



Central Davis Jr. High

Composite School Plan
2019-2020

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.

A copy of Davis School District's Strategic Plan is included at the end of this document.

SCHOOL PURPOSE

The purpose of Central Davis Jr. is to promote learning first for all students. To accomplish our purpose, we strive to:

Create a safe and supportive learning environment, which promotes student learning and success.

Uphold traditions of respect, acceptance high expectations, hard work, and accountability.

Become individuals with unique physical, social, emotional, and intellectual talents. Students learn through a variety of instructional methods.

CUBS are Career and University Bound Students



DESCRIPTION OF THE SCHOOL

COMMUNITY

Central Davis Junior High is located at 663 Church Street in Layton, a city with a population just over 76,000. Students come from the southern portion of the city. Our boundary runs east to west and encompasses diverse communities in terms of socioeconomic, ethnicity, and culture. Our community is extremely supportive of the goals and high expectations valued at Central Davis Junior High.

STUDENT BODY

Central Davis Junior High has an enrollment of 1050 students. Approximately a quarter of our student population identifies as Hispanic, Asian, Pacific Islander Native American, or African American. The remaining group of students identify as Caucasian. Thirty percent of the students are considered economically disadvantaged, based on free and reduced lunch eligibility. Our mobility rate is estimated at 15%, indicating Central Davis has significant numbers of students at-risk.

STAFF

In 2018-19, the teaching staff at Central Davis Junior High consists of 48 certified teachers which includes our library/media specialist and school technology specialist. Additionally, we have three certified school counselors, and three certified school administrators. This year, we have hosted three student teachers. Our certified staff have additional endorsements and training which include: English as a Second Language, Master's Degrees, and AP/Pre-AP Training.

SCHOOL CULTURE

We strive to instill that Learning is Central to Success. We work to sustain active engagement in academics, extracurricular activities, and community involvement. Several programs encourage student achievement and excellence at Central Davis. By utilizing a five by five schedule, Central Davis provides extra support for our struggling learners by offering homework classes, a CUBS program for struggling learners, remediation classes, and double-blocked classes in mathematics. Additionally, laboratory classes are available for all accelerated and AP classes. Our Latinos in Action program proves our diverse population with leadership and mentoring opportunities. Our student recognition program is aimed to acknowledge as many students as possible. These programs, and many others, help to develop an educationally solid culture at Central Davis Junior High.

UNIQUE FEATURES & CHALLENGES

Based on the most recent version of accountability reports, Central Davis Junior High is a typically achieving school in the areas of English Language Arts, Mathematics, and Science proficiency. We are also achieving typical growth in Mathematics and the growth of our lowest achieving students. We struggled to make adequate growth in English Language Arts and Science. Overall, our English Language Learners make commendable progress in language acquisition. We estimate that nearly 30% of our students require academic support and intervention to be successful academically.

A cornerstone for positive student achievement begins with attendance. Central Davis works hard to assure that students are at school, in class, prepared, and on time to learn. Our attendance rate is 96%. Despite that, we do face a challenge of motivating a small percentage of students who are chronically absent and missing essential academic learning opportunities. The lack of connection they have with the school could result in failing current classes as well as jeopardizing their future academic success.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

CTE

- Three teams qualified for the VEX IQ state championships and one team qualified for nationals.
- FCCLA earned bronze at their regional conference

Clubs & Teams –

- NAL district champions and Final Four in the National Competition
- Mock Trial – State Runner up

English Language Arts

- 180 community members attended our Family Literacy Night which was created and produced by the Explorations in Literature Class

Fine Arts –

- Double cast for musical, “Beauty and the Beast”
- National Band Association Western Division Winner of the Programs of Excellence Blue Ribbon Award
- State Band Festival
 - Concert Band – Superior Ratings
 - Symphonic Band – Superior Ratings in Performance and Sight Reading; Distinguished Sweepstakes Award
- Utah Day of Percussion – Runner-up in each competition event

