



Teacher Student Success Plan LAND Trust only

Sunset Jr - SY 2023

Principal Brock Jackman

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 Sunset Junior High is to promote the mission of Learning First and to ensure high levels of learning for each student's success. Sunset Junior High students receive diverse and individualized learning opportunities that promote inclusiveness, respect, responsibility, and social emotional development in a safe environment. In addition, Sunset provides a full complement of academic, artistic, and athletic opportunities beyond the classroom for students. Sunset Junior High reaches into the community to provide additional food, medical, dental, and social/emotional supports to families through our community partners.

Description of the School

Community

Sunset Junior High School is in Sunset, Utah. Sunset Junior High serves the students from Sunset, Clinton, and South Weber. We receive students from six diverse feeder elementary schools.

Student Body

The student body consists of 912 students enrolled in grades 7, 8, 9. The demographics of Sunset Junior High include 78.5% Caucasian, 13.7% Latino, 4.2% multiple races, 1.1% Pacific Islander, 1.0% Asian, 1.0% Black or African American, and 0.4% American Indian or Alaskan Native. English Language Learners make up 3.5% of our student body, while 14.3% of our students are in Special Education classes.

Staff

Our staff is comprised of 45 highly qualified teachers, including three full-time counselors and one full-time media specialist. We also have 46 classified staff that include secretarial, custodial, and cafeteria staff, as well as teacher assistants.

School Culture

This year the changes resulting from Covid-19 were significant, but our focus on Professional Learning Communities and focusing on essential standards has helped make the changes easier for students and teachers. Our focus on collaboration to improve teaching and learning has been helpful as we have worked to help our students learn at higher levels. Our school has continued to embrace this renewed focus on collaboration and faculty and staff created the following ideas that typify the evolving culture of the school:

Mission: Learning First!

Vision: Ensure high levels of learning for each student's success

Collective Commitments

- Create an inclusive student-centered environment where all students feel safe, supported, and valued.
- Support a collaborative culture focused on continuous improvement for students and adults
- Exhibit professionalism and follow group norms and expectations while working in collaborative teams
- Establish and deliver a guaranteed and viable curriculum that is relevant, engaging, and founded on our essential standards
- Seek out best practices and instructional strategies, using common assessments and data, to ensure learning for all students at high levels
- Regularly reflect, evaluate, and adjust plans based on personal experience, student mastery outcomes, and team feedback
- Provide timely and systematic supports, interventions and enrichment opportunities to increase student learning
- Generate grades that reflect student mastery of essential standards
- Provide parents with resources, strategies, and information as partners in student success

In addition there has been a continued focus on a well-defined behavioral intervention plan that assists both teachers and students in recognizing and remediating students requiring Tier I interventions. Our participation in Multi-Tiered Systems of Support (MTSS) has been an added benefit, allowing us to examine pertinent data to examine who, what, when, where, and why students are experiencing discipline issues to guide us in providing appropriate interventions. We have AP and honors programs, while also giving attention to historically underserved student populations providing additional support and instruction. In addition, we continue to provide reading remediation and instruction through our Read 180 curriculum. In addition, Sunset Junior uses the Math 180 program to better assist students whose quantile is two or more grade levels deficient. We provide a late bus two days per week, enabling students to stay late and receive remediation and/or augmentation to the curriculum, and participate in co-curricular activities.

Unique Features & Challenges

The challenges for Sunset include providing for the needs of our community of students. Many students come to school with a wide variety of both educational and social needs. Our school is grateful for our relationship with Davis Behavioral Health which provides direct support to our students. This is a great service that provides much needed support to our students and their families that need mental health services and other areas of support. We also have a relationship with the Bountiful Food Pantry which provides a mobile food pantry to our community twice a month as well as weekly food packets that are sent home with our students every Friday. These agencies help us support the physical and educational needs of our students that we can not do by ourselves.

Additional Information

Needs Analysis

Notable Achievements

Despite a year where instructional time was lost as a result of Covid-19 Sunset Junior High had some great academic results.

