



COMPOSITE SCHOOL PLAN

NORTH LAYTON JR - SY 2021

PRINCIPAL ED CAMPBELL

SCHOOL 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 North Layton Junior High School is to promote "Learning First!" and create a successful educational experience for each student. To accomplish our purpose, we actively gather data and involve all stakeholders in decision-making processes. North Layton Junior High provides academic and social programs that are meant to include all students and meet their diverse individual needs. We strive to create a safe environment where students may improve students' academic, social, and civic abilities. At North Layton Junior High, we say, "Longhorns Learning Today ... Leading Tomorrow."

DESCRIPTION OF THE SCHOOL

COMMUNITY

North Layton Junior High is located at 1100 West Antelope Drive in Layton, Utah. The school is situated in the heart of a busy shopping and medical district, adjacent to Hill Air Force Base, and the Weber State Davis Campus. NLJH provides services to a wide socioeconomic student base. NLJH serves all the students who live on Hill Air Force Base. NLJH also serves one of the largest communities of apartments within the district.

STUDENT BODY

Our student body number fluctuates throughout the year due to the high mobility rate of our military families (14%) and multi-dwelling environments. In March 2020, student enrollment was at 1108 students. Our student body is highly diverse. Currently, 34% of our student body are minority populations, with 25% of students identifying as Hispanic. Economically disadvantaged students make up 14% of the student body though this percentage fluctuates throughout the year between 12% to 15%. Of our students, 12.5% receive Special Education Services. We also have an ELL population, with 8% receiving some form of service.

STAFF

Our professional staff consists of 48 highly qualified instructors, three counselors, and three administrators. Our teachers consist of 15 males and 33 females, 14 teachers are ESL endorsed and 25 teachers have graduate degrees. NLJH also has 29 classified employees who support the diverse needs within the building.

SCHOOL CULTURE

North Layton Junior High continues to cultivate a culture within our school that promotes "Learning First!" and academic success. We focus on positive student recognition programs throughout the year: Student of the Month Breakfast, Longhorn Legends, Academic Honors, and Attendance Honors. We have strengthened and personalized our professional learning

by providing our teachers, through breakout sessions and departmental and grade level Professional Learning Community (PLC) teams, the information and collaboration time to improve student success and learning.

Our Advisory Intervention and Mentoring (AIM) program provides students time to meet with individual teachers and receive the instruction they need to grasp key concepts. It also provides core teachers additional time to collaborate and meet with their grade level PLCs.

UNIQUE FEATURES & CHALLENGES

North Layton Junior High provides services to a highly mobile population. This can create a unique challenge for our teachers and staff. Students are coming and going almost every day. Our counselors are registering one new student almost every day. With so many students moving in and out of the school, it is difficult to maintain a consistent learning experience for them. However, due to the high mobility of our student body, our students are generally more accepting of others. The typical cliques that exist in other junior high schools are not as prevalent at NLJH since many of our students know what it is like to be "different" or the "new kid."

Because of the unique diversity of our student population, we have found it helpful to provide additional programs to meet the needs of all students. Our teachers have worked to strengthen various student groups: Math Engineering Science Achievement (MESA), Junior National Honor Society (JNHS), Robotics, Junior Reserve Officer Training Corps (JROTC), and intramural programs. We continue to meet the individual needs of our students by providing options and experiences that all may enjoy.

We have 5.5 full-time Special Education Department (SPED) teachers serving 150 students with various disabilities. Our Special Education population fluctuates between 12% and 15% of the total students.

Our English Language Learners (ELL) population consists of 72 students or 6% of our population. We have a counselor and two half-time aides who keep track of our ELL students and their various needs. We offer six sections of ESL Study Skills classes to support our students with more extensive language needs.

North Layton Junior boasts an average daily attendance rate of 97.54%. Our chronic absenteeism has dropped from 11% in 2019 to 7.59% in 2020. This year our attendance committee is focusing on individual students and the reasons why they cannot or will not attend school, while still discussing the issues of each student demographic.

ADDITIONAL INFORMATION

North Layton Junior is on a 4x4 block schedule, which also includes our Advisory Intervention Mentoring (AIM) class. Academic classes are 80 minutes long, while AIM is 35 minutes long. We have implemented Honors classes throughout all core subjects and also offer AP courses.

