



Fairfield Jr. High

Composite School Plan
2019-2020

Principal Bryon Nielson

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 Fairfield Jr. is to promote the mission of learning first for all students. We promote a culture of "Learning First" through helping faculty and staff, students, and parents understand that the purpose of school is learning, not earning points, and that grades should reflect what students have learned, not how many points they have earned. Department teams focus on what we want students to learn and how students will demonstrate their learning. They use common formative and end of term assessments to measure student learning progress and to inform classroom instruction. Grade level teams focus on how we intervene for students who are not demonstrating adequate levels of learning progress. We have developed an intervention program, following the RTI model, to assure all students achieve learning first goals and proficiency standards, and provide opportunities for advanced students through honors classes. All courses and activities are reviewed and screened through the "Learning First" filter.



DESCRIPTION OF THE SCHOOL

COMMUNITY

Fairfield Junior is in a suburban community in Kaysville, Utah at 951 North Fairfield Road, which is on the border with Layton. The geographical area from which the school draws its student body is primarily residential, with the majority being single-family residences.

STUDENT BODY

Our population is predominantly middle class. The demographic breakdown consists of 83% Caucasian, 11% Hispanic, 1% African American, 1% Asian, 1% American Indian, and 3% other. Twenty-three percent of our students are economically disadvantaged. Of the enrollment of 1,040 students, 320 are 7th graders, 373 are 8th graders, and 347 are 9th graders.

STAFF

Fairfield Jr. High staffing consists of 47 certified teachers with 66% female and 34% male. Thirty-seven percent of all certified teachers have a Master's degree or beyond, and 55% are ESL certified. The average teacher has 16 years' experience.

SCHOOL CULTURE

We continue to maintain a laser-like focus on student learning through limiting classroom disruptions, collaboration in grade-level and department team meetings, developing common formative assessments, following the RTI process, and using standards-based grading. We continually focus on three goals: (1) 80% of students will master 80% of the curriculum, (2) end of level test scores will be above district average, and (3) students will read and write at or above grade level.

UNIQUE FEATURES & CHALLENGES

Roughly 25% of our students are economically disadvantaged. Additionally, there has been an increase in the number of ESL students, particularly within the Hispanic community over the past decade (increasing by about 75%). The school continues the Latinos in Action (LIA) program, which promotes leadership, service, and academic excellence within this growing section of our community.

ADDITIONAL INFORMATION

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Fairfield has continued to make progress. Five years ago, Fairfield was an average performing school, but has now become one of the top performing Jr. High Schools in the District and the entire State of Utah. According to student grade data, 78% of all grades distributed are B or above. Only 3% of all grades issued are F's. AP Honors students continue to pass the AP tests at a rate at or above the district level. Fairfield students continue to perform well in the arts, receiving high honors in band, art, and choir.

AREAS OF RECENT IMPROVEMENT

Fairfield Jr. High has continued to perform well with most outcomes higher than district and state averages. Student achievement as measured by 2018 SAGE scores, improved in English (6.3% increase), math (2.2% increase), and science (6.1% increase) from 2017. Our math and science scores from SAGE exceeded the district average, and our English score equaled the district average. Our growth scores for English and math received a high rating, while science received a typical rating. Our 2018 SAGE growth scores for math, English, and science were all above the state and district average. Additionally, an average of 502 students, roughly 48% of the student body, has received a GPA of 3.5 or higher each term throughout the year. 65% of all students have a GPA of 3.0 or higher. Over 80% of all grades issued are B or above. Lastly, only 34 9th grade students (roughly 11% of the 9th grade student body) have failed one or more courses throughout the current year.

AREAS OF NEEDED IMPROVEMENT

The school continues to focus on improving in the areas of attendance, student engagement, and citizenship. Additionally, we aim to continue to reduce the number of credit deficient students as they transition into high school. According to SAGE data, students continue to struggle in the areas of Language Arts. In the 2016 school year, students, on average, had a 51% proficiency rate in Language Art areas. In 2017, this average decreased to 45%. During the '17-'18 school year we implemented strategies to improve our proficiency score in Language Arts which resulted in an increase to 52%, which matches the district proficiency score. We feel we should be able to exceed the district average.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

All students will make a 3-point increase in Utah Compose Scores, a 10% increase, from the beginning of the school year to the end.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Prior Year Goal #2:

80% of all students will master 80% of the curriculum.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

We met this goal in several areas, but not all. Art and music classes generally meet this goal; so do core honors classes. Several non-honors courses are coming very close.

Prior Year Goal #3:

All standardized test scores will be above district average in all reporting areas including SAGE and ACT Aspire.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

We met this goal for math and science; language arts was at the district average but not above.

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

Students will continue to R.A.C.E. Strategy to interpret data from informational texts and

graphs across all subject areas.

