



Sunset Jr. High

Composite School Plan
2019-2020

Principal Jonathan Gochberg

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 Sunset Jr. is to promote the mission of Learning First for all. Sunset Junior High students receive diverse and individualized learning opportunities that promote inclusivity, respect, responsibility, and social/emotional development in a safe environment. In addition, Sunset provides a full complement of academic, artistic, and athletic opportunities beyond the classroom for students.

Sunset Junior reaches into the community to provide additional food, medical, dental, and social/emotional supports to families through our community partners.



DESCRIPTION OF THE SCHOOL

COMMUNITY

Sunset Junior High School is in Sunset, Utah. Sunset Junior High serves the students from Sunset, Clinton, and South Weber. We receive students from six diverse feeder elementary schools.

STUDENT BODY

The student body consists of 961 students enrolled in grades 7, 8, 9. The demographics of Sunset Junior High include 81.9% Caucasian, 12.4% Latino, 0.5% Asian, 0.7% Black or African American, 0.7% Pacific Islander. Currently, 34.4% of Sunset Junior High students receive free and/or reduced lunch. English Language Learners make up 3.6% of our student body, while 13.2% of our students are in Special Education classes.

STAFF

Our staff is comprised of 44 highly qualified teachers, including 3 full-time counselors and one full-time media specialist. We also have 45 classified staff that include secretarial, custodial, and cafeteria staff, as well as teacher assistants.

SCHOOL CULTURE

Our guiding philosophy at Sunset Junior High is helping ALL students learn.

We will be entering our third year with a well-define behavioral intervention plan that assists both teachers and students in recognizing and remediating students requiring Tier I interventions. Our participation in MTSS has been an added benefit, allowing us to examine pertinent data to examine who, what, when, where, and why students are experiencing discipline issues, which then assists us in providing appropriate interventions.

We have developed strong AP and honors programs, while also paying special attention to historically underserved student populations providing additional support and instruction. In addition, we continue to provide reading remediation and instruction through our System 44, Read 180, and English 3D curricula. In addition, Sunset Junior added the Math 180 program in 2017-18 to better assist students whose quantile is two or more grade levels deficient. With our Land Trust funds, we provide a late bus three days per week, enabling students to stay late and receive remediation and/or augmentation to the curriculum, and participate in co-curricular activities.

UNIQUE FEATURES & CHALLENGES

The challenges for Sunset includes providing for the needs of our diverse community of students. Many students come to school with a wide variety of both educational and social needs. The Sunset Junior demographic changed dramatically over the past four years with a 1-2% increase each year in students of color and students requiring special education services. These changes speak to the need for more academic and social/emotional supports as we move forward.

One issue is the diversity of reading ability among our students. Currently, 50% of our student body is reading below grade level, thus the need for our Read 180 and Enriched Reading programs, while the other half of the student population is at or above grade level. To challenge these students, we offer honors classes across core curriculum areas and an Advanced Placement class in Human Geography.

We just completed our sixth year of a 5x5 schedule that allowed for more flexibility in scheduling and increased time for our students to receive direct instruction, while addressing individual student needs on all sides of the spectrum. Unfortunately, the 5 X 5 schedule, while providing many benefits, did not enhance student achievement in selected core classes. The school community, with input from all stakeholders, is moving to a 4 X 4 block schedule with a 35-50 minute study period at the end of each day, Monday-Thursday. This new schedule should help provide students with enough time to receive individual both help and enrichment.

Sunset Junior High is moving forward rapidly to include blended learning models that will offer students more personalization of instruction and provide for self-motivated students to engage in advanced digital curriculum.

Sunset is experiencing a large amount of staff turnover due to retirements in key academic areas including Math, English, Instrumental Music, and Social Studies. These retirements provide both the challenge and opportunity that comes with hiring new, highly qualified teachers.

ADDITIONAL INFORMATION

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Through our Read 180 Program, the following data demonstrates its effectiveness:

7th graders started with an average Lexile of 663. They are now at an average of 718 for an average growth of 61 Lexile points which is 1.3 years of growth in $\frac{3}{4}$ of a year.

8th graders started with an average Lexile of 549. They currently have a Lexile of 644 for an average growth of 94, so almost 2 years growth in $\frac{3}{4}$ of a year

9th graders started with an average Lexile of 621. They currently have an average Lexile of 714 for a growth of 92 lexile, so that is almost 2 years growth in $\frac{3}{4}$ of a year.

In 2017-2018, only 21 Sunset Junior High 9th grade students entered high school credit deficient.

In 2017, Sunset Junior developed a school-wide Behavioral Intervention Plan. Since implementation in 2018, Sunset Junior's office discipline referrals have dropped by over 100 incidents over the same period. At the time, Sunset was one of two junior highs selected in Davis District to implement the Multi-Level System of Support to enhance the current Behavioral Plan. MTSS is now a District-wide effort.

In 2016-17, Sunset received notice of over 100 incidents of students expressing suicidal ideation and reported more than 30 DCFS referrals. In 2018, the number of students with suicidal ideation dropped to 35 while our DCFS referrals remained constant. While this is a definite challenge with our highly impacted student demographic, the system of supports in place at Sunset Junior High School assists in identifying these students and directing them and their families to services that provide additional support. While we cannot attribute the drop in suicidal ideations to our additional social/emotional supports, the data clearly identifies a correlation.

