



# BOARD REPORT

## Teacher Student Success Plan TSSA and LAND Trust

Central Davis Jr - SY 2022

Principal Lori Hawthorne

## PURPOSE

### District Vision

Davis School District provides an environment where growth and learning flourish.

### District Mission

Educators, parents, and community members work together to create a successful educational experience for each student.

### School Purpose

The purpose of Central Davis Junior High is to promote Learning First for all students. To accomplish our purpose, we strive to:

- Create a safe and supportive learning environment, which promotes student learning and success;
- Uphold traditions of respect, high expectations, hard work, and accountability;
- Become individuals with unique physical, social, emotional, and intellectual talents; and have
- Students learn through a variety of instructional methods.

CUBS are Career and University Bound Students

# Description of the School

## Community

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

## Student Body

Central Davis Junior High has an enrollment of 887 students, significantly down from our average enrollment of approximately 1,000. We believe this is due to a larger than usual number of students choosing online education in response to the COVID-19 pandemic. Our mobility rate is estimated at 12%. Thirty percent of the students are considered economically disadvantaged, based on free and reduced lunch eligibility. It is important to note the number of students eligible for free lunch is four times higher than our number of students who qualify for reduced school lunch, indicating Central Davis has significant numbers of students at-risk. Enrollment data suggests that 12% of our student body are living in single parent homes. Approximately a quarter of our student population identifies as Hispanic, Asian, Pacific Islander Native American, or African American. Eight percent of our students qualify as Limited English Proficient and are eligible for English as a Second Language services.

## Staff

For the 2020-2021 school year, the licensed professional staff at Central Davis Junior High consists of 48 full and part time staff, which includes the itinerant teacher of Chinese in our World Languages Department, the itinerant teacher of Orchestra in our Fine Arts Department, the Library Media specialist, three school counselors, three school administrators, and school technology specialist. It does not include the number of itinerant related service providers who also serve CDJH students. Ten licensed employees have their Master's Degree.

Our Employee Diversity Analysis examines the diversity of all staff members assigned to Central Davis Junior High School. It indicates that 8% of our staff identify as minority -- 3% identifying as Hispanic and the remainder as multiple races. Our staff is comprised of mostly female employees (76%).

This year, we hosted eight student teachers. Our certified staff have additional endorsements and training which include: English as a Second Language, Master's Degrees, and Advanced Placement (AP)/Pre-AP Training.

## School Culture

## Unique Features & Challenges

Based on the most recent version of accountability reports (2018-2019 school year), Central Davis Junior High is a typically-achieving school in the areas of English Language Arts, Mathematics, and Science proficiency. We are also achieving typical growth in Mathematics and the growth of the lowest 25% of students. We struggled to make adequate growth in English Language Arts and Science. Overall, our English Language Learners make typical progress in language acquisition and achieving proficiency. We estimate that nearly 30% of our students require academic support and intervention to be successful academically. State standardized testing was suspended in 2019-2020 when schools shifted to remote learning at the onset of the COVID-19 pandemic, and more recent accountability data is not available.

A cornerstone for positive student achievement begins with attendance. Central Davis works hard to assure that students are at school, in class, prepared, and on time to learn. According to our student information system, our average daily attendance for August 2020 to March 2021 is 95.10, down slightly from 96.57% at this time last year.

Despite that, we do face a challenge of motivating a small percentage of students who are chronically absent and missing essential academic learning opportunities. Our PowerBI tool has identified 95 students (9.70%) who fit the criteria of "chronically absent". The lack of connection these students have with the school may result in failing current classes as well as jeopardizing their future academic success.

