



# Teacher Student Success Plan LAND Trust only

**Central Davis Jr - SY 2023**

**Principal Lori Hawthorne**

## 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 Central Davis Junior High is to promote Learning First for all students. To accomplish our purpose, we strive to: Create a safe and supportive learning environment, which promotes student learning and success; Uphold traditions of respect, high expectations, hard work, and accountability; Become individuals with unique physical, social, emotional, and intellectual talents; and have Students learn through a variety of instructional methods. CUBS are Career and University Bound Students.

## Description of the School

### Community

Central Davis Junior High is located at 663 Church Street in Layton, a city with a population just over 76,000. Students come from the southern portion of the city. Our boundary runs east to west and encompasses diverse communities in terms of socioeconomic, ethnicity, and culture. Our community is extremely supportive of the goals and high expectations valued at Central Davis Junior High.

### Student Body

Central Davis Junior High has an enrollment of 990 students, approximately 150 more than this time last year, and closer to our traditional enrollment of approximately 1,000 students. We believe the increase in students is the result of more individuals returning to in-person learning as we continue to navigate the COVID-19 pandemic.

Our mobility rate is estimated at 10%. Twenty-six percent of the students are considered economically disadvantaged, based on free and reduced lunch eligibility. For two school years, school breakfast and lunch have been sponsored by the Department of Agriculture and are thus free to all students at CDJH. Applications are currently only completed if guardians wish to be eligible for other government programs (P-EBT, EBB, etc.). It is important to note the number of students eligible for free lunch (219) is six times higher than our number of students who qualify for reduced (37) school lunch, indicating Central Davis has significant numbers of students at-risk.

Enrollment data suggests that 15% of our student body are living in single parent homes. Approximately a quarter of our student population identifies as Hispanic, Asian, Pacific Islander, Native American, African American, or Multiple Races. Six percent of our students qualify as Limited English Proficient and are eligible for English as a Second Language services.

## **Staff**

Central Davis Junior High has of 42 full-time certified classroom teachers and six part-time certified teachers. We have three guidance counselors and three school administrators. We have 45 classified employees in nutrition services, custodial services, office staff, teacher assistant/student support roles.

Of our licensed employees, 40 are female and 16 are male. Twenty-five licensed employees have a minimum of a Master's Degree. Our Employee Diversity Analysis examines the diversity of all staff members assigned to Central Davis Junior High School. It indicates that 8% of our staff identify as minority -- 5.3% identifying as Multiple Races and 2.6% as Asian. Our staff is comprised of mostly female employees (71%). Our certified staff have additional endorsements and training which include: English as a Second Language, Master's Degrees, and Advanced Placement (AP)/Pre-AP Training.

## **School Culture**

Central Davis Junior High promotes a healthy, respectful, and collaborative culture. We strive to teach and model personal accountability, promote a growth mindset, and create an environment of mutual respect.

We provide students weekly instruction in Social and Emotional Learning, focusing on relationship skills, social awareness, self-management, self-awareness, and responsible decision making. We address the continuum educational ability through Read 180, double blocked math classes, self-select honors classes, and two Advanced Placement (AP) Classes. We are adding a third AP class in 2023.

Our teachers meet in collaborative groups to create and evaluate personalized a competency based learning trajectories for students.

## **Unique Features & Challenges**

The most recent version of accountability reports (2020-2021 school year), come with a caution with respect to interpretations. USBE advises that comparisons to previous years or across student groups, school, and districts are not made due to the impacts of the COVID-19 pandemic. That being said, Central Davis Junior High is a typically-achieving school in the areas of English Language Arts, Mathematics, and Science proficiency. Overall, our English Language Learners are struggling to make adequate progress or reach proficiency.

We estimate that nearly 30% of our students require academic support and intervention to be successful academically. A cornerstone for positive student achievement begins with attendance. Central Davis works hard to assure that students are at school, in class, prepared, and on time to learn. According to our student information system, our chronic absentee rate is 7.3%. Our average daily attendance for 2022 is 95.2%, up from

88.3% in 2021, but down slightly from 97.1% in 2020. The lack of connection these students have with the school may result in failing current classes as well as jeopardizing their future academic success.

