



Teacher Student Success Plan LAND Trust only

Fairfield Jr - SY 2023

Principal Tiffany Midgley

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

Fairfield Junior High (FFJH) promotes the mission of learning first for all students by creating an environment of belonging where each student can grow and flourish. We believe that the purpose of school is learning, not earning points, and that grades should reflect the standards and concepts students have mastered, not how many points they have earned. We believe that every child is capable of high levels of learning and that it is our responsibility to provide opportunities that help students reach their highest ability. Curriculum department teams focus on determining what students need to learn, create formative assessments that allow students to demonstrate their learning, and create intervention and enrichment opportunities to support students on a personalized level. Grade level teams focus on creating cross-curricular interventions for students who are not demonstrating adequate levels of academic and behavioral learning progress. Our intervention program, following the Response to Intervention (RTI) model, assures all students have multiple opportunities to master priority standards and reach learning goals. We utilize teaching and learning strategies that prepare all students for advanced courses and provide opportunities for every student to earn the honors designation in core classes.

All courses and activities are reviewed and screened through the “Learning First” filter. We believe that social and emotional learning is as important as academic learning and are committed to supporting the whole child teaching students the personal and social attitudes, behaviors, and skills necessary to understand and manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. lead happy and fulfilling lives. We provide time in each class and during our Falcon Focus mentoring period for students to engage in mindfulness activities, and the five core competencies of social and emotional learning. The diversity of our school community is valued and celebrated, and we strive to create a place of belonging for every student, staff member, parent and community member.

Description of the School

Community

Fairfield Junior High draws students from the suburban communities of Kaysville, Fruit Heights and Layton. The geographical area we serve is primarily residential, with the majority being single-family residences. Fairfield is in at 951 North Fairfield Road, Kaysville, Utah, near the border of Layton.

Student Body

The following are based on fall enrollment demographics reported by USBE. The demographic breakdown is as follows: 83% Caucasian, 13% Hispanic, 1% African American/Black, .6% Asian, .3% American Indian, .2% Pacific Islander. Twenty-one percent of our students live in low income families, 3% are English Language Learners, 12% have a disability and 3% are homeless. As per Davis School District enrollment report of 1034 students, 322 are 7th graders, 359 are 8th graders, and 353 are 9th graders. Gender enrollment is 507 females and 509 males.

Staff

Fairfield Jr. High staff consists of 51 certified educators, including 3 administrators, 3 counselors and 1 librarian of whom 76% are female and 24% are male. Forty-five percent of all certified teachers have a Master's degree or beyond, and 35% are ESL (English as a Second Language) certified. Sixty-seven percent of certified educators hold career status, 33% are provisional in Davis School District. We are served by 6 related servers employed by Davis School District including a speech language pathologist, a school psychologist, an adaptive PE teacher, a physical therapist, a hearing teacher, and an occupational therapist. Fairfield employs 51 classified staff members including secretaries, custodians, nutrition service workers, aides and coaches.

School Culture

We believe that every student deserved to feel cared for, respected and have a sense of belonging. that every student is capable of engaging in rigorous, deep, inquiry-based learning. that every student deserves to be challenged in an engaging learning environment. that the students we serve are capable of growth. that the teachers of Fairfield are exceptional educators with the skills, aptitudes and attitudes required to support personalized learning. We continue to maintain a laser-like focus on student learning by engaging in collaboration in grade-level and department team collaboration, developing common formative assessments that drive personalized instruction, by providing successive opportunities for students to master priority standards, and by following standards-based teaching and learning philosophies.

Unique Features & Challenges

We are developing a strong STEM (Science, Technology, Engineering, Math) program including Hacking STEM, Recreational Math, Engineering Tech, coding, and computer science courses. Our Science Olympiad team boasts the accomplishment of earning the state championship title for 27 uninterrupted years. We stage 3 theater performances each year including An Evening with Elizabeth, Shakespeare, and a musical. Our art department presents two art shows each year and our music department performs in many productions and competitions throughout the year. We host a jazz band, a show choir, and an advanced orchestra. Our CTE (Career and Technical Education) department offers courses including outdoor sewing, engineering, coding, computer science, business and foods, providing lifelong skills. We offer many after school curricular and non-curricular clubs and activities including a VEX robotics club, a GSA (Gender and Sexuality Alliances) club, a debate team, National Honors Society and National Academic League (NAL), a girls' volleyball team, boys' and girls' basketball teams, a co-ed wrestling team, a track and field team, a competitive color-guard team, and a cheer squad. Students have service opportunities in our Latinos in Action (LIA) program, our Peer Support

class, on our Hope Squad and as members of our student government. We offer Advanced Placement Geography, DLI French (Dual Language Immersion), Biology and Accelerated Math courses. We are addressing access and achievement gaps evident in assessment data and enrollment numbers in our advanced and honors courses by preparing all students for advanced coursework and by identifying and encouraging students who are candidates for the honors designation and AP/advanced courses. We are learning to increase rigor and relevance in teaching and learning across departments.

Additional Information

Needs Analysis

Notable Achievements

In 2021, 74 students took AP tests in Geography or French with an 81% pass rate, 7% higher than the district pass rate of 74%. The FFJH Science Olympiad team won the 2022 State Championship making them the undisputed champions for 27 years running. Ninth grade Fairfield students performed above district average in all four subjects of the Aspire Plus assessment in 2021. Seventh and eighth grade students scored above district average in all three subject areas of the RISE test in 2021. Fairfield students continue to perform well in the arts, receiving high honors in band, art, and choir.

