



Farmington Jr. High

Composite School Plan
2019-2020

Principal Brent Stephens

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 Farmington Jr. is to work as educators, parents and community members to create a successful education for students. To accomplish our purpose, we provide a safe learning environment, ensure parental involvement, supply a wide variety of curriculum and opportunities for teachers to collaborate so that students have every opportunity to be successful. FJH empowers employees to provide students a well rounded education for each student using technology and evidence based teaching strategies.

DESCRIPTION OF THE SCHOOL

COMMUNITY

Farmington Jr. is located at 150 S. 200 W. in Farmington, Utah. Farmington is a rapidly growing, suburban community, located 20 miles north of Salt Lake City. FJH has a large amount of parental involvement with a very supportive Community Council and PTSA.

STUDENT BODY

There are approximately 1200 students that attend Farmington Junior High, which includes grades 7-9. Each grade has between 350-400 students. The student body demographic is broken down as follows: 91% Caucasian with 10% minority with Hispanic being the largest subgroup. Of the 1200 students 9% are considered economically disadvantaged, and 9% are provided Special Education services.

STAFF

Farmington Jr. has over 80 dedicated employees consisting of 3 administrators, 54 certified staff members including 3 counselors, and 32 classified staff. Of these staff members 45% have master's degrees or higher.

SCHOOL CULTURE

We believe that student success is dependent upon communication, collaboration and educational transparency. FJH has many students that participate in extra-curricular activities and over 50% that participate in the performing arts. Our Spanish Immersion program is in its eighth year and continues to grow. We are currently in our sixth year of our "Study-Remediate-Collaborate" (a.k.a. SRC or intervention time) in our school schedule. FJH has over 200 students who participate in the National Junior Honor Society.

UNIQUE FEATURES & CHALLENGES

Some unique features to FJH are multiple AP and honors courses, many students who participate in our nationally recognized band program, FJH was one of the first Spanish Immersion programs in a junior high school within the state of Utah. FJH has two Intellectually Disabled units including on STRIDE unit. One of our unique challenges is to find and hire Native Spanish speakers who teach in the Spanish Immersion classes.

ADDITIONAL INFORMATION

Farmington Jr. High has a very low mobility rate and has high potential for enrollment growth. Next year we will lose students due to a boundary change because of the new junior high being opened. This will decrease our numbers by 100. The year after next student enrollment will make a gradual incline due to the constant new building within the Farmington Boundaries. This places additional burdens on existing staff, programs and building needs. It may also require realignment of existing school boundaries.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Farmington Junior High has one of the highest pass rates for AP Human Geography and is well above the national average. 86% of students passed the AP Spanish Language and Culture Exam. 69% of AP students score higher than a 3 on the AP Exam. The band program ranked as the top band at the most recent Utah State Band Festival and recently participated in a regional band festival. The Jazz Band performed at the Mid West Conference in December. Which is one of the highest honors for a Junior High Band. The FJH Orchestra and Choir was recently adjudicated in March at the state festival and received a superior rating. Artists at FJH will participate in the Bountiful/Davis Arts Council competition and sidewalk chalk Festival in May.

AREAS OF RECENT IMPROVEMENT

The intervention program known as SRC (Study, Remediate, Collaborate) continues to provide students opportunities to receive more instructional, remediation, enrichment and consultation time with adult mentors. A math tutor and two English department aides were hired to provide more support to staff and students. SAGE Math and Science Performance increased 3.7% in Math and 2.1% in Science. English Language Arts showed a decline. Data shows fewer failing grades and classes in regular education and special education courses. Minority students also showed an increases in passing rates. Seven mobile computer labs will be added this year. This increases the computer student ratio to two students to every computer. Our goal will be to have 80% computer access at any given time. This year we will be at 50%. The boot camp class created to help reduce the number of credit deficient 9th grade students continues to make an impact. Saturday School is an innovative intervention to restore lost credit in a time sensitive period. The HOPE Squad has been active in providing planned support for student concerns with the intention of preventing suicide as an option for any student. They are visible in our school with their distinctive sweatshirts and meet regularly with their advisor for training and team building activities. The LEGO club started a year ago by our counseling department, meets weekly and has created a bond for students who might previously struggled to find peers with similar interests. The Kindness Club was organized for the purpose of reaching out to all students to proactively promote inclusion. Students are involved in many after school programs and each year more clubs are added to meet the needs of students. This year we have added Vex robotics, mountain biking, Art, Spanish, Theater, ultimate Frisbee, Wings of Fire, Paper Folding, Chess, Gaming and Mine Craft Club.

