



Teacher Student Success Plan LAND Trust only

Mueller Park Jr - SY 2023

Principal Kenneth Hadlock

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 Mueller Park Junior High is to create a positive culture and promote learning first for all. To accomplish our purpose, we promote a growth mindset by focusing on habits of success and cognitive skills in our teaching and learning. We use course content to develop college and career readiness skills, while giving specific attention to the needs of students who fall below academic proficiency levels. We are committed to achievement, civility, empowerment, and academic mastery. We create a safe and welcoming culture by maintaining high expectations of positive collaboration, equity, and responsible citizenship wherein EVERYONE has value and contributes to our overall success.

Description of the School

Community

Located north of Salt Lake City, Mueller Park Junior High School is in a residential suburban neighborhood at 955 East 1800 South in Bountiful, Utah. The school is in a middle-income residential neighborhood but serves students from a wide variety of socioeconomic situations. Our boundaries include two noncontiguous neighborhoods. Most of the students come from families with supportive parents who value education. Over 90% of the College/Career Readiness (CCR) conferences with the guidance counselors include parent participation, and there is an active level of parent participation in our School Community Council and Parent/Teacher Organization.

Student Body

Mueller Park Junior High School has a student population of 1096 with a projected 2022-2023 enrollment of 1065 students in grades seven through nine. Our student enrollment is comprised of an ethnic minority population of 19%, including: <1% American Indian or Alaskan Native, 1% Asian, 1% Black or African/American, 10% Hispanic/Latino, 3% Multiple Races, and 3% Native Hawaiian or Other Pacific Islander. Other school metrics include: 17% economically disadvantaged and 4% Multi-Language Learners.

Staff

Mueller Park Junior High School has one principal, two assistant principals, forty certified staff, three full-time counselors, three full- and three part-time secretaries, one shared school technology specialist, one part-time school resource officer, two full-time custodians with four part-time crew members, six cooks, three related servers, and five part-time teacher assistants.

Mueller Park Junior High employs individuals holding an LEA-specific educator license, license areas, and/or endorsements. The following designations or levels apply to educator licenses, and license areas (i.e., mathematics, music, Spanish, social studies, etc.):

- Percentage of the FTE that is fully qualified for their assignment: Fully qualified means the educator has a current professional license and professional license areas and endorsements for their assignments.
- Percentage of FTE that is partially qualified for their assignment: Partially Qualified means the educator has an associate license/license area or endorsement in their assignment. This includes professionally licensed educators who have received associate level license area/endorsements.
- Percentage of FTE that is not qualified for their assignment: This includes educators without a current license, educators teaching on an LEA specific or a professional or associate educator teaching outside their area. All LEA specific licenses fall into this category.

As of February 2022, Mueller Park Junior High School employs educators with the following types of licensure:

- Fully Qualified – 86%
- Partially Qualified – 5%
- Not Qualified – 9%

School Culture

Mueller Park Junior High School has a long-standing tradition of academic excellence. Honors classes are taught in each core area on all three grade levels. Exploring Computer Science, Engineering, Creative Coding, and Advanced Placement Human Geography, French, and Chinese courses are offered. The school supports 2 Dual Language Immersion programs (French and Chinese). Parents/Guardians are involved in their students' education, communicate freely with teachers, and volunteer in many ways. Teachers work in collaborative teams called professional learning communities (PLCs) and use technology to increase student access and achievement. All students have individual laptop computers to utilize at home and on campus throughout the school year. In addition, Mueller Park Junior High has a strong tradition of student leadership including, Student Government, Latinos in Action, National Junior Honor Society, and HOPE Squad.

Unique Features & Challenges

Unique offerings that address strengths and challenges of Mueller Park Junior High include: 1) an internal credit recovery program wherein ninth grade students who fall behind in proficiency and fail a course have an opportunity to recover high school credit, 2) “Panther Success”, a mentoring period wherein all students engage in personalized learning and meet with teachers for academic and SEL support, 3) Dual Language French Immersion and Dual Language Chinese Immersion programs, 4) Engineering courses, 5) industry standard courses offered through Career Technical Education, 6) math labs to support instruction in mathematics, 7) Lunch and Learn tutoring and remediation support, and 8) a sixth grade open house presented by the faculty for incoming students and their parents. A challenge unique to Mueller Park Junior High is the non-contiguous boundary. A significant portion of our student body travels 10+ miles outside of their neighborhood to get to the school. This makes participation in extra-curricular activities, after-school tutoring, and clubs a challenge for that portion of our students.

Additional Information

We offer a variety of interventions including: Read 180-Next Generation, Study Skills, Credit Recovery, and after-school tutoring. Counselors track grades and meet regularly with at-risk students to support academic achievement. Individual College and Career Readiness (CCR) meetings with counselors, parents, and students are held at the rate of over 90% for 8th and 9th grade students. Small group CCR meetings are held for 7th grade students. Our celebrations include: Panther Pride, Students of the Month, Outstanding Improvement, 9th Grade Recognition, “High Five,” academic contests, and goal-reaching rewards.

