2020 school year to current school year is as follows:</p> <p>BOY 2019 73% proficiency</p> <p>MOY 2020 83% proficiency</p> <p>BOY 2020 68% proficiency</p> <p>MOY 2021 75% proficiency</p> <p>School closure proceeded the MOY Acadience testing where students were at 83% proficient. When students came back to school, they were testing at 68% proficiency and since then a 7% increase to 75% proficiency has been achieved.</p>
<p>Increase student knowledge and ability to utilize Science, Technology and Mathematics skills, by adding weekly Science, Technology, Engineering and Mathematics lab exposure; furthuring student development in problem solving and collaboration.</p>	<p>Not progressing according to plan</p>	<p>Due to COVID restrictions, we could not meet the Big 5 requirements within the STEM Lab environment.</p>
<p>Students will participate in learning about and experiencing art and artists from around the world through the Meet the Masters program.</p>	<p>Progressing according to plan</p>	<p>Our Art/Music teacher has incorporated the Meet the Masters artists as part of her art curriculum throughout the school year.</p>

TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 2,951.47
TSSA SY20-21 New Funding	\$ 61,651.00
TSSA Total funding for SY20-21	\$ 64,602.47
TSSA SY20-21 Anticipated Spending	\$ 63,000.00
TSSA Expected balance carried over into SY21-22	\$ 1,602.47
TSSA Anticipated new funding for SY21-22	\$ 66,158.00
TSSA Total funding available for SY21-22	\$ 67,760.47
Describe your school's SY20-21 Progress for TSSA Spending	

LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 6,187.69
B - Allocated new funds for SY20-21	\$ 64,124.00
C - Total Budget for SY20-21	\$ 70,311.69
D - Projected spending during SY20-21	\$ 68,000.00
E - Expected carryover from SY20-21	\$ 2,311.69
F - Projected new funding for SY21-22	\$ 58,292.43
G - Total projected funding for SY21-22	\$ 60,604.12

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Reading Goal								
<i>Goal Statement</i>	Increase the percentage of K -3 students scoring at or above Acadience middle-of-year composite score benchmark from 75% in 2021 to 83% in 2022, an 8% increase.								
<i>Measures to determine progress</i>	Measures will be done with Acadience Middle of the Year benchmark scores.								
<i>Action Plan</i>	<ol style="list-style-type: none"> 1. Use Fall Acadience benchmark scores and Scholastic Reading Inventory scores to identify students with deficits in reading and comprehension. 2. Use the Drill Down model to identify specific needs of students who are below benchmark. 3. Grade level teachers will meet in professional learning communities to collaborate, plan, assess, and analyze data to drive instruction. Reading interventionists/Reading teacher assistants will be paid for with LAND Trust funds, to help support students with the reading holes identified by the data. 4. The community council recognizes the need to ensure that students who have met proficiency benchmarks continue to make academic growth. A SEM teacher will be funded with LAND Trust monies, with extended hours to work with students who have already attained high achievement levels to provide enrichment that will lead to continual student growth. 5. Teachers will continue to work toward LETRS certification through weekly trainings will be partially paid for with LAND Trust. 								
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL								
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement								
<i>Academic area(s) addressed by the goal</i>	Reading								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>									
<i>Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total -								
	<table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>				
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Will LANDTrust funds be used to support the implementation of this goal?

Yes

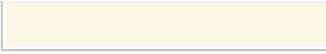
Goal LAND Trust Expense Total - \$31,431.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	3 Teacher Aides (Reading Tutors) & SEM extended hours	\$ 25,431.00
LAND Trust Academic	General Supplies, Other	LETRS Training, Supplies, and Stipends	\$ 6,000.00

<i>Goal Short Title</i>	Math Goal								
<i>Goal Statement</i>	The percentage of K-6 students scoring on grade level will increase by 3% in Mathematics.								
<i>Measures to determine progress</i>	As measured by RISE summative testing.								
<i>Action Plan</i>	1- Hire three Math Teacher Aides with LAND Trust monies to support teachers in small group/personalized instruction. 2- MAPS testing for 1st-6th grade students. 3-General supplies for MAPS paid for with LAND Trust funds.								
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL								
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement								
<i>Academic area(s) addressed by the goal</i>	Mathematics								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No								
<i>Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$3,000.00</p> <table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>TSSA</td> <td>General Supplies, Other</td> <td>MAPS Growth Testing</td> <td>\$ 3,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	General Supplies, Other	MAPS Growth Testing	\$ 3,000.00
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TSSA	General Supplies, Other	MAPS Growth Testing	\$ 3,000.00						
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>Goal LAND Trust Expense Total - \$26,314.00</p> <table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>LAND Trust</td> <td>Salaries & Benefits</td> <td>3 Math Aides</td> <td>\$ 23,314.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust	Salaries & Benefits	3 Math Aides	\$ 23,314.00
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LAND Trust	Salaries & Benefits	3 Math Aides	\$ 23,314.00						

