



South Davis Jr. High

Composite School Plan
2019-2020

Principal Travis Lund

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 South Davis Junior High is to empower teachers, students, and parents to focus on learning first in a collaborative, safe, and innovative environment.



DESCRIPTION OF THE SCHOOL

COMMUNITY

South Davis Jr. High is a suburban school located on the far south end of Davis County School District. School boundaries straddle three economically diverse communities: Bountiful, North Salt Lake, and Woods Cross. The address is 298 West 2600 South, Bountiful, UT 84010.

STUDENT BODY

South Davis Jr. High is a stable school community that accommodates 1,080 seventh through ninth grade students:

- 373 seventh graders, 339 eighth graders, 368 ninth graders. The projected enrollment for the 2019 - 2020 school year is 1,094 students.
- Ethnically/racially, SDJH student body is comprised of 76.9% white (831 students), 13.9% Hispanic/Latino (150 students), 3.1% Pacific Islander (35 students), 1% Asian (11 students), .9% African American/Black (9 students), and .5% American Indian (5 students).
- Over 24.5% (265 students) of SDJH students are economically disadvantaged.
- Limited English Proficient students (64) account for 5.9% of enrollment.
- Special Education students comprise 10% (109 students) of the SDJH population.

STAFF

The South Davis Jr. High staff includes 52 highly-qualified teachers, 3 full-time counselors, and 3 full-time administrators. Thirty-seven percent of our teachers are English as a Second Language (ESL) certified. Forty-eight percent of our staff has advanced academic degrees, including one PhD, and two teachers with National Board Certification. In addition to certified classroom teachers, there are eleven support professionals working directly with students.

SCHOOL CULTURE

South Davis Jr. High cultivates a culture of “Learning First,” quality teaching, collaboration, and effective use of multi-tiered system of interventions for academics and behavior. We constantly seek to improve and ask ourselves, “What’s best for kids?” when making decisions.

UNIQUE FEATURES & CHALLENGES

Plus Period, a dedicated time of 30 minutes each school day that is set aside for remediation, and re-teaching struggling students. This program also offers enrichment activities for proficient students.

Spartan Academy is a program that provides additional support during the school day for students who are academically at-risk by way of a study skills class. The focus of this program is 1) to assist students in establishing social and academic goals and, 2) to monitor progress of at-risk students across the curriculum. 3) to promote respect and responsibility.

Latinos in Action (LIA) is a program that encourages bilingual students to engage in school and leadership opportunities. LIA students are trained in various reading strategies and taught leadership skills.

Academic Coaching Services at South Davis is a Tier II intervention to help at-risk and struggling students negotiate a variety of issues affecting their ability to be successful in school. Two part-time academic coaches work one-on-one with students, parents, counselors, and administrators to remediate, set goals and track progress towards higher levels of learning. One of the academic coaches is a native Spanish speaker.

Online/In-school Credit Recovery Assistance is a study skills class during the regular school day in which ninth grade students can earn or recover credits and master core skills using Edgenuity, a 24/7 online curriculum program.

We also offer a weekly mindfulness class and recommend it to students via our counselors and LCMT. After-School Study Hall is available Tuesdays and Thursdays from 3:00-4:00 p.m. Students have access to teachers and computers to help with homework assignments.

ADDITIONAL INFORMATION

South Davis offers a continuum of services to meet the needs of Special Education students. Special Education programs include a learning center to address severe behaviors, a functional skills unit, and resource classes. Regular education students are offered the opportunity to serve as peer tutors to functional skills students to promote higher levels of learning.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

- Chronic Absenteeism has decreased by 4% (26% - 22%) for 8th grade from 2015 – 2018 and by 3% (27% - 24%) for 9th grade.
- Overall tardies have decreased by 32.5% (9749 to 6584) from 2015 – 2018.
- 2018 end of level SAGE growth score in Mathematics – 49% SDJ, 47% DSD, 44% State – are above district and state averages.
- 2018 SAGE proficiency in ELA (50%) is 3% above the district average.

AREAS OF RECENT IMPROVEMENT

As of the end of third term 2019:

- Average attendance rate is up 2% from 2017-18 from 95% to 97%.
- ESL students' attendance rate has increased by 2% from 2017 to current (93% - 95%).
- 2018 end of level SAGE proficiency levels in all subject areas increased from 2017 to 2018 – ELA 49.6, up 3%; Math 49.7%, up 2.8%; Science 49.5%, up 1.4%.

