



Teacher Student Success Plan LAND Trust Goals only

Sunset Jr - SY 2024

Principal Tami Oliver

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.

School Purpose

The purpose of Sunset Junior High School is to promote the mission of Learning First and to ensure high levels of learning for each student's success. Sunset Junior High School students receive diverse and individualized learning opportunities that promote inclusiveness, 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 High School 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 927 students enrolled in grades 7, 8, 9. The demographics of Sunset Junior High School include 77.1% Caucasian, 16.1% Latino, 3.6% multiple races, 0.9% Pacific Islander, 1.0% Asian, 1.3% Black or African American, and 0.2% American Indian or Alaskan Native. English Language Learners make up 4.9% of our student body, while 15% of our students qualify for Special Education classes.

Staff

Our staff is comprised of 44 highly qualified teachers, including three full-time counselors and one full-time media specialist. We also have 36 classified staff that include secretarial, custodial, and cafeteria staff, as well as teacher assistants.

School Culture

At Sunset Jr. High our focus is on Professional Learning Communities, highly effective classroom instruction, and collaboration. We believe that collaboration among our faculty and staff is crucial to provide all our students with highly effective instruction in the classroom. Our staff continually participates in professional development in both curriculum and instruction. This provides our teachers with the latest research-based instructional practices to ensure the success of each of our students. In Professional Learning Communities our staff analyzes student academic data and ensure that each student is receiving the instruction necessary to their individual success.

Mission: Learning First!

Vision: Ensure high levels of learning for each student's success.

Collective Commitments:

- Create an inclusive student-centered environment where all students feel safe, supported, and valued.
- Support a collaborative culture focused on continuous improvement for students and adults.
- Exhibit professionalism and follow group norms and expectations while working in collaborative teams.
- Establish and deliver a guaranteed and viable curriculum that is relevant, engaging, and founded on our essential standards.
- Seek out best practices and instructional strategies, using common assessments and data, to ensure learning for all students at high levels.
- Regularly reflect, evaluate, and adjust plans based on personal experience, student mastery outcomes, and team feedback.
- Provide timely and systematic supports, interventions, and enrichment opportunities to increase student learning.
- Generate grades that reflect student mastery of essential standards.
- Provide parents with resources, strategies, and information as partners in student success.

In addition, there has been a continued focus on a well-defined behavioral intervention plan that assists both teachers and students in recognizing and remediating students requiring Tier I interventions. Multi-Tiered Interventions allow us to examine pertinent data to examine who, what, when, where, and why students are experiencing discipline issues to guide us in providing appropriate interventions.

At Sunset we have AP and honors programs, while also giving attention to historically under-served student populations providing additional support and instruction. In addition, we continue to provide reading remediation and instruction through our Read 180 curriculum. In addition, Sunset Junior uses the Math 180 program to better assist students whose quantile is two or more grade levels deficient. We provide a late bus four 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 include providing for the needs of our community of students. Many students come to school with a wide variety of both educational and social needs. Our school is grateful for our relationship with Davis Behavioral Health which provides direct support to our students. This is a great service that provides much needed support to our students and their families that need mental health services and other areas of support. We also have a relationship with the Bountiful Food Pantry which provides a mobile food pantry to our community once a month as well as weekly food packets that are sent home with our students every Friday. These agencies help us support the physical and educational needs of our students that we cannot do by ourselves.

Additional Information

Needs Analysis

Notable Achievements

Sunset Junior High School's Latinos in Action members have increased in participation numbers and have contributed hundreds of service hours to our local elementary schools. The school instructional coach has been working with the faculty to improve instruction within every classroom by observing and giving feedback. The Base Camp classroom is running successfully, and students are recovering credit needed for graduation. Sunset Junior High School is on track to help 85% of lost credit be recovered. Multiple students remediate failed classes each term and gain skills to help them pass their current classes. Base Camp uses Edgenuity for credit recovery. Sunset Junior High School offers AP Geography to ninth grade students with a 73% pass rate in 2022.

