



North Davis Jr.

Composite School Plan
2017-2018

Principal Chris Keime

SCHOOL'S PURPOSE

MISSION

Learning First!

VISION

Davis School District provides an environment where learning comes first. Students master essential learning skills, demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development. Parents are invested in their student's education. Employees recognize the value of their individual contributions and commit to excellence. The community supports the educational process.

SCHOOL PURPOSE

The purpose of North Davis Jr. is to promote the mission of learning first for all. To accomplish our purpose, we will ensure that ALL students and staff:

1. Grow personally and develop strong character.
2. Learn to communicate fluently and confidently with others.
3. Acquire the ability to think, reason, and positively influence their community.



DESCRIPTION OF THE SCHOOL

COMMUNITY

North Davis Junior High is located in Clearfield, Utah. It has served Clearfield and surrounding communities since 1939. Our community was fortunate to have a new school built and it was opened in August 2005. As of April 5, 2017, North Davis serves 968 students with a staffing compliment of approximately 120 highly qualified and caring individuals.

STUDENT BODY

North Davis Junior High School has a student body of 968 students.

Caucasian: 64%

Ethnic Minority: 36%

Economically Disadvantage: 59%

ELL Population: 4.2%

STAFF

North Davis Junior High has a professional staff of 52 certified, classroom teachers; 3 guidance counselors; and 4 administrators. We have 55 classified employees that support nutritional services, custodial services, after school programs, teacher assistants, and student remediation.

SCHOOL CULTURE

The culture of North Davis Junior High is centered on continuous learning for all students and professionals. Our teaching staff uses Professional Learning Communities (PLC) to collaborate, and efficiently meet the learning needs of our student body through reflecting on professional practice. In addition to meeting the needs of students, our PLC's drive our professional development based on student outcome measures and data. Our class master schedule features a double blocked schedule in math, English and science; as well as a flexible intervention period that provides additional instructional time and curricular support that enriches or remediates our students' academic experience.

North Davis is a Title I school. This classification has placed increased emphasis on our standardized student assessments. Seeing that our students demonstrate growth on these measures is a priority.

UNIQUE FEATURES & CHALLENGES

North Davis Junior High School has a culturally diverse student population. This diversity combined with consistent high quality instruction provide positive learning experiences for our students that is second to none. Our strength as a school is most certainly found in the diversity of our student body.

North Davis has strong partnerships with the community that allows for a successful cooperation regarding the sharing of the city and school recreation facilities. In addition to the shared city resources, several other community partnerships are extensively utilized at North Davis such as Davis Behavioral Health, Boy's and Girl's Club, Boy Scouts of America, Juvenile Justice, and 4-H. These partnerships provide additional services and valuable enrichment to our students' experience. City, and other community leaders have been, and continue to be very supportive of North Davis Junior High School.

The above-mentioned resources help us to best meet the needs of all our students. North Davis as a school has a higher ratio of lower income student households (free and reduced lunch rates) than other junior high schools in our county. Community resources are invaluable in ensuring students have opportunities and experiences they may not have access to outside of school.

ADDITIONAL INFORMATION

Our 5x5 A/B schedule, double blocks all math classes, double blocks all language arts classes, except honors, and double blocks all science classes, except honors and 9th grade Earth Science. Double blocking math, language arts and science gives our students more time in these critical areas. This will help them be more prepared and successful in high school and in their future career endeavors.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

- In recent years NDJH has shown significant growth in standardized testing, with a median growth percentile above 50 in Math, Language Arts, and Science the last two school years.
- Program Care is the strongest and largest after school program in the district.
- Since 2013-14, North Davis Junior High School has implemented the largest 1 to 1 iPad deployment in the State of Utah. The collaborative partnership was a \$1.2 million project.
- Bailey Gallegos, 8th grade science teacher received a Davis Care Award because of her outstanding work. This is the 2nd year in a row North Davis Junior High has had a CARE award winner.
- The North Davis Junior High volleyball team placed 2nd in the Davis School District

AREAS OF RECENT IMPROVEMENT

- The school Median Growth Percentile in each SAGE tested area has been above 50 for the last two school years.
- The number of chronically absent students has been reduced by 7% this year.
- Our school Grade Point Average continues to improve.
- Our number of classes failed is down approximately 38% from five years ago.
- Our students continue to leave for high school better prepared and on track for graduation; shown by fewer students that are lacking credit and an increase in the percentage of students graduating on time.

