



Teacher Student Success Act TSSA Budget only

North Layton Jr - SY 2024

Principal Corby Eason

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!". We strive to create a successful educational experience for each student. To accomplish our purpose, we actively gather data and involve stakeholders, such as the Community Council, the PTSA, the military, and other stakeholder groups, in the decision-making processes. North Layton Junior High provides academic and social programs that include all students and meet their diverse individual needs. We strive to create a safe environment where students may improve academically, socially, and in their 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 University 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 (18%) and those families living within multi-dwelling environments. The educational liaison from Hill Air Force Base informed us that we have the largest military student population, percentage wise, of any school in the Davis School District. We have enrolled 194 new students this school year. So far, 109 students have withdrawn from North Layton Junior this year. We currently stand at 1009 students.

Our student body is highly diverse. Currently, 401 minority students or 38% of our student body attend North Layton Junior, with 27% of our students identifying themselves as Hispanic, or 401 students. Students identified coming from low-income families are 145 which makes up 14% of the student body. This number includes 32 students or 3% of our student body classified as "Homeless". Within our student body, 129 students or 12% receive Special Education Services. Several languages are spoken

within the homes of our students. We therefore provide ELL services to 116 of our students or 11%.

Staff

Our professional staff consists of 50 instructors, three counselors, one school technology specialist, and three administrators. Our teachers consist of 14 males and 36 females, 14 teachers are ELL endorsed with another five working on the endorsement, and 27 educators have master's degrees. North Layton Junior also has 32 classified employees who support the diverse needs of our students, faculty, and staff within the building.

School Culture

North Layton Junior High strives to cultivate a culture within our school and community that promotes academic success, student safety. We provide additional help for our students with strong programs such as Special Education, and ELL services. This year we started ELL Language Arts classes for all of our students who qualify. Read and Math 180 classes, additional Math labs, enrichment reading and writing courses, as well as credit recovery classes are provided to students in need. We provide Honors courses in every core area, and two AP courses for students looking for a more challenging and enriching experience.

Parents and Students are able to self-select the courses that meet their individual needs and desires. We focus on positive student recognition programs and Social Emotional experiences instead of reactive disciplinary programs. Throughout the year events such as our Student of the Month luncheons, Longhorn Legends recognitions, academic and attendance honor events allow us to recognize students for their academic and social achievements.

Over the last three years we have strengthened and personalized our teacher professional development using Instructional Coaches. Teachers work with their fellow teachers/coaches on those areas in which they feel they need improvement. All professional development is provided by the instructional coaches in areas that faculty members feel are most beneficial.

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 as well as the students. Our counselors average one new student registration every day throughout the school year. With such movement, it is difficult for our students to maintain a consistent learning experience for themselves.

Due to the high mobility of our student body though, our students are generally more accepting of others. The typical cliques that exist in other junior high schools are not as prevalent at North Layton Junior. Many of our students know what it is like to be the "new kid" and are more accepting of change and other new students.

Because of the unique diversity of our student population, we have found it helpful to provide additional programs to meet the needs of many of our students. Our teachers have worked to strengthen various student groups such as: Math Engineering Science Achievement (MESA), National Junior Honor Society (NJHS), Robotics, Junior Reserve Officer Training Corps (JROTC), and intramural programs, along with Latinos in Action and our Multicultural Club. Student participation in these groups help meet the individual needs of students by providing various unique experiences.

Additional Information

North Layton Junior is on a 4x4 block schedule. Academic classes are 90 minutes long. North Layton Junior continues to maintain an Instructional Coaching program unique to the District. Four 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. Provisional teachers are required to work with the Coaches. Instructional Coaches are also over professional development for the entire faculty. Our instructional coaches can take credit for a major improvement in faculty collaboration and trust.

Needs Analysis

Notable Achievements

The National Junior Honor Society and Latinos in Action members have increased in participation numbers and have contributed hundreds of service hours to our community. Instructional Coaches are working with our faculty to improve instruction within every classroom. They have improved our Professional Development through direct instruction and observations. Provisional teachers especially are working with the coaches. Our Robotics Team continues to compete and qualify for different events. We offer AP courses for 9th graders in AP Computer Science Principles and AP Human Geography. Technology-gearred classes continue to grow in interest and demand. CTE 9th grade skill test scores are competitive with the rest of the district junior high schools. Our Multicultural Club is doing well in its second year of existance. The Multicultural Club, Latinos in Action, and our SBOs are learning to work together and have planned activities and dances together that our studentbody enjoy and that draw the community into our school culture.