Areas of Recent Improvement

- Daily average attendance is on track to show improvement from last year
- AP pass rate continues to be well above the district average at 73%
- 97% of students meet benchmark in one or more subject area on Aspire Plus
- 61% of students are proficient over time on the Reading Inventory

Areas of Needed Improvement

- Gap between district and school average for math RISE scores need to shrink.
- Science RISE scores increase from the steady low 40% they have been for the past few years.
- The number of students from diverse backgrounds taking honors and AP needs to increase.

Prior Year Status Report

Report progress on PRIOR YEAR 2022 Composite School Plan

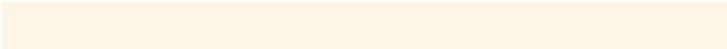
| Goal description | Progress toward goal | Comments (required if 'Did not meet goal') |
|--|----------------------|---|
| Increase the percent of students scoring proficient in the areas of English language arts, mathematics, and science by 2% as measured by the 2022 state end of level assessment. | Did not meet goal | Language arts improved five percent from 2021 to 2022, Math held steady at 36%, and Science decreased from 44% to 43%. |
| Increase the number of students in the class of 2025 that are on track to graduate by reducing the number of classes failed by 3% when compared to their 8th grade year. | Met goal | The class of 2025 as 8th graders failed 7.7% of their classes. The same class as 9th graders failed 2.54% of their classes. |

Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

| Goal description | Progress toward goal | Comments |
|--|-------------------------------|---|
| Decrease the proficiency achievement gap between Sunset Junior High and the state average in the areas of english language arts, mathematics, and science by two percent as measured by the 2023 state end of level assessments. | Progressing according to plan | Students are participating in reteaching activities during advisory. Students who need extra support are identified through performance on common formative assessments. The format allows for a small group focus to help students revisit concepts they are struggling with. Teachers continue to participate in professional development and collaborative time to enhance their professional learning communities. Productivity periods are offered in departments to reduce the number of students in each class to improve teaching and learning. Students are place in intervention class when data extra support is needed. Lunch and Learn provides an opportunity for students to continue working on assignments when extra time and help is needed to achieve success. Academic trackers and tutors provide extra support and motivation to help struggling students. Provisional teachers meet monthly to review protocols and procedures, to review best instructional practices, and to generate ideas to improve student engagement and behavior. |
| Increase the number of students in the class of 2026 that are on track to graduate by reducing the number of failed classes by three percent when compared to their 8th grade year. | Progressing according to plan | Academic trackers help identify students who need to recovery credit and provide an opportunity for those students to leave Sunset Junior High School on track for graduation. Advisory teachers mentor students by identifying academic and social/emotional needs and providing the resources to help. LCMT (Local Case Management Team) and school administration meet regularly to identify students with academic and behavioral needs to provide the needed support. Homework Helps meets after school to provide students with extra time and attention to finish school assignments. Professional development is provided to teachers to support best instructional practices. Club advisors support students after school by providing activities and a safe place for students to gather. An after-school bus is provided for those students who participate in Homework Helps and after school clubs. |
| Implement a new weekly Social Emotional Learning (SEL) student curriculum lesson during RAP. | Progressing according to plan | Advisory time has been restructured to include more social/emotional lessons and weekly check-ins to ensure students' wellbeing is considered. Staff have been trained on the new structure and are working to maintain the changes. A Sway presentation for the district student and family services department is shared monthly with parents. |

LAND Trust Funding Projections



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|--|---------------|
| A - Carryover funds from Prior Year SY21-22 | \$ 30,239.60 |
| B - Allocated new funds for Current Year SY22-23 | \$ 120,258.38 |
| C - Total Budget for Current Year SY22-23 | \$ 150,497.98 |
| D - Projected spending during Current Year SY22-23 | \$ 95,000.00 |
| E - Expected carryover from Current Year SY22-23 | \$ 55,497.98 |
| F - Projected new funding for Next Year SY23-24 | \$ 131,944.82 |
| G - Total projected funding for Next Year SY23-24 | \$ 187,442.80 |