Rise Proficiency Results

| Test Area (Rise) | 2019 | 2021 | Gap with District Average |
|--------------------|------|------|---|
| ELA points | 42.2 | 39.6 | Shrunk the gap with the district average by 2 |
| Mathematics points | 39.5 | 34.7 | Shrunk the gap with the district average by 2 |
| Science points | 29.8 | 41.9 | Shrunk the gap with the district average by 6 |

Although Sunset Junior High did not improve their overall test scores when comparing 2019 and 2021 Rise proficiency results the performance gap between Sunset Junior High and Davis School District was reduced in every tested area.

English Language Learners also showed significant growth. According to the state report card Sunset Junior High students demonstrated significant growth.

ELL Progress

- Sunset Junior High 60.9% - a 30.5% increase from 2020
- Davis District ELL progress average 19%
- State of Utah ELL progress average 18%

Sunset Junior High also showed significant improvement when comparing the percentages of students from our 9th grade class that passed their classes when compared to their 8th grade year. This helps to ensure Sunset Junior High students are focused on being on track for high school graduation.

Percentages of grades given as F's

| Year | Term 1 | Term 2 | Term 3 | Term 4 |
|---------------------------|--------|--------|--------|-----------------|
| 2020 - 8th grade Learning | 8.95% | 9.28% | 6.1% | 0%-Covid Remote |
| 2021 - 9th grade | 3.57% | 4.6% | 1.93% | 2.08% |

Areas of Recent Improvement

Students improved their proficiency in math as is evidenced by increasing proficiency by double digit growth based off of the Math Inventory assessment. Math Inventory scores from the beginning of the year and measured again in January showed student proficiency increased by 26.64 quantiles (7th grade), 65.31 quantiles (8th grade), and 29.83 quantiles (9th grade).

Areas of Needed Improvement

As a school we need to continue to grow in each core area until we are at state averages in Math, Language Arts, and Science. Based on the end of level test scores of 2021 we are below state proficiency averages in all three areas by the following percentiles: Language Arts (-3%) Mathematics (-7%) Science (-5%) We also show a need to improve learning among students that are Latino, students that are multi-racial, students that are learning English as well as students with disabilities.

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 student growth scores in the areas of English Language Arts, Mathematics, and Science by an average of two points per state tested area when comparing 2021 scores to 2019 | Did not meet goal | <p>Although Sunset Junior High did not improve their overall test scores when comparing 2019 and 2021 Rise proficiency results the performance gap between Sunset Junior High and Davis School District was reduced in every tested area.</p> <table border="0"> <tr> <td>Test Area (Rise)</td> <td>2019</td> <td></td> </tr> <tr> <td>2021</td> <td>Gap with District Average</td> <td></td> </tr> <tr> <td>ELA</td> <td>42.2</td> <td></td> </tr> <tr> <td>39.6</td> <td>Shrunk the gap with the district average by 2 points</td> <td></td> </tr> <tr> <td>Mathematics</td> <td>39.5</td> <td></td> </tr> <tr> <td>34.7</td> <td>Shrunk the gap with the district average by 2 points</td> <td></td> </tr> <tr> <td>Science</td> <td>29.8</td> <td>41.9</td> </tr> <tr> <td></td> <td>Shrunk the gap with the district average by 6 points</td> <td></td> </tr> </table> | Test Area (Rise) | 2019 | | 2021 | Gap with District Average | | ELA | 42.2 | | 39.6 | Shrunk the gap with the district average by 2 points | | Mathematics | 39.5 | | 34.7 | Shrunk the gap with the district average by 2 points | | Science | 29.8 | 41.9 | | Shrunk the gap with the district average by 6 points | |
| Test Area (Rise) | 2019 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021 | Gap with District Average | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELA | 42.2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 39.6 | Shrunk the gap with the district average by 2 points | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics | 39.5 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 34.7 | Shrunk the gap with the district average by 2 points | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science | 29.8 | 41.9 | | | | | | | | | | | | | | | | | | | | | | | | |
| | Shrunk the gap with the district average by 6 points | | | | | | | | | | | | | | | | | | | | | | | | | |

Reduce the percentage of students in the class of 2023-2024 who fail a class by 3% when compared to their 8th grade year.

