



Teacher Student Success Plan LAND Trust only

North Layton Jr - SY 2023

Principal Ed Campbell

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, 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 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. We enrolled close to 350 new students this school year alone. Our total number of 1043 students has not significantly changed. This demonstrates the high mobility of our student body and community. The educational liaison from Hill Air Force Base informed us that we have the largest military student population of any school in the Davis School District.

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 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 51 instructors, three counselors, one school technology specialist, and three administrators. Our teachers consist of 15 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 "Learning First", student safety and academic success. We provide additional help for our students with strong programs such as Special Education, and ELL services. 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. Students are always 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 two 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. Student participation in these groups help meet their individual needs 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. 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 individualized instruction. Our Robotics Team continues to improve and took qualified for the World competition. We continue to 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.

This year we added a Multicultural Club with the help of the Office of Equal Opportunities at the District. The Multicultural Club along with the Latinos in Action have planned activities that draw the community into our school culture.

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. Initiated early intervention credit recovery classes for our 9th grade students 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.

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. 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 Instructional Coaching program taking over Professional Development along with their other responsibilities. Instructional Coaches have built the professional development around teacher needs and desires.

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.

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')
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%.	Met goal	
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		

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
Increase the number of students on track for graduation by 10%. On-Track students will have a minimum of six credits and all their core credits when they complete their 9th grade year.	Progressing according to plan	There have been some setbacks with our action plan due to the pandemic and increased discipline issues which impacted the availability of personnel. Data is still being gathered.
The North Layton Junior High student body will have 70% of all students either maintain an equivalent grade level score or achieve an increase of 50 points on the scale over	Progressing according to plan	We have tested all students three times. Data shows that there has been improvement in all three grade levels.

the 2021 - 2022 school year on the Reading Inventory scale.

Ten percent of the North Layton Student Body will increase their communication skills through an improvement in individual writing abilities; to be determined by the school wide use of an established and normed rubric.

Progressing according to plan

Student writing has improved over the course of the year. Teachers have been trained on expectations, and how to complete requested writing assignments. The writing committee consisting of Language Arts teachers have been teaching the targeted skills in writing as a single unit.

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 2,016.41
B - Allocated new funds for current year SY21-22	\$ 120,300.00
C - Total Budget for current year SY21-22	\$ 122,316.41
D - Projected spending during current year SY21-22	\$ 95,316.41
E - Expected carryover from current year SY21-22	\$ 27,000.00
F - Projected new funding for next year SY22-23	\$ 138,771.00
G - Total projected funding for next year SY22-23	\$ 165,771.00

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Improving Written Communication
<i>Goal Statement</i>	Ten percent of the North Layton Student Body will increase their communication skills through an improvement in individual writing abilities; to be determined by the school wide use of an established and normed rubric.
<i>Measures</i>	<p>Data from RISE testing and department assessments was used to determine that there was a need for a school wide focus on writing.</p> <p>This goal will be measured by every student completing a written communication assignment in every class, and two assignments in their Language Art classes every term.</p> <p>All teachers will continue to use the rubric created previously. It will be used by every teacher in every class. Language Art teachers will teach all students the</p>

process of writing. All teachers will require and grade the assignments for their classes through the use of the written communication rubric. Scores from the first assessments to the last assessment will determine growth.

Action Plan (please number steps)

1. The Language Art teachers will constitute a committee with the responsibilities to review previously obtained data, review the rubric and its implementation, and to prepare all teachers for the written communication requirements. They will also determine the process to be taught to all students in Language Art classes. The committee will work with a representative from each PLC to ensure the rubric meets the needs of all content areas.
2. The rubric, the plan of instruction, along with what every teacher will need to do, will be re-introduced and reviewed with the faculty prior to the beginning of the school year.
3. The first assignment will be completed by a designated date during first term. Dates for each writing assignment, each term will be determined by the committee. Teachers will be given a \$200 stipend for having students complete the writing assignments each term and submitting the data to the written communication committee.
4. An aid or individual will track all student progress throughout the year and paid for with LAND Trust funds.

