



West Point Jr. High

Composite School Plan
2019-2020

Principal Wendy Nelson

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 West Point Jr. is to support and promote the mission of learning where educators, parents, and community members work together to create a successful educational experience for each student.

To accomplish our purpose, West Point Jr. will use achievement data to collaborate with community, teachers, and students to provide the best possible educational opportunities for our students. This information will drive professional development and help to recognize achievement gaps and areas of potential growth. Students will benefit with research-based paths for increased student achievement and the skills necessary to leave West Point Jr. on track for high school graduation.

Students and faculty will focus on their Warriors Quest which is...

Warriors are **BOLD**: Full of school spirit. Goal-driven. Willing to stand up and stand out for the right reason; **COURAGEOUS**: Take calculated risks. Move forward even when afraid; **KNOWLEDGEABLE**: Always thirsty for new information and wisdom;



DETERMINED: Resilient. Learn from mistakes. Never give up; **MINDFUL:** Aware of self, others, and surroundings. **Reflective.** Turn weakness into strength

DESCRIPTION OF THE SCHOOL

COMMUNITY

West Point Jr. High is in the northwest portion of Davis County at 2775 W. 550 N. West Point, Utah. We primarily serve the cities of West Point, Clinton, and Syracuse. The community is in transition from a rural to a suburban community and is rapidly growing in population.

STUDENT BODY

West Point currently has 1,374 students. The student population is predominantly Caucasian (84%) with 10% of our student population being Hispanic/Latino. Students who are economically disadvantaged comprise 22%, limited English proficient students comprise less than 1% and students who receive Special Education services make up 11% of the school community.

STAFF

West Point Jr. High currently employs three Administrators, a full-time School Resource Officer, three full-time and one part-time Counselors, and 56 certified teachers. The school also employs 16 support staff. As part of a special grant, we have had a Student Success Coordinator at our school weekly working with students requiring additional support during the school year.

SCHOOL CULTURE

West Point Jr. High has a strong culture for learning. We excel in academics, athletics, and performing arts. During the 2018-2019 school year we introduced Warrior Quest in which we challenge students and teachers to be Bold, Courageous, Knowledgeable, Determined, and Mindful. Teachers meet with students during Warrior Time, a dedicated time for remediation, re-teaching, and enrichment held Monday through Thursday. During Warrior Time, teachers review grade status reports with students, present character lessons and activities, and work with students on assignments. Once a term, Warrior Wednesday is held. Criteria such as no missing assignments or “F’s” is used to determine which students can participate in the myriad of activities offered during the time.

Teachers meet in Professional Learning Communities (PLC’s) to discuss the needs and ideas for improved practices. West Point Jr. High offers a wide variety of classes, including honors classes in all core areas and in each grade level as well as offering AP Human Geography for 9th grade students and an Accelerated Math class for 7th and 8th grade students.

UNIQUE FEATURES & CHALLENGES

West Point faces many challenges like other schools in the district. These challenges include large class sizes due to the growth of our student population. We currently have 12 portables. We are seeing a higher number of students needing more support services than we can provide on a school level. Many of our students are experiencing more anxiety, depression, and lack of resiliency to move through life's challenges. We have a grant in place that has allowed us to have another counselor come once a week to work with students identified as needing additional support. This year we have been highlighting Mindful Mondays, which provide students useful skills and ideas on how to be resilient and get through stressful times.

West Point Jr. will convert to an A/B block schedule. Warrior Time will be held Monday through Thursday during the last thirty minutes of the school day. The block schedule will enable students to take more elective offerings. Our 9th grade students will transition to high school with an additional credit and will be familiar with longer class times and the A/B schedule in which all of our high schools are on.

In addition, the school is now 15 years old, and the need to replace equipment and furniture is more prevalent. We received a special grant to re-design a collaboration area with new furniture. As part of our district Computer Refresh program, we are implementing our 2nd year of a 4-year plan to replace staff and lab computers, mobile labs, and to purchase individual devices for our students.