AREAS OF NEEDED IMPROVEMENT

- We will continue to decrease the number of students failing classes and increase the number of students on track for graduation.
- We will address our students that are not successful because of attendance by reducing the number of “chronically” absent students.
- We will increase enrollment and success in our most rigorous courses in each academic area.

PRIOR YEAR STATUS REPORT

REPORT PROGRESS ON PRIOR YEAR (2015-2016) SCHOOL IMPROVEMENT PLAN

Goal #1:

Increase the percentage of students scoring at or above college readiness benchmarks on all four EXPLORE subtests from 8% to 10% (2% increase or approximately 7 students).

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

The overall percentage did not increase on all four EXPLORE subtests.

Goal #2:

By the beginning of 4th term, NDJH will reduce the number of 9th grade students who are credit deficient from 47 students (2015) to 30 students (2016) (reduction of 17 students).

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

As of the end of 3rd term, 2016 26 9th grade students were credit deficient. This number was 30 at the end of the 4th quarter 2016.

Goal #3:

Teachers will ensure through high quality instruction and differentiation that all students will have the opportunity to learn and progress.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

Faculty professional development was focused on high quality instruction and differentiation. Evaluate Davis observation data show our teachers are differentiating more effectively.

CURRENT YEAR PROGRESS REPORT

REPORT PROGRESS ON CURRENT YEAR (2016-2017) SCHOOL IMPROVEMENT PLAN

Goal #1 (Student Achievement):

- Increase the school average 7th grade SAGE writing subscore from 380 to 430 (District average was 430)
- Increase the school average 8th grade SAGE writing subscore from 423 to 444 (District average was 444)
- Increase the school average 9th grade SAGE writing subscore from 462 to 469 (District average was 469)

Progressing according to plan

Not progressing according to plan

Comments:

Students recently began the writing portion of the SAGE tests, but preliminary data won't be available until the English Language Arts tests are completed. English PLC teams worked extensively throughout the year on student argumentative writing skills.

Goal #2 (College, Career, and Community Readiness):

Reduce the number of students who are credit deficient from 26 to 22 (reduction of 15%) at the end of the 3rd term.

Progressing according to plan

Not progressing according to plan

Comments:

At the end of the 3rd term, 22 students were credit deficient.

Goal #3 (Quality Staffing):

Teachers will ensure through high quality instruction that all students will have the opportunity to learn and progress through higher level thinking.

- Progressing according to plan
- Not progressing according to plan

Comments:

As of mid-year, our higher level thinking observation indicator was .2 below where it was last year.

LAND TRUST FUNDING PROJECTIONS

REPORT ON CURRENT YEAR (2016-2017) LAND TRUST SPENDING

CALCULATE LAND TRUST FUNDING PROJECTIONS

A - Total funding for 2016-2017	\$85,104.00
B - Estimated total spending during 2016-2017	\$ 77,755.00
C - Expected carryover from 2016-2017 to 2017-2018	\$7,349.00
D - Projected new funding for 2017-2018	\$91,985.00
E - Total projected funding for 2017-2018	\$99,334.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Students will earn a school-wide median growth percentile above 50 in English Language Arts, and improve pass rates in English Language Arts classes by 15%, a reduction of 13 failing grades.

District Goal Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the next level |
| <input type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

Academic area(s) addressed by the goal:

- | | | |
|---|-------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

Measure: End of year SAGE growth scores, and term grade data from English classes

Action Plan:

Send 10 teachers to the district Professional Learning Communities hybrid training. This training will build capacity for PLC teams to identify essential standards, build common formative assessments, effectively interpret student learning data, and provide effective learning interventions and extensions.

Provide professional development for all NDJH teachers in understanding poverty, literacy, differentiation, and technology throughout the year, and provide \$50 stipend for each teacher completing each of four sessions with connected assignments.

Will LAND Trust funds be used to support the implementation of this goal?

- Yes (complete the budget sections below)
- No (skip the budget section below)

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$ 2,000	Professional development training stipends for PLC Hybrid conference
		\$ 10,000	Professional Development Training Stipends.
Prof. Services	\$	\$ 3,000	10 Registrations @ \$300 each for PLC Hybrid conference.
Total	\$	\$ 15,000	

GOAL #2:

Students will earn a school-wide median growth percentile above 50 in Math and Science, and improve pass rates in Math and Science classes by 15%, a reduction of 12 failing grades in science, and 15 in math.