Goals and Planned Actions / Resources

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| <i>Goal Short Title</i> | Academic Learning |
| <i>Goal Statement</i> | Sunset Junior High School students will score at or above district average on RISE testing in language arts, math, and science. In addition, the goal is to have ELL and Special Education students attain an average SGP of at least 50 in language arts, math, and science on the 2023 RISE. |
| <i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i> | |
| <i>Measures</i> | RISE test scores from 2022 in math, language arts, and science were used as relevant indicators to identify the academic areas deemed most critical in need. RISE test scores from 2023 will be used to quantify student academic progress and success. |
| <i>Action Plan (please number steps)</i> | <ol style="list-style-type: none"> 1. Prioritize professional learning to improve collaboration efforts within PLCs to improve teaching and learning. 2. Implement quarterly PLC (Professional Learning Community) planning days in core subjects to develop common formative assessments and analyze grade-level data. 3. Increase the efficacy of Sundevil Academy by providing structure, improving life skills lessons, and allowing opportunities for personalization, intervention, and/or work completion. 4. Identify students struggling academically and assign each student an academic coach to regularly check-in with each student to discuss academic progress, set goals, and encourage. 5. Dedicate FTE (Full Time Equivalent) and productivity to reduce core class size. (LAND TRUST) 6. Stipends for teachers to update Canvas and create common formative assessments, align standards and assignments, and plan during the summer. |

| | <ol style="list-style-type: none"> Schedule struggling students in appropriate intervention classes (math lab, study skills, etc.) Continue testing center during Sundevil Academy for those students who need to take or retake assessments. Continue Lunch-and-Learn Program to assist students with extra time to understand concepts or complete work. Hire teacher assistants in both general education and special education classrooms to support students and increase intervention opportunities. Hire AmeriCorps assistants to help with academic coaching and tutoring for students. (LAND TRUST) Promote positive academic and social behaviors by including student incentives and recognition. Maintain provisional teacher support programs and assign teacher mentors. Hire an instructional coach for teachers to offer assistance with best practices, instruction, and behavior management. Provide an additional contract day for teachers to work with their PLC before school starts. Offer teacher grants to supplement classroom supplies and materials to enhance student learning and achievement. (LAND TRUST) | | | | | | | | | | | | |
|---|---|---|-------------------------|--------------------|------------------|---------------------|---------------------|---|--------------|---------------------|---------------------|---------------------|--------------|
| <i>This goal can be categorized as... (choose all that apply)</i> | #TSISubGroups #PCBL #CollegeCareerReady | | | | | | | | | | | | |
| <i>District Strategic Plan Area(s)</i> | Student Growth & Achievement | | | | | | | | | | | | |
| <i>If you selected 'School Identified Area', please describe</i> | | | | | | | | | | | | | |
| <i>Academic area(s) addressed by the goal</i> | Reading Writing Mathematics Science | | | | | | | | | | | | |
| <i>Does this action plan include behavioral / character education / leadership efforts?</i> | | | | | | | | | | | | | |
| <i>Will LANDTrust funds be used to support the implementation of this goal?</i> | Yes Goal LAND Trust Expense Total - \$126,900.00 | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#11 Teacher Assistants (study skills), Academic Coaches, AmeriCorps</td> <td>\$ 31,900.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#5 FTE/Productivity</td> <td>\$ 85,000.00</td> </tr> </tbody> </table> | <u>Funding Source</u> | <u>Expense Category</u> | <u>Description</u> | <u>Item Cost</u> | LAND Trust Academic | Salaries & Benefits | #11 Teacher Assistants (study skills), Academic Coaches, AmeriCorps | \$ 31,900.00 | LAND Trust Academic | Salaries & Benefits | #5 FTE/Productivity | \$ 85,000.00 |
| <u>Funding Source</u> | <u>Expense Category</u> | <u>Description</u> | <u>Item Cost</u> | | | | | | | | | | |
| LAND Trust Academic | Salaries & Benefits | #11 Teacher Assistants (study skills), Academic Coaches, AmeriCorps | \$ 31,900.00 | | | | | | | | | | |
| LAND Trust Academic | Salaries & Benefits | #5 FTE/Productivity | \$ 85,000.00 | | | | | | | | | | |

