



Kaysville Jr. High

Composite School Plan
2019-2020

Principal Spencer Hansen

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 Kaysville Jr. is to promote the mission of "Learning First" for all. To accomplish this purpose, we are currently undergoing a re-evaluation and re-prioritization of our school purpose, beliefs, and desired student outcomes. We believe in the cohesive and collaborative efforts of all stakeholder groups to continually achieve our purpose. This process should be open, transparent and involve everyone who has connections to our great school community. Our purpose is aligned with the District Strategic Plan by focusing on empowering teachers, promoting student learning and growth, being fiscally responsible, ensure student safety, making connections with parents/community within a healthy and collaborative culture.

DESCRIPTION OF THE SCHOOL

COMMUNITY

Kaysville Junior High is located within the municipal boundaries of Kaysville City. KJH opened its doors to students in the Fall of 1964. The communities that feed Kaysville Junior are considered suburban, stable and middle class. Kaysville City is a civic and commercial central hub for Davis County and is considered the central point for the Davis School District.

STUDENT BODY

Kaysville Junior High has a student body of 1,036 students in grades 7 through 9. Currently, 90.6% of our student population is considered Caucasian, 4.79% is considered Hispanic, 4.69% are considered other races. We have 13% of our students are considered Low income. Special Education enrollment is stable at 10% of our total population.

STAFF

Kaysville Junior currently has 72 certified and classified employees. The School is staffed by 3 Administrators, 2.5 School Counselors, 43 Classroom Teachers, 6 teacher assistants, 8 school nutrition specialists, 5 school custodians and 4 related servers. Our Teaching staff is 25% male 75% female with no minority faculty members. Currently 35% of our Teaching Staff have advanced degrees and 28% hold a English as a Second Language Endorsement.

SCHOOL CULTURE

The culture of Kaysville Junior high is characterized by a supportive, cooperative and mutually respectful work environment. All are welcomed into the KJH family and are supported by committed, caring and kind professionals with a focus on instilling personal initiative and improvement, helping each other and students to achieve self-discipline, demonstrate empathy, support and encouragement.

UNIQUE FEATURES & CHALLENGES

Kaysville Junior High functions on a true 5x5 schedule which poses both challenges and benefits. Students and parents appreciate enhanced elective offerings and the ability to generate more credit toward high school graduation. Conversely, it is a challenge to provide equivalent instructional time for all students. At Kaysville, we have double blocked mathematics which has resulted in strong math growth gains. In addition, the

physical facilities of KJH present problems for technology integration, effective teaching and learning practices and ensuring a safe environment for students.

ADDITIONAL INFORMATION

This year Kaysville has decided to repurpose our Study Hall Program and provide a more targeted approach to student learning. We have recoded our Study Hall as ACT Prep and we are teaching foundational ACT skills to all students enrolled in this class (83% of our student body). In addition, we have partnered with an outside company to provide a practice ACT exam in February for our 9th grade students. This approach should yield results as we transition to the ACT Aspire for 9th grade students they year.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Kaysville Junior High ranks 1st on Student Growth and Achievement in Mathematics for the past 3 years in comparison to 20 demographically similar schools. KJH consistently scores at the 60% growth range (considered high growth) in Mathematics.

AREAS OF RECENT IMPROVEMENT

Kaysville Junior High has recently made improvements in Science growth over the past 3 years. KJH has gone from 25% MGP to 42% over this three year span, an increase of 17%.

Kaysville Junior High has recently made progress in AP Human Geography increasing our pass rate from 66.7% to 82.9%, an increase of 16.2%.

AREAS OF NEEDED IMPROVEMENT

Kaysville Junior High needs to continue to make improvements in both Science proficiency and growth to reach Davis School District Averages. With the adoption of NGSS Standards for Science, we need to approach the development of Science Skills in students instead of traditional content standards.

Kaysville Junior High needs to make improvements in both English proficiency and growth to reach Davis School District Averages. Our greatest identified need is in Reading both Informational Text and Literary Fiction. Our current MGP of 28% is lowest among demographically similar schools and in need of improvement.

Kaysville Junior High needs to make improvements in AP Environmental Science. Our current pass rate of 34.8% is below the District Average of 45.8%.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Increase ELA 7th and 8th grade proficiency by 5%.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

We increased our ELA Proficiency by 6% but we decreased our ELA Growth by 8%. This divergence between Proficiency and Growth is attributed to additional double block English classes that maintained proficiency from Elementary but did not generate ELA growth.

Prior Year Goal #2:

Implement and enhance Project Lead the Way in our construction technology classes.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Prior Year Goal #3:

Teachers will increase their understanding of Growth Mindsets, implement Growth Mindset lessons in their classroom, gain knowledge of Blended Learning and incorporate Blended Learning in their class instruction.

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:

Incorporate school-wide writing that examines and conveys content-specific ideas and information clearly and accurately.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

After re-assessing our schools performance with a new leadership team we have recognized the need to alter our focus to address reading needs in our school. We will continue to build a common formative assessment process for writing for the future.