## **Additional Information**

# Needs Analysis

## Notable Achievements

Notable Achievements for the 2020-2021 School Year (August 2020 through March 2021):

- Advanced Placement Testing (2019-2020 School Year)
  - AP Human Geography
    - 62 students enrolled
      - 57 students enrolled one year prior
      - 60 students enrolled two years prior
      - 55 students projected for 2022
    - 63% pass rate
      - 60% pass rate one year prior
      - 58% pass rate two years prior
  - AP Environmental Science
    - 21 students enrolled
      - 17 students enrolled one year prior
      - 19 students enrolled two years prior
      - 25 students projected for 2022
    - 43% pass rate
      - 65% pass rate one year prior
      - 58% pass rate two years prior
- Band, Choir, Orchestra
  - Due to the disruption to the start of the 2021 school year and the hybrid schedules that many districts and schools followed, ratings were not given at many festivals. For those instances where ratings that were given, all CDJH large group performances earned Superior ratings.
- National Academic League (NAL) - District Champions -- three consecutive years

## Areas of Recent Improvement

- To facilitate our transitions to standards based grading, all departments are creating rubrics and/or success criteria and collecting student exemplars (as appropriate). Departments are additionally working on administering common formative assessments.
- As of March, 2021, all teachers have a presence in Canvas and are increasing their skill base in order to facilitate personalized learning and deploy technology as a means to advance student growth.

## Areas of Needed Improvement

Central Davis Junior High must continue to focus on the growth and proficiency of our students receiving Special Education services and for those who indicate that English is not their primary language. While a number of students have exited Special Education in the last two years, we would like to see additional growth and/or attainment of proficiency of the students who remain identified.

# Prior Year Status Report

## Report progress on PRIOR YEAR 2020 Composite School Plan

| Goal description  | Progress toward goal     | Comments (required if 'Did not meet goal')  |
|---|--------------------------|---|
| <p><b>Academic Success: Over the course of the 2019-2020 school year, teachers will draft clear learning targets and collect student examples of success criteria on various levels of achievement for DESK Standards, with an emphasis in core classes.</b></p>          | <p>Met goal</p>          |   |
| <p>College and Career Ready:</p> <ul style="list-style-type: none"> <li>• 93% of ninth grade students will exit Central Davis Junior High on track for graduation (7+ credits).</li> <li>• 93% of all seventh and eighth grade students will pass all classes.</li> </ul> | <p>Did not meet goal</p> | <p>With respect to 93% of ninth grade students will exit Central Davis Junior High on track for graduation (7+ credits) --</p> <p>90% of our students left with seven or more credits. Of the 35 students who were credit deficient, 14 (40%) had earned six or more credits toward graduation. While the disruption caused by the soft closure of schools and transition to remote learning may account for some of our struggles in meeting this goal, it is clear that we need to continue to focus on efficient and effective credit remediation in our ninth grade class.</p> <p>With respect to 93% of all seventh and eighth grade students passing all classes --</p> <p>Our pass rate by content area for seventh and eighth grade students in 2020 was as follows:</p> <ul style="list-style-type: none"> <li>• Fine and Performing Arts -- 90.82%</li> <li>• Core Electives -- 91.24%</li> <li>• CTE -- 85.16%</li> <li>• English Language Arts -- 82.83%</li> <li>• Health &amp; PE -- 90.66%</li> <li>• Math -- 80.18%</li> <li>• Science -- 86.23%</li> <li>• Social Studies -- 83.56%</li> <li>• World Languages -- 74.66%</li> </ul> <p>While the disruption caused by the soft closure of schools and transition to remote learning may account for some of our struggles in meeting this goal, it is clear that we need to shift our efforts in combating the notion that seventh and</p> |

eighth grade "don't count" and begin to implement tutoring and remediation for seventh and eighth grade students who fail one or more courses each term. We will begin by focusing our efforts in Math, Language Arts, Science, and Social Studies.

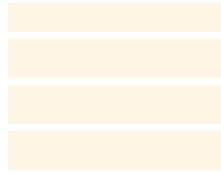
Positive and Productive Life:  
Central Davis Junior High will enhance the learning opportunities for students in the classroom with continued improvements in supplies, materials, experiences, and technology to promote participation in educational programming as measured by equal or increased participation in elective courses and school-sponsored opportunities.