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|--|---------------------|-------------------------|--|--------------|
| | LAND Trust Academic | General Supplies, Other | #16 Teacher grant money for classroom supplies and materials | \$ 10,000.00 |
| <p><i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i></p> | | | | |

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| Goal Short Title | Graduation |
| Goal Statement | Ninety-two percent of 9th grade students will have six credits and all core class credits when leaving Sunset Junior High School by comparing the graduation summary report. |
| TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status? | |
| Measures | <ul style="list-style-type: none"> • Graduation summary report |
| Action Plan (please number steps) | <ol style="list-style-type: none"> 1. Continue to implement Lunch-and-Learn program to assist students with work completion. 2. Continue to implement the Sundevil Academy testing center to assist students with testing and retesting concepts to improve their academic performance. (LAND TRUST) 3. Assign students to a teacher mentor during Sundevil Academy to support increased achievement and build social, emotional resiliency. 4. Assign struggling students to an academic coach who will support increased achievement. 5. Provide academic trackers, tutors, and office aids to help with classroom support to increase intervention opportunities. (LAND TRUST) 6. Meet weekly with Local Case Management Team to identify students that need tiered academic and behavioral interventions and to provide other support. 7. Administrators, counselors, academic trackers, office aids, and teachers will promote student recognition of both academic and behavioral improvement. 8. Continue to use Davis Behavioral Health as a resource to help students emotionally so that they can better focus on academics. 9. Maintain the after-school Homework Help to provide homework supervision and tutoring to students in all academic areas. 10. Meet regularly as department chairs and advisory committee to discuss life skills, behaviors, and equity issues within the school to provide students support through Sundevil Academy lessons. Pay for committee members time to create the lessons. 11. Provide an after-school bus multiple times a week to allow students to attend Homework Helps and other school activities. |

Budget Item List

| GoalTitle | Funding Source | Expense Category | Description | Item Cost |
|-------------------|---------------------|-------------------------|---|-------------|
| Academic Learning | LAND Trust Academic | Salaries & Benefits | #11 Teacher Assistants (study skills), Academic Coaches, AmeriCorps | \$31,900.00 |
| Academic Learning | LAND Trust Academic | Salaries & Benefits | #5 FTE/Productivity | \$85,000.00 |
| Academic Learning | LAND Trust Academic | General Supplies, Other | #16 Teacher grant money for classroom supplies and materials | \$10,000.00 |
| Graduation | LAND Trust Academic | Salaries & Benefits | #12 FTE/Productivity | \$35,000.00 |
| Graduation | LAND Trust Academic | Salaries & Benefits | #2 Academic Coaches, trackers, AmeriCorps teacher assistants, ESL tutor | \$20,000.00 |

Summary of Planned Expenditures

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|--|---|
| F - Projected new funding for Next Year SY23-24 | \$ 131,944.82 |
| G - Total projected funding for Next Year SY23-24 | \$ 187,442.80 |
| H - Total planned expenditures for Next Year SY23-24 | \$ 181,900.00 |
| I - Planned carryover into the Following Year SY25-26 | \$ 5,542.80 |
| J - Is planned carryover more than 10% of projected new funds? | No |
| Plan for carryover in excess of 10% | The reason for the excessive carryover is Sunset Junior High School had CARES and ESSER accounts that were used to pay for some items that were in the Trustlands budget. The plan for the unused funds is to pay for teacher assistants and AmeriCorps assistants to help with student motivation, tracking, and attendance. |
| Plan for sharing the school LANDTrust plan with the | School newsletter School website |

community

Additional plan for sharing the school LAND Trust plan with the community.

SCHOOL COMMUNITY COUNCIL APPROVAL

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| Date of community council approval vote | 03/23/2023 |
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| Number who approved | 8 |
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| Number who did not approve | 0 |
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| Number who were absent or abstained | 0 |
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