Current Year Goal #2:

Improve reading scores as measured by SAGE and RI.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Reading scores have actually stagnated and we have identified Reading as an area for Improvement. We are in the process of creating a "Reading Strategies" course for 7th graders and changing the way we approach reading in English classes. We would like to personalize an approach to reading that encourages intrinsic motivation in reading.

Current Year Goal #3:

Enhance programs for diverse learners.

- 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.....	\$31,663.00
B – Allocated new funds for 2018-2019	\$100,527.00
C – Total Budget for 2018-2019.....	\$132,190.00
D – Projected spending during 2018-2019.....	\$132,190.00
E – Expected carryover from 2018-2019 to 2019-2020	\$0
F – Projected new funding for 2019-2020	\$116,854.00
G – Total projected funding for 2019-2020	\$116,854.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

We will increase our relative Language Arts Growth Comparison ranking from 19th to 16th as measured by RISE growth of 40 % at the end of the 2020 School Year.

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

Student growth and achievement increases as measured on RISE and ACT Aspire. Results from Practice ACT Exam.

Action Plan:

1. Reorganize English classes to include a new course called Reading Strategies (a required course for 7th grade students).
2. Support the development of tier 2 Reading Strategies courses for struggling learners utilizing reading productivity paid for with LAND Trust funds.
3. Employ the use of technology software to enhance vocabulary development purchased with LAND Trust funds
4. Utilize PLC's to promote content specific ACT driven reading passages.
5. Hardware will be purchased to support this goal.

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	\$	\$8000.00	Reading Productivity
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$10000.00	TIP Software
Equipment	\$	\$20000.00	TIP Hardware
Total	\$	\$38,000.00	

GOAL #2:

We will increase our relative Science Growth Comparison ranking from 17th to 13th as measured by RISE grow of 48 % at the end of the 2020 School Year.

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

Measures to determine progress/successful completion of the goal

Student growth and achievement increases as measured on RISE and ACT Aspire.
Results from Practice ACT Exam

Action Plan:

1. Promote and enhance STEM based Science elective offerings utilizing science productivity.
2. Purchase technology software to promote science simulations that increase students skills with data analysis.
3. Promote a strong PLC culture based on shared norms, common assessments, and collaborative sharing. Professional development will be paid for.
4. Utilize PLC's to promote science specific ACT driven skills in science classes.

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	\$	\$13000.00	Science Productivity/Knight Discovery
Prof. Services	\$	\$7000.00	Professional Development
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$20,000.00	

GOAL #3:

We will increase our ACT Composite MGP on the ACT Practice Test to a 18.1 to a 18.5.

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 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 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

Composite and Content Specific Median Percentile test results from practice ACT test from Strategic ACT Prep. Results from subject specific ACT Aspire.

Action Plan:

1. Utilize Study Hall/ ACT Prep Math course to build foundational ACT skills paying for productivity.
2. Conduct with fidelity a Practice ACT Test for 9th grade students paid for with Land Trust funds.
3. Personalize results for students who wish to further their ACT Preparation though Canvas and on-line software options paid for with Land Trust Funds.
4. Imbed ACT Specific tasks and assessments in Reading, Writing and Science and evaluate it through PLC processes monthly.
5. Hire an ACT Writing Editor to help English Teachers with Common Formative Assessments focused on ACT skills.
6. Purchase audio enhancements for classrooms/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.**

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$9000.00	ACT Writing Editor/ Math Productivity
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$13,500.00	Audio Enhancements for Classrooms/ Technology for utilization in classrooms.
Textbooks	\$	\$3500.00	ACT Practice Test for 9 th grade
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$26000.00	

GOAL #4:

Reduce the percentage of credit deficient students matriculating to Davis High from 11% to 4%.

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 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 Core Deficient Credit Report, utilization report in Edgenuity. below proficient growth scores in RISE and ACT Aspire.

Action Plan:

1. Rebuild a Credit Recovery Program predicated on Student Growth.
2. Employ two Academic Trackers to work with both pre and post credit deficient students. These individuals will track a case load of students and monitor their academic progress providing supports as necessary.
3. Build skills in struggling 7th and 8th graders by focusing on executive skills management.
4. Scaffold support for at-risk students as identified by LCMT.

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	\$	\$32000.00	9 th Grade Credit Recovery Tracker 22,000, At-Risk Academic Tracker 10,000
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$32000.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 \$116,854.00
- I – Total projected funding for 2019-2020 \$116854.00
- J – Total planned expenditures for 2019-2020 \$116000.00
- K – Planned carryover into 2020-2021 \$854.00
- 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

Audio Visual Enhancements in the classrooms for Goal 3

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 type="checkbox"/> Labels to identify LAND Trust purchases | <input checked="" type="checkbox"/> School website |
| <input type="checkbox"/> School assembly | <input checked="" type="checkbox"/> School marquee |

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: **3/12/2019**

Number who approved: **10**

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

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



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.

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