Mathematics

- MESA competed in Sea Purch
- The Math team competed at Weber State in the State Math Contest

Science

- District Science Fair – Rosemary Yahne -- First Place Winner in Earth Space Category with a special award from Society for Women Geophysicists & the NASA Earth Systems Award
- Ritchey Senior High Science Fair -- Rosemary Yahne -- First Place Winner in Earth Space Category; First Place from American Society of Safety Professionals

Social Studies

- 12 of 13 History Fair winners also won at History Day and are moving on to regional competition
- Third Place in the state “We the People” competition

AREAS OF RECENT IMPROVEMENT

- All teachers have been trained in professional learning communities and all are creating and implementing common formative assessments each term to monitor and track student learning.
- We continue to perform at “typical” or “higher” on state standardized assessments as compared to similar schools.
- The number of students who are entering high school as credit deficient remains an area of focus. Each student is identified and works with an administrator, a counselor, or a mentor in order to remediate credit deficiencies.

AREAS OF NEEDED IMPROVEMENT

- Collaboration in standards-based assessment through the increased use of specific learning outcomes, rubrics, student exemplars, and success criteria.
- Continue efforts in decreasing the number of students failing.
- Continue to update technology and blend that into the classroom in order to improve performance and enhance education.
- Continue to create and/or implement systematic interventions for struggling learners.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

80% of students will be proficient in every class

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments: At the end of the 2017-2018 school year, our pass rate per department is as follows: Social Studies – 94%; Health – 92%; Math – 96%; English Language Arts – 96%; Science – 96%; Core Elective – 94%; PE – 96%; CTE – 97%; Fine Arts – 98%; Unassigned – 96%

Prior Year Goal #2:

All students will be at or above grade level in reading and writing each year.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

- English teachers gave students common formative assessments and used Utah Compose to provide an on-demand evaluation of student writing to a specific prompt and measurable progress of revision efforts.
- The number of students in each SRI level is as follows:

	Below Basic	Basic	Below Proficient	Proficient	Advanced
2016-17	2	1	2	1	0
2017-18	10	15	17	11	9

- Our overall SAGE performance in 2017-18 was as follows:

	Seventh Grade	Eighth Grade	Ninth Grade
Proficiency	44.6%	45.3%	43.5%
Growth (MGP)	49	48	46

Prior Year Goal #3:

Reduce the number of credit deficient students entering high school to 7% (reducing from the current 10% to 7%).

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

Comments: In 2017-18, we had 12% of our students leave Central Davis Junior High with fewer than seven credits toward graduation. We continue to identify credit deficient students and intervene with them to improve attendance, behavior, and remediate credit. Each student works with a member of the administrative team, counseling team, and/or a mentor toward credit remediation.

CURRENT YEAR PROGRESS REPORT

REPORT PROGRESS ON CURRENT YEAR (2018-2019) SCHOOL IMPROVEMENT PLAN

Current Year Goal #1:

Proficiency – 75% of students are at, or above, proficient in each course.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #2:

Literacy – All students will be at or above grade level reading and writing each year (this is with the realization that each year some students, for example, come to 7th grade with a 3rd grade literacy level, so above 4th grade literacy level by the end of the year would meet that minimal standard).

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #3:

Credit Deficiency -- Increase the number of students passing classes (94% of students will leave graduation ready, and we will reduce failing to 10% or less per course).

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

We have identified the students who are credit deficient at the end of third term for the 2018-19 school year. We –administration, counselors, and AmeriCorp mentors – are meeting with student and developing individual plans to address credit deficiency.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$15,091.00
B – Allocated new funds for 2018-2019	\$104,698.00
C – Total Budget for 2018-2019.....	\$119,789.00
D – Projected spending during 2018-2019.....	\$95,151.00
E – Expected carryover from 2018-2019 to 2019-2020	\$24,638.00
F – Projected new funding for 2019-2020	\$120,542.00
G – Total projected funding for 2019-2020	\$145,180.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Academic Success and improvement: Over the course of the 2019-2020 school year, teachers will draft clear learning targets and collect student examples of success criteria (academic testing improved) on various levels of achievement for DESK Standards, with an emphasis in core classes which will include those listed: Reading, Mathematics, Writing, Technology, Science, Fine Arts, Social Studies, Health and Foreign Language.