Our Behavioral Team is working closely with the District SEL team to strengthen our school culture. Students when surveyed, know the cultural expectations. Students are consistently recieving Longhorn Legend cards which demonstrates their efforts, and allows them to win different rewards.

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. The PTSA provides many volunteer hours wherever they are needed.

Early intervention credit recovery classes along with Summer School for our 9th grade students are ways we keep implementing to keep students on track for graduation. Continued aesthetic changes to our 1969 building have resulted in improved school and community pride, including carpeting and painting hallways and the display of motivational quotes and murals.

Improvement of the Local Case Management Team (LCMT), has helped to addressing students' needs more often, regularly, and efficiently. Implementation of an in-take process to determine successful interventions. Creation of a school wide behavioral plan by the Behavioral Intervention Team (BIT) aligned with the district implementation of Social Emotional Learning (SEL) practices, which includes Positive Behavior Interventions and Supports (PBIS) and Restorative Practices helps us to avoid reactive discipline situations.

This year we have implemented ELL Language Arts classes. These classes assure that our school is in compliance with ELL requirements. More importantly it provides a class that focuses on the language needs of our students. We are hopeful that these classes will impact language fluency for our ELL students.

The Instructional Coaching program has improved our Professional Development. Instructional Coaches have built the professional development around teacher needs and desires. This year provisional teachers are required to work with the coaches on improving the Art of Teaching. All teachers are encouraged to work with the coaches.

In the past our school has focused on improving reading, writing, and graduation credits through our School Improvement Plan and will continue to focus on these areas to maximize improvement.

Areas of Needed Improvement

Strengthen our Professional Learning Communities (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. Reduction in chronic absenteeism. This continues to be a major issue for some students. but we would like to continue to reach the needs of more students. Improve timely intervention programs to better support student academic needs. Continue to develop our behavioral and SEL plans.

TSSA Funding Projections

TSSA Prior Year	\$ 8,439.90
SY21-22 Carryover	

TSSA Current Year SY22-23 New Funding	\$ 177,411.00
TSSA Total funding for Current Year SY22-23	\$ 185,850.90
TSSA Current Year SY22-23 Anticipated Spending	\$ 120,850.90
TSSA Expected balance carried over into Next Year SY23-24	\$ 65,000.00
TSSA Anticipated new funding for Next Year SY23-24	\$ 201,971.00
TSSA Total funding available for Next Year SY23-24	\$ 266,971.00
Describe your school's Current Year SY22-23 Progress for TSSA Spending	<p>Major TSSA funding efforts have been allocated towards staff positions. We have been paying for added classified positions to help us meet our goals, productivity to reduce classroom sizes, and help with one FTE. Due to Esser and Cares money availability we have transferred some of these amounts to those accounts which led to a larger carry-over this year.</p> <p>We have also used money from this account to pay for incentives and supplies for the Reading and Written Communication goals.</p>

SEL Goals and Planned Actions / Resources

<i>Choose the focus of this SEL goal then select all applicable programs from the dropdown boxes</i>	Strengthen Adult SEL Building Foundational Knowledge and Capacity
<i>Building school SEL foundational support, commitment, and ownership</i>	School Community SEL Events Parent Outreach Community Council Activities & Events
<i>SEL with faculty and staff:</i>	SEL School Team Support & Training
<i>Promoting SEL for students -- Explicit Instruction</i>	Counselor Developed Lessons Nearpod (free Pre-K-12)

