



North Davis Jr. High

Composite School Plan
2019-2020

Principal Tyler Poll

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 North Davis Jr. is to promote the mission of learning first for all. To accomplish our purpose, we will ensure that all students and staff:

1. Grow personally and develop strong character.
2. Learn to communicate fluently and confidently with others.
3. Acquire the ability to think, reason, and positively influence their community.

DESCRIPTION OF THE SCHOOL

COMMUNITY

North Davis Junior High is located in Clearfield, Utah. It has served Clearfield and surrounding communities since 1939. Our community was fortunate to have a new school built and it was opened in August 2005. As of March 22, 2019, North Davis serves 951 students with a staffing of 113 highly qualified and caring individuals.

STUDENT BODY

North Davis Junior High currently has 951 students with the following student demographics:

Grades: 7th Graders-304; 8th Graders-338; 9th Graders-309

Ethnicity: 62% White; 25% Hispanic/Latino; 4% Multiple Races; 3% Black or African American; 3% Asian; 2% Asian; 1% American Indian or Alaskan Native

Poverty: 51% Economically Disadvantaged

STAFF

North Davis Junior High has a professional staff of 51 certified, classroom teachers; 3 guidance counselors; and 4 administrators. We have 55 classified employees that support nutritional services, custodial services, after school programs, teacher assistants, and student remediation.

SCHOOL CULTURE

The culture of North Davis Junior High is centered on continuous learning for all students and professionals. Our teaching staff uses Professional Learning Communities (PLCs) to collaborate, and efficiently meet the learning needs of our student body through reflecting on professional practice. In addition to meeting the needs of students, our PLC's drive our professional development based on student outcome measures and data. Our class master schedule features a double blocked schedule in math, language arts, and science; as well as a flexible intervention period that provides additional instructional time and curricular support that enriches or remediates our students' academic experience.

North Davis is a Title I school. This classification has placed increased emphasis on our standardized student assessments. Seeing that our students demonstrate growth on these measures is a priority.

UNIQUE FEATURES & CHALLENGES

North Davis Junior High School has a culturally diverse student population. This diversity combined with consistent high quality instruction provide positive learning experiences for our students that is second to none. Our strength as a school is most certainly found in the diversity of our student body.

North Davis has strong partnerships with the community that allows for a successful cooperation regarding the sharing of the city and school recreation facilities. In addition to the shared city resources, several other community partnerships are extensively utilized at North Davis such as Davis Behavioral Health, Boy's and Girl's Club, Boy Scouts of America, Juvenile Justice, and 4-H. These partnerships provide additional services and valuable enrichment to our students' experience. City, and other community leaders have been, and continue to be very supportive of North Davis Junior High School.

The above mentioned resources help us to best meet the needs of all our students. North Davis as a school has a higher ratio of lower income student households (free and reduced lunch rates) than other junior high schools in our county. Community resources are invaluable in ensuring students have opportunities and experiences they may not have access to outside of school.

ADDITIONAL INFORMATION

Our 5x5 A/B schedule, double blocks all math classes, double blocks all language arts classes, except honors, and double blocks all science classes, except honors and 9th grade Earth Science. Double blocking math, language arts and science gives our students more time in these critical areas. This will help them be more prepared and successful in high school and in their future career endeavors.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

North Davis Junior High continues to experience excellent learning growth as demonstrated by student GPAs and end of level tests. We experienced the top growth percentile on SAGE tests for junior highs in the district. In addition, our overall attendance rate continues to rise each school year.

AREAS OF RECENT IMPROVEMENT

North Davis continues to focus on student needs. We have increased the supports for our students who struggle to learn by offering more time for study skills and flex time. In addition, we started offering an AVID elective class to help our middle level students gain study and organization skills. Lastly, we started offering AP Computer Science and AP Environmental Science to help our top achievers have access to college level curriculum.

AREAS OF NEEDED IMPROVEMENT

North Davis needs to help more students progress towards English Language Proficiency and be on track for graduation.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Students will earn a school-wide median growth percentile above 50 in English Language Arts, and improve pass rates in English Language Arts classes by 15%, a reduction of 13 failing grades.

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

Comments:

The goal was met by earning a growth percentile above 50%, but the number of failing grades did not decrease by 15%.

Prior Year Goal #2:

Students will earn a school-wide median growth percentile above 50 in Math and Science, and improve pass rates in Math and Science classes by 15%, a reduction of 12 failing grades in science, and 15 in math.