District Strategic Plan Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input checked="" type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input checked="" type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

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

We will use comparisons of end-of-level testing as available to show student improvement. We will look at improved end-of-level student test scores to see the advancement made through improved teaching methods. For DESK Standards, teachers will draft learning targets, success criteria, rubrics, and/or teacher developed exemplars. Over the course of teaching a standard, teachers may also collect student exemplars that demonstrate various levels of success. These will be posted to a shared working space. Evidence of progress/successful completion of the goal will be measured by the items in the shared working space. We can also gauge the articulation of learning targets and success criteria using observation scores of 3 or above from Evaluate Davis in the following areas: P2--Designs instruction to meet or exceed DESK Standards; Lesson aligns with DESK Standards; T1--Articulates learning goals, content, instructions, and expectations clearly; Learners know what they are supposed to be learning and why, and learners know what they are supposed to do and when to do it; C3--Provides specific, timely, and ongoing formative feedback to inform students of progress; Learners receive specific and immediate feedback.

Action Plan:

Teachers will be given the option to either earn a stipend or pay for a substitute as they engage in creating rubrics, learning targets, and success criteria for standards-based grading. Additionally, teachers will create and/or curate exemplars to guide students to positive outcomes in their course work. The budget allocation for this action step is \$4,625.00 in salaries.

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

Yes (*complete the budget sections below*)

No (*skip the budget sections 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 <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$4,625.00	stipend or substitute for teachers to collect or create exemplars/success criteria
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$4,625.00	

GOAL #2:

College and Career Ready:

- 93% of ninth grade students will exit Central Davis Junior High on track for graduation (7+ credits).
- 93% of all seventh and eighth grade students will pass all classes.

District Strategic Plan Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input checked="" type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input checked="" type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

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

Grades at end of each term; credit deficiency report(s)

Action Plan:

Central Davis Junior High will use LAND Trust funds to support classroom instruction by purchasing supplies or materials, particularly for teachers new to Central Davis, subject to Community Council approval (\$23,000.00). Additionally, Central Davis Junior High will support student learning through tutoring/remediation/credit recovery programs such as the Cub Skills Classes (\$20,000.00), Special Session tutoring (\$7,500.00), and using AmeriCorps or other mentors (\$20,000.00). Special Education students will take a field trip (\$150.00) to a local college/university to see the opportunities available to them as they continue to improve their skills and knowledge through these programs.

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

- Yes *(complete the budget sections below)*
- No *(skip the budget sections 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	\$	\$47,500.00	Cub Skills Teacher Assistants (may include AmeriCorps); Special Session Tutoring
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$ 150.00	College Campus Visit
General Supplies	\$	\$23,000.00	Classroom supplies
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$70,650.00	

GOAL #3:

Students will increase their performance and achievement in Reading, Mathematics, Writing, Technology, Science, and Social Studies-content areas- in student Positive and Productive Life: Central Davis Junior High will enhance the learning opportunities for students in the classroom with continued improvements in supplies, materials, experiences, and technology to promote participation in educational programming as measured by equal or increased participation in elective courses and school-sponsored opportunities.

District Strategic Plan Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input checked="" type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input checked="" type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

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

First, we will gather 2018-19 elective and school sponsored activity end of year participation numbers. During the 2019-20 school year, we will collect the number of students eligible for and/or participating in elective course offerings and/or honors courses and school-sponsored activities, such as VEX, fine arts programs, athletics, mock trial, Latinos in Action, Math team, NAL, We the People, History Day, mock interviews, etc. Successful completion of the goal will be measured by a proportional equal or increase in the number of students participating in these offerings.