	Academic			
	LAND Trust Academic	General Supplies, Other	MAPS Testing	\$ 3,000.00

<i>Goal Short Title</i>	SEL Goal												
<i>Goal Statement</i>	Build a sense of community and implement Social Emotional Learning (SEL) strategies as measured by SEL Walkthrough Tool.												
<i>Measures to determine progress</i>	Walk-Through tool to measure improvement												
<i>Action Plan</i>	<ul style="list-style-type: none"> - Continue to train and support staff on Sanford Harmony/16 Habits instruction - Integrate restorative practices into discipline procedures - Complete Walkthrough Tool for baseline data in the Fall - Model SEL in adult learning situations including faculty meetings and trainings using the three signature practices of: 1) Welcoming Inclusion Activities; 2) Engaging Pedagogy; 3) Optimistic Closure - Use Walkthrough data to inform student support programs - Community Building with students and family through after school STEM programs 												
<i>This goal can be categorized as... (choose all that apply)</i>	#SEL												
<i>District Strategic Plan Area(s)</i>	Culture												
<i>Academic area(s) addressed by the goal</i>	Social Studies												
<i>Does this action plan include behavioral / character education / leadership efforts?</i>													
<i>Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$25,000.00</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9d9d9;"> <th style="text-align: center;"><u>Funding Source</u></th> <th style="text-align: center;"><u>Expense Category</u></th> <th style="text-align: center;"><u>Description</u></th> <th style="text-align: center;"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">TSSA</td> <td style="text-align: center;">General Supplies, Other</td> <td style="text-align: center;">After school STEM program</td> <td style="text-align: center;">\$ 20,000.00</td> </tr> <tr> <td style="text-align: center;">TSSA</td> <td style="text-align: center;">Salaries & Benefits</td> <td style="text-align: center;">Teacher Stipends for running afterschool programs</td> <td style="text-align: center;">\$ 5,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	General Supplies, Other	After school STEM program	\$ 20,000.00	TSSA	Salaries & Benefits	Teacher Stipends for running afterschool programs	\$ 5,000.00
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<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>No</p> <p>Goal LAND Trust Expense Total -</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9d9d9;"> <th style="text-align: center;"><u>Funding Source</u></th> <th style="text-align: center;"><u>Expense Category</u></th> <th style="text-align: center;"><u>Description</u></th> <th style="text-align: center;"><u>Item Cost</u></th> </tr> </thead> <tbody> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>								
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Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Math Goal	TSSA	General Supplies, Other	MAPS Growth Testing	\$3,000.00
SEL Goal	TSSA	General Supplies, Other	After school STEM program	\$20,000.00
SEL Goal	TSSA	Salaries & Benefits	Teacher Stipends for running afterschool programs	\$5,000.00

Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 66,158.00
2. Total projected TSSA funding for SY21-22	\$ 67,760.47
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 7,781.00
3. Total planned TSSA expenditures for SY21-22	\$ 35,781.00
4. Planned TSSA carryover into the SY22-23	\$ 31,979.47
Does the school plan to fund teacher leadership opportunities with TSSA funds?	No

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Math Goal	LAND Trust Academic	Salaries & Benefits	3 Math Aides	\$23,314.00
Math Goal	LAND Trust Academic	General Supplies, Other	MAPS Testing	\$3,000.00
Reading Goal	LAND Trust Academic	Salaries & Benefits	3 Teacher Aides (Reading Tutors) & SEM extended hours	\$25,431.00
Reading Goal	LAND Trust Academic	General Supplies, Other	LETRS Training, Supplies, and Stipends	\$6,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 58,292.43
G - Total projected funding for next year SY21-22	\$ 60,604.12
H - Total planned expenditures for next year SY21-22	\$ 57,745.00
I - Planned carryover into the following year SY22-23	\$ 2,859.12
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Any additional funds will be used to enhance existing goals.
Plan for sharing the school LANDTrust plan with the community	School newsletter
Additional plan for sharing the school LAND Trust plan with the community.	Community Council Meeting

This school is not a Title I school.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	04/19/2021
Number who approved	6
Number who did not approve	0
Number who were absent or abstained	1