



Millcreek Jr.

Composite School Plan
2018-2019

Principal Brock Jackman

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 Millcreek Jr. is to promote the mission of learning first for all. To accomplish our purpose, we "focus on learning." Our goals include:

- Focus on academic skills and content
- Build physical, emotional, social, and intellectual development of all students
- Provide a safe learning environment
- Promote good citizenship
- Treat all students with respect
- Provide breadth in learning experiences
- Accommodate individual differences
- Involve families meaningfully
- Develop community involvement
- Teach cultural literacy
- Help students become career and college ready



- Help students compete in a global marketplace
- Provide staff development

DESCRIPTION OF THE SCHOOL

COMMUNITY

Millcreek Jr. High (MJH) located in Bountiful, Utah, opened in the fall of 1967 with nearly 655 students and 24 teachers. Millcreek Junior is in a suburban community and draws students from the cities of Bountiful (67%) and Woods Cross (33%). The boundaries of the school run from the east to the west, which provides some economic diversity in the student population. The boundaries of the school include the center of the city, roughly from the lake to the mountains between 500 South and 1500 South. Typically, the community is supportive of education, and parents provide a lot of service to the school through a strong Parent Teacher Association.

STUDENT BODY

Millcreek Junior High is a smaller school with a student body of 655 students comprised of seventh (234), eighth (218), and ninth (203) grades. The demographic population breakdown is as follows:

Ethnicity/Race	
White	82.8%
Hispanic/Latino	10.4%
Pacific Islander	2.1%
Asian	1.8%
Multiple Races	2.0%
African American/Black	0.6%
American Indian	0.3%
Limited English Proficiency	0.6%
Economically Disadvantaged	23.2%
Students Receiving Special Education Services	10.5%

STAFF

Millcreek Junior High has 24 certified teachers, 3 administrators, 2 counselors, 1 secondary media teacher, 1 part-time STS, 1 part-time resource officer, 4 part-time related servers, and 23 classified employees. Of our teachers, 60% are ESL endorsed and 50% have a Master's Degree or higher, including fifteen Masters and one Ph.D.

SCHOOL CULTURE

Millcreek Junior High believes that collaboration is the key to “Learning First.” As a school, Millcreek has moved toward becoming a Professional Learning Community. Great strides have been made towards building a culture of collaboration, and collectively the staff has agreed to the following commitments:

Administration

As the administrative team, we believe that all students can learn and we will support the Millcreek Junior High School vision of “Focus on Learning” by our commitment to:

- Support a collaborative culture focused on continuous improvement
- Provide structured time for teachers to collaborate
- Establish opportunities and support for ongoing professional growth of all employees
- Acknowledge and address behaviors that are not consistent with our school’s vision
- Make decisions based on data and best practice
- Systematically monitor student, department, and school-wide data
- Schedule time during the school day for intervention and enrichment opportunities for all students
- Maintain a safe learning environment

Teachers

As teachers, we believe that all students can learn, and we will support the Millcreek Junior High School vision of “Focus on Learning” by our commitment to:

- Supporting a collaborative culture that is focused on continuous improvement by meeting regularly to:
 - Identify essential standards
 - Create common assessments
 - Analyze data
 - Provide timely and systematic interventions and enrichments
- Exhibiting professionalism and following group norms and expectations while working in collaborative teams
- Creating an inviting, safe, and supportive classroom culture
- Planning curriculum that is relevant, engaging, challenging, and aligned with essential standards
- Generating grades that reflect student mastery of essential standards

UNIQUE FEATURES & CHALLENGES

- Fifty-eight percent (381 students) of MJH students are on the honor roll
- Thirty-nine percent (258 students) of MJH students are enrolled in one or more Honors or AP Courses
- MJH has an average GPA of 3.4

- There are strong levels of commitment and support given to help students learn, so student involvement in the various school activities, after-school tutoring (Homework Club), and mentoring programs is above average
- Parent support in student learning has contributed to the limited number of referrals to the office for negative behavior.
- A very active and highly visible PTA provides a Parents at Lunch (PAL) program, whereby, two or more parents are in the building each day during our lunchtime

ADDITIONAL INFORMATION

Some additional information that is unique to MJH:

- This year MJH transitioned from a traditional seven period schedule to a block schedule with four classes and an intervention period each day
- MJH has a vital school-wide culture of reading. We schedule 120 minutes/week for silent, sustained reading during the regular school day

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

MJH nurtures a particularly collaborative culture by providing structured time for teachers to meet, plan, and work together on continuous improvement.