District Goal Area:

- | | |
|--|--|
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the next level |
| <input checked="" type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

Academic area(s) addressed by the goal:

- | | | |
|---|---|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

End of year SAGE growth scores, and term grade data from Math and Science classes

Action Plan:

Send 10 experienced PLC teachers to the Professional Learning Communities Institute held in Salt Lake in September 2017. This conference will build capacity for experienced PLC teachers and teams to identify essential standards, build common formative assessments, effectively interpret student learning data, and provide effective learning interventions and extensions.

Continue to fund a 5.9 hour per day position for technology support. The significant amount of technology at North Davis Junior High is a critical part of all our goals, particularly helping students progress in Science, Technology, and Math. This requires a significant amount of training and maintenance in addition to our District allotted school technology specialist, which we share with another school.

Will LAND Trust funds be used to support the implementation of this goal?

- Yes *(complete the budget sections below)*
- No *(skip the budget section below)*

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$ 3,000	10 substitute teachers @ \$100 per day for three days.
		\$15,000	5.9 hour per day position for technology support.
Prof. Services	\$	\$ 7,000	10 registrations to PLC institute conference. 10 Registrations @ \$700.
Total	\$	\$ 25,000	

GOAL #3:

The number of chronically absent students will be reduced by 10%, a total of 15 students.

District Goal Area:

- | | |
|--|---|
| <input type="checkbox"/> Literacy | <input checked="" type="checkbox"/> Ready for Success at the next level |
| <input type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

Academic area(s) addressed by the goal:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input checked="" type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input checked="" type="checkbox"/> Fine Arts | <input checked="" type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

Measure: Chronic absentee data

Action Plan:

An academic tracker position has been critical for working with students prone to falling behind academically. This employee monitors academic progress regularly with students, conducts home visits, and coordinates academic plans with teachers and families. This position is provided by Americorps which requires a \$15,000 match.

Send our staff developers and an administrator to an out of state “Framework for Understanding Poverty” conference. They will then train our staff throughout the year strengthening our foundational framework for how to effectively work with students and families struggling with poverty.

Will LAND Trust funds be used to support the implementation of this goal?

- Yes *(complete the budget sections below)*
- No *(skip the budget section below)*

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$ 15,000	Americorps match for 5.9 hour position for academic tracker
Travel	\$	\$ 8,000	Hotel, airfare, and per diem for “Framework for Understanding Poverty” conference. (\$4,000) Registration for “Framework for Understanding Poverty” conference. (\$4,000)
Total	\$	\$ 23,000	

GOAL #4:

9th grade students lacking graduation credit will be reduced from by 10% from 22 to 20 students.

Increase the percentage of students taking and successfully passing the most rigorous courses in each content area and overall by 10%

District Goal Area:

- | | |
|--|---|
| <input type="checkbox"/> Literacy | <input checked="" type="checkbox"/> Ready for Success at the next level |
| <input type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

Academic area(s) addressed by the goal:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input checked="" type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input checked="" type="checkbox"/> Fine Arts | <input checked="" type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

Measure: Credit deficient students at the end of 3rd term.

Action Plan:

Fund a 3.9 hour position to help provide FLEX instruction and Lunch and Learn interventions, and provide student tracking for 9th grade students at risk for falling behind.

Fund three productivity classes for study skills classes to assist students struggling with academic concepts, credit deficiency, and organization.

Will LAND Trust funds be used to support the implementation of this goal?

- Yes (*complete the budget sections below*)
- No (*skip the budget section below*)

Planned LAND Trust Expenses for Goal #4

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$ 34,000	3.9 hour position to provide interventions, and provide student tracking for 9 th grade students at risk for falling behind. (\$10,000) Three productivity for study skills classes to assist students struggling with academic concepts, credit deficiency, and organization. (\$24,000)
Total	\$	\$ 34,000	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

F - Projected new funding for 2017-2018..... \$91,985.00

G - Total projected funding for 2017-2018.....\$99,334.00

H - Total planned expenditures for 2017-2018\$97,000.00

I - Planned carryover after 2017-2018..... \$2,334.00

J - Is planned carryover more than 10% of projected new funds?

Yes No

PLAN FOR CARRYOVER IN EXCESS OF 10% *(Skip if answer to prior question was "No")*

PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

A larger than projected distribution would allow us to maintain and update our large inventory of classroom sets of iPads, and laptop computers.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- | | |
|--|--|
| <input checked="" type="checkbox"/> Letters to policy makers | <input type="checkbox"/> Labels to identify LAND Trust purchases |
| <input type="checkbox"/> School assembly | <input checked="" type="checkbox"/> School newsletter |
| <input checked="" type="checkbox"/> School website | <input type="checkbox"/> School marquee |
| <input type="checkbox"/> Other (please explain) | |

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: April 11, 2017

Number who approved: 9

Number who did not approve: 0

Number who were absent or abstained: 0

ADDITIONAL ITEMS REQUIRED FOR TITLE I SCHOOLS

1. COMPREHENSIVE NEEDS ASSESSMENT

See “Needs Analysis” section above.