Needs Analysis

Notable Achievements

Fine Arts – Visual Art

The fine arts department has had a straining two years of slow performances, and lower numbers (affected by COVID related issues). But as a group, we all said the same thing. WE LEARNED A LOT! From this our ratings from Percussion, Choir and Band were higher than in the past with many superior ratings to count for!! Also, we have learned so much from the past two years including: how to incorporate Canvas and other digital platforms into our Curriculum. As a whole, our department has become a stronger team from the pandemic.

Counseling

This year, the school hired a Student Success Advocate who works one-on-one with students who are struggling academically. The Student Success Advocate has been meeting with an academic watch list of students, which has allowed counselors to focus on this special population group at a higher level of support. Counselors attended the Utah School Counseling Association conference. Additionally, counselors visited every 6th grade student (from the school’s six feeder schools) coming to Mueller Park Junior High for the 2022-2023 school year. School counselors have worked collaboratively with the district CTE department to increase the participation level of special population students in CTE classes and pathways. School counselors have overseen YouScience assessment and results. Counselors planned and carried out a field trip to the DTC and Catalyst Center.

Language Arts

The Language Arts department, together with the school, has successfully implemented the Summit Learning in two grades. Student Lexile measures increased 5% overall in the past few years; SPED student scores also reflect improvement in Lexile levels. In the end-of-level Utah RISE assessment, proficiency scores are 8% higher than the district average.

Math

Scores for students with IEPs (Individual Education Plans) in the co-taught class are on the rise. The math department has been putting curriculum online and creating classes that can be accessed, learned, and completed all online if necessary. Using the Explain Everything app and iPads, teachers are making additional videos for students who are struggling.

Media Center

Over the past few years, the Media Center has seen a dramatic increase in circulation and lunchtime participation.

Fine Arts – Music

The music department has had a straining two years (the result of the COVID pandemic), of slow performances and lower enrollment numbers. But as a group, we all said the same thing. WE LEARNED A LOT! From this experience, festival ratings in Percussion, Choir and Band were higher this year than in the past, with many superior ratings received!! Department members have learned how to incorporate CANVAS and other digital learning platforms into the music curriculum. As a whole, the department has become a stronger team coming out of the pandemic.

Science

The Science Department has worked hard the past two years to prepare the science curriculum and instruction in Summit Learning for grades 7 and 8. Students are learning to navigate the projects and assessments in the platform. In the area of individual student achievement, the department had four students registered in the district science fair this year. Three of the four were able to attend, and two of the three in attendance earned awards and continued on to the Ritchey Science Fair this spring. Students followed a Summit Learning module, designed specifically for science fair planning, and were very well prepared for the competition.

World Languages

Our department has grown from 2 full time language teachers (French and Spanish) to 3 full time teachers (Chinese, French and Spanish) and a part time teacher (Spanish). Our AP exam results for French have been well about State and National averages (96.6% vs 87.5% and 83.2% in 2020, 75% vs 65.5% and 70.9% in 2021). Our Chinese program also had good results for our first group: 66.7% vs 45.2% and 88.1% in 2021). Our Spanish department also achieved good proficiency levels last year: composite score of Intermediate Low for Spanish 3 students, which is meeting the district's proficiency targets for that level.

Social Studies

Mueller Park Junior High School has an active Latinos in Action (LIA) chapter staffed by the Social Studies department. Students are enrolled in the school's LIA class, which has contributed many service hours to the school and community while developing leadership skills in the individuals who participate. This year, the school started a Mock Trial Program with enough student participation to field two teams. Both teams qualified for the quarterfinal round in the state competition. And finally, roughly one third of the 9th graders are taking AP Geography and will have the opportunity to take the AP Geography test later this spring.

Special Education

The number of Special Education students participating in team-taught classes has increased: 30-35 students in 7th, 8th, and 9th team math classes; and 30-35 students in 7th, 8th, and 9th team taught English classes. The number of students achieving high enough levels of performance to qualify them to exit from SPED services has increased. Exit from services altogether has increased: 3 students from math, 6 from reading. All 3 SPED teachers are ESL endorsed, 2 became endorsed in the past 2 years.

Areas of Recent Improvement

Mueller Park Junior High School has achieved much improvement over the past few years. Below are some of the highlights.

- For the 2022-2023 school year, we are incorporating five new course offerings! Photography, Music Explorations, Introduction to Health Science, Exploring Business and Marketing are all new offerings at the school this year. Additionally, 3D Art for 8th grade has been added to our course catalogue.
- Because of the new Student Success Advocate (SSA) position added to our counseling program, counselors have been able to meet with more students, spend more time in classrooms, and even attend meetings and events outside of the school knowing that our students still have the needed support while they are away. The SSA currently meets with 72 students who have been struggling academically, socially, and with attendance. She engages with students to help them understand the importance of being in school and doing their best. She helps them feel good about themselves and their place at Mueller Park Jr. High. The SSA instituted a 5-week Mindfulness group for 10-15 students per grade level.
- In the Language Arts department, two teachers achieved ELL endorsements; and two teachers achieved technology endorsements.
- The Language Arts department implemented self-directed learning through the Summit Learning platform in the 7th and 8th grades.
- The Language Arts Department spent in excess of 100 hours vetting Summit 7th grade curriculum, and shared findings with district about curriculum appropriateness issues.
- The Math Department has increased number of students with access to Summit Learning and has increased the amount of available math resources.
- All math teachers have been trained and are now teaching at least one Summit Learning course.
- Math teachers attended Fall and Spring trainings with Summit Learning to improve their working knowledge of the program and all it has to offer.
- An amazing 100% of the accelerated students tested at proficient or highly proficient on the 7th grade Utah RISE assessment.
- The Media center recently added 364 new books to its inventory.
- Student numbers in choir, band, and orchestra were not affected by the pandemic. Enrollment numbers for coming year are extremely high.
- Science department improvement this year has been focused on Summit Learning implementation. Teachers continue to receive training and gain skills in utilizing the Summit platform. The department is also refining assessments and projects in order to refine the scope and sequence of their curriculum as well as to coordinate with the Utah Science Standards.