Met goal

# Current Year Progress Report

## Report progress on CURRENT YEAR 2021 Composite School Plan

| Goal description  | Progress toward goal          | Comments   |
|---|-------------------------------|--|
| <p>Academic Success: Over the course of the 2020-2021 school year, teachers will continue to work on, collect, or create any one or combination of the following as we progress towards standards based grading:</p> <ul style="list-style-type: none"> <li>• draft clear learning targets</li> <li>• collect student exemplars</li> <li>• draft success criteria</li> <li>• draft common formative assessment</li> <li>• create benchmarks for evidence of student learning</li> </ul> | Progressing according to plan | All departments have submitted examples of exemplars, rubrics, or common formative assessments.  |
| <p><b>College and Career Ready:</b></p> <ul style="list-style-type: none"> <li>• <b>93% of ninth grade students will exit Central Davis Junior High on track for graduation (7+ credits)</b></li> <li>• <b>93% course pass rate for seventh and eighth grade students</b></li> </ul>  | Progressing according to plan | While we realize our goal is lofty, having not met it for several consecutive years, we continue to refine our process of targeted student intervention. |
| <p><b>Positive &amp; Productive Life: The Evaluate Davis average of “evident” (or higher) ratings related to personalized learning, student engagement, and/or use of technology will increase to a point equal to or exceeding district average.</b></p>   | Progressing according to plan | Funding in this goal is being spent to enhance in-person learning and to provide students with robust experiences.                                       |





# TSSA Funding Projections

|   |   |
|---|---|
| TSSA SY19-20 Carryover                                    | \$ 23,134.84  |
| TSSA SY20-21 New Funding                                  | \$ 117,363.00   |
| TSSA Total funding for SY20-21                            | \$ 140,497.84   |
| TSSA SY20-21 Anticipated Spending                         | \$ 70,000.00  |
| TSSA Expected balance carried over into SY21-22           | \$ 70,497.84  |
| TSSA Anticipated new funding for SY21-22                  | \$ 130,572.00   |
| TSSA Total funding available for SY21-22                  | \$ 201,069.84   |
| Describe your school's SY20-21 Progress for TSSA Spending | <p>In the 2021 school year, our TSSA funding was dedicated to (1) added contract day for teachers; (2) productivity; (3) stipends for the development and curation of rubrics, success criteria, exemplars, and common formative assessments; (4) instructional supplies; and (5) stipends for professional development and remediation. We fully funded a contract day for teachers (approximately \$24,000). CDJH and Davis Connect Productivities were paid each semester (approximately \$40,000). Stipends will be paid at the end of the school year for teachers who have turned in evidence rubrics, success criteria, exemplars, and common formative assessments Salary for remediation will be paid upon completion of "Term 5" in June with students. At this time, we anticipate the line item dedicated to instructional supplies will be carried over into 2021.</p> |

# LAND Trust Funding Projections

|   |               |
|---|---------------|
| A - Carryover funds from SY19-20        | \$ 13,658.82  |
| B - Allocated new funds for SY20-21     | \$ 121,762.00 |
| C - Total Budget for SY20-21            | \$ 135,420.82 |
| D - Projected spending during SY20-21   | \$ 116,430.00 |
| E - Expected carryover from SY20-21     | \$ 18,990.82  |
| F - Projected new funding for SY21-22   | \$ 115,047.48 |
| G - Total projected funding for SY21-22 | \$ 134,038.30 |