AREAS OF NEEDED IMPROVEMENT

- Two of the most pressing challenges that SDJH faces are our changing demographics and the academic achievement gap among our economically disadvantaged and ethnically diverse populations.
- Classroom observation data suggests that over one-third of the time, it is only “somewhat evident” or “not evident” that students who are already proficient receive enrichment connected to prior learning. Observation data suggests that using a variety of frequent checks to guide learning is less evident than expected.
- In 2018, our end of level SAGE growth scores in Science - 48% SDJ, 54% DSD, 53% State - and Language Arts – 41% SDJ, 43% DSD, 44% State are below both the state and district averages.
- In 2018, our end of level SAGE proficiency scores in ELA (50%) is above the state (47%) by 3%, but below district (52%) by 2%. In Mathematics, SAGE proficiency in 2018 (50%) is below state (55%) by 5% and above district (49%) by 1%. In Science, SAGE proficiency in 2018 (50%) is below state (57%) by 7% and below district (52%) by 2%.
- Below district and state averages for ELL progress (40% SDJ, 41% DSD, 44% State of Utah) on End of Level SAGE testing
- 9th grade students have the highest percentage of chronically absent students - over 25% of their class annually from 2014 – 2017.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Reduce the number of students who are credit deficient to 4.5% (18 students).

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

Comments:

Using the Student Dropout listing Report on Encore, South Davis had 3.9% (16 students) of the 9th grade class without the necessary credits for graduation.

Prior Year Goal #2:

Increase the percentage of teachers who understand, embrace, and implement student-centered, research-based grading practices and assessments for learning to 80% school wide as measured by policies and procedures outlined in teacher disclosures, observed in classroom visits, and manifested on grade distribution reports.

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

Comments:

The goal of 80% of teachers implementing research-based grading practices was not achieved. The goal did not clearly define what the research-based grading practice would look like. Currently, less than 20% implement some elements of standards-based grading. This goal is addressed and revised in current year goal 3.

Prior Year Goal #3:

Increase the school average 7th grade SRI scores by 2%.

Increase the school average 8th grade SRI scores by 2%.

Increase the school average 9th grade SRI scores by 2%

- Met Goal *(comments optional)*

Did Not Meet Goal (*comments required*)

Comments:

Insufficient student data was collected to determine if a 2% gain was made in SRI testing for each grade level. This goal will be addressed and revised in the current goal 2.

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

(Student Achievement)

Reduce the number of credit deficient students to below 3.5% (14 students).

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

As of the end of third term, 47 students are credit deficient. 24 students have made up credit by utilizing GradPoint, Edgenuity, a two-week incomplete period, after school remediation, and Spartan Academy. 23 students have until the end of the school year to recover missing credit.

Current Year Goal #2:

(Student Achievement)

South Davis Junior High School will increase the number of SAGE subcategory scores that are at or above district level by 5% from the previous year.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

The RISE test will be used this year to measure 7th and 8th grade students' performance and the Aspire +test will be used to measure 9th grade students' performance. Because of the change in the test formats, this year's subcategory scores will not be compared to last year's subcategory scores.

Current Year Goal #3:

(Quality Staffing)

Increase the percentage of teachers who understand, embrace, and implement Blended

Learning practices to 80% school wide as measured by policies and procedures outlined in teacher disclosures, observed in classroom visits, and manifested on lessons provided in CANVAS.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Teachers have been provided with two professional days geared at training using Canvas as a blended learning tool. Eighteen teachers have also utilized department professional days to meet as PLCs to create common assessments and write lessons incorporating blended learning strategies. Twenty-four teachers complete a Canvas course designed to help teachers understand the idea of blended learning and to be able to experience a blended course for themselves.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$22,007.00
B – Allocated new funds for 2018-2019	\$116,586.00
C – Total Budget for 2018-2019.....	\$138,593.00
D – Projected spending during 2018-2019.....	\$136,893.00
E – Expected carryover from 2018-2019 to 2019-2020	\$1,700.00
F – Projected new funding for 2019-2020	\$123,769.00
G – Total projected funding for 2019-2020	\$125,469.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

The percentage of proficient students in math, English, and science will be at or above the district level as measured by state standardized tests.

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 checked="" 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 test scores, Aspire Plus scores, Common Interim Assessments, Student Grade data

Student Discipline Summary Report, Office Referral Form Tracking Summary

Action Plan:

- Each math grade level will have a math lab for remediation and support. Low achieving students will be identified by previous year standardized test scores and/or previous year course grading data. Math lab teachers will report proficiency data through pre-tests, interim tests, and post-tests administered to all math lab students. When data shows a student needs extra math help, parents will be consulted before enrolling student in math lab.
- Hire .5 FTE teacher to run math lab.
- English, math, and science will meet 6 times per quarter in subject level collaboration teams. These teams will review data, determine priority learning standards, utilize common assessments, and share best teaching practices.