- This year, the Social Studies department has been adapting curriculum for the new Summit System in both 7th and 8th grade.
- The World Languages department has been learning about new strategies to implement in the classroom through studying "Teach Like a Champion" and focusing on a few strategies that are implemented every month. We have also participated in district training focusing on comprehensive input and making language learning more accessible to students. Our department is also very new: 3 out of 4 teachers are 'new' teachers. They have been completing courses and attending trainings, are receiving on-going training and help at the school.
- To better serve learners with special needs, the school as established a fully instituted READ 180 program and Language! program for lower students. Behavior Plan implementation is more structured; and a level system for the Academic Social Communication (ASC) classroom is in place and functioning. Teacher training continues with one SPED teacher taking the Microsoft Edge course.

Areas of Needed Improvement

After a careful review of successes and achievements, departments at Mueller Park Junior High School have identified a number of areas for needed improvement. Below are some of the highlights.

- The Visual Arts department needs specific equipment for the newly created photography class. The list of equipment includes, cameras, SD cards, readers, printers, and a traveling electronic-device cart.
- To continue to build on the success the counselors are experiencing, the school would like to have the Student Success Advocate position continued into the 2022-2023 school year. The CTE department feels adding their support to the counseling center plan is what is best for students. Through the SSA we are better able to meet with students, explore interests, and encourage CTE classes and pathways.
- Data from 2019-20 RI scores showed an overall Lexile score increase of 5%. However, only 74 % of students were proficient. Multilingual learner (MLL) students showed 2-3% growth (Latino students did not show Lexile measure growth). Data from 2020-2021 Reading Inventory tests showed a 5% growth overall (fewer students were tested due to COVID). Only 67% of students were proficient (a loss of 7% during COVID). MLL scores showed a 2 % Lexile measure growth (Latino students' scores showed no growth). Therefore, to address the lower Lexile scores and the need to increase Lexile scores for MLL students (especially Latino learners), we need additional, higher Lexile texts to challenge students and to support the Summit Learning program. We need to address gaps facing multi-language learners. We also need to directly teach reading strategies in all English courses.
- Combined with lower passing rates, student motivation seems to have declined. The school needs to address these related issues.
- Additional materials are needed to help improve math learning. Each Panther Success class needs a set of five scientific calculators so they can be used to work on homework or passing off PFAs (power focus areas) and AFAs (additional focus areas) in Summit Learning. The district printing services will print notes for each math Summit unit. Additionally, teachers need more math manipulatives to help students connect to the math more easily.
- Current 7th and 8th grade teachers need time over the summer to work on improving the 8th and 9th grade Summit Learning courses. Ninth grade teachers and new hires need to attend summer Summit training.
- The Media Center needs to increase its book-to-student ratio (including hard copies, e-books, and audiobooks). There is a need for a greater percentage of students reading on a regular basis.
- Good posture is extremely important for the instruction of music. Affected by posture proper breathing technique is essential to high quality and enduring performance standards. Chairs designed to enhance posture and breathing for music students are an absolute necessity. With the loss of many chairs over the years, as well as the burgeoning growth in enrollment, the Music Department is in serious need of a new set of chairs for instruction and rehearsal.
- The science department is developing three steps to increase student engagement: Continue improving content and delivery with the Summit platform. The 9th grade courses (Earth Systems and Biology) will be added next year. Earth Systems and Biology teachers will need time to prepare the material and be

trained on the platform. The 8th grade team will need time to refine the curriculum and implement changes to better integrate the curriculum with our learners.