## Additional Information

## Needs Analysis

### Notable Achievements

- Advanced Placement Testing:
  - Human Geography -- Forty-six students enrolled in 2021 with a 70% pass rate
  - Environmental Science -- Twenty students enrolled in 2021 with a 42% pass rate
- Band, Choir, Orchestra -- Festivals were not held in 2021. This information is "to date" for 2022.
  - District Festivals
    - Central Singers - Superior Rating
    - Central Harmony - Superior Rating
    - Symphonic Band - Superior Rating
  - State Festivals
    - Advanced Orchestra - Superior Rating
    - Jazz Band - Superior Ratings
    - Symphonic Band -- Sweepstakes Award
- National Academic League (NAL)
  - District Champions - 2021, 2020, 2019, 2017, 2007, 2000
  - Runner up - 2022, 2018
- Enrollment in Honors/AP/Accelerated Courses
  - English - 299 Students - 92% pass rate
  - Math - 361 students - 98% pass rate
  - Science - 730 students - 92% pass rate
  - Social Studies - 206 students - 95% pass rate

### Areas of Recent Improvement

- Expanded recovery learning options
  - Credit recovery is offered through a generic EDgunity course or a school-created Canvas course. Both are asynchronous and assigned to students based on which is a better fit for the student and their circumstance.
- Increased Tracking and Mentoring
  - We have doubled the size of our student mentoring staff to give more students one-on-one mentoring in the areas of organization, work completion, goal setting, and personal accountability/
- Improvement in the Local Case Management Process by addressing student needs in a more deliberate and efficient process.

### Areas of Needed Improvement

Central Davis Junior High needs to combat the notion that 7th and 8th grade "don't count", as students are not yet earning credit toward graduation. Additionally, we need to help more student exit CDJH on track for graduation.

## 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')
<p>Academic Success: Over the course of the 2020-2021 school year, teachers will continue to work on, collect, or create any one or combination of the following as we progress towards standards based grading:</p> <ul style="list-style-type: none"> <li>• draft clear learning targets</li> <li>• collect student exemplars</li> <li>• draft success criteria</li> <li>• draft common formative assessment</li> <li>• create benchmarks for evidence of student learning</li> </ul>	Met goal	Each Department turned in one or more examples of teacher-created learning targets with success criteria or rubrics along with student exemplars of the various rubric levels to be used in future classes to help students meet the desired learning outcome.
<p><b>College and Career Ready:</b></p> <ul style="list-style-type: none"> <li>• <b>93% of ninth grade students will exit Central Davis Junior High on track for graduation (7+ credits)</b></li> <li>• <b>93% course pass rate for seventh and eighth grade students</b></li> </ul>	Did not meet goal	<p>For the 2021 school year, 252 ninth grade students were enrolled at Central Davis Junior High for a full academic year. Of those, 67% exited CDJH with seven or more credits toward high school graduation.</p> <p>For the 2021 school year, the individual term pass rates for 7th and 8th grade students are listed below. The date is presented as follows: subject area -- Term 1 pass rate -- Term 2 pass rate -- Term 3 pass rate -- Term 4 pass rate</p> <p>Fine &amp; Performing Arts -- 91% -- 86% -- 90% -- 94%            CTE -- 85% -- 84% -- 85% -- 87%            English Language Arts -- 75% -- 67% -- 76% -- 84%            Health &amp; PE -- 85% -- 83% -- 89% -- 93%            Math -- 81% -- 73% -- 76% -- 78%            Science -- 91% -- 79% -- 93% -- 87%            Social Studies -- 77% -- 81% -- 83% -- 79%            World Languages -- 83% -- 69% -- 85% -- 88%</p>
<p><b>Positive &amp; Productive Life: The Evaluate Davis average of “evident” (or higher) ratings related to personalized learning, student engagement, and/or use of technology will increase to a point equal to or exceeding district average.</b></p>	Met goal	<p>At the time this goal and measurement was written, we believed we would have access to drill down data at the indicator level. This has not proven to be true. The only comparison data is at the level of the standard in the Observation Tool Kit for Evaluate Davis. The indicators enumerated above fall under the standards of Teach and Check.</p> <p>In 2020, Central Davis Junior High had an average observation rating of 2.93 in the standard "Teach".</p>

The average dropped to 2.89 in 2021, but is slightly better than the district junior high school average of 2.83.