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

#GraduationRates|#CollegeCareerReady

District Strategic Plan Area(s)

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

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

No

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

Yes

Goal LAND Trust Expense Total - \$9,400.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#4 Teacher Goal Completion and Incentives	\$ 9,400.00

Goal Short Title

Increasing Students On-Track to Graduate

<i>Goal Statement</i>	Increase the number of students on track for graduation by five percent. On-Track students will have a minimum of six credits and all their core credits when they complete their 9th grade year.
<i>Measures</i>	<p>We looked at the number of 9th grade students leaving our school who were on track to graduate. Six credits is considered on track for graduation. We identified this was an area that needed improvement.</p> <p>The number of students who are credit deficient at the end of the 2022-2023 school year will be five percent less than the number of students who were credit deficient at the end of the previous school year.</p>
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Provide intervention credit recovery courses for 9th grade students who failed their core subjects during their 9th grade year. Productivity purchased through TSSA funds may cover this class 2. Instructional Coaches will continue to work with teachers to improve their skills and effectiveness to meet students needs. Coaches are paid through Trust Land funds. 3. Trackers will continue to work with, tutor, and track struggling students through TSSA funds. 4. Counseling will work with struggling students in the intervention credit recovery classes to individualize instruction and provide motivation to help students to succeed and avoid a credit recovery class in the future. 5. Social Emotional Learning (SEL) curriculum and other curriculum like "Why Try" will be provided in original credit and credit recovery courses to help students to develop skills to be successful and more resilient. 6. Pay for an additional FTE and additional productivity to maintain smaller class sizes and course offerings that will be beneficial to students. The additional FTE may be paid through TSSA and Trust Land funds, and other sources of funds. 7. Technology: including monitors, display adapters, computers, lap tops, projectors and other miscellaneous technology will be purchased with Trust Land funds to enhance lessons, and provide technology to students to maintain, and increase their learning. 8. Math and Science are areas of concern for student credits, and therefore additional software including Dream Box to meet student needs are also being purchased with Trust Land funds.
<i>This goal can be categorized as... (choose all that apply)</i>	#TeacherLeaders #GraduationRates #CollegeCareerReady #SEL
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Parent & Community Connections Culture
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Science

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

Yes

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

Goal LAND Trust Expense Total - \$148,115.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#2 Instructional Coaches Productivity	\$ 36,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#7 Monitors, Display Adaptors, and Misc. Items	\$ 6,615.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#8 Dream Box Licenses	\$ 5,500.00
LAND Trust Academic	Salaries & Benefits	#6 Additional FTE	\$ 100,000.00

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Improving Written Communication	LAND Trust Academic	Salaries & Benefits	#4 Teacher Goal Completion and Incentives	\$9,400.00
Increasing Students On-Track to Graduate	LAND Trust Academic	Salaries & Benefits	#2 Instructional Coaches Productivity	\$36,000.00
Increasing Students On-Track to Graduate	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#7 Monitors, Display Adaptors, and Misc. Items	\$6,615.00
Increasing Students On-Track to Graduate	LAND Trust Academic	Software or Technology Hardware	#8 Dream Box Licenses	\$5,500.00

		(each item < \$5000)		
Increasing Students On-Track to Graduate	LAND Trust Academic	Salaries & Benefits	#6 Additional FTE	\$100,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 138,771.00
G - Total projected funding for next year SY22-23	\$ 165,771.00
H - Total planned expenditures for next year SY22-23	\$ 157,515.00
I - Planned carryover into the following year SY23-24	\$ 8,256.00
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	If there are funds leftover we will use them to enhance existing goals as needed.
Plan for sharing the school LANDTrust plan with the community	School newsletter School website School marquee
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	04/01/2022
Number who approved	7
Number who did not approve	0
Number who were absent or abstained	2