- The Science Department will institute an after-school Science Fair mentoring program that will be a resource for students interested in Science Fair participation. Students will receive coaching needed help them present the very best version of their project when they participate in the school science fair and beyond. A paid mentor is needed to coach and guide students through the process.
- The Science Department looks forward to bringing more real-world technology to the school to help with Projects in the Summit platform. District grant money will cover several new and exciting pieces of equipment (weather station, water testing, carbon dioxide meters, microscopes, etc.). However, the department will need additional funding for the consumables for many of these projects.
- The Social Studies department will transition to the Summit Learning platform with the 9th grade curriculum, and continue to refine and adjust the Summit curriculum for 7th & 8th grade. There is a need for social studies teachers to be able to make better use of technology resources, including the new on-line textbook materials. There is a need to increase the opportunities for students to apply social studies knowledge in relevant real-world activities. With the ratio of new faculty members, there is a definite need for training and collaboration within the department, as well as team building among the department members. There is a need to rebuild the collaborative relationships that once existed in the department.
- The World Languages department's focus is to build a stronger community at MPJH by focusing on global, cultural awareness as well as students' inclusion. We also want to build a stronger World Language department by providing more support for student success and more options for them.
- For the students with special needs, the school has many suggestions for needed improvement. There is a need for individual and small group support for SPED students in larger classes, especially Applied Skills classes. There is a need to improve reading, writing, and math outcomes. There is a need for a social skills program. There is a need for curriculum for Applied Skills classes (to improve behaviors and improve student efforts to increase executive functioning skills). There is a need for a lower-level math program for students with disabilities. There is a need to improve the learning atmosphere and support for the number of students being qualified that have attention deficit/focus related issues (to support their behavior control).

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')
7th grade students will increase their math proficiency as demonstrated by an average score increase of 2% from a pre-test common assessment given at the beginning of the school year to a post-test common assessment given at the end of first semester.	Met goal	Mueller Park Junior High School has a student population of 1096 with a projected 2022-2023 enrollment of 1065 students in grades seven through nine. Our student enrollment is comprised of an ethnic minority population of 19%, including: <1% American Indian or Alaskan Native, 1% Asian, 1% Black or African/American, 10% Hispanic/Latino, 3% Multiple Races, and 3% Native Hawaiian or Other Pacific Islander. Other school metrics include: 17% economically disadvantaged and 4% English Language Learners.
8th grade students will increase their math proficiency as demonstrated by	Met goal	Teachers gave a Pre-test and then the same test as a post-test at the end of the first semester. Teachers did

an average score increase of 2% from a pre-test common assessment given at the beginning of the school year to a post-test common assessment given at the end of first semester.

targeted intervention on those concepts that students struggled with.

Pre-Test Average 9%, Post-Test Average 18%

8th graders increased on average 9%.

Students identified as English Language Learners (ELL) in grades 7, 8, & 9 will increase their reading proficiency by an average of 2% as demonstrated by their Lexile scores from a baseline test administered at the beginning of the year to the same test given midyear.

Did not meet goal

MLL Students were given the Reading Inventory September 2020. The data showed that students of two or more races were 35 % proficient. Latino students were 17 % proficient.

MLL students were given the RI again in February 2021. The data showed that students of two or more races were 36 % proficient. Latino students were still 17 % proficient.

Therefore, during the 2020-2021 school year, students of two or more races increased their reading lexile by 1 %. Latino students showed no growth in lexile. (Please note that due to attendance during COVID that year, we were only able to test 75 % of our MLL population. No Pacific Islander, Asian, or Native American students were present for both tests.)

75% of 8th grade students enrolled in Chinese Dual Language Immersion courses will show proficiency of Intermediate Mid in all areas (Reading, Speaking, and Writing) of the AAPPL test.

Did not meet goal

According to data provided by the AAPPL assessment, 54% of the school's 8th grade students were at the Intermediate Mid level by the end of the 2020-2021 school year.

Students in grade 9 will increase their science proficiency through collaboration, academic fortitude, and social emotional skills, as demonstrated by an average score increase of 2% from a pre-test common assessment given at the beginning of the school year to a post-test common assessment given at the end of first semester.

Met goal

In order to assess progress in science proficiency, 9th grade Earth Science students at Mueller Park Junior High were given a standards-based common assessment written and recorded by the science department, entitled the Big Bang Assessment. This assessment was designed to track academic improvement over time.

Below are pre and post test, as well as growth, measures:

Pretest Measure: Students scored an average of 80.1% on the administered pre-test;
Post-test Measure: Student scored an average of 89% on the post-test:
The overall percentage growth average was 8.9%.

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Students in grades 7-9 will increase their math proficiency as demonstrated by an average score increase of 2% on the RISE and ASPIRE+ tests.</p>	<p>Progressing according to plan</p>	<ul style="list-style-type: none"> • Teachers have participated and continue to participate in Professional Learning Communities (PLCs) to identify essential skills and standards for content, assess student proficiency of core standards, and determine best practices to support student learning, with a focus on checking for understanding and feedback. • The school has provided math labs for students in grades 7-9 non-honors courses. • The school utilizes Panther Success time to mentor students on the 16 Habits of Success to promote personalized learning and SEL skills. • Three part-time teachers and additional teacher productivities were added to various curricular areas to reduce class sizes and make math lab class periods available for students, funded by LAND Trust money. • We provide tutoring weekly, either before or after school, funded by LAND Trust money. • Attention has been given to help students master 36 Cognitive Skills and 16 Habits of Success to support personalized learning and increase their understanding of the learning process to support student ownership of academic growth. • Eighth grade teachers attended a 4-day summer institute offered through Summit Learning. • The school hired a student advocate to track failing grades and review subpopulation data to determine need and offer support to identified students at-risk for failure.
<p>Students in grades 7-9 will increase their reading proficiency by an average of 2% as demonstrated by their Lexile scores on a Reading Inventory (RI) test administered from the beginning of the year to the end of the year assessment.</p>	<p>Progressing according to plan</p>	<ul style="list-style-type: none"> • Teachers have been participating in Professional Learning Communities (PLCs) to identify essential skills and standards for content, identify and assess student proficiency of core standards, and determine best practices to support student

Students in grades 7-9 will increase science proficiency through collaboration, academic fortitude, and social emotional skills, as demonstrated by an average score increase of 2% on the RISE and ASPIRE tests.