In 2020, Central Davis Junior High had an average observation rating of 2.76 in the standard "Check". The average dropped to 2.57 in 2021, and is slightly below the district junior high average of 2.61.

## Current Year Progress Report

### Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
<p>The Evaluate Davis average of “evident” (or higher) ratings related to personalized learning, student engagement, and/or use of technology across teaching and digital learning observation items will increase to a point equal to or exceeding district average.</p>	<p>Progressing according to plan</p>	<p>In 2020, Central Davis Junior High had an average observation rating of 2.93 in the standard "Teach". The average dropped to 2.89 in 2021 but is slightly better than the district junior high school average of 2.83. At this point in 2022, the average is 2.84, slightly higher than the district junior high average of 2.77.</p> <p>In 2020, Central Davis Junior High had an average observation rating of 2.76 in the standard "Check". The average dropped to 2.57 in 2021 and is slightly below the district junior high average of 2.61. At this point in 2022, the CDJH average is 2.55, nearly equal to the district junior high average of 2.56.</p>
<p>Ninety-three percent of ninth grade students will exit Central Davis Junior High by June 30, 2022 with seven or more credits toward high school graduation, and 90% of seventh and eighth grade students who fail more than two terms of year-long class will improve a failing grade to passing by engaging in teacher-directed intervention while encouraging parent involvement to be completed by June 30, 2022.</p>	<p>Not progressing according to plan</p>	<p>Ninety-three percent of ninth grade students will exit Central Davis Junior High by June 30, 2022, with seven or more credits toward high school graduation.</p> <ul style="list-style-type: none"> <li>• We are making progress on this goal. <ul style="list-style-type: none"> <li>◦ As of the end of Term 3 of the 2022 school year, 121 of 329 (37%) 9th graders have already earned seven or more credits toward graduation.</li> <li>◦ Without any additional intervention, 290 of 329 (88%) 9th graders are projected to leave CDJH with seven or more credits toward graduation.</li> </ul> </li> </ul>

90% of seventh and eighth grade students who fail more than two terms of year-long class will improve a failing grade to passing by engaging in teacher-directed intervention while encouraging parent involvement to be completed by June 30, 2022.

- We are not making progress on this goal.
  - The staffing to achieve this goal proved to be insurmountable for this school year. We are committed to this goal on a smaller scale (core classes) and a reduced focus on grade (passing or failing).

During the 2021-2022 school year, Central Davis Junior High will develop common formative assessments (CFAs) for writing across the various content areas and train the teaching staff in writing and assessing those areas.

Progressing according to plan

Our writing committee developed the acronym "PAUSE" before your write. The acronym instructs students to:

- P - paraphrase the prompt
- A - answer in your own words
- U - Use evidence/vocabulary
- S - Show your reasoning/elaborate
- E - Ensure your answer is complete

The committee also included sentence stems to prompt learners:

- To introduce textual evidence:
  - According to...
  - In the article...
  - The author states...
  - The author illustrates...
  - Another valid reason...
  - In the text...
  - When the author states...
- To elaborate:
  - This shows...
  - This demonstrates...
  - This quote implies...
  - The author implies that...
  - This illustrates...
  - In other words...
  - Therefore...
  - This is important because...

The committee developed content-specific rubrics. Teachers, in their Professional Learning Committee (PLC) work identified a student prompt each term to be assessed with the PAUSE Rubric. The PAUSE Committee worked with DSD partners to develop a data entry and disaggregation tool. The tool was made available to teachers during the third term of 2022. This year, we will have data collected from

Central Davis Junior High will strengthen knowledge and capacity of Social Emotional Learning (SEL) by incorporating a standardized curriculum in which all students will participate.

Progressing according to plan

each department on student PAUSE scores for both third term and fourth term.