This year, North Layton Junior initiated an Instructional Coaching program. Five members of the faculty attended an instructional coaching conference and were trained by Jim Knight on how instructional coaching should be implemented. Our coaches/teachers work with all members of the faculty on the different skills each teacher would like to improve. The coaches have created a community of collaboration and trust among our teachers so they feel safe seeking their help.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

- National Junior Honor Society and our Latinos in Action members contributed hundreds of service hours to our community
- Instructional Coaches have been trained and are working with our faculty to improve instruction within the classroom
- Robotics Team took State, which qualified the team for World competitions to be held in Kentucky
- Ninth year of AP course offerings for 9th graders in AP Computer Science Principles, AP Geography, and AP Environmental Science
- Technology-gearred classes continue to grow in interest and demand, through “Project Lead the Way”
- CTE 9th grade skill test scores are competitive with the rest of the district junior high schools

AREAS OF RECENT IMPROVEMENT

- Communication with the community has increased through weekly Principal messages, the use of school Facebook and Twitter accounts, improved communication and collaboration with our feeder elementary schools, and improved vertical alignment within the Northridge Cluster between the elementary schools, the junior highs, and the high school
- A strong PTSA that has implemented many events to improve parental involvement and community inclusion, as well as continued traditions of a family movie night, Veterans Day celebration, an open house, and a parent/grandparent luncheon. The PTSA also provides funding for instruments for our Band students.
- Initiated early intervention credit recovery classes during 2nd term for our 9th grade students and created two additional credit recovery classes during 2nd semester to keep students on track for graduation

- Continued aesthetic changes to our 1969 building have resulted in improved school and community pride, including resurfacing and painting of the gymnasium, recarpeting various areas, and remodeling and furnishing the faculty room
- Continued work on vertical alignment within the Northridge High School Cluster, to create class offerings that are aligned between all three levels of education: elementary, junior high, and high school
- Improvement of the Local Case Management Team (LCMT), by addressing students' needs more often, regularly, and efficiently; implementation of an in-take process to determine successful interventions
- Restructuring of the advisory program with the introduction of Advisory Intervention and Mentoring (AIM), where students have 15 minutes to read, followed by 20 minutes for homework; Core teachers have additional time for PLC collaboration once a week and provide re-teaching or interventions for students in need once a week
- Creation of a Behavioral Intervention Team (BIT) aligned with the district implementation of Social Emotional Learning (SEL) practices; creation of school wide behavioral expectations, which will be taught explicitly to all faculty, staff, and students, and will include Positive Behavior Interventions and Supports (PBIS) and Restorative Practices
- Implementation of Instructional Coaching program

AREAS OF NEEDED IMPROVEMENT

- Strengthen our PLCs, with an emphasis on common assessments, collaborative efforts on analyzing student data, and standards-based grading
- Develop proficiency and Standards Based education throughout the school, and not just in individual departments or classes. Continue working with the District Curriculum Department on the implementation process.
- Continued efforts to update technology in the classrooms.
- Reduction in chronic absenteeism. This continues to be a major issue for some of our students. There has been a reduction in numbers, but we would like to continue to reach the needs of more students.
- Improved timely intervention programs to better support student academic needs.
- Continue to develop our behavioral and SEL plans. Great strides have been made this year but more can be done.

PRIOR YEAR STATUS REPORT

REPORT PROGRESS ON PRIOR YEAR 2019 COMPOSITE SCHOOL PLAN

PRIOR YEAR 2019 GOAL #1 :

Implement ongoing professional development that aligns with school goals as well as district evaluation and assessment standards to foster continued growth.

Met Goal (comments optional)

Comments:

PRIOR YEAR 2019 GOAL #2:

Enhance the learning opportunities for students in the classrooms by continued improvements in equipment, supplies, and technology.

Met Goal (comments optional)

Comments:

PRIOR YEAR 2019 GOAL #3:

Reduce the number of students who are chronically absent by 10%.

Did Not Meet Goal (comments required)

Comments:

Chronic absenteeism was only reduced by 2%. The attendance committee determined to continue this goal for the next year and make changes to the procedures and practices to make greater gains.

PRIOR YEAR 2019 GOAL #4:

Increase the number of students who recover missing graduation credits by 10% and reduce the number of students who are credit deficient by 10%.

.