Progressing according to plan

- learning, with a focus on checking for understanding and giving feedback.
- Student and teachers have been utilizing a variety of learning platforms and resources available along with effective classroom instruction to master and demonstrate competency of English Language Arts (ELA) concepts.
- Personalized attention has been provided by a student success coordinator and counselors to students identified as English Language Learners (ELL) to help close learning gaps.
- Eighth grade teachers attended a 4-day summer institute offered through Summit Learning.
- The school has maintained a Read 180 courses for at-risk learners as identified through the Reading Inventory data.
- Professional development has been provided for faculty in the areas of reading interventions, Personalized Competency-Based Learning (PCBL), and high-effect size teaching strategies.
- Teachers have worked to help students master 36 Cognitive Skills and 16 Habits of Success to support personalized learning and increase their understanding of the learning process to support student ownership of academic growth.
- Panther Success time has been utilized to mentor students on Habits of Success to promote personalized learning and SEL skills.
- Three part-time teachers and additional teacher productivities have been worked into the schedule in various curricular areas to reduce class sizes.
- We have provided twice-weekly, after-school tutoring. Additional faculty salaries have been funded by LAND Trust money.

- Teachers have continued to provide instruction in Science as a collaborative process requiring cooperative, hands-on participation and critical thinking; thus, building academic capacity through a systematic approach within a personalized learning environment.
- Teachers have focused on empowering students to engage in challenging, creative, and rigorous learning experiences that are

- grounded in clearly defined content standards.
- The school has implemented Social Emotional Learning (SEL) strategies with students and teachers to improve student growth and academic achievement and build school culture.
 - The school counselors have evaluated SEL survey and Evaluate Davis data to identify areas of need and further the implementation of the 16 Habits of Success through school-wide activities to promote independence and sustainability by enhancing “sense of purpose.”
 - Teachers have participated in PLCs to identify essential skills and standards for content, identify and assess student proficiency of core standards, and determine best practices to support student learning, with a focus on checking for understanding and feedback.
 - Student and teachers have utilized a variety of learning platforms and resources available along with effective classroom instruction to master and demonstrate competency of English Language Arts (ELA) concepts.
 - Eighth grade teachers attended a 4-day summer institute offered through Summit Learning.
 - Three part-time teachers and additional teacher productivities were added to the schedule where needed, funded by LAND Trust money, in various curricular areas to reduce class sizes.
 - Attention has been given to help students master 36 Cognitive Skills and 16 Habits of Success to support personalized learning and increase their understanding of the learning process to support student ownership of academic growth.
 - Teachers have utilized Panther Success time to mentor students on Habits of Success to promote personalized learning and SEL skills.
 - The school has provided tutoring weekly, either before or after school

The school has continued to build student leadership within the student government, Latinos In Action, Culture Club, and HOPE Squad to support a positive culture by promoting social awareness, sense of belonging, growth mindset, and resilience.

Students in grades 7-9 will reach an average passing rate of 97%.

Progressing according to plan

- The school hired a tracker to support students with attendance, equitable access for students identified in underserved subpopulations, academic performance, and Habits of Success.
- The school has hired five teacher assistants to support instructional interventions.
- Attention has been given to help students master 36 Cognitive Skills and 16 Habits of Success to support personalized learning and increase their understanding of the learning process to support student ownership of academic growth.
- The school has utilized Panther Success time to mentor students on Habits of Success to promote personalized learning and SEL skills.
- Three part-time teachers and additional teacher productivities were added to various curricular areas to reduce class sizes and make math lab class periods available for students, funded by LAND Trust money.
- The school offers weekly tutoring from content area teachers outside of the school day funded by LAND Trust money.
- The school provides interventions for 9th grade students through Lunch & Learn.
- The school offers credit recovery/remediation for 9th grade students that fail a class.
- The school administered an American College Testing (ACT) Practice Test for interested 8th and 9th grade students.