AREAS OF NEEDED IMPROVEMENT

Writing and English proficiency indicators show a 4.1 % decline on SAGE scores . This shows that we need to change our strategies for teaching and learning to better teach students in Writing and English. This year the faculty has worked on building strong student-teacher relationships that focuses on learning. FJH will continue to reduce the number of credit deficient 9th grade students moving onto the high school. FJH recognizes that special education students have higher rates of failure, low SAGE scores and show little annual growth need more academic support. Chronic absenteeism continues to be a concern with a small percentage of students. FJH will Improve building security by limiting outside access, a secure vestibule and a single point of entry. Student and Staff training will be provided earlier in the school year. FJH will continue to provide 80% of student computer access at any given time during the school day.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Raise the overall 7th and 8th grade SAGE score by 2% in each area (math, science, language arts and writing). 9th graders will score 5 percentage points above the district average on the new ASPIRE test.

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

Comments:

FJH met the goals for Math and Science but not English Language Arts. SAGE scores show an overall increase of 3.7% in Math, and a 2.1% increase in Science. English Language Art dipped 4.1 %. English Language Arts dipped 6.5 % in 7th grade, 9.1% in 8th grade, 3.9% in 9th grade. In the areas of Math 7th grade increased 7.5%, 8th grade 1.1% and 1.5% in 9th grade. In the areas of science 7th grade dipped 4.2% which is a definite weakness and increase .6% in 8th grade and a 10.2% increase in 9th grade Earth Science.

Prior Year Goal #2:

Reduce the number of students who are credit deficient from 5% to 3% (reduction of 6 students)

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

Comments:

Currently FJH has 8% students that are credit deficient. We are working with each students in a vareity of ways to constantly decrease this number. It is a challenge we will continue to face and continue to work on credit recovery efforts.

Prior Year Goal #3:

Teachers will function as Davis Collaborative Teams (DCTs) that will work collaboratively to identify collective goals, develop strategies to achieve those goals, gather relevant data, and learn from one another.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

Raise the overall 7th, 8th, and 9th grade (SAGE) summative assessment score by 2% in each area (math, science, language arts and writing).

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #2:

Reduce the number of students who are credit deficient from 5% to 3% (reduction of 6 students)

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #3:

Teachers will function as DCTs that will work collaboratively to identify collective goals, develop strategies to achieve those goals, gather relevant data, and learn from one another.

- 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.....	\$9,123.00
B – Allocated new funds for 2018-2019	\$128,161.00
C – Total Budget for 2018-2019.....	\$137,284.00
D – Projected spending during 2018-2019.....	\$133,784.00
E – Expected carryover from 2018-2019 to 2019-2020	\$3,500.00
F – Projected new funding for 2019-2020	\$132,631.00
G – Total projected funding for 2019-2020	\$136,131.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Raise the overall 7th, 8th, and 9th grade (RiSE & Aspire) summative assessment score by 2% in each area (math, science, language arts and writing).

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 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 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

This will be difficult do to the change of End of Level assessments. We will look at Proficiency and growth scores with the two tests as well as our Common formative Assesments to make a determination of growth.

Action Plan:

Students and Teachers will make the shift to an 8 period a day block schedule. SRC/Intervention time will by four days a week instead of two at the end of the day. School staff will effectively use SRC/intervention time to direct students to assist student in learning Collaborative time for teachers will be used to target non-proficient students. Department and grade-level DCTs will target non-proficient students to give direct intervention. Husky Academy will provide help for students in all disciplines before and after school twice a week (\$3000). The school will continue to offer math tutoring before (\$5000) and a math boot camp in the summer(which pays for itself). Two classroom math aides will assist teachers with their large class size and work with identified students to increase math literacy (\$14,000). An English LA aide will assist teachers with large class sizes to reach students that have below average reading scores or need help with writing (\$7000). A Science Aide will be hired to work with large

science classroom to assist the teacher in setting up science labs and assist during labs with those students that struggle with the science curriculum.

The English Department and 7th grade team will teach organization strategies with supplies for organize binders to help the 7th graders and others to improve school success (\$5000). The English Department will identify teaching strategies that need to be incorporated school wide to promote literacy in reading and writing to improve test score proficiency. The English Department will use Membeam as a tool to teach vocabulary to students (\$8000). Teachers will use Nearpod as an interactive tool for increased students engagement (\$4800).

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	\$	\$36000.00	Husky Academy, Math Adies, Science Aide, English Aide, Math Study Lab
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$5000.	Organization Binders
Textbooks	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Library Books	\$	\$	
Software	\$	\$12000.00	Membeam, NearPod
Equipment	\$	\$	
Total	\$.00	\$53000.00	

GOAL #2:

Reduce the number of students who are credit deficient and maintain at 5% or less.

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 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

Percentage of students that are credit deficient.