The SEL team has completed lessons for each term of the 2022 school year. Term 1 contained ten lessons. Term 2 was nine lessons; term 3 was seven lessons, and term 4 was nine lessons. The SEL competencies that are addressed are relationship skills, social awareness, self-management, self-awareness, and responsible decision-making. The committee will continue to build two more years' worth of lessons so student who attend CDJH for 7th, 8th, and 9th grade will not have the same lessons three years in a row. We will also work to inform parents each week of the competency we are discussing with students so they can enforce the concept at home if they desire.

Central Davis Junior High will strengthen community connections by providing a bilingual (Spanish/English) parent liaison to assist guardians who are more comfortable speaking Spanish take an active role in their student's education.

Progressing according to plan

Central Davis Junior High found a highly dynamic and engaged Bilingual Parent Liaison. She immediately went to work to identify families, assist in translation of parent communication, and spontaneously translate in parent meetings (face-to-face and otherwise). She has proven to be so valuable that we are seeking to increase her hours in the 2023 school year.

## LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 1,020.10
B - Allocated new funds for current year SY21-22	\$ 115,047.00
C - Total Budget for current year SY21-22	\$ 116,067.10
D - Projected spending during current year SY21-22	\$ 110,000.00
E - Expected carryover from current year SY21-22	\$ 6,067.10
F - Projected new funding for next year SY22-23	\$ 128,849.00
G - Total projected funding for next year SY22-23	\$ 134,916.10

## Goals and Planned Actions / Resources



<i>Goal Short Title</i>	<b>Academic Proficiency</b>
<i>Goal Statement</i>	By June 30, 2023, 93% of ninth grade students will exit Central Davis Junior High with seven or more credits toward high school graduation, and 90% of seventh and eighth grade students who fail more than two terms of year-long core class will engage in teacher-directed intervention outside of the classroom setting.
<i>Measures</i>	We will use the Graduation Summary Listing to track credits earned and projected for each of our 9th grade students to identify the percent of our exiting class who exited with seven or more credits toward high school graduation. We will use the “Students Who Received an ‘F’ Report at the end of each term to evaluate grades and identify seventh and eighth grade students for intervention. Teachers and paraprofessionals will track student intervention and report completion each term.
<i>Action Plan (please number steps)</i>	<p>LAND Trust funding supports this goal with updated materials in the school library, along with personnel and resources for tutoring, mentoring, and recovery learning.</p> <ol style="list-style-type: none"> <li>1. \$3,500.00 to improve the CDJH School Library Collection.</li> <li>2. \$73,000.00 to fund. <ul style="list-style-type: none"> <li>o Two (2) Teaching Assistant in Cub Skills to supervise credit recovery for ninth grade students, and provide a structured setting for academically at-risk 8th and 9th grade students</li> <li>o One (1) math tutor -- dedicated to 9th grade recovery learning, then 7th and 8th grade intervention as time allows</li> <li>o Two (2) Student Success Coordinators -- to assist teachers in intervention, recovery learning, and general student work completion</li> </ul> </li> <li>3. \$19,348.00 to fund IXL, ALEKS, Dreambox licenses -- These three programs provide personalized learning and will be used in English Language Arts (IXL) and Mathematics (ALEKS &amp; Dreambox). Following the time commitments required of the program for fidelity, students will experience an initial assessment and then be placed in a personalized course of study to address gaps in their understanding or enrich their learning. Teachers can also use the software to create customized re-teaching courses for students.</li> </ol>
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL #TeacherLeaders #GraduationRates #CollegeCareerReady
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Fiscal Responsibility Parent & Community Connections
<i>Academic area(s) addressed by the goal</i>	Writing Mathematics Science Social Studies Reading
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	
<i>Will LANDTrust funds</i>	



*be used to support the implementation of this goal?*

Goal LAND Trust Expense Total - \$95,848.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#2 Two (2) Teaching Assistants in Cub Skills; One (1) Math Tutor; Two (2) Student Success Coordinators	\$ 73,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#3 IXL licenses; ALEKS licenses; Dreambox licenses	\$ 19,348.00
LAND Trust Academic	Library Books	#1 Update School's Library Collection	\$ 3,500.00

*Goal Short Title*

**Engagement**

*Goal Statement*

Research shows that participation in elective courses directly correlate with increased student attendance (Taetle, 1999). Additionally, overall grades are highly correlated class attendance (Yao & Chiang, 2011). Central Davis Junior High staff and patrons believe offering a broad range of courses will increase attendance rates and thus promote stronger academic achievement in core classes. This also fulfills our mission of providing personalized, engaging, rigorous, and relevant learning experiences to all students through high quality academic instruction.