# Goals and Planned Actions / Resources

|                                       |   |
|---------------------------------------|---|
| <i>Goal Short Title</i>               | <b>Engagement</b>   |
| <i>Goal Statement</i>                 | The Evaluate Davis average of “evident” (or higher) ratings related to personalized learning, student engagement, and/or use of technology across teaching and digital learning observation items will increase to a point equal to or exceeding district average.  |
| <i>Measures to determine progress</i> | <p>The teacher evaluation protocol in the Davis School District is known as “Evaluate Davis”. The classroom observation portion of Evaluate Davis has four (4) Indicators – Plan, Teach, Check, Environment – and 34 teaching observation items and 24 digital learning observation items. Some of these observation items are directly associated with personalized learning, student engagement, and/or, the use of technology in the classroom. To measure this goal, we will use Evaluate Davis observation data, specifically in the following indicators.</p> <ul style="list-style-type: none"> <li>• Engages students in a variety of best practice instructional strategies and learning activities, as evidenced by <ul style="list-style-type: none"> <li>◦ Teacher strategically using several different types or modes of activity</li> <li>◦ Students engaging in personalized learning activities</li> <li>◦ Students on task and visibly enjoy learning</li> <li>◦ Teacher providing multiple opportunities and routes for all students to respond and participate</li> <li>◦ Teacher listening to and/or accepting student feedback about how an activity or assignment can be modified to meet their interests</li> <li>◦ Teacher incorporating technology to gather student feedback/data/responses</li> <li>◦ Technology supporting or enhancing delivery of high-quality instruction and personalized, relevant learning for students</li> <li>◦ Technology engaging learners in learning activities in ways not possible without technology</li> <li>◦ Teacher encouraging student self-directed inquiry utilizing technology to find answers</li> <li>◦ Technology connecting students to a broader setting</li> <li>◦ Students and/or teacher using interactive technology, customizing technology according to class needs</li> </ul> </li> <li>• Utilizes a variety of informative checks to guide immediate adjustments during instruction and/or guide reteaching or enrichment activities, as evidenced by: <ul style="list-style-type: none"> <li>◦ Teacher using a wide variety of checks</li> <li>◦ Teacher collecting/analyzing data from checks with students</li> <li>◦ Teacher working with small groups or individuals to re-teach</li> <li>◦ Teacher offering additional methods students can employ to access additional reteaching</li> <li>◦ Individualized reteaching assignments for students based on academic needs, skills, and capabilities, including personalized/digital learning tools</li> </ul> </li> <li>• Provides opportunities for students with diverse learning needs to demonstrate understanding, as evidenced by: <ul style="list-style-type: none"> <li>◦ Teachers providing students with varying types of assessments</li> <li>◦ Some students being assessed in different ways unique to their needs</li> <li>◦ Students having the opportunity to choose from a variety of assessments</li> </ul> </li> <li>• Provides specific, timely, and ongoing formative feedback to inform students of progress, as evidenced by: <ul style="list-style-type: none"> <li>◦ Teacher providing clear learning targets and success criteria</li> </ul> </li> </ul> |

- Students receiving feedback in real time from teacher and/or technology to advance learning or understanding of skills and knowledge

### Action Plan

We have identified specific areas within the school where LANDTrust funds will fill a critical need and help us fill gaps in in our efforts to personalize learning, engage students in the content as a 21st century learner, and capitalize on technology to make content accessible and provide learning opportunities not available without the specific technology. LANDTrust funding supports this goal in the following ways:

- Updating the school's library collection, with a focus on hardcover fiction, informational text, and diverse books -- \$7,000.00
  - The American Library Association recommends the average age of a book collection be no more than 10 years old. The average age of our library collection is 18 years old. All faculty and students benefit from having quality resources in the library.
  - Goal Focus: personalized learning, student engagement
- Membership and Competition Fees for Future Business Leaders of America (FBLA) -- \$494.00
  - FBLA is a Career and Technical Student Organization (CTSO) that supports our business and marketing educational strand. Students in FBLA gain a sense of belonging and give students an opportunity to apply the skills they have learned in a business and marketing sense to school situations (e.g., advertising for the school musical) as well as in formal competitions.
  - Goal Focus: personalized learning, student engagement
- Reality Town Curriculum Packet -- \$1,067.00
  - Reality town provides all 8th grade students a simulated adult life experience that proves a unique awareness to students about how the choices they make now have a lifelong impact. Students learn valuable skills such as tracking finances, keeping a balanced budget, completing job applications, planning for the future, consumer responsibility, and deciphering needs vs. wants along with other prioritization skills.
  - Goal Focus: personalized learning, student engagement
- Academic Social Communications (ASC) Classroom Supplies -- \$550.00
  - The ASC Classroom is a self-contained classroom designed to meet the individual education needs of student for whom academic, social, and communication deficits are the primary deficit. Students need intensive instruction and supports for much of the school day. Targeted learning is implemented in a structured, small group setting with the need for 1:1 support. Students require accommodations and support. Curriculum is based on general education core with accommodations and modifications as needed. Given the unique situation of the ASC class, there is additional need for classroom supplies to support student success and access the general education curriculum. The particular need is often determined by the individual students assigned to the class and not specified until we get to know the students. One example of a recurring need is corded mice for computer use. Often, students struggle with the use of a track pad, and a corded mouse allows students to better navigate their school-issued device.
  - Goal Focus: personalized learning, student engagement, use of technology
    - Orchestra Instruments for growing program -- \$2,035.00
      - Our orchestra program continues to grow, and we would like to be able to provide instruments to students who are unable to afford one of their own. It is very difficult to learn on a sub-par instrument, and impossible to learn without an instrument. This funding would be used to purchase violas and violins as well as replacement bows.
      - Goal Focus: personalized learning, student engagement
- Hope Squad -- \$2000.00