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 16,711.16
B - Allocated new funds for current year SY21-22	\$ 132,984.00
C - Total Budget for current year SY21-22	\$ 149,695.16
D - Projected spending during current year SY21-22	\$ 141,050.00
E - Expected carryover from current year SY21-22	\$ 8,645.16
F - Projected new funding for next year SY22-23	\$ 144,645.00

G - Total projected funding for next year SY22-23

\$ 153,290.16

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Math
<i>Goal Statement</i>	Students in grades 7- 9 will increase their math proficiency by two percent on the RISE and ASPIRE+ tests.
<i>Measures</i>	The RISE and ASPRIRE+ tests will be used to measure goal attainment. Goal achievement will be measured by June 1, 2023.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Acquire enough scientific calculators to have a complete set in each math classroom and 5 in each Panther Success Class. Replace broken graphing calculators (3) in our 9th grade classrooms. If students have access to the calculators in Panther Success then they will have more opportunity to pass off PFAs or work on homework completion 2. Teachers will meet 5 times over the summer and be paid for their time to work on planning projects to help students be excited and interested in math. Teachers need time to develop and plan for project-based learning. 3. Purchase manipulatives to help in the math classrooms: protractors, compasses, 3D models of shapes. Having manipulatives for students to handle will help them better visual the math. 4. The district printing services will print notes for each math Summit unit. 5. The school will hire an additional teacher to help reduce class size in major content area classes. 6. The school will hire a half-time instructional coach to support staff development.
<i>This goal can be categorized as... (choose all that apply)</i>	#TeacherLeaders #GraduationRates #CollegeCareerReady
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement
<i>Academic area(s) addressed by the goal</i>	Mathematics
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No
<i>Will LANDTrust funds be used to support the</i>	Goal LAND Trust Expense Total - \$16,700.00

implementation of this goal?

<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 The math department will purchase 250 scientific calculators for use in all Panther Success classrooms.	\$ 4,500.00
LAND Trust Academic	Salaries & Benefits	#2 Teachers stipends for summer collaboration time and planning.	\$ 4,000.00
LAND Trust Academic	General Supplies, Other	#3 Purchase of math manipulatives.	\$ 200.00
LAND Trust Academic	Printing	#4 Summit math notes printed.	\$ 8,000.00

<i>Goal Short Title</i>	Science
<i>Goal Statement</i>	The science goal is to increase student science proficiency by two percent on RISE scores by the end of the 2022-23 school year.
<i>Measures</i>	The RISE test data will be used to determine growth. The test will be administered at the end of the 2022-2023 school year.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. The school will utilize a Science Fair mentor to work with students to create unique and well-organized science fair projects, as well as offer feedback throughout the steps of the process. 2. For engagement, the science department will purchase consumables for the equipment we will receive through the district grant. Would also utilize iPads in carrying out and reporting on experiments and explorations. 3. Paying teachers to prepare and vet Summit curriculum for 8th and 9th grade science courses, and to vet videos as per district standards. 4. The school will hire an additional teacher to help reduce class size in major content area classes. See TSSA budget amount in Goal #1. 5. The school will hire a half-time instructional coach to support staff development. See TSSA budget amount in Goal #1.

<i>This goal can be categorized as... (choose all that apply)</i>	#GraduationRates #CollegeCareerReady																				
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement																				
<i>Academic area(s) addressed by the goal</i>	Science																				
<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 - \$10,000.00																				
	<table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#1 Stipend for science fair mentor.</td> <td>\$ 1,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Software or Technology Hardware (each item < \$5000)</td> <td>#2 iPads</td> <td>\$ 4,500.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#3 Stipends for collaborative planning.</td> <td>\$ 4,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>General Supplies, Other</td> <td>#2 Consumables</td> <td>\$ 500.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#1 Stipend for science fair mentor.	\$ 1,000.00	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#2 iPads	\$ 4,500.00	LAND Trust Academic	Salaries & Benefits	#3 Stipends for collaborative planning.	\$ 4,000.00	LAND Trust Academic	General Supplies, Other	#2 Consumables	\$ 500.00
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<i>Goal Short Title</i>	College and Career Readiness
<i>Goal Statement</i>	School passing rates will increase two percent over the 2021-2022 school year.
<i>Measures</i>	School indicators include attendance rates and passing rates.
<i>Action Plan (please number steps)</i>	1. The school will continue the use of the Student Success Advocate (SSA) position through the 2022-2023 school year.

- 2. The SSA position will expand the ability of the counseling center to interact with more students individually and in groups.
- 3. Utilization of the SSA will help to increase passing rates while decreasing attendance issues.
- 4. The SSA will meet regularly with each individual English Language Learners (ELL) student in the school to help them recognize strengths and find academic success.

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

#SEL#GraduationRates#CollegeCareerReady

District Strategic Plan Area(s)

Student Growth & Achievement

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 - \$21,956.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#1 Student Success Advocate staff position	\$ 21,956.00

Goal Short Title

Student Reading Improvement

Goal Statement

Overall, students will increase their reading Lexile score by two percent on the Reading Inventory.

Measures

Data from the Reading Inventory is used to determine school reading goals. Overall, students will increase their reading Lexile score by two percent between August 2022 and June 2023. The number of proficient readers will increase from 67% to 69%. This will be measured by taking the state RI test three times during the 2022-23 school year.

Action Plan (please number steps)

- 1. English Step 1: Document initial R.I. scores. Create Student Goal Sheet to track goal progress and projects. Evaluate each term.
- 2. English Step 2: Instruction of monthly department-wide reading strategy. Literature Survey courses will specifically teach reading strategies (in

addition to literary devices).
 3. English Step 3: Purchase compelling, appropriate, carefully researched student texts with challenging Lexile levels, and that engage Multi-Lingual Language (MLL) learners.