ADDITIONAL INFORMATION

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

- SAGE Data - our overall percent of students proficient on SAGE tests increased from 60% in 2017 to 63% in 2018
- 2017 - 2018 Earth Science SAGE scores increased from 62%- 67% proficient.
- Our Madrigal and Crescendo choirs have earned Superior ratings for 15 years straight.
- Girls Volleyball won the Northern Region title
- Wrestling team took 2nd in North End District Tournamet. Fifteen wrestlers qualified for District finals. Wrestlers took 5th as a team in District with two individual students named district champions.
- Our annual school musical was Rodgers and Hammerstein's "Cinderella". It featured over 200 students.
- Theatre classes presented the play "Almost History: That Whole Space-Time Continuum Thing."
- Warrior Spelling Bee – our top three finalists competed in District Spelling Bee.
- Ten Warriors were selected to participate in the Davis School District Art Show.
- National Academic League finished the season with six wins and one loss.
- Annual Reality Town for 8th graders and Mock Interviews with 9th graders were held.
- Mrs. Tracy received DSD Science Teacher of the Month.
- Mrs. Oliverson was presented a "Best of Davis" award.
- Hope Squad presented Hope Week which included a special assembly presented by Hope Squad members.
- Annual STEM/Science Fair was held with several students moving on and placing at the Davis District Stem Fair.
- Our student recognition programs include: Celtic Cash, High Honor Roll, Honor Roll, Evening of Excellence, and Student of the Month.
- WPJH has a variety of clubs including MESA, GSA, Juggling, Music, Minecraft, and others.

- Special education students learn life skills by running their own store known as "Snack Shack" which is opened one day per week.
- National Junior Honor Society members are highly involved in service to the school and community. They are responsible for our recycling program.
- WPJH Warriors participated in a variety of service programs throughout the year including support of the Bountiful Food Bank (which supports Davis County), a Community Christmas, and the Jr. High Holiday gift giving program through the Davis Education Foundation.
- Several Warrior faculty received "Cash for Classrooms" and other grants to support classroom needs and projects.
- WPJH is currently in the final year of a 3 year STEM grant which has provided numerous opportunities for professional development and technology purchases.
- After school tutoring is offered to students Monday thru Thursday in our Media Center. Teachers are available to assist students with assignments.

AREAS OF RECENT IMPROVEMENT

West Point Junior High School has seen academic and facility improvements this past year. Academically our 7th grade writing results from the RISE state tests were some of the top in the district. Our overall SAGE proficiency increased. One of our computer classrooms was remodeled and our courtyard updated. The main entrance is scheduled for an remodel during the spring/summer of 2018 - 2019 school year.

AREAS OF NEEDED IMPROVEMENT

Although West Point Junior High has scored well in SAGE mathematics, many students continue to struggle in this area. The school counselors have done an excellent job of identifying those students who need additional help and have placed those identified students into an additional math lab class. The purpose of math lab is to reteach concepts and help students with homework. We continue with our focus on Professional Learning Communities (PLC's) continues to improve teacher practices.

- Based on results of the Climate Survey, teachers indicated the biggest youth issues are anxiety, emotion regulation, student attitudes, and lack of parent involvement. Student results show 68.45% of students indicate sexting is a problem.
- 2017-2018 Average Attendance Rate is 97% . Tardies have increased from 8,701 in 2017 to 8,887 in 2018. Eighth grade students had the most tardies, followed by ninth grade, and then seventh.

- SAGE Data - Although our overall percent of students proficient on SAGE tests increased, 7th and 8th grade levels decreased from 54% in 2017 to 51% in 2018. Ninth grade increased from 57% to 59%. In Math 7th our SAGE proficiency decreased from 57% in 2017 to 54% in 2018. English Language Arts 7th SAGE proficiency decreased from 52% in 2017 to 48% in 2018. English Language Arts 8th SAGE proficiency decreased from 54% in 2017 to 43% in 2018.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

All Davis Collaborative Teams (DCTs) in the core areas will develop and follow a common curriculum map and pacing guide. All DCTs will develop and implement one complete unit, which will include common lesson plans, multiple formative assessments and one summative assessment.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

All of our DCT's had a curriculum map in place and were using some form of pacing guide and had implemented one complete unit which included common lesson plans, and formative and summative assessments.

Prior Year Goal #2:

Every educator will take one lesson plan that fits in quadrant A (acquisition) of the Rigor/Relevance Framework and will modify it to increase the level of rigor and relevance so that it may fit in quadrant C (assimilation) or quadrant D (adaptation).

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

All educators presented one Quad D lesson plan during their final evaluation.