Met Goal (comments optional)

Comments:

CURRENT YEAR PROGRESS REPORT

REPORT PROGRESS ON CURRENT YEAR 2020 COMPOSITE SCHOOL PLAN

CURRENT YEAR 2020 GOAL #1:

Reduce the number of students who are chronically absent by 2%.

Progressing according to plan

Comments:

Chronic absences have decreased by 3.41% this year from 11% as shown in PowerBI. Our attendance committee continues to work on helping various groups of students, and different grade levels, but we are now also focusing on the individual student, and their unique needs and situations.

CURRENT YEAR 2020 GOAL #2:

Increase student engagement and learning opportunities in the classroom for students.

Progressing according to plan

Comments:

Grants were given to applying teachers. The community council was observant that teachers purchased only the designated items. Administrators then observed the teachers and evaluated them on increased student engagement within their classrooms.

Instructional Coaches were chosen, and trained at a national conference in California. The Instructional Coaches have been working with new as well as veteran teachers, thus creating a feeling of unity and friendship within our faculty and school.

CURRENT YEAR 2020 GOAL #3:

Improve struggling student's academic skills.

Progressing according to plan

Comments:

The Kinext program was implemented during first semester of the 2019-2020 school year and taught by Mrs. Hogan. The teacher felt the program made a positive impact in the academic ability and focus of the targeted students. We are waiting for the end of level test results and data to confirm the effectiveness of the program.

LAND TRUST FUNDING PROJECTIONS

A - Carryover funds from prior year 2019	\$.00
B - Allocated new funds for current year 2020	\$ 122,501.00
C - TOTAL Budget for current year 2020	\$ 122,501.00
D - Projected spending during current year 2020	\$ 118,001.00
E - Expected carryover from current year 2020	\$ 4,500.00
F - Projected new funding for next year 2021	\$ 135,468.00
G - Total projected funding for next year 2021	\$ 139,968.00

GOALS AND PLANNED ACTIONS / RESOURCES

2021 NEW GOAL #1:

Increase the percentage of students who move on to the high school who are on track to graduate (with a minimum 6 credits and all core credits earned) by 10%.

District Strategic Plan Area:

Student Growth & Achievement, Culture,

Academic area(s) addressed by the goal:

Reading, Writing, Mathematics, Fine Arts, Health, Science, Social Studies, Technology, World Languages,

Measures to determine progress/successful completion of the goal:

The percentage of students who are transitioning to high school by June 2021 who are on track to graduate (with a minimum of 6 credits and all core credits earned) will increase by 10%.

Action Plan:

Restructure the ISS room to be an academic tracking center, with two part-time academic trackers to work with students who are identified as needing additional support (academic or emotional) or instruction (academic or behavioral).

Provide an intervention study skills course during 1st term for 9th grade students who failed all/most of their core subjects during 8th grade. Add 9th grade students to a credit retrieval course 2nd term who failed in core subjects 1st term.

Provide technology for the academic tracking center to provide students access to online classes and materials on the district learning management system as well as work on credit recovery courses.

Will LAND Trust funds be used to support the implementation of this goal?

Yes (complete the budget sections)

Does this action plan include behavioral/character education/leadership efforts?

Yes (complete the budget section)

Explain how these efforts directly affect student achievement.

Academic Trackers will work one-on-one with students to assess student deficits, both academic and behavioral. Behavioral deficits and lack of attendance also impact student academic achievement, so improving these areas would have a direct positive effect on student achievement..

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Salaries & Benefits (100 and 200)	\$ 25,477.00	\$.00	Academic trackers
Professional and Technical Services (300)	\$.00	\$.00	
Repairs & Maintenance (400)	\$.00	\$.00	
Printing	\$.00	\$.00	
Transportation/Admission/Per Diem (510, 530, 580)	\$.00	\$.00	
General Supplies (610)	\$.00	\$.00	
Textbooks (641)	\$.00	\$.00	
Online Curriculum or Subscriptions (642)	\$.00	\$.00	
Library Books (644)	\$.00	\$.00	
Software (670) / Technology Hardware < \$5000 (650)	\$.00	\$.00	
Technology Equipment > \$5000 (734)	\$ 1,435.00	\$.00	Laptops and charging station
Equipment < \$5000 (730)	\$.00	\$.00	
Total	\$ 26,912.00	\$.00	
GOAL TOTAL:	\$26,912.00		

2021 NEW GOAL #2:

70% of students will achieve proficiency* on the DESK standards in each content area (reading, mathematics, writing, technology, science, fine arts, social studies, health, and world languages). *achieving a 3 or higher on common rubrics

District Strategic Plan Area:

Student Growth & Achievement, Empowered Employees, Culture,

Academic area(s) addressed by the goal:

Reading, Writing, Mathematics, Fine Arts, Health, Science, Social Studies, Technology, World Languages,

Measures to determine progress/successful completion of the goal:

Student proficiency data on all end of course/level content-area common assessments and rubrics.