<i>The summarized SEL goal</i>													
<i>Promoting SEL for students -- Daily practices integrated in classroom instruction</i>	<p>Welcoming Routines: : Start the school day or class period, to build community and connect to the work ahead.</p> <p>Strategies for Engaged Learning: Embed engaging strategies throughout the school day or class period to anchor learning, provide processing time, or re-focus.</p> <p>Intentional Closures: Intentionally close each day or class period with an activity to support forward-thinking and provide a sense of accomplishment.</p>												
<i>Promoting SEL for students -- Schoolwide and Classroom Learning Environments</i>	<p>Restorative Practices</p> <p>Positive Behavior Supports</p> <p>Attendance Practices</p>												
<i>SEL Goal Statement</i>	<p>SEL Secondary Goal: Strengthening students’ social and emotional competence through SEL strategies taught in advisory classes, and through the implementation of schoolwide PBIS strategies by our Behavioral Team. The studentbody and faculty will learn, as well, to recognize the SEL strategies and how they apply in their school and daily lives.</p>												
<i>This school SEL goal and implementation plan will be measured by using</i>	<p>School Data</p> <p>DSD SEL Walkthrough</p>												
<i>Our school needs professional learning in</i>	<p>Restorative Practices</p> <p>Positive Behavior Supports</p> <p>SEL School Team Training</p>												
<i>SEL Action Plan (please number steps)</i>	<p>Action Plan</p> <ol style="list-style-type: none"> 1) Administration will share the SEL plan with all students 2) The Behavioral Team will reinforce the SEL plan in various faculty meetings. 3) CTE teachers will teach SEL information and goals one of the terms as one of the rotations. 4) The Behavioral Team will reinforce the SEL plan with the entire community with Behaviors of the Week. 5) The Behavioral Team will implement a means of tracking data with Longhorn Legend Cards, and other means of recognition. 												
<i>SEL Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$1,500.00</p> <table border="1" data-bbox="427 1560 1536 1875"> <thead> <tr> <th data-bbox="427 1560 553 1629"><u>Funding Source</u></th> <th data-bbox="553 1560 946 1629"><u>Expense Category</u></th> <th data-bbox="946 1560 1373 1629"><u>Description</u></th> <th data-bbox="1373 1560 1536 1629"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="427 1629 553 1770">TSSA</td> <td data-bbox="553 1629 946 1770">Software or Technology Hardware (each item < \$5000)</td> <td data-bbox="946 1629 1373 1770">Educators Handbook</td> <td data-bbox="1373 1629 1536 1770">\$ 500.00</td> </tr> <tr> <td data-bbox="427 1770 553 1875">TSSA</td> <td data-bbox="553 1770 946 1875">General Supplies, Other</td> <td data-bbox="946 1770 1373 1875">Incentives for teachers and students, informational materials</td> <td data-bbox="1373 1770 1536 1875">\$ 1,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Software or Technology Hardware (each item < \$5000)	Educators Handbook	\$ 500.00	TSSA	General Supplies, Other	Incentives for teachers and students, informational materials	\$ 1,000.00
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Goals and Planned Actions / Resources

<p><i>Goal Short Title</i></p>	<p>Decrease Chronic Absenteeism</p>
<p><i>Goal Statement</i></p>	<p>Reduce the percentage of chronically absent students at North Layton Junior High School from 16% to 13%, or a reduction of three percent by the end of the 2023-2024 school year, as measured through Power BI and Encore attendance data.</p>
<p><i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i></p>	
<p><i>Measures</i></p>	<p>Chronic absenteeism has increased since Covid 19. The amount of students who are chronically absent in the state of Utah is 25%. At North Layton Junior High School that amount is 16%. This is an increase of four to five percent over the previous school years. By following the Power BI and District Encore Attendance reports throughout the year North Layton Junior will be able to see where improvements are taking place, especially with our TSI subgroups.</p>
<p><i>Action Plan (please number steps)</i></p>	<ol style="list-style-type: none"> 1) Administrators with the attendance secretary will keep track of students who exceed limits set by the administration. 2) Student advocates will work with these students to maintain their grades. They will work to develop relationships with the students and motivate them to attend school more often. (LAND TRUST FUNDS) 3) Student Trackers will also keep track of specific students with attendance issues and with the help of the counselors make contact with students and parents to create ways to help them.
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	
<p><i>District Strategic Plan Area(s)</i></p>	
<p><i>If you selected 'School Identified Area', please describe</i></p>	
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Reading Writing Mathematics Fine Arts Science Social Studies Technology World Languages </p>
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>	
<p><i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i></p>	

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$0.00

Goal Short Title

Increase Number of Credit Efficient Students

Goal Statement

Increase the number of 9th grade students that are on track to graduate, by four percent, by the end of the 2023-2024 school year. This goal will be achieved by reducing the number of classes failed resulting in credits lost, as measured through the graduation summary report.

TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?

Measures

Students leaving North Layton Junior for Northridge High School with sufficient credits for high school graduation is always a concern. It is critical that the number of credit deficient students, including our TSI sub groups, leaving junior high decreases. This will be measured with the help of number of students completing credit recovery classes, and summer remedial courses. Information from Power BI.