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

Comments:

The goal was met by earning a growth percentile above 50%, but the number of failing grades did not decrease by 15%.

Prior Year Goal #3:

The number of chronically absent students will be reduced by 10%, a total of 15 students.

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

Comments:

Prior Year Goal #4:

9th grade students lacking graduation credit will be reduced from by 10% from 22 to 20 students.

Increase the percentage of students taking and successfully passing the most rigorous courses in each content area and overall by 10%

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

Comments:

We were close to meeting our goal of decreasing the number of students lacking graduation credit, but were not able to get it to 20 students. The number of students passing rigorous courses did increase.

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

English Language Arts

Students will earn a school-wide median growth percentile above 55 in English Language Arts,

and improve pass rates in English Language Arts classes by 15%, a reduction of 13 failing grades

Progressing according to plan

Not progressing according to plan

Comments (optional):

Current Year Goal #2:

Math and Science

Students will earn a school-wide median growth percentile above 55 in Math and Science, and

improve pass rates in Math and Science classes by 15%, a reduction of 12 failing grades in

science, and 15 in math.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Current Year Goal #3:

The number of chronically absent students will be reduced by 10%, a total of 15 students.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Current Year Goal #4:

Readiness for success at the next level

9th grade students lacking graduation credit will be reduced from by 10% from 22 to 20

students.

Increase the percentage of students taking and successfully passing the most rigorous courses

in each content area and overall by 10%

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.....	\$28,085.00
B – Allocated new funds for 2018-2019	\$100,840.00
C – Total Budget for 2018-2019.....	\$128,925.00
D – Projected spending during 2018-2019	\$120000.00
E – Expected carryover from 2018-2019 to 2019-2020	\$8925.00
F – Projected new funding for 2019-2020.....	\$108,903.00
G – Total projected funding for 2019-2020.....	\$117828.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Students will achieve a minimum of 55 SGP on end of level tests in language arts, math, and science. In addition, the number of failing grades will go down by 10% in language arts, math, science, and history.

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 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

Standard growth percentile on end of level tests and end of term grades.

Action Plan:

5-10 Teachers will attend a PLC conference.

Hire two AmeriCorps employees to track at-risk students and improve attendance (absences and tardies)

Teachers will receive professional development in engagement, technology, interventions, and PLCs.

Money will be spent to purchase an additional classroom set of Cloud Books and a mobile cart.

Paying teachers to prepare professional development lessons and teach an additional class which lowers class sizes and gives students more time with their teachers.

Provide the AVID curriculum to students to help with study skills and organization.

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	\$	\$40000.00	Productivity Periods and pay teachers to complete professional development assignments AmeriCorps employees
Prof. Services	\$	\$5000.00	Professional Development Conferences
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$5000.00	Cloud books and Cart
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$50000.00	

GOAL #2:

The number of 9th grade students who are credit deficient in math, science, and language arts will decrease by at least 35%. We currently have 48 students who are credit deficient at the end of 3rd term. That number will be less than 30 students by 3rd term of next 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 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 checked="" type="checkbox"/> Fine Arts | <input checked="" type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

Graduation tracker at end of 3rd term.

Action Plan:

Money will be spent to purchase an additional classroom set of Cloud Books and a mobile cart.

Paying teachers to prepare professional development lessons and teach an additional class which lowers class sizes and gives students more time with their teachers.

Provide the AVID curriculum to students to help with study skills and organization.

Hire two teacher assistants to run credit recovery 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	\$	\$44000.00	Productivity Periods and 2 Teacher assistants to run credit recovery periods
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$5000.00	Cloud books and Cart
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$49000.00	

GOAL #3:

Students progressing toward English language proficiency will increase to 50% (Current data show a 27.2% increase)

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

WIDA Test

Action Plan:

Provide English Language Learning students additional supports within the classroom through more access to teachers and technology.

Pay teachers to teach an additional class focused on helping English Language Learners progress towards proficiency.

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	\$	\$18000.00	Productivity Periods
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$18000.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020..... \$108,903.00

I – Total projected funding for 2019-2020.....\$117828.00

J – Total planned expenditures for 2019-2020.....\$117000.00

K – Planned carryover into 2020-2021.....\$828.00

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

Productivity periods (Goals, 1, 2, & 3)

Cloud Books and Cart (Goal 1 & 2)

Classroom iPads (Goal 1 & 2)

Teacher Assistant (Goal 2)

Professional Development Conferences (Goal 1)

AmeriCorps Employees (Goal 4)

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: **3/25/2019**

Number who approved: **10**

Number who did not approve: **0**

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

ADDITIONAL ITEMS REQUIRED FOR TITLE I SCHOOLS

1. COMPREHENSIVE NEEDS ASSESSMENT

See “Needs Analysis” section above.