Action Plan:

Schedule dedicated common planning and Professional Learning Community (PLC) time for grade level content area teams. Friday afternoons early out time will be exclusive for PLC time.

Professional Development is best completed through the use of five Instructional Coaches throughout the teaching day and week. This will free up Friday Early Out time for PLCs.

The coaches will work with teachers on professional areas in which the individual teacher requests help. The Instructional Coaches teach and work within the school, and are present whenever a teacher might need help. Professional Development will be continuous throughout the school year; thus helping with the achievement of the individual student goal.

Establish benchmarks for proficiency for each DESK priority standard.

Require implementation of pre, continuous, and post common assessments and rubrics based on DESK priority standards for each content area.

Fund teachers' applications for supplies, materials, training, and/or technology to promote student participation and engagement, and enhance learning opportunities for students in the classrooms.

Additional Netsupport, with additional needed sound system equipment, projectors and other needed technology will allow teachers to present and share required information to students allowing students to grow and reach proficient levels in every content area.

Specific new musical instruments, and materials for a new Science Physics class are needed for enhanced student experience and achievement in these content areas. The musical instruments give students more opportunities to learn and perform. The Physics and shared Science materials with curriculum will provide different choices and experiences in Science.

Provide professional learning opportunities for teachers through professional development, funding for off-site training, and on-site instructional coaching; as discussed above.

This additional funding will allow the SPED Department to travel as a complete PLC and attend additional team /individual professional development. This will provide a unique opportunity where the SPED PLC will experience equal growth as a complete team. As a team they will be able to meet the needs of their students, and raise their levels of achievement and proficiency along with the general ed student population.

Achievment City is another activity that targets specifically 8th grade students and their levels of proficiency. Achievment City addresses many of the needs within the CTE, Computer Science, Math, Health, and Life Skill areas. It is a vital experience required for full student growth. It is located in SLC and transportation along with lunches will be required of the school.

Will LAND Trust funds be used to support the implementation of this goal?

Yes (complete the budget section)

Does this action plan include behavioral/character education/leadership efforts?

No (skip the budget section)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Salaries & Benefits (100 and 200)	\$ 50,000.00	\$.00	Instructional Coaches' productivities
Professional and Technical Services (300)	\$ 1,750.00	\$.00	Achievment City
Repairs & Maintenance (400)	\$.00	\$.00	
Printing	\$.00	\$.00	

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Transportation/Admission/Per Diem (510, 530, 580)	\$ 8,720.00	\$.00	SPED Conference, Acheivement City travel
General Supplies (610)	\$ 13,673.00	\$.00	music, science equipment
Textbooks (641)	\$.00	\$.00	
Online Curriculum or Subscriptions (642)	\$.00	\$.00	
Library Books (644)	\$.00	\$.00	
Software (670) / Technology Hardware < \$5000 (650)	\$ 31,396.00	\$.00	Netsupport, Classroom soundsystems, Projectors upgrades, Misc equipment, Laptops and charging carts
Technology Equipment > \$5000 (734)	\$.00	\$.00	
Equipment < \$5000 (730)	\$.00	\$.00	
Total	\$ 105,539.00	\$.00	
GOAL TOTAL:	\$105,539.00		

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H - Projected new funding for next year 2021	\$ 135,468.00
I - Total projected funding for next year 2021	\$ 139,968.00
J - Total planned expenditures for next year 2021	-\$ 132,451.00
K - Planned carryover into following year 2022	\$ 7,517.00
L - Is planned carryover more than 10% of projected new funds?	No

PLAN FOR CARRYOVER IN EXCESS OF 10% (SKIP IF ANSWER TO PRIOR QUESTION WAS “No”)

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

School website, School newsletter,

If Other: Please explain

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: March 13, 2020

Number who approved: 7

Number who did not approve: 0

Number who were absent or abstained: 4