- Common preparation periods for core subject classes every day
- An additional 30 minutes of department collaboration time once a week for core subject teachers
- Most staff development Friday's are devoted to collaboration time.
- Four planning days a year for all teachers to plan curriculum and create common formative assessments

MJH has an incredible music department with a superior band program that enrolls approximately one-third of the school, as well as a growing choir program that has had great success.

- 68% (433 students) of MJH students are enrolled in one or more music courses (band, choir, orchestra), not including general music
- Qualified for State in band and choir
- MJH students were selected to participate in multiple honor bands:
 - 25 students from MJH were on the district honor band-the most from any school
 - 14 students were selected for the all state band-the most from any school
- Orchestra enrollment numbers continue to increase-they receive Superior Ratings at District Festival in all categories

MJH English language arts students scored the highest of sixteen junior high schools, at every grade level, in the district on the 2016-2017 SAGE ELA percent proficient.

95.8% of MJH AP Human Geography students, who took the College Board AP Test, passed. This is the highest AP pass rate in the state.

AREAS OF RECENT IMPROVEMENT

Improved growth scores in all SAGE tested areas when compared to the previous year:

- English Language Arts (+2.5)
- Math (+.5)
- Science (+13)

AREAS OF NEEDED IMPROVEMENT

- Science-As a school, we have 56.8% of our students are proficient according to SAGE data. This is at or above district and state averages. We feel that we should be able to increase the percentage of our students that are proficient when compared to district and state averages.
- Math- As a school, we have 51.5% of our students that are proficient according to SAGE data. This is above state, but below the district average. We feel that we should be able to increase the percentage of our students that are proficient when compared to district and state averages.

PRIOR YEAR STATUS REPORT

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

Goal #1:

- Increase the school average 7th grade SAGE writing subscore from 459 to 462 (District average was 430)
- Increase the school average 8th grade SAGE writing subscore from 471 to 474 (District average was 444)
- Increase the school average 9th grade SAGE writing subscore from 491 to 494 (District average was 469)

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Goal #2:

Reduce the number of students who fail a core subject from the 2019-2020 cohort by 2% when comparing their 8th grade data to their 9th grade data.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Goal #3:

Using Davis Collaborative Teams, we will increase our Evaluate Davis observation scores in the areas of “Learners know what they are supposed to be learning and why” and “A variety of frequent checks for understanding are employed” by 2% based on the previous year’s scores.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

CURRENT YEAR PROGRESS REPORT

REPORT PROGRESS ON CURRENT YEAR (2017-2018) SCHOOL IMPROVEMENT PLAN

Goal #1 (Student Achievement):

Increase the percent of students scoring proficient in the areas of English language arts, math, and science by 2% as measured by the 2017-2018 SAGE percent proficient scores.

Progressing according to plan

Not progressing according to plan

Comments:

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

Reduce the percentage of students in the 2020-2021 cohort who fail a core subject by 2% as measured by individual student graduation credit summary reports.

Progressing according to plan

Not progressing according to plan

Comments:

Goal #3 (Quality Staffing):

Improve students' independent reading by increasing the number of students who self-report reading enjoyment, as measured by beginning (September 2017) and ending (May 2018) surveys.

Progressing according to plan

Not progressing according to plan

Comments:

LAND TRUST FUNDING PROJECTIONS

CALCULATE LAND TRUST FUNDING PROJECTIONS

A - Total funding for 2017-2018	\$65,690.02
B - Estimated total spending during 2017-2018	\$59,690.00
C - Expected carryover from 2017-2018 to 2018-2019	\$6,000.00
D - Projected new funding for 2018-2019	\$65,311.00
E - Total projected funding for 2018-2019	\$71,311.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Increase student growth scores in the areas of English language arts, math, and science by 2 points as measured by the 2018-2019 SAGE growth scores.