Action Plan:

Central Davis Junior High will use LAND Trust funds to enhance learning opportunities for its students by funding improvements in the general education program, extra-curricular programs and offerings, technology, and elective programs and offerings in the following ways:

- \$1,200.00 for Reality Town
- \$2,100.00 for VEX Robotics and TSA
- \$18,000.00 for Audio Enhancement
- \$1,252.00 for projectors

- \$11,505.00 for cloudbooks and computer storage/charging carts
- \$4,200.00 for Orchestra instruments
- \$22,400.00 for Band instruments
- \$3,200.00 for graphing and scientific calculators
- \$620.00 for Hi-Lo books
- \$825.00 for two different Scholastic Magazines
- \$1,500.00 for 7th grade Collections classroom textbooks
- \$1,500.00 for New library books with an emphasis on biographies
- \$1,500.00 for books to be used in conjunction with the Diverse Book Challenge

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

Yes (*complete the budget sections below*)

No (*skip the budget sections 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	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$63,857.00	Reality Town; VEX and TSA; Audio Enhancement; computer charging/storage carts; projectors; cloudbooks/carts; orchestra instruments; band instruments; calculators

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Textbooks	\$	\$2,945.00	Hi-Lo Books; Scholastic Magazines; Collections text
Library Books	\$	\$3,000.00	New library books (emphasis on biography); books for Diverse Book Challenge
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$69,802.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020	\$120,542.00
I – Total projected funding for 2019-2020	\$145,180.00
J – Total planned expenditures for 2019-2020	\$145,077.00
K – Planned carryover into 2020-2021	\$103.00
L – 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 contributions to technology and/or teacher supply allocation, subject first to Community Council approval. The past two years, we have had a larger carryover than anticipated, in part due to larger than projected distributions, and we’ve made additional efforts this year to minimize any projected carryover.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- | | |
|---|--|
| <input type="checkbox"/> Letters to policy makers | <input 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 |

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: **11-April-2019**

Number who approved: **11**

Number who did not approve: **0**

Number who were absent or abstained: **1**

Davis School District – Strategic Plan

LEARNING FIRST!

VISION

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

MISSION

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

OUR PLAN

CULTURE

Davis School District promotes a healthy, respectful, and collaborative culture.

- Teach and model personal accountability
 - Promote a growth mindset
 - Create an environment of respect
- Demonstrate exemplary customer service from all employees

STUDENT GROWTH & ACHIEVEMENT

Davis School District provides an innovative, relevant, well-rounded education for each student.

- Focus on individual student growth and achievement
 - Provide well-rounded curriculum including character and life skills
 - Encourage creative, evidence-based programs and teaching strategies
- Use technology to enhance and personalize student learning

PARENT & COMMUNITY CONNECTIONS

Davis School District develops connections with parents and community.

- Recognize parents as the student's first teacher
- Create multiple means of communication with all stakeholders
- Include parents as a vital part of the decision-making process
- Foster productive partnerships with business and community groups

PARENT & COMMUNITY CONNECTIONS



EMPOWERED EMPLOYEES

Davis School District employees are valued, supported, and appreciated.

- Attract, retain, recognize, and reward quality employees
- Ensure employees are provided opportunities for input and participation in the decision-making process
- Develop and support effective leadership across all employee groups
- Provide and encourage quality professional learning

EMPOWERED EMPLOYEES

FISCAL RESPONSIBILITY

Davis School District provides for oversight and efficient use of public and private funds.

- Provide internal and external oversight
- Provide ongoing training in fiscal management
 - Operate finances with transparency
 - Align fiscal resources with Board goals.

FISCAL RESPONSIBILITY

SAFETY & SECURITY

Davis School District creates an environment where physical and emotional safety are paramount.

- Provide safe and secure physical spaces
- Value stakeholder voices
 - Foster a welcoming environment
- Establish and communicate safety protocols

SAFETY & SECURITY