Prior Year Goal #3:

Increase the school average 7th grade SAGE writing subscore from 469 to 474 (District average was 449)

- Increase the school average 8th grade SAGE writing subscore from 493 to 498 (District average was 449)

- 9th graders will show a 2% improvement in writing based on pre and post assessment using Utah Compose.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

There was an written error made in what we indicated SAGE Writing Subscores were for 2016-2017. The 7th grade writing subscore should be 461 not 469 as listed. The 8th grade writing subscore should be 481not 493. The 2017-2018 7th grade writing subscore did increase to 471. The 8th grade writing subscore decreased from 481 to 454. We did meet the goal of 9th graders will show a 2% improvement in writing based on pre and post assessment using Utah Compose. Our 9th graders actually showed a 20% improvement.

Prior Year Goal #4:

Reduce the number of 9th grade students who are credit deficient by 10%.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

We were able to reduce the number of 9th grade students who were credit deficient by 8%, but did not reach our goal of 10%.

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

All Professional Learning Communities will be fully functioning and will have the following in place at the end of the 2018-2019 school year:

- Curriculum Map
- Pacing Guide
- 3 Units incorporating the following: common lesson plan with a focus on rigor and relevance, and incorporating blended and digital learning; formative assessments; and one summative assessment.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Our PLCs have been working diligently on developing and incorporating three common lesson plans with a focus on rigor and relevance, and blended and digital learning, formative assessments, and one summative assessment. Individual educators will present class assessment data and share an example of their lesson plan during their final evaluation for the 2018 - 2019 school year.

Current Year Goal #2:

Develop and implement a school data-driven problem-solving behavior intervention plan,

to maximize student achievement in academics and behavior using a Multi-Tiered System

of Supports (MTSS). NOTE: This is a 3- year process

Progressing according to plan

Not progressing according to plan

Comments (optional):

The MTSS Team has attended training and holding team meetings twice a month. The team has been focused on developing school-wide rules, processes, and communication means to create a cohesive academic and behavioral intervention plan.

Current Year Goal #3:

The percent of “evident” (or higher) ratings related to technology supports the learner’s ability to acquire content skills and knowledge, and when checks reveal students are already

proficient, enrichment connected to prior learning occurs will increase by 10%. In technology

supports this would be from 2.15 to 2.43. In enrichment connected to prior learning this

would be from 1.79 to 2.0.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

This goal was met in both areas. Technology supports the learners ability to acquire content skills increased from 2.15 to 2.88. Enrichment connectd to prior learning increased from 1.79 to 2.76.

Current Year Goal #4:

Students will be able to show improvement in argumentative writing by a least three data

points on Utah Compose from pre-test to post-test

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

This goal has been met for the year. Students showed improvement in argumentative writing by more than 3 data points.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$23,029.00
B – Allocated new funds for 2018-2019	\$137,025.00
C – Total Budget for 2018-2019.....	\$160,054.00
D – Projected spending during 2018-2019.....	\$152,654.00
E – Expected carryover from 2018-2019 to 2019-2020	\$7400.00
F – Projected new funding for 2019-2020	\$159,149.00
G – Total projected funding for 2019-2020	\$166549.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Increase student performance and achievement in Reading, Mathematics, Writing, Technology, Science, and Social Studies -content areas- by supporting teacher development and expertise throughout academic areas listed. All Professional Learning Communities (PLC s) will continue to improve practice with focus on student learning and growth.

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

Measures to determine progress/successful completion of the goal:

- Teachers will be able to answer the following questions:
- What do we want students to learn?
- Why do we want them to learn it?
- How are we going to help them learn it?
- How do we know when they have learned it?
- What will we do when students have surpassed, learned, or did not learn?
- Each classroom educator will be able to discuss and show evidence during their final evaluation of their curriculum maps, pacing guides, and present three units they have developed and implemented which incorporate and feature:

1. Blended and personalized learning strategies which include use of technology resources
2. A focus on rigor and relevance
3. Formative assessments
4. One summative assessment
5. Student achievement data

Action Plan:

Action Plan:

- Continue to work through the PLC process with teams - focusing on common formative assessments, personal and blended learning strategies, unpacking standards, Quad D (Rigor and Relevance), student data analysis, and learning to teach in a 85-minute block schedule.
- Faculty will attend Teacher2Teacher Conference in August 2019
- Faculty professional development and a PLC additional planning day will be held prior to school beginning.
- Faculty observations – teachers will be required to complete two observations of their colleagues and share their experiences with peers.
- Professional Development – Microsoft Teams, Standard Based Grading, Teaching on the Block, Resilience, Digital/Blended Learning, Student Engagement, Writing in the Classroom
- Increase access to technology to allow teacher and students to engage in 21st century teaching and learning opportunities by continuing with our school wide Computer/Technology Refresh program.