Areas of Recent Improvement

Student proficiency results between 2014 and 2019 show an increase of 5.5% in Language Arts, 6.3% in Math and of 3% in Science. Median growth percentile scores in 2019 were 61 in Language Arts, 65 in Math and 53 in Science. 100% of Fairfield teachers have received anti-bias and equity training over the past two years.

Areas of Needed Improvement

We will focus on supporting student learning and growth that were impacted by Covid school closures and emergency hybrid learning. We will continue to educate teachers, students and the community about personalized competency based learning and the strategies that support Personalized Competency Based Learning (PCBL). As we improve in these areas we will utilize social emotional learning to address the whole child and create a culture of belonging.

Prior Year Status Report

Report progress on PRIOR YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
All students will read and write at grade level.	Met goal	Seventy-nine percent of students tested at or above proficient on the Reading Inventory assessment. This is an increase of 9% from 2019.

Eighty-five percent of students will master priority standards in each content area as measured by common rubrics.

Met goal

Eighty-five percent of students showed mastery of identified priority standards as reported by teachers.

Growth percentile scores as reported on USBE Report Card will increase by 3% in each tested area and for each reported subgroup, including top 15% of students.

Did not meet goal

Growth scores not available from USBE.

Improve student and staff capacity to integrate skills, attitudes and behavior to deal effectively and ethically with daily tasks and challenges.

Met goal

Implementation of Social Emotional Learning (SEL)/Mentoring period engaged every student with a teacher mentor daily. Students were provided lessons on social and emotional learning and study skills.

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
All students will read and write at grade level.	Not progressing according to plan	Seventy percent of students tested at or above benchmark in 2022, a 9% drop from 2021 scores. This drop was most impacted by 7th grade scores.
Eighty-five percent of students will master identified priority standards in each content area.	Progressing according to plan	At the end of second semester 2022, 91.75% of students were at or above proficiency as measured by the FFJH standards-based grading rubric.
Nintey-five percent of 9th graders will earn six or more credits toward high school graduation, including all core credits.	Progressing according to plan	At semester, 95% of all ninth graders were on track to earn 6+ credits by the end of the school year.
Improve student and staff capacity to integrate skills, attitudes and behavior to deal effectively and ethically with daily tasks and challenges.	Progressing according to plan	Student and adult SEL and restorative practices training was completed as planned.

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 0.00
B - Allocated new funds for current year SY21-22	\$ 122,350.00
C - Total Budget for current year SY21-22	\$ 122,350.00
D - Projected spending during current year SY21-22	\$ 122,350.00
E - Expected carryover from current year SY21-22	\$ 0.00
F - Projected new funding for next year SY22-23	\$ 133,941.00
G - Total projected funding for next year SY22-23	\$ 133,941.00

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	PCBL
<i>Goal Statement</i>	Eighty-five percent of students will master identified priority standards in each content area.
<i>Measures</i>	Term grades based on standards-based grading rubric. Reading Inventory Scores.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Hire literacy coaches to provide feedback on student writing. 2. Each student will complete at least one writing assignment per term in each course. Writing will be assessed using the RACE rubric. 3. Teachers will engage in professional development in reading comprehension strategies and writing strategies. Pay literacy specialist stipend. 4. Professional Learning Communities will engage as department and grade-level teams to identify students who need intervention or enrichment and plan to systematically provide support utilizing personalized, competency-based strategies. Pay stipend for grade level leaders. 5. Support quarterly extended collaboration (½ day each quarter) for department teams to plan, implement and report on mastery of priority standards. Pay substitutes to cover classes. 6. Professional Development will be provided to support personalized, competency-based teaching. Pay stipend to 4-member Canvas/Personalized Competency Based Learning team. 7. Pay stipends to teachers who complete personalized PD to support school, department, and teacher goals. 8. Purchase technology tools to support personalized learning. 9. Teacher productivity periods to provide math and LA labs at each grade level and to reduce class sizes. 10. Hire TA to support curriculum preparation.

<i>This goal can be categorized as... (choose all that apply)</i>	#PD #GraduationRates #CollegeCareerReady #PCBL
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Fine Arts Health Science Social Studies World Languages
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	Goal LAND Trust Expense Total - \$131,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#5 Substitute pay for quarterly extended collaboration.	\$ 9,000.00
LAND Trust Academic	Salaries & Benefits	#9 Teacher productivity periods.	\$ 102,000.00
LAND Trust Academic	Salaries & Benefits	#1 Literacy coaches/readers.	\$ 20,000.00

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
PCBL	LAND Trust Academic	Salaries & Benefits	#5 Substitute pay for quarterly extended collaboration.	\$9,000.00
PCBL	LAND Trust Academic	Salaries & Benefits	#9 Teacher productivity periods.	\$102,000.00
PCBL	LAND Trust Academic	Salaries & Benefits	#1 Literacy coaches/readers.	\$20,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 133,941.00
G - Total projected funding for next year SY22-23	\$ 133,941.00
H - Total planned expenditures for next year SY22-23	\$ 131,000.00
I - Planned carryover into the following year SY23-24	\$ 2,941.00
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Any additional funds will be used to enhance current goals as needed.
Plan for sharing the school LANDTrust plan with the community	School newsletter School website
Additional plan for sharing the school LAND Trust plan with the community.	

This school is not a Title I school.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/16/2022
Number who approved	11
Number who did not approve	1
Number who were absent or abstained	0