- Technology resources (Canvas, ALEKS, Edgenuity, mobile labs) will be utilized to encourage remediation and enrichment. Professional development will be offered to support the use of these resources.
- If additional funds are available, productivity periods will be assigned to reduce class sizes.
- Multi-tiered system of support (MTSS) defines Tier 1 as preventative, proactive universal interventions for all students. Typically, these interventions occur at the parent/student and teacher level. Continual professional development will be provided throughout the year emphasizing the following:
 - Developing higher functioning and effective professional learning communities. 75% of professional learning and collaboration time will be dedicated to department/grade level teams.
 - Continual training on blended learning, learning management systems, and best teaching practices. Standards-based grading practices will be reviewed and developed.
 - Each math, science, and English teacher will be invited to attend the Teacher-to-teacher conference and will be awarded a stipend after attending. These three departments will collaborate with an administrator at the conference to identify key strategies to focus on. Professional development during early-out Fridays will follow-up on these strategies. The conference will also be open to all teachers, regardless of subject area, to encourage school-wide support of essential skills.
 - MTSS will be supported and emphasized through professional development and monitored through observation and evaluation.

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	\$	\$44,000.00	Math teacher (.5 FTE - \$40,000) Stipends for teachers to attend Teacher-to-Teacher training (\$100 each) \$4,000
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$40,000.00	

GOAL #2:

96% of ninth grade students will earn six or more credits toward high school graduation, comprising all core credits.

District Strategic Plan Area:

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

- Chronic Absenteeism Report, Student Credit Deficiency Report
- Students Failing Report will be used to identify students and track progress
- Graduation Summary will measure successful completion of targets

Action Plan:*Attendance/Credit Deficient*

1. Review absenteeism reports for the previous year. First, identify students who are failing courses but have good attendance. Second, identify students with chronic absenteeism.
2. The local case management team, using absenteeism reports, transcripts, and student failing reports, will identify high-risk students. These high-risk students will be the first to receive targeted, tiered interventions.
3. An academic coordinator will monitor students and coordinate progress with teachers, parents, and the local case management team (LCMT)
4. Counselors and academic coordinator will meet with the student and a parent to determine intervention (contract/documentation). Academic coordinator will monitor student progress after the meeting.
5. If the student continues failing/absenteeism, an administrator will meet with the student and parent to determine intervention (reduce/change schedule/documentation). The academic coordinator will monitor student progress after the meeting. The coordinator will make recommendations to teachers requesting at-risk students during Plus Period.

6. LCMT will review students with continued failing/absenteeism to determine continued interventions.
7. Each counselor will select 3-5 at-risk 9th grade students. These students will meet with the counselors weekly until sufficient progress is made. Counselors will review current grades and attendance with the student.

Alternate Credit, Credit Recovery, Enrichment

1. We will continue to offer Spartan Academy. This “during-the-school-day” program is designed to assist at-risk students who have failed courses and are behind in credit. This course offers students an opportunity to work toward graduation at their own pace through the use of computer-assisted instructional programs. Additionally, students are taught study and organizational skills. A teacher provides accountability and support for students. These students will be identified by counselors and teachers and approved by LCMT.
2. South Davis Junior High will transition to an eight (8) period block schedule next year. With the additional class, students will have opportunities to earn more credit and expand elective credit options.
3. If additional funds are available, online/blended courses may be offered to 9th grade students outside of the eight-period block. These courses will be taught by a teacher at South Davis Junior and utilize the Canvas LMS.
4. Purchase classroom set of laptops and cart as an online supplemental resource for both struggling students and those who need enrichment.
5. Productivity periods will be assigned to reduce class size and provide elective options for students.

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	\$	\$45,000	Academic Coordinator – 5.9 hour (\$13,000) Productivity Periods (4 at \$8000 each)
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$34,000	3 - Cloud Book mobile labs (36 units per lab) - \$8000 per lab 10 - Mobile lab carts (\$1000 per cart)
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$		
Total	\$	\$79,000.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 \$123,769.00
- I – Total projected funding for 2019-2020 \$125,469.00
- J – Total planned expenditures for 2019-2020 \$123,000.00
- K – Planned carryover into 2020-2021 \$2,469.00
- 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

- Purchase additional laptop mobile labs or carts (goal #2).
- Fund additional productivity periods (goal #2).

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 type="checkbox"/> School marquee |

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: **March 20, 2019**

Number who approved: **13**

Number who did not approve: **0**

Number who were absent or abstained: 1

Davis School District – Strategic Plan

LEARNING FIRST!

VISION

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

MISSION

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

OUR PLAN

CULTURE

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

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

STUDENT GROWTH & ACHIEVEMENT

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

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

PARENT & COMMUNITY CONNECTIONS

Davis School District develops connections with parents and community.

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

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