2. SCHOOLWIDE REFORM STRATEGIES

Which of the following schoolwide reform strategies are in use at the school?

- Professional Learning Communities/Davis Collaborative Teams
- Mastery Connect
- University of Utah Reading Clinic
- Collaborative Coaching
- Other (please explain)

Describe the implementation of schoolwide reform strategies (timelines, required professional development, and anticipated impact on achievement outcomes.)

PLCs have been in North Davis for almost 10 years. We utilize PLCs and professional development to ensure our teachers are well trained and focused on helping all learners be successful.

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

The school will provide this information to Federal Programs by October 1st.

4. PROFESSIONAL DEVELOPMENT PLAN

See professional development activities from goal sections above.

5. RECRUITMENT AND RETENTION OF HIGHLY QUALIFIED TEACHERS

Districtwide practices for recruiting and retaining highly qualified teachers include the following:

- Hire early in the year when more candidates are available.
- Offer high quality professional development opportunities.

- Provide for smaller classes in title I schools.
- Offer additional technology in title I schools.

Additional schoolwide practices for recruiting and retaining highly qualified teachers include the following:

6. PARENT INVOLVEMENT

Districtwide practices for parent involvement include the following:

- Community council reviews, plans, and implements the School Improvement Plan.
- Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.
- Parents are invited to participate in reviewing, planning and implementing the LAND Trust Plan.
- All School Improvement Plans in Davis School District follow the same format and are made publicly available online.
- An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.
- Meetings are held at different times during the day to enable all parents to be involved.
- Programs and activities are scheduled throughout the year to involve parents and guardians.

Additional schoolwide practices for parental involvement include the following:

7. TRANSITION FROM EARLY CHILDHOOD PROGRAMS TO ELEMENTARY SCHOOL AND FROM ELEMENTARY SCHOOL TO JR. HIGH SCHOOL

Districtwide practices for transition include the following:

- Information about kindergarten round-up is posted on the school marquee, sent to local preschools, and shared with religious and community leaders.
- Letters are sent to the homes of preschool children.
- Elementary schools communicate annually with junior high schools to facilitate 6th-7th grade transitions.
- School staff coordinates with Head Start, Title I Preschool and other preschool programs within school boundaries.
- Principal visits Head Start and Title I Preschools during the year to meet the students.

- Parents and preschoolers are invited to a kindergarten round-up.
- Parents and preschoolers are provided materials to prepare for kindergarten.
- Junior high school counselors meet with students to plan schedules and facilitate 6th-7th grade transitions.

Additional schoolwide practices for transition include the following:

8. DECISIONS REGARDING THE USE OF ASSESSMENTS

Districtwide assessment practices include the following:

- DIBELS
- McGraw-Hill assessments
- Grade level assessments
- State assessments
 - RISE
 - DLM
 - WIDA
- District assessments
 - KEEP entry and exit profile
 - 1st and 2nd Grade Language Arts CRTs
 - 1st and 2nd Grade Math CRTs
- During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.
- Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.
- Teachers work with instructional coaches/coordinators to identify or develop assessments to evaluate effective instruction and identify low performing students.

Additional schoolwide practices for assessment include the following:

9. STUDENTS WHO EXPERIENCE DIFFICULTY MASTERING ACHIEVEMENT STANDARDS

Districtwide practices for helping struggling students include the following:

- Administrators meet with teachers to review data identifying low achieving students.
- During collaborative team meetings, teachers review data to identify how students are performing.

- Teachers meet with instructional coaches/coordinators to identify students who are struggling.
- Low performing students receive additional instruction from their teacher.
- Low performing students work with tutors in addition to the instruction they receive from their teacher.
- Low performing students receive additional time and instruction through technology and instructional aides.
- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.
- Teachers discuss progress of their students and make adjustments to the interventions students receive.
- Teachers and instructional coaches/coordinators monitor progress and make adjustments.

Additional schoolwide practices for helping struggling students include the following:

10. COORDINATION OF BUDGETS

The school will provide this information to Federal Programs by October 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

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