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

#GraduationRates|#CollegeCareerReady

District Strategic Plan Area(s)

Student Growth & Achievement

Academic area(s) addressed by the goal

Reading

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

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

Yes

Goal LAND Trust Expense Total - \$9,840.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Textbooks	#3 Purchase compelling, appropriate, carefully researched student texts with challenging lexile levels, and that engage MLL learners.	\$ 9,840.00

Goal Short Title

Social Studies

Goal Statement

The Social Studies department will increase the amount of materials training and activities available for enhanced instruction. Students will benefit from the these activities and materials by having hands-on, first-hand experiences with the curriculum. Student performance on end-of-level assessments will improve by two percent.

Measures

End-of-level assessments will be used to measure success.

Action Plan (please number steps)

1. Schedule two days to meet as a department and work on curriculum and common assessments.
2. Meet during prep periods and department meetings to review data and identify students who need remediation.
3. Social Studies teachers will attend Summer 2022 Summit training sessions funded by LAND Trust.

4. Social Studies teachers will attend at least one of the following conferences: UMLA (Utah Mid-Level Association), Spring 2023; UCSS (Utah Council of Social Studies), Fall 2022; APSI (Advance Placement Summer Institute) Intermountain Workshop, Summer 2022.
5. Schedule visits for all 7th grade classes to significant sites related to Utah Studies; 8th grade classes to significant sites related to US History and Government; and 9th grade classes to significant sites related to Cultural and Economic Issues funded by LAND Trust.
6. The Social Studies department will purchase a classroom set of globes, atlases, and wall maps.
7. Stipends for PLC collaboration funds paid by LAND Trust.

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

#TeacherLeaders|#GraduationRates|#CollegeCareerReady|#PCBL

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees

Academic area(s) addressed by the goal

Social Studies

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 - \$10,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#7 Stipends for PLC collaboration	\$ 1,200.00
LAND Trust Academic	Salaries & Benefits	#3 Conference Attendance - 5 teachers attend 2 conferences.	\$ 400.00
LAND Trust Academic	Transportation, Admission, Per Diem	#5 7th Grade Field Trip	\$ 4,200.00
LAND Trust Academic	Transportation, Admission, Per Diem	#5 8th Grade Field Trip	\$ 2,100.00
LAND Trust	Transportation, Admission, Per	#5 9th Grade Field Trip	\$ 2,100.00

Academic

Diem

*Goal Short Title***Curriculum and Instruction***Goal Statement*

Science scores will increase by two percent on the RISE test administered at the end of the 2022-2023 school year.

Math goal attainment will be demonstrated by an average score increase of two percent on the RISE and ASPIRE+ tests.

Goal achievement will be measured by June 1, 2023.

Measures

RISE and ASPIRE+ tests administered at the end of the 2022-2023 school year will measure progress for this goal.

Action Plan (please number steps)

1. The music department will purchase specially designed chairs that ensure good posture and breathing techniques required for proper music instruction. Teachers will begin the school year by teaching correct posture and how to use the music chairs effectively.
2. The school will purchase necessary classroom equipment and materials for the new photography classes.
3. Teachers will design new curriculum for the photography classes.
4. Teachers will meet routinely to review data to identify issues or concerns throughout the school year.
5. At the beginning of the school year, the World Languages department will make posters to promote the International club and accept any student who wants to participate. During our first meeting, we will have students create a logo for an International Club at MPJH.
6. For the rest of the year, the World Languages department will conduct club activities focusing on traditions and celebrations from all around the world, with emphasis on the world languages taught at MPJH: September - Mexican Independence day, October - Day of the dead, November - Veteran's day, December - Christmas (Mexican and French traditions), January - Chinese Spring Festival, King's cake in France and Spain, February - Chinese Lantern Festival, and Chandeleur (French Crepe day), March - Mardi Gras, Dragon Boat Festival, April - Dia Del Nino, Pure brightness Festival, May- Cinco de Mayo, Teacher's day
7. The World Languages department will partner with Latinos in Action to help with International week, not just as the International Club, but as the World Language department to promote other cultures at the school.
8. The Media Center will order more books for students, particularly eBooks and audio books purchased through LAND Trust.
9. The Media Center will implement multiple school-wide activities/contests to promote yearlong reading. Provide awards and incentives for student participation.

10. The Media Center will conduct an ongoing book challenge contest through the library. Provide awards and incentives for participation.
11. The Special Education Department will expand the libraries of books for lower-level readers and Language Arts Learners with the purchase of new books.
12. A school climate team will be established. This team will work to improve school climate through positive behavior supports. The school will provide training to all staff and implement the school team to oversee implementation.
13. Credit recovery will be available for students who have lost high school graduation credit.
14. Utilizing additional grant sources (ESSER, CARES, English Second Language (ESL), the school will continue to offer student success support in the form of Student Advocates, an academic tracker, and ESL tutors.
15. A school climate team will be established. This team will develop a plan and work to improve school climate through positive behavior supports. The school climate team will provide oversight and training to all staff in order to implement the school climate plan.
16. Credit recovery will be available for students who have lost high school graduation credit. LAND Trust funding will be used.
17. Utilizing additional grant sources (ESSER, CARES, ESL), the school will continue to offer student success support in the form of Student Advocates, an academic tracker, and ESL tutors.
18. The school will hire a part-time Student Success Aide as a teacher aide focused on enhancing school climate and ensuring student success.
19. The school will offer a practice ACT to interested 9th grade students.
20. Teachers will be available for after-school tutoring.
21. The school will provide an activity bus, using LAND Trust, which will make after-school activities available for all students.
22. The school will support staff development in goal related areas by offering stipends for teachers during training. Additionally, a full day of staff development will be offered to teachers prior to the beginning of the school year.
23. The school will supplement District computer refresh funding to ensure all of the school's annual technology refresh needs are met.
24. CTE teachers will receive stipends for summer training attendance.
25. Teachers will receive hourly pay for after-school tutoring
26. Equipment to support photography class will be purchased.