Taetle, L. (1999). The Relationship Between Fine Arts Participation and Daily School Attendance at the Secondary Level. Contributions to Music Education, 26(1), 50–66. <http://www.jstor.org/stable/24127008>

Yao, J. F. J., & Chiang, T. M. (2011). Correlation between class attendance and grade. Journal of computing sciences in colleges, 27(2), 142-147.

*Measures*

- Enrollment and pass rates in curricular elective courses (Fine Arts, Performing Arts, CTE, Health/PE, World Languages)
- Awards and Recognitions for students participating in curricular elective courses
- Participation in co-curricular clubs and activities (e.g., TSA, FBLA, etc.)

*Action Plan (please number steps)*

LAND Trust funding supports this goal with:

1. \$14,603.00 to update technology that students and teachers use.
2. \$2,540.00 to support the Robotics Club.
3. \$1,000.00 to support the TSA Club.

- 4. \$1,067.00 to provide Reality Town to all 8th grade students.
- 5. \$1,000.00 to provide supplies and materials for student-created projects in Exploring Technology and Manufacturing Technology.
- 6. \$12,080 for the purchase of band instruments.

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

#PCBL|#TeacherLeaders|#GraduationRates|#CollegeCareerReady

*District Strategic Plan Area(s)*

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

*Academic area(s) addressed by the goal*

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

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

*Will LANDTrust funds be used to support the implementation of this goal?*

Goal LAND Trust Expense Total - \$31,290.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#1 Technology Refresh	\$ 14,603.00
LAND Trust Academic	General Supplies, Other	#2 Robotics Club	\$ 2,540.00
LAND Trust Academic	General Supplies, Other	#3 TSA Club	\$ 1,000.00
LAND Trust Academic	General Supplies, Other	#4 Reality Town	\$ 1,067.00
LAND Trust Academic	General Supplies, Other	#6 Band Instruments	\$ 12,080.00

## Additional LAND Trust Questions

### Budget Item List

GoalTitle	Funding	Expense	Description	Item Cost
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	Source	Category		
Academic Proficiency	LAND Trust Academic	Salaries & Benefits	#2 Two (2) Teaching Assistants in Cub Skills; One (1) Math Tutor; Two (2) Student Success Coordinators	\$73,000.00
Academic Proficiency	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#3 IXL licenses; ALEKS licenses; Dreambox licenses	\$19,348.00
Academic Proficiency	LAND Trust Academic	Library Books	#1 Update School's Library Collection	\$3,500.00
Engagement	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#1 Technology Refresh	\$14,603.00
Engagement	LAND Trust Academic	General Supplies, Other	#2 Robotics Club	\$2,540.00
Engagement	LAND Trust Academic	General Supplies, Other	#3 TSA Club	\$1,000.00
Engagement	LAND Trust Academic	General Supplies, Other	#4 Reality Town	\$1,067.00
Engagement	LAND Trust Academic	General Supplies, Other	#6 Band Instruments	\$12,080.00

## Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 128,849.00
G - Total projected funding for next year SY22-23	\$ 134,916.10
H - Total planned expenditures for next year SY22-23	\$ 127,138.00
I - Planned carryover into the following year SY23-24	\$ 7,778.10
J - Is planned carryover more than 10% of projected new funds?	No

Plan for carryover in excess of 10%

Unexpected or unused funds will be re-distributed by the CDJH Community Council in accordance with our school goals.

Plan for sharing the school LANDTrust plan with the community

Labels to identify LAND Trust purchases|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

03/14/2022

Number who approved

8

Number who did not approve

0

Number who were absent or abstained

0