- Hope Squad has proven itself to be a valuable component of improving our school culture as well as increasing safety and security. Hope Squad provides activities for students that, among other things, educate students about positive behaviors, provide opportunities to make new friends, and promote social emotional learning. Several times throughout the year, students will reach out to Hope Squad members for advice or support. Our Hope Squad members have also appropriately used the SafeUT app on nights or weekends to get immediate help to a struggling student.
  - Goal Focus: student engagement
- Advanced Placement (AP) Program -- \$3,500.00
  - We have two very strong AP classes – AP Human Geography and AP Environmental Science – and would like to expand opportunities in AP testing to the AP Spanish Bridge Program through Layton High School. These funds would be used to supplement the AP Testing Fee for those students who need more assistance than the AP Fee Waiver provides. We would also fund instructional supplies unique to the AP classes and support teacher efforts outside of the contract day.
  - Goal Focus: personalized learning, student engagement
- Smartmusic subscription for each student -- \$2,212.00
  - Smartmusic is a library of practice tools that assists teachers in tracking student progress. Smartmusic gives students immediate feedback on the notes and rhythms they played correctly/incorrectly, gives them a performance score, and allows them to hear a recording of their practice session.
  - Goal Focus: personalized learning, student engagement, use of technology
- iPads & protective accessories -- \$6,940.00
  - Music Exploration and Instrumental Classes are incorporating more technology, particularly in music composition. Handwriting music is tedious and laborious, and something that most students would never attempt without the benefit of technology. Technology makes this skill accessible to all students.
  - Goal Focus: personalized learning, student engagement, use of technology
- Instrumental Music Tutors -- \$2,800.00
  - Our instrumental music program has increased 249% in the last 11 years. With this growth comes the need for struggling students to receive more individualized help. There are many professional musicians who are willing to come and tutor these students during class under the teacher's supervision. This remediation is a wonderful way to keep students engaged in music instead of quitting because they are struggling.
  - Goal Focus: personalized learning, student engagement
- Band Instruments for growing program -- \$5,000
  - We will obtain additional mallet instruments because this is the only means by which students can learn the particular instrument. Because of changes by State Risk Management, students are prohibited from taking their bell kits on the bus. Therefore, students must have a bell kit at home for practice and school-provided mallet instruments at school for class.
  - Goal Focus: personalized learning, student engagement
- Technology Advancement -- \$21,953.67
  - Our Community Council voted to combine funds with Davis District to provide additional technology to our teachers and students. We will purchase
    - additional cloudbooks so each student has his/her own device for the entire school year
    - additional chargers so we can create fixed charging stations throughout the school
    - convertible laptops with pens for teachers to be more mobile and interactive in lesson delivery



|                     |  |                                 |              |
|---------------------|--|---------------------------------|--------------|
| LAND Trust Academic | General Supplies, Other                  | Hope Squad Supplies             | \$ 2,000.00  |
| LAND Trust Academic | General Supplies, Other                  | AP Fees, Instructional Supplies | \$ 3,500.00  |
| LAND Trust Academic | General Supplies, Other                  | Orchestra Instruments           | \$ 2,035.00  |
| LAND Trust Academic | Online Curriculum or Subscriptions       | Smartmusic                      | \$ 2,880.00  |
| LAND Trust Academic | Software or Technology Hardware < \$5000 | iPads and accessories           | \$ 6,940.00  |
| LAND Trust Academic | Professional and Technical Services      | Band Tutors                     | \$ 2,800.00  |
| LAND Trust Academic | General Supplies, Other                  | Practice xylophones w/stands    | \$ 5,000.00  |
| LAND Trust Academic | Software or Technology Hardware < \$5000 | Technology Refresh              | \$ 21,953.67 |
| LAND Trust Academic | Software or Technology Hardware < \$5000 | Audio Enhancement               | \$ 13,732.50 |