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

#PDI#SEL#GraduationRates#CollegeCareerReady#Tech

District Strategic Plan Area(s)

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

Academic area(s) addressed by the goal

Reading|Technology|World Languages|Fine Arts

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 - \$83,940.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Textbooks	#8 Books and eBooks for lower-level readers to add to the Media Center collection.	\$ 9,000.00
LAND Trust Academic	Salaries & Benefits	#16 Stipends for teachers conducting credit recovery activities.	\$ 6,000.00
LAND Trust Academic	Transportation, Admission, Per Diem	#21 Activity Bus	\$ 15,000.00
LAND Trust Academic	Salaries & Benefits	#21 Activity Bus Supervisor	\$ 10,000.00
LAND Trust Academic	Salaries & Benefits	#24 Stipends and Salaries for CTE and Summit Training	\$ 7,000.00
LAND Trust Academic	Salaries & Benefits	#20 After-school Tutoring	\$ 15,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#27 Equipment to support the new photography class. Including cameras, SD cards, readers, printers, and a traveling device cart.	\$ 21,940.00

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
College and Career Readiness	LAND Trust Academic	Salaries & Benefits	#1 Student Success Advocate staff position	\$21,956.00
Curriculum	LAND	Textbooks	#8 Books and eBooks for lower-level readers to add	\$9,000.00

and Instruction	Trust Academic		to the Media Center collection.	
Curriculum and Instruction	LAND Trust Academic	Salaries & Benefits	#16 Stipends for teachers conducting credit recovery activities.	\$6,000.00
Curriculum and Instruction	LAND Trust Academic	Transportation, Admission, Per Diem	#21 Activity Bus	\$15,000.00
Curriculum and Instruction	LAND Trust Academic	Salaries & Benefits	#21 Activity Bus Supervisor	\$10,000.00
Curriculum and Instruction	LAND Trust Academic	Salaries & Benefits	#24 Stipends and Salaries for CTE and Summit Training	\$7,000.00
Curriculum and Instruction	LAND Trust Academic	Salaries & Benefits	#20 After-school Tutoring	\$15,000.00
Curriculum and Instruction	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#27 Equipment to support the new photography class. Including cameras, SD cards, readers, printers, and a traveling device cart.	\$21,940.00
Math	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#1 The math department will purchase 250 scientific calculators for use in all Panther Success classrooms.	\$4,500.00
Math	LAND Trust Academic	Salaries & Benefits	#2 Teachers stipends for summer collaboration time and planning.	\$4,000.00
Math	LAND Trust Academic	General Supplies, Other	#3 Purchase of math manipulatives.	\$200.00
Math	LAND Trust Academic	Printing	#4 Summit math notes printed.	\$8,000.00
Science	LAND Trust Academic	Salaries & Benefits	#1 Stipend for science fair mentor.	\$1,000.00
Science	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#2 iPads	\$4,500.00
Science	LAND	Salaries &	#3 Stipends for collaborative planning.	\$4,000.00

	Trust Academic	Benefits		
Science	LAND Trust Academic	General Supplies, Other	#2 Consumables	\$500.00
Social Studies	LAND Trust Academic	Salaries & Benefits	#7 Stipends for PLC collaboration	\$1,200.00
Social Studies	LAND Trust Academic	Salaries & Benefits	#3 Conference Attendance - 5 teachers attend 2 conferences.	\$400.00
Social Studies	LAND Trust Academic	Transportation, Admission, Per Diem	#5 7th Grade Field Trip	\$4,200.00
Social Studies	LAND Trust Academic	Transportation, Admission, Per Diem	#5 8th Grade Field Trip	\$2,100.00
Social Studies	LAND Trust Academic	Transportation, Admission, Per Diem	#5 9th Grade Field Trip	\$2,100.00
Student Reading Improvement	LAND Trust Academic	Textbooks	#3 Purchase compelling, appropriate, carefully researched student texts with challenging lexile levels, and that engage MLL learners.	\$9,840.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 144,645.00
G - Total projected funding for next year SY22-23	\$ 153,290.16
H - Total planned expenditures for next year SY22-23	\$ 152,436.00
I - Planned carryover into the following year SY23-24	\$ 854.16
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	We will use any additional funds to enhance our existing 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	04/13/2022
Number who approved	13
Number who did not approve	0
Number who were absent or abstained	1