Progressing according to plan

Not progressing according to plan

Comments (optional):

The R.A.C.E. strategy has proven to make a big difference in improving student writing across the curriculum. All teachers are on board and are able to help students using common language and methods. The "readers" we have hired have also been beneficial in helping us improve our students' writing.

Current Year Goal #2:

88% of all 9th graders will leave at or above the expected 7 credits.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Current Year Goal #3:

80% of all students will demonstrate 80% competency in all subject areas.

Progressing according to plan

Not progressing according to plan

Comments (optional):

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$11,943.00
B – Allocated new funds for 2018-2019	\$109,391.00
C – Total Budget for 2018-2019.....	\$121,334.00
D – Projected spending during 2018-2019	\$119,334.00
E – Expected carryover from 2018-2019 to 2019-2020	\$2,000.00
F – Projected new funding for 2019-2020.....	\$119,620.00
G – Total projected funding for 2019-2020.....	\$121,620.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

All students will read and write at grade level.

Increase of 3% proficiency on 7th Grade RISE Interim, 8th Grade RISE Summative and 9th Grade Airways.

District Strategic Plan Area:

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

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

7th Grade RISE Interim

8th Grade RISE Summative

9th Grade Airways Writing Assessment

Action Plan:

Continue to use R.A.C.E strategies across the curriculum require 1 writing assignment per term in each subject.

Continued professional development around R.A.C.E strategies will be provided

Hire four literacy coaches to give writing feedback to students and to allow more writing.

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.

Reading and writing are core learning skills, fundamental to all other learning in all curriculum areas.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$20000.00	Literacy Coaches
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$20000.00	

GOAL #2:

80% of students will master 80% of the curriculum in all courses

District Strategic Plan Area:

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

Quarterly data-review of student achievement on teacher-created common formative assessments, end-of-term tests.

Action Plan:

Extended collaboration time will be offered to teams. This will be paid with Alternative Middle School Fund.

Teachers will follow standards-based teaching strategies and philosophy, teaching, assessing, and re-teaching each concept or learning target until 80% of their students achieve 80% mastery, before moving on to the next target or concept.

Teachers will use technology to support student achievement. \$18,000 will be spent on classroom technology.

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.

This goal helps us assure all students reach acceptable levels of proficiency in all subjects

Planned LAND Trust Expenses for Goal #2

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	\$	\$18000.00	Classroom technology
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$18,000	

GOAL #3:

RISE median growth percentile scores will be at 57 or higher in Language Arts and 60 or higher in math and science.

District Strategic Plan Area:

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

Academic area(s) addressed by the goal:

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

Measures to determine progress/successful completion of the goal

RISE Summative

Action Plan:

Teachers will learn and follow elements of effective instruction and will continue to improve their practice through collaborative efforts in grade-level teams and department teams, and through faculty meeting training and other professional development opportunities. Pay grade-level team leaders \$1000 per position to support this professional development.

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.

Research indicates that the most important factor in improving student achievement is the quality of the teacher. This goal aims to increase student learning in math, science, and language arts through continually improving our teaching.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$3330.00	Team leader stipends.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$3330.00	

GOAL #4:

Close achievement gaps between the SES group and all students by 3% in all tested areas.

District Strategic Plan Area:

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

RISE Summative Tests

Action Plan:

Teachers will use Friday early-out time to collaborate and improve their use of common formative assessments, data collection, the RTI process, R.A.C.E., standards-based teaching, and elements of effective instruction. They will use that time to identify students who need extra time and support and will plan how to systematically provide it. Furthermore, we will continue to purchase productivity periods to help lower class size, allowing for more individualized instruction. We will also learn to use technology available to help us further personalize our instruction. We will pay for 10 productivity periods to lower classes allowing for more personalized instruction and intervention opportunities. We will hire 3 intervention coordinators to assist students and teachers in intervention processes. Tablet carts will be purchased to house technology used to support credit recovery and intervention digital tools.

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.

This goal helps us meet the learning needs of all students

Planned LAND Trust Expenses for Goal #4

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$72000.00	10 productivity periods; computer lab intervention coordinator;lunch and learn intervention coordinator
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$7200.00	Tablet carts
Total	\$	\$79200.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020..... \$119,620.00
- I – Total projected funding for 2019-2020.....\$121620.00
- J – Total planned expenditures for 2019-2020.....\$120530.00
- K – Planned carryover into 2020-2021..... \$1090.00
- 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

Technology to support student growth.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- | | |
|--|---|
| <input type="checkbox"/> Letters to policy makers | <input checked="" type="checkbox"/> School newsletter |
| <input 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: **3/25/2019**

Number who approved: **14**

Number who did not approve: **0**

Number who were absent or abstained: **0**

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