2. SCHOOLWIDE REFORM STRATEGIES

Which of the following schoolwide reform strategies are in use at the school?

- Professional Learning Communities/Davis Collaborative Teams
- Mastery Connect
- University of Utah Reading Clinic
- Collaborative Coaching
- Other (please explain)

Describe the implementation of schoolwide reform strategies (timelines, required professional development, and anticipated impact on achievement outcomes.)

North Davis Junior High continues to develop and implement PLCs in each content. This is an ongoing process. Professional development will focus on differentiation, technology integration, student engagement, and writing. We have focused on each of these areas in the past. Our goal is to review each of them, increase student learning, and meet our goals outlined above.

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

The school will provide this information to Federal Programs by October 1st.

4. PROFESSIONAL DEVELOPMENT PLAN

See “District Goal #3 (Quality Staffing)” section above.

5. RECRUITMENT AND RETENTION OF HIGHLY QUALIFIED TEACHERS

Districtwide practices for recruiting and retaining highly qualified teachers include the following:

- Hire early in the year when more candidates are available.
- Offer high quality professional development opportunities.

- Provide for smaller classes in title I schools.
- Offer additional technology in title I schools.

Additional schoolwide practices for recruiting and retaining highly qualified teachers include the following:

6. PARENT INVOLVEMENT

Districtwide practices for parent involvement include the following:

- Community council reviews, plans, and implements the School Improvement Plan.
- Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.
- Parents are invited to participate in reviewing, planning and implementing the LAND Trust Plan.
- All School Improvement Plans in Davis School District follow the same format and are made publicly available online.
- An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.
- Meetings are held at different times during the day to enable all parents to be involved.
- Programs and activities are scheduled throughout the year to involve parents and guardians.

Additional schoolwide practices for parental involvement include the following:

7. TRANSITION FROM EARLY CHILDHOOD PROGRAMS TO ELEMENTARY SCHOOL AND FROM ELEMENTARY SCHOOL TO JR. HIGH SCHOOL

Districtwide practices for transition include the following:

- Information about kindergarten round-up is posted on the school marquee, sent to local preschools, and shared with religious and community leaders.
- Letters are sent to the homes of preschool children.
- Elementary schools communicate annually with junior high schools to facilitate 6th-7th grade transitions.
- School staff coordinates with Head Start, Title I Preschool and other preschool programs within school boundaries.
- Principal visits Head Start and Title I Preschools during the year to meet the students.

- Parents and preschoolers are invited to a kindergarten round-up.
- Parents and preschoolers are provided materials to prepare for kindergarten.
- Junior high school counselors meet with students to plan schedules and facilitate 6th-7th grade transitions.

Additional schoolwide practices for transition include the following:

8. DECISIONS REGARDING THE USE OF ASSESSMENTS

Districtwide assessment practices include the following:

- DIBELS
- McGraw-Hill assessments
- Grade level assessments
- State assessments
 - SAGE
 - DLM
 - WIDA
- District assessments
 - Kindergarten Readiness Inventory
 - Kindergarten Inventory of Skills
 - 1st and 2nd Grade Language Arts CRTs
 - 1st and 2nd Grade Math CRTs
- During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.
- Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.
- Teachers work with instructional coaches/coordinators to identify or develop assessments to evaluate effective instruction and identify low performing students.

Additional schoolwide practices for assessment include the following:

9. STUDENTS WHO EXPERIENCE DIFFICULTY MASTERING ACHIEVEMENT STANDARDS

Districtwide practices for helping struggling students include the following:

- Administrators meet with teachers to review data identifying low achieving students.
- During collaborative team meetings, teachers review data to identify how students are performing.

- Teachers meet with instructional coaches/coordinators to identify students who are struggling.
- Low performing students receive additional instruction from their teacher.
- Low performing students work with tutors in addition to the instruction they receive from their teacher.
- Low performing students receive additional time and instruction through technology and instructional aides.
- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.
- Teachers discuss progress of their students and make adjustments to the interventions students receive.
- Teachers and instructional coaches/coordinators monitor progress and make adjustments.

Additional schoolwide practices for helping struggling students include the following:

10. COORDINATION OF BUDGETS

The school will provide this information to Federal Programs by October 1.