Met goal

We successfully met this goal. Number of F's (based on 2nd term): 8th grade year - 283 (9.28%) 9th grade year - 107 (4.6%)

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

| Goal description | Progress toward goal | Comments |
|--|-------------------------------|--|
| Increase the percent of students scoring proficient in the areas of English language arts, mathematics, and science by 2% as measured by the 2022 state end of level assessment. | Progressing according to plan | We have been following the action steps as outlined. Classroom assessments indicate we are on track to show academic improvement, but our final determination will be based off of our state end of level assessments. |
| Increase the number of students in the class of 2025 that are on track to graduate by reducing the number of classes failed by 3% when compared to their 8th grade year. | Progressing according to plan | <p>We have been following the action steps as outlined. Based off of our 3rd term data it appears we are on track to successfully achieving this goal.</p> <p>We successfully on track to meet this goal. Number of F's (based on 3rd term): 8th grade year - 178 (7.24%) 9th grade year - 59 (2.4%)</p> |

LAND Trust Funding Projections

| | |
|--|---------------|
| A - Carryover funds from prior year SY20-21 | \$ 36,333.27 |
| B - Allocated new funds for current year SY21-22 | \$ 105,951.00 |
| C - Total Budget for current year SY21-22 | \$ 142,284.27 |
| D - Projected spending during current year SY21-22 | \$ 142,284.27 |

| | |
|---|---------------|
| E - Expected carryover from current year SY21-22 | \$ 0.00 |
| F - Projected new funding for next year SY22-23 | \$ 120,364.00 |
| G - Total projected funding for next year SY22-23 | \$ 120,364.00 |

Goals and Planned Actions / Resources

| | |
|--|---|
| <i>Goal Short Title</i> | Academic Learning Goal |
| <i>Goal Statement</i> | Decrease the proficiency achievement gap between Sunset Junior High and the state average in the areas of english language arts, mathematics, and science by two percent as measured by the 2023 state end of level assessments. |
| <i>Measures</i> | Comparing Sunset Jr. High performance to the state average on end of level state assessments (RISE and ASPIRE) |
| <i>Action Plan (please number steps)</i> | <ol style="list-style-type: none"> 1. Prioritize professional development to improving our collaboration efforts within our Davis Collaborative Teams to improve teaching and learning. 2. Provide common preparation periods for core subject areas to increase collaboration through our Davis Collaborative Teams and improve teaching and learning. 3. Implement quarterly collaboration planning days to develop and analyze common assessments and data within our Davis Collaborative Teams. 4. Use Davis Collaborative Teams to identify non-proficient students on formative assessments and re-teach during weekly intervention period. 5. Increase the efficacy of our intervention/advisory period (Reading and Academic Progress-RAP) by providing structure, maintaining the integrity of Silent Sustained Reading, improving our social and emotional learning lessons, and allowing opportunities for personalization, intervention, and/or work completion. 6. Identify Targeted Students for Intervention and assign them to an advisor who is regularly checking on their academic performance and encouraging their success. 7. Dedicate Full-Time Equivalent (FTE) and productivity resources (\$60,000) to reduce class size. 8. Schedule struggling students in appropriate intervention classes. 9. Continue our Lunch and Learn Program to assist students with work completion and provide re-testing opportunities. 10. Provide academic trackers, tutors, and classroom support to increase intervention opportunities. 11. Promote positive academic and social behaviors through Positive Behavioral Intervention Supports including student incentives and recognition. 12. Maintain provisional teacher support programs and assign teacher mentors. 13. Provide online learning program access and increase classroom technology to improve classroom instruction. 14. Provide Science, Technology, Engineering, and Mathematics (STEM) equipment, opportunities, and support. |