|  |  |
|--|--|
| <p><i>Goal Short Title</i></p>   | <p><b>Academic Proficiency</b></p>   |
| <p><i>Goal Statement</i></p>   | <p>Ninety-three percent of ninth grade students will exit Central Davis Junior High by June 30, 2022 with seven or more credits toward high school graduation, and 90% of seventh and eighth grade students who fail more than two terms of year-long class will improve a failing grade to passing by engaging in teacher-directed intervention while encouraging parent involvement to be completed by June 30, 2022.</p>  |
| <p><i>Measures to determine progress</i></p>   | <p>We will use the “9th Grade Credits Earned” report on June 30, 2022 to identify the percent of our exiting class who exited with seven or more credits toward high school graduation. We will use the “Students Who Received an ‘F’ Report at the end of each term to evaluate grades and identify seventh and eighth grade students for intervention. Successful intervention will be recorded with a grade change from “F” to “P” for the term.</p>  |
| <p><i>Action Plan</i></p>  | <p>Achievement of this goal starts in the classroom. Teachers will utilize personalized learning strategies to provide re-teaching and Tier 2 instruction. This can be measured through the Evaluate Davis classroom and digital observation tools. In the standard of “Check”, the first indicator is “utilizes a variety of informative checks to guide immediate adjustments during instruction and/or guide reteaching or enrichment activities”. The teaching observation item is (20) “reteaching occurs prior to testing or moving to new concepts”, and the digital observation item is (17) “reteaching or enrichment is used to personalize learning”.</p> <p>LAND Trust funding supports this goal with personnel for tutoring, mentoring, and remediation. The \$42,000 will fund four employees at 17.5 hours per week and. These employees will supervise credit remediation for ninth grade students, mentor (academic or attendance) struggling students, and/or provide during-school tutoring in mathematics. Specifically, we will use</p> <ul style="list-style-type: none"> <li>• \$11,000.00 – Morning Cub Skills Teacher Assistant to monitor student progress through credit remediation</li> <li>• \$11,000.00 -- Afternoon Cub Skills Teacher Assistant to monitor student progress through credit remediation</li> <li>• \$9,000.00 – Mentor (3.5 hours per day) to struggling (academic or attendance) students</li> <li>• \$11,000.00 – Math Tutor (3.5 hours per day)</li> </ul> |
| <p><i>This goal can be categorized as... (choose all that apply)</i></p>                           | <p>#PCBL#GraduationRates#CollegeCareerReady</p>  |
| <p><i>District Strategic Plan Area(s)</i></p>  | <p>Parent &amp; Community Connections Culture Student Growth &amp; Achievement</p>   |
| <p><i>Academic area(s) addressed by the goal</i></p>   | <p>Reading Writing Mathematics Fine Arts Science Social Studies World Languages Health</p>   |
| <p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p> | <p></p>  |



*Will TSSA funds be used to support this goal?*

Goal TSSA Expense Total - \$147,600.00

| <b><u>Funding Source</u></b> | <b><u>Expense Category</u></b> | <b><u>Description</u></b>  | <b><u>Item Cost</u></b> |
|------------------------------|--------------------------------|--|-------------------------|
| TSSA                         | Salaries & Benefits            | Productivity (all year)  | \$ 110,000.00           |
| TSSA                         | General Supplies, Other        | Technology Supplies (e.g., replacement projector bulbs, rechargeable & regular batteries, charging cords, repair to damaged staff devices, etc.) | \$ 5,000.00             |
| TSSA                         | General Supplies, Other        | Copier/printer for ASC Classroom with one extra toner and paper  | \$ 600.00               |
| TSSA                         | Salaries & Benefits            | 0.5 FTE (Chinese Teacher to be shared with LHS)  | \$ 32,000.00            |