District Goal Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Literacy | <input checked="" type="checkbox"/> Ready for Success at the Next Level |
| <input checked="" type="checkbox"/> STEM | <input checked="" 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 type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" 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:

2018-2019 SAGE testing scores

Action Plan:

- Maintain the efficacy of RAP by providing structure, maintaining the integrity of SSR, and allowing opportunities for personalization, intervention, and/or work completion
- Continue quarterly planning days to develop and analyze common assessments and data
- Provide common preparation periods for core subject areas
- Dedicate FTE and productivity resources to reduce class size
- Coordinate and schedule district/department collaboration time
- Provide professional development opportunities for teachers to improve their teaching effectiveness
- Maintain provisional teacher support programs
- Schedule struggling students in appropriate intervention classes
- Purchase grading software to facilitate student assessments

- Use Davis Collaborative Teams (DCT) to identify non-proficient students on formative assessments and re-teach during weekly intervention period
- Provide blended learning resources and professional development to enhance classroom learning
- Provide STEM opportunities and support
- Purchase Mobile and classroom technology and STEM startup

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*)

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

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures	Expenditures	Description
	<i>Behavior, Character Education, Leadership</i>	<i>Academic</i>	
Salaries & Benefits	\$	\$30,000	Planning days, professional development, productivity periods
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$5,500	Blended Learning and grading software

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Technology Equipment	\$	\$12,000	Mobile and classroom technology and STEM startup
Equipment	\$	\$	
Total	\$	\$47,500.00	

GOAL #2:

Reduce the percentage of students in the 2021-2022 cohort who fail a core subject by 2% as measured by individual student graduation credit summary reports.

District Goal Area:

- | | |
|--|--|
| <input 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 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 type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

“F” reports and graduation credit summary report.

Action Plan:

- Identify failing/credit deficient students from the 2021-2022 cohort (next year’s 9th graders)
- Identify and place students in appropriate intervention classes based on data
- Identify non-proficient students on formative assessments and re-teach during weekly intervention period
- Follow the school-established pyramid of interventions
- Work with grade level at-risk students
- Run weekly student failing reports and work with students individually
- Assign students to *Lunch and Learn* program to complete missing work
- Maintain the after-school *Homework Club*, which provides free tutoring to students in core areas
- Track ESL students
- Provide academic coaching for struggling students
- Meet weekly to discuss, and implement measures to improve attendance
- Increase access to technology
- Develop and analyze common assessments and data.
- Provide professional development opportunities and literature for teachers to improve their teaching effectiveness

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*)**Does this action plan include behavioral/character education/leadership efforts?** Yes (*answer the next question*) No (*skip the next question*)**Explain how these efforts directly affect student achievement.****Planned LAND Trust Expenses for Goal #2**

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$13,000	Homework Club, professional development opportunities, and academic coach
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$1,500	Homework Club supplies and incentives, professional development literature.
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$	\$14,500.00	

GOAL #3: Improve literacy in all content areas as measured by the completion of a minimum of one formal writing assignment per semester in all courses and continued implementation of the independent reading program.

District Goal Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Literacy | <input checked="" type="checkbox"/> Ready for Success at the Next Level |
| <input type="checkbox"/> STEM | <input checked="" 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:

Student writing samples from all teachers

Action Plan:

- Coordinate and provide professional development and resources
 - Literacy Team
 - Monitor staff writing compliance
- Provide Reading and Academic Progress advisory program
- Enhance individual class reading libraries
- Survey students to measure the effectiveness of the reading program as well as their reading enjoyment.

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)*

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

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$1,000	Literacy Team
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$2,000	Classroom reading libraries and literacy supplies
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$	\$3,000.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- F - Projected new funding for 2018-2019 \$65,311.00
- G - Total projected funding for 2018-2019 \$71,311.00
- H - Total planned expenditures for 2018-2019 \$65,000.00
- I - Planned carryover into 2019-2020 \$6,311.00
- 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

Additional money will be used for teacher productivity to decrease class sizes, increased technology in the form of hardware and software, as well as additional professional development.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

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

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: April 10, 2018

Number who approved: 9

Number who did not approve: 0

Number who were absent or abstained: 4