Action Plan (please number steps)

- 1) Instructional coaches will be hired to conduct professional development, and help teachers improve student engagement, knowledge of standards based grading. (LAND TRUST FUNDS)
- 2) Two FTE positions will be paid for to maintain lower class sizes. (LAND TRUST FUNDS)
- 3) Productivity will be paid to decrease class sizes and to provide for credit recovery classes thus providing more opportunities for students to succeed, especially students within the TSI subgroups. (LAND TRUST FUNDS)
- 4) Summer school stipends will be provided to teachers to help 9th grade students recover credits lost during the school year, and prior to them rolling over to the high school student rolls.

This goal can be categorized as... (choose all that apply)

#PD|#TSISubGroups|#DiversityEngagementInclusion|#TeacherLeaders|#GraduationRates|#CollegeCareerReady|

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees|Culture|Parent & Community Connections|

If you selected 'School Identified Area', please describe

<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Fine Arts Science Social Studies World Languages Technology																				
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No																				
<i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i>																					
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<i>Goal Short Title</i>	Decrease Excessive Tardies
<i>Goal Statement</i>	Decrease the amount of tardies by five percent by the end of school year 2023-2024 as measured through Power BI and the Encore attendance data.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	

<i>Measures</i>	Tardies have increased this year and has impacted the learning of students including students within our TSI subgroups. Improvement will be measured through Power BI and and Encore Attendance reports.												
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1) Administrators with the attendance secretary will keep track of students who exceed limits set by the administration, per the new school plan. 2) The new tardy policy created and tested fourth term of the 2022-2023 school year will be adjusted as needed and implemented during the 2023-2024 school year. 3) Student advocates will work with excessive tardy students to maintain their grades. They will work to develop relationships with the students and motivate them to attend school more often. 4) Student Trackers will also keep track of specific students with tardy issues and with the help of the counselors make contact with students and parents to create ways to help them. 5) A hallway monitor will maintain the hallways throughout the day, and help students to be where they should be. 												
<i>This goal can be categorized as... (choose all that apply)</i>	#TSISubGroups #DiversityEngagementInclusion #GraduationRates #CollegeCareerReady												
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Culture Parent & Community Connections												
<i>If you selected 'School Identified Area', please describe</i>													
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Fine Arts Health Science Social Studies Technology World Languages												
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No												
<i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i>													
<i>Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$62,000.00</p> <table border="1"> <thead> <tr> <th>Funding Source</th> <th>Expense Category</th> <th>Description</th> <th>Item Cost</th> </tr> </thead> <tbody> <tr> <td>TSSA</td> <td>Salaries & Benefits</td> <td>Two Hallway Monitors</td> <td>\$ 24,000.00</td> </tr> <tr> <td>TSSA</td> <td>Salaries & Benefits</td> <td>Two Student Tracker</td> <td>\$ 38,000.00</td> </tr> </tbody> </table>	Funding Source	Expense Category	Description	Item Cost	TSSA	Salaries & Benefits	Two Hallway Monitors	\$ 24,000.00	TSSA	Salaries & Benefits	Two Student Tracker	\$ 38,000.00
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Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Decrease Excessive Tardies	TSSA	Salaries & Benefits	Two Hallway Monitors	\$24,000.00
Decrease Excessive Tardies	TSSA	Salaries & Benefits	Two Student Tracker	\$38,000.00
Increase Number of Credit Efficient Students	TSSA	Salaries & Benefits	Two FTE	\$140,000.00
Increase Number of Credit Efficient Students	TSSA	Transportation, Admission, Per Diem	Field Trips and Transportation	\$10,000.00
Increase Number of Credit Efficient Students	TSSA	Professional and Technical Services	Leadership Training for Assistant Principal from Cornell University	\$1,000.00
Increase Number of Credit Efficient Students	TSSA	General Supplies, Other	Supplies for Staff Professional Development	\$15,000.00
Strengthen Adult SEL Building Foundational Knowledge and Capacity	TSSA	Software or Technology Hardware (each item < \$5000)	Educators Handbook	\$500.00
Strengthen Adult SEL Building Foundational Knowledge and Capacity	TSSA	General Supplies, Other	Incentives for teachers and students, informational materials	\$1,000.00

Summary of Planned Expenditures

1. Projected new TSSA funding for Next Year SY23-24	\$ 201,971.00
2. Total projected TSSA funding for Next Year SY23-24	\$ 266,971.00
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of ADDITIONAL contract day for teachers using TSSA funds	\$ 20,000.00
3. Total planned TSSA expenditures for Next Year SY23-24	\$ 249,500.00
4. Planned TSSA carryover into the Following Year SY25-26	\$ 17,471.00
Does the school plan to fund teacher leadership opportunities with TSSA funds?	No