

MOUND FORT JUNIOR HIGH



VISION

Mound Fort is a safe environment where all stakeholders take ownership and accountability for academic achievement, personal success and school pride.

Section 10.000 of the ESSA Parent and Family Engagement:

It is the policy of the Board of Education of Ogden City School District, in partnership with parents and families and in accordance with state and federal guidelines to establish a meaningful parent and family engagement policy. This policy will be incorporated into Ogden City School District's strategic plan. It is the policy of the Board of Education of Ogden City School District that the district and schools coordinate with parents and family members to improve student academic readiness to learn and increase academic outcomes. It is the policy of the Board of Education of Ogden City School District that parents and all stakeholders shall be notified of the parent and family engagement policy and procedures, and regularly update it to meet the changing needs of parents, families, and students.

Legal Ref.: Utah Code § 53E-2-303; 53G-7-1202 No Child Left Behind Act of 2001 Every Student Succeeds Act (ESSA) of 2015 Approved by the Board of Education: June 28, 2006; revision approved by the Board of Education: June 15, 2017; revision approved by the Board of Education: November 21, 2019.

GOALS

Goal #1 - By the end of the 2021-22 school year, MFJH will increase overall academic engagement and develop students' capacity to effectively collaborate with peers and meet academic learning targets by increasing academic language usage in all classrooms.

Goal Indicator: By the end of the 2021-2022 year, 80% of teachers at MFJH will increase engagement of TSI students academic language usage in their classroom as measured by seating chart trackers.

Goal Anchor: 6

Expenditures:

\$3000 - 2 Canvas PD Stipends \$1500 each total 3,000

\$1851 - Laptop/dock/monitor-for new counselor

Action Plans:

- Academic Language PD : Team will provide multiple differentiated PD opportunities based on baseline data and observation/feedback data.
- Coaching & Feedback & Accountability : Admin and coach will provide coaching and feedback on equitable access to academic opportunities to respond by seating chart trackers.
- Collect Baseline Data : Admin and coach will take baseline data for engagement, opportunities to respond, and equity among targeted students.
- Family Engagement with WIDA Goal Setting : School will communicate 2021 student WIDA ACCESS 2.0 data, WIDA interim data and student set goals to parents in their native language.
- Identify Targeted Students : Teachers will identify TSI students on a seating chart to use during observations and feedback sessions and to select focus students to track during CTMs. TSI students will be identified using a data spreadsheet including sped, ELL, Hispanic, and various academic scores.

Goal #2 - School faculties will engage in SEL competency building and implementation to build a comprehensive SEL foundation (CASEL rubric) to improve adult SEL/Wellness data and student SEL/Wellness data (Panorama Surveys).

Goal Indicator: Mound Fort will score a 75% on the first two sections (1- build awareness, commitment, and ownership 2- Strengthen adult SEL competencies and capacity) of the CASEL school based SEL implementation rubric by the end of the year.

Goal Anchor: 3

Expenditures:

\$ -

Action Plans:

-CASEL Implementation Action Plan : Complete and action plan around the CASEL school-based implementation rubric 2x yearly

-Family Engagement : Family SEL survey will be administered 2x annually.

-Parent Notification : ChAT Team member will provide parent notification when student enters ChAT and throughout the ChAT process.

-SEL PD : Establish a clear vision for SEL implementation by creating and delivering a monthly training and reflection sequence for school staff throughout the year.

-SEL/Wellness surveys : Administer adult and student SEL/Wellness surveys 3x yearly. Collect SOB data for Achievement Club students to compare from beginning to end of year.

-Wellness Survey Data Evaluation : Evaluate school based SEL/Wellness Data (student and staff) 3x yearly

Goal #3 - By the end of the 2021-22 school year, all teachers will receive consistent, systematic coaching provided by their administrator as the instructional leader with a focus on student impact.

Goal Indicator: By the end of the 2021-2022 school year, all teachers will have received several, full-cycle, observation and feedback cycles from the instructional leader.

Goal Anchor: 7

Expenditures:

\$ -

Action Plans:

-Data Analysis, Student Impact/Step 1 : Educators collaborate with leaders in developing their SLO/PGP aligned to school goals.

-Data Analysis, Student Impact/Step 2 : Educators measure their effectiveness by reflecting on and implementing feedback.

-Data Analysis, Student Impact/Step 3 : Educators utilize CTMs to analyze student impact and adjust accordingly. Educators use the CTM agenda to drive this work.

-Data Analysis, Student Impact/Step 4 : Educators apply professional development into practice consistent with its intent.

-Observation/Feedback Cycle/Step 1 : Administrators will calendar at least 8-10 hours per week to observe and provide feedback to educators.

-Observation/Feedback Cycle/Step 2 : Design a system of support to ensure the administrator's calendar is protected during the identified observation times.

-Observation/Feedback Cycle/Step 3 : After each observation, the administrator will provide face-to-face feedback tied to student impact.

"How did the students do? How do you know?".



SCHOOL SUCCESS PLAN