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

Yes

Goal LAND Trust Expense Total - \$42,000.00

| <b><u>Funding Source</u></b> | <b><u>Expense Category</u></b> | <b><u>Description</u></b> | <b><u>Item Cost</u></b> |
|------------------------------|--------------------------------|---------------------------|-------------------------|
| LAND Trust Academic          | Salaries & Benefits            | Cub Skills TA             | \$ 11,000.00            |
| LAND Trust Academic          | Salaries & Benefits            | Cub Skills TA             | \$ 11,000.00            |
| LAND Trust Academic          | Salaries & Benefits            | Mentor                    | \$ 9,000.00             |
| LAND Trust Academic          | Salaries & Benefits            | Math Tutor                | \$ 11,000.00            |

|  |  |
|--|--|
| <p><i>Goal Short Title</i></p>   | <p><b>Common Formative Assessment</b></p>  |
| <p><i>Goal Statement</i></p>   | <p>During the 2021-2022 school year, Central Davis Junior High will develop common formative assessments (CFAs) for writing across the various content areas and train the teaching staff in writing and assessing those areas.</p>  |
| <p><i>Measures to determine progress</i></p>                             | <p>As detailed in the Action Plan, the measures to determine progress will be:</p> <ul style="list-style-type: none"> <li>• Development of a school-wide strategy (acronym) for attacking a writing prompt</li> <li>• Development of a rubric for assessing student responses</li> <li>• Development of student sentence stems to allow for accommodations and modifications</li> <li>• One cross-curricular prompt with exemplars</li> <li>• Mini-lessons for content area instruction implementing the strategy</li> <li>• Data from two school wide CFAs</li> <li>• Student database of CFA performance</li> </ul>  |
| <p><i>Action Plan</i></p>  | <p>During the summer of 2021, a teacher work team will generate a school-wide strategy and rubric for attacking a writing prompt as well as mini-lessons for teachers to deliver within their specific content area. The teacher work team will also generate a sample prompt, sentence starters (stems) which can be used as accommodations or modifications, and sample responses to illustrate use of the rubric. This teacher work team will lead the implementation throughout the school year by providing in-service, assist departments in norming their grading process, creating and maintaining a student database of proficiency. The teacher leader team will also oversee a continuous improvement model that consists of evaluating CFAs and working with department to refine the instructional and norming process.</p> <p>LANDtrust will support the teacher work team with \$11,000.00 toward work outside of contract time during the 2021-2022 school year. The teacher work team consists of two teacher leaders who will lead the work with support from teachers representing most departments in the school. We have allocated approximately 80 hours of work by teacher leaders and 300 hours for the teacher work team.</p> <p>At the start of the 2022 school year, the teacher leaders of the work team will provide in-service to the instructional staff on implementation of the writing strategy and assessment of student work. During Term 1, classroom teachers will introduce the writing strategy to students during class. During Term 2, during a designated week, all teachers will administer a common formative assessment and participate in a norming process for grading. Student results will be uploaded into a database maintained by the teacher work team, and the student samples will be analyzed to drive our continuous improvement model. Term 3 will consist of additional instruction of staff based on the data obtained from the continuous improvement model. Term 4 will consist of another common formative assessment during a designated week, under the same process outlined in Term 2.</p> |
| <p><i>This goal can be categorized as... (choose all that apply)</i></p> | <p>#PDI#TeacherLeaders!#GraduationRates!#CollegeCareerReady</p>  |
| <p><i>District Strategic Plan Area(s)</i></p>                            | <p>Empowered Employees!Student Growth &amp; Achievement</p>  |

*Academic area(s) addressed by the goal*

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

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

No

*Will TSSA funds be used to support this goal?*

Goal TSSA Expense Total - \$750.00

| <u>Funding Source</u> | <u>Expense Category</u> | <u>Description</u>                           | <u>Item Cost</u> |
|-----------------------|-------------------------|--|------------------|
| TSSA                  | Printing                | Printing CFA acroynm posters, rubrics, stems | \$ 750.00        |