AREAS OF RECENT IMPROVEMENT

- Maintaining the number of 4.0 GPA students over the last four years while implementing standards-based grading system.
- SAGE scores in Biology have been trending upwards significantly during the past three years, and continue to rise.
- SAGE Science Scores in Language Arts and Science improved in 2018 and averaged four points higher than the district average.

AREAS OF NEEDED IMPROVEMENT

Mathematics: Math score have been trending downward for the past three years with a significant decline for the 2017-18 school year.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Increase the school average 7th/8th grade SAGE writing subscore from 443 to 449 (District average was 449).

Increase the school average 8th grade SAGE writing subscore from 454 to 460 (District average was 449).

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

Comments:

While our subscores did improve, they did not reach district average.

Prior Year Goal #2:

Reduce the number of 9th grade students who are credit deficient of core (English, Math, Science, Social Studies) graduation credit by 50% of 2016-17 numbers (exact number yet to be determined).

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

Comments:

While we did decrease our credit deficient student numbers, it was not 50%. We went from 35 to 21 credit deficient 9th graders for the 2017-18 academic year.

Prior Year Goal #3:

All Sunset Junior High teachers in all academic areas will use the Davis Collaborative Teams model to improve student learning.

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

Comments:

Prior Year Goal #4:

We will increase AP and SAGE scores by 2% over the previous year.

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:

Sunset students will score on average at Davis District averages on all SAGE subtests.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #2:

Reduce the number of 9th grade students who are credit deficient of core (English, Math,

Science, Social Studies) graduation credit by 50% of 2017-18 numbers (based on data collected third term, 2018).

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #3:

Remedial Sunset students will improve average SAGE Growth Scores in Math by 5% in 2018-19.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #4:

Sunset Junior High will decrease the amount of office referrals for minor infractions by 5%

from the 2017-18 to 2018-19 school years as measured by ENCORE.

- 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.....	\$- 0
B – Allocated new funds for 2018-2019	\$96,668.00
C – Total Budget for 2018-2019.....	\$96,668.00
D – Projected spending during 2018-2019.....	\$96668.00
E – Expected carryover from 2018-2019 to 2019-2020	\$0.00
F – Projected new funding for 2019-2020	\$113,743.00
G – Total projected funding for 2019-2020	\$113743.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Sunset students will demonstrate a 3% increase in both proficiency and growth in Mathematics across all grade levels for 2019-2020 academic year.

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 type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input 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

Achievement of this goal will be measured by the results of the RISE and Utah Aspire Test as reported by USBE.

Successful completion of this academic goal will be measured by number of credits recovered by 9th grade students who failed one or more classes. Social/Emotional data collection will identify the students tracked, total parental contacts made, total DCFS referrals, and total students who consider self-harm as tracked through Encore Interventions and discipline screens.

Action Plan:

Math tutors will be available Monday through Thursday after school to provide additional support to students. (\$10,000 for half-time math tutor, \$9000 for math teachers to tutor after school)

Sunset will move to a 4 X 4 block schedule with a PLUS period at the end of each day (Monday-Thursday) to facilitate remediation, enrichment, and personalized learning for students.

A late bus will be provided Monday through Thursday to transport students who decide to stay late to work with teachers. (\$12,000)

New staffing in mathematics will facilitate reorganized Davis Collaborative Teams to create common instruction, assessments, and remediation.

Professional development for teachers will be identified and scheduled targeting innovative mathematics instructional practices. (\$1500 for conference fees, \$5000 for travel)

Productivity will be allocated to reduce class sizes in targeted math classes. (See Goal #3)

Training in Edgenuity will be provided to mathematics staff to facilitate enrichment (i.e., original credit in advanced courses) and remediation and/or credit recovery.

Suicidal Ideation among Sunset students will decline by 5% for 2019-2020 through receiving additional academic and social/emotional supports through early identification of students at risk, referral to appropriate school and outside resources, and continuous followup.

Sunset will hire office assistants to act as academic trackers who track both attendance and academic progress, make regular contact with parents, and construct a plan to remediate any issues that arise. (\$50,600 in salaries)

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.

All three of these positions directly impact student learning through regular identification, monitoring, and planning to increase student achievement in all academic areas.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$69,600.00	Halftime math tutor and stipend for math teachers to tutor Monday-Thursday after school. Substitutes for teachers involved in professional development. \$19,000 Salaries and benefits for Amy Poff (3.9), Nicki Stoker (5.9), Melinda Andreasen (2.0), and Aundrea Kalauli (5.9) \$50,600
Prof. Services	\$	\$1500.00	Registration fees for mathematics conference
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$17000.00	\$12,000 for late bus. \$5000 for airfare and hotel for math conference.
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$88,100.00	

GOAL #2:

Sunset Junior will reduce class size by 3% in targeted academic areas based on need.

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 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

We will measure the percent reduction in targeted academic courses.

Action Plan:

Identify academic areas in need of class size reduction.

Assign productivity periods to those courses. (\$25,643 in productivity salaries)

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	\$	\$25643.00	2.5 Productivity Periods
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$25643.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 \$113,743.00
- I – Total projected funding for 2019-2020 \$113743.00
- J – Total planned expenditures for 2019-2020 \$113743.00
- K – Planned carryover into 2020-2021 \$0.00
- 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

Sunset Junior will use the additional distribution toward added productivity periods.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

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

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: **3/25/2019**

Number who approved: **16**

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