Action Plan:

Students and Teachers will make the shift to an 8 period a day block schedule. SRC/Intervention time will be four days a week instead of two at the end of the day. This will be added support for students in the educational process. School staff will effectively use SRC/intervention time to direct students to assist student in learning. A para professional will coordinate SRC to support students in receiving targeted remediation and/or enrichment (\$14,000). FJH counselors are effectively working with all students but especially at-risk students to have them ready to transition to high school. A boot camp class will be held during SRC/Redmediation from the beginning of the school year to help students stay on track for graduation. Students who are not meeting benchmarks will be identified and retaught concepts they lack during SRC/Remediations time. Two para professionals (\$14000) will maintain the testing lab to help students who have reading, attention, anxiety and other issues to provide a small, quiet testing center to insure testing success. The para professional will also track students regularly to monitor success and intervene where other means don't show success. Grade level meetings will be held quarterly to discuss issues and identify students who are at risk. LCMT is held weekly to monitor individual student growth and provide support, identify testing needs or remediation/intervention as needed.

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	\$	\$28000.00	SRC student assignment, Testing/tracking center.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$28,000	

GOAL #3:

Increase student performance and achievement in Reading, Mathematics, Writing, Technology, Science, and Social Studies -content areas- by supporting teacher development and expertise throughout academic areas listed. Teachers will function as DCTs/PLC s that will work collaboratively to identify collective goals, develop strategies to achieve those goals, gather relevant data, and learn from one another and other professionals as measured by a 2% increase in average observation score and a 5% increase in DCT s meeting their DTC goal.

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 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

Evaluate Davis evaluation and PLC evaluations.

We will look at improved end-of-level student test scores to see the advancement made through improved teaching methods and technology.

Action Plan:

Teachers will collaborate weekly and by department once per term for a whole day. A substitute will be provided for each teacher to observe another teacher in the building to acquire new insights on best teacher practices(\$10,000). Teachers will work on common assessment and standards based grading. Teachers will have access to recording equipment to observe themselves. Teachers will attend AP, Honors, Teacher 2 Teacher, 4 X 4 Training, Standards Based Grading PLC Conferences (\$6000) Bold School , UUEAA Art in the Sun, 21st Century Conference and other relevant conferences (\$10,000) to gain additional training. We have included in the budget enough to pay trainers that we can bring to the school for other training as needed to improve student academic progress through training and implementing what is learned, in the classroom.

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	\$	\$10000.00	Collaborative Teams
Prof. Services	\$	\$16000.00	PLC Conference 7 Educators, Other listed conferences
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$26000.00	

GOAL #4:

Increase the effective use of technology in instruction by showing an increase with the following two measures: -Increase the percent of evident (or higher) ratings on Evaluate Davis System in technology and learning by 2% -Increase the stakeholders surveys ratings on technology and learning to meet or exceed the DSD averages. For our TSSP we are working on increasing our student growth score from end-of-level assessments, all these are impacted by the technology listed.

District Strategic Plan Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input checked="" 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 type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input checked="" type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

- Increase student computer use ratio.
- Increase school climate survey in technology use area.
- Review Evaluate Davis Data to see increased difference in use of technology.
- look at end-of-level test score improvement to show how technology affects score improvement

Increase the effective use of technology in instruction by showing a 2% increase with the following measures:

- Increase the school-wide student growth score on end-of-level assessments (specific test has not been determined by the state of Utah at this time, in the past is was SAGE and RISE).
- Increase the percent of evident (or higher) ratings on Evaluate Davis System in technology and learning by 2%
- Increase the stakeholders surveys ratings on technology and learning to meet or exceed the DSD averages

Action Plan:

An additional mobile lab and cart will be purchased and placed in one of the portable classrooms to increase student use and engagement in technology using subject matter (\$11,000) Teachers will be taught ways to use computers in their classroom in our technology training days and faculty meetings to increase computer use by classroom teachers and increase to 2% on assessment tool. FJH will an additional Language lab(\$1200) for the Spanish Immersion program so students can gain proficiency in the target language . A language lab cost is \$36,000 other funds will be combined with \$12,000 to complete the purchase.

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 #4

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	\$	\$23000.00	\$11,000 Student Mobile Lab and cart \$12,000 Language Lab
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Equipment	\$	\$	
Total	\$	\$23000.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020 \$132,631.00

I – Total projected funding for 2019-2020 \$136131.00

J – Total planned expenditures for 2019-2020 \$130000.00

K – Planned carryover into 2020-2021 \$6131.00

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”*)

No

PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

The council will consider proposals from teachers and council members for approval that supports school goals.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

Letters to policy makers

School newsletter

Labels to identify LAND Trust purchases

School website

School assembly

School marquee

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: **3/26/2019**

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