15. Provide an additional contract day for teachers to prepare for the beginning of the year.

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

#PDI#CollegeCareerReady

District Strategic Plan Area(s)

Student Growth & Achievement

Academic area(s) addressed by the goal

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 - \$60,000.00

| <u>Funding Source</u> | <u>Expense Category</u> | <u>Description</u> | <u>Item Cost</u> |
|-----------------------|-------------------------|--------------------------------------|------------------|
| LAND Trust Academic | Salaries & Benefits | #7 Productivity to reduce class size | \$ 60,000.00 |

Goal Short Title

Graduation Goal

Goal Statement

Increase the number of students in the class of 2026 that are on track to graduate by reducing the number of failed classes by three percent when compared to their 8th grade year.

Measures

School data through the Encore Grade Distribution Report

Action Plan (please number steps)

1. Identify failing/credit deficient students from the graduating class of 2026.
2. Identify and place students in appropriate intervention classes based on data.
3. Identify non-proficient students using formative assessments and re-teach during weekly intervention period.
4. Continue to implement a Lunch and Learn Program to assist students with work completion and provide retesting opportunities.
5. Assign targeted students for improvement to teacher mentors to support increased achievement and build social-emotional resiliency.
6. Provide academic trackers, tutors, and classroom support to increase intervention opportunities (\$60,000).
7. Meet weekly with Local Case Management to identify students that need tiered academic and behavioral interventions and provide support.

8. Administrators, counselors, and academic trackers will work with grade level at-risk students to improve academics, attendance, and promote student recognition (for three academic trackers and additional office hours for two office aids).
9. Professional development training for academic trackers to implement systematic intervention supports.
10. Distribute weekly grade reports in RAP classes.
11. RAP teachers work with their advisory students to encourage academic and social emotional success.
12. Maintain the after-school Homework Club, which provides homework supervision and free tutoring to students in math.
13. Meet regularly as a Behavior Team to discuss Social Emotional Learning, behaviors, and equity issues within the school to increase academic success.
14. Provide professional development opportunities and literature for teachers to improve their teaching effectiveness.
15. Fund club advisors to supervise and encourage students in after school clubs and activities.
16. Provide an after-school bus multiple times a week to allow students to attend after school tutoring (homework club) and other activities.

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

#GraduationRates#SEL

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?

Yes

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

Yes

Goal LAND Trust Expense Total - \$60,000.00

| <u>Funding Source</u> | <u>Expense Category</u> | <u>Description</u> | <u>Item Cost</u> |
|-----------------------|-------------------------|--|------------------|
| LAND Trust Academic | Salaries & Benefits | #6 Academic trackers and student support personnel | \$ 60,000.00 |

Additional LAND Trust Questions

Budget Item List

| GoalTitle | Funding Source | Expense Category | Description | Item Cost |
|------------------------|---------------------|---------------------|--|-------------|
| Academic Learning Goal | LAND Trust Academic | Salaries & Benefits | #7 Productivity to reduce class size | \$60,000.00 |
| Graduation Goal | LAND Trust Academic | Salaries & Benefits | #6 Academic trackers and student support personnel | \$60,000.00 |

Summary of Planned Expenditures

| | |
|--|--|
| F - Projected new funding for next year SY22-23 | \$ 120,364.00 |
| G - Total projected funding for next year SY22-23 | \$ 120,364.00 |
| H - Total planned expenditures for next year SY22-23 | \$ 120,000.00 |
| I - Planned carryover into the following year SY23-24 | \$ 364.00 |
| J - Is planned carryover more than 10% of projected new funds? | No |
| Plan for carryover in excess of 10% | If the planned expenditures in the goals are provided by the district, a grant, or another unanticipated funding source leaving additional funds to implement the goals, we will use those funds to further enhance our current goals. |
| Plan for sharing the school LANDTrust plan with the community | 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 03/24/2022

| | |
|-------------------------------------|---|
| Number who approved | 8 |
| Number who did not approve | 0 |
| Number who were absent or abstained | 4 |