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	\$	\$18448.00	Teacher2Teacher Conference - Registration \$1,000; Stipends (\$200 per day x 2 days)/Benefits- 40 teachers \$10,000; PLC Planning Day(56 teachers) \$7,448
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$50625.00	Additional computers, printers, and other technology to support school Computer Refresh Program
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$69073.00	

GOAL #2:

Students will be able to show improvement in argumentative writing and expository writing by at least three data points on Utah Compose from pre-test to post-test

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 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

Pre-Test --Student Learning Outcomes
 Instruction--Student Learning Outcomes/Student Feedback
 Post --Test

Decrease the percentage of 9th grade students credit deficient by 5%. The measures to determine progress for 9th grade students will be a comparison of 2018 - 2019 ninth grade students credit deficient to 2019 - 2020 ninth grade students.

Decrease the number of 8th grade students failing by 2% compared to previous year failing data. To determine eighth grade improvement the school will compare the percentage of students failing each term to the percentage of the same students failing the same term the previous year.

Decrease in office referrals per day by 30% (baseline will be established 1st Term 2019).

Decrease incidents of bullying by 10% (baseline will be established 4th Term 2019).

Decrease the number of tardies per school year by 10%.

Action Plan:

Professional Development for all faculty on use of Utah Compose
 Peer-to-peer support/review utilizing English department
 Provide professional development for all faculty on argumentative and expository writing

Develop and implement a school data-driven problem-solving behavior intervention plan, to maximize student achievement in academics and behavior using a Multi-Tiered System of Supports (MTSS). NOTE: This is our second year of a three-year process. Building MTSS Leadership Team will continue with creating and implementing processes and procedures. Posters and other communication means will be created and displayed detailing school-wide expectations and procedures.

LCMT (Local Case Management Team) Self-Assessment.

Tiered Fidelity Inventory will be conducted.

Develop and implement timeline/plan of Positive Behavior Interventions and Supports (PBIS)

Data Collection - attendance reports, grade reports, office referrals, discipline reports
Warrior Time Curriculum is being revised and will be distributed prior to new school year.

Our annual Warrior Camp will be held to introduce incoming 7th grade students and students new to the school in other grades to WPJH.

Reality Town - this annual event for 8th grade students will continue.

Establish a Latinos in Action program

Academic Coaches - will be available to assist teachers and students with class assignments, assessments, and projects.

Tutoring (after school) - will be held Monday thru Thursday in the Media Center. Students will have access to teachers and computers to help with homework.

Hope Squad - this group of students will continue their positive support of peers especially those who may need additional resources.

Online and in school credit recovery will be offered for 9th grade students.

Develop and implement Warrior Academy (formerly Study Skills) which will provide additional support during the school day for academically at-risk focus.

Student Recognition Programs include High Honor roll, Honor roll, Citizenship, Student of the Month and an Evening of Excellence.

Provide seminar series to parents and community on relevant topics such as mental health, social media, bullying, and suicide awareness and prevention

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	\$	\$91,940.00	Faculty Observations - Substitutes(\$1,500) Academic Coaches (\$34,581.65); ISS Supervisor (\$16,158); Tutoring (\$7,500); MTSS Stipends (\$500); Remediation/Credit Recovery Stipends (\$1,200); Warrior Camp Stipends (\$500); Warrior Academy Supervisor (\$15,000); Latinos in Action Advisor (\$15,000) \$90,440.00
Prof. Services	\$	\$1,000.00	2 - Parent Seminars (\$500 per seminar)
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$4,536.00	Warrior Camp, Reality Town, Warrior Academy and Mock Interview supplies (\$1300), Warrior Academy laptops (10)/Cart (1) (\$2700); Supplies for Latinos in Action (\$536)
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$97,476.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020 \$159,148.00

I – Total projected funding for 2019-2020 \$166548.00

J – Total planned expenditures for 2019-2020 \$166548.00

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

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: **3/13/2019**

Number who approved: **14**

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