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

Yes

Goal LAND Trust Expense Total - \$11,000.00

| <u>Funding Source</u> | <u>Expense Category</u> | <u>Description</u>                              | <u>Item Cost</u> |
|-----------------------|-------------------------|---|------------------|
| LAND Trust Academic   | Salaries & Benefits     | payment to teachers working outside of contract | \$ 11,000.00     |

| <i>Goal Short Title</i>   | <b>Social Emotional Learning</b>  |  |                  |                       |                         |                    |                  |      |                     |  |              |
|---|---|--|------------------|-----------------------|-------------------------|--------------------|------------------|------|---------------------|--|--------------|
| <i>Goal Statement</i>   | Central Davis Junior High will strengthen knowledge and capacity of Social Emotional Learning (SEL) by incorporating a standardized curriculum in which all students will participate.  |  |                  |                       |                         |                    |                  |      |                     |  |              |
| <i>Measures to determine progress</i>   | The success of this goal will be measured by the completion of 35-40 SEL lessons for students in a specific platform (Canvas, Teams, OneNote, etc.) that can be accessed by all teachers.   |  |                  |                       |                         |                    |                  |      |                     |  |              |
| <i>Action Plan</i>  | <p>During the summer of 2021, a teacher work team will generate school-wide SEL lessons addressing relationship skills, social awareness, self-management, self-awareness, and responsible decision making. Lessons will be uploaded in a common platform that can be accessed by all teachers. The teacher leaders from this team will train all staff in accessing and delivering the lessons in their classroom during the 2022 school year.</p> <p>LANDtrust will support the teacher work team with \$11,000.00 toward work outside of contract time during the 2021-2022 school year. The teacher work team consists of teacher leader(s) who will lead the work of a teacher work team. We have allocated approximately 80 hours of work by teacher leader(s) and 300 hours for the teacher work team.</p> |  |                  |                       |                         |                    |                  |      |                     |  |              |
| <i>This goal can be categorized as... (choose all that apply)</i>                           | #PD #SEL #TeacherLeaders  |  |                  |                       |                         |                    |                  |      |                     |  |              |
| <i>District Strategic Plan Area(s)</i>  | Student Growth & Achievement Empowered Employees Safety & Security Culture  |  |                  |                       |                         |                    |                  |      |                     |  |              |
| <i>Academic area(s) addressed by the goal</i>   | Reading Writing Mathematics Fine Arts Health Science Technology World Languages Social Studies  |  |                  |                       |                         |                    |                  |      |                     |  |              |
| <i>Does this action plan include behavioral / character education / leadership efforts?</i> |   |  |                  |                       |                         |                    |                  |      |                     |  |              |
| <i>Will TSSA funds be used to support this goal?</i>  | <p>Goal TSSA Expense Total - \$11,000.00</p> <table border="1" data-bbox="456 1562 1487 1780"> <thead> <tr> <th data-bbox="456 1562 586 1635"><u>Funding Source</u></th> <th data-bbox="586 1562 756 1635"><u>Expense Category</u></th> <th data-bbox="756 1562 1304 1635"><u>Description</u></th> <th data-bbox="1304 1562 1487 1635"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1635 586 1780">TSSA</td> <td data-bbox="586 1635 756 1780">Salaries &amp; Benefits</td> <td data-bbox="756 1635 1304 1780">Payment for teacher leaders and teacher work team outside of contract hours.</td> <td data-bbox="1304 1635 1487 1780">\$ 11,000.00</td> </tr> </tbody> </table>  |  |                  | <u>Funding Source</u> | <u>Expense Category</u> | <u>Description</u> | <u>Item Cost</u> | TSSA | Salaries & Benefits | Payment for teacher leaders and teacher work team outside of contract hours. | \$ 11,000.00 |
| <u>Funding Source</u>   | <u>Expense Category</u>   | <u>Description</u>   | <u>Item Cost</u> |                       |                         |                    |                  |      |                     |  |              |
| TSSA  | Salaries & Benefits   | Payment for teacher leaders and teacher work team outside of contract hours. | \$ 11,000.00     |                       |                         |                    |                  |      |                     |  |              |
| <i>Will LANDTrust funds be used to support the implementation of this goal?</i>             | <p>No</p> <p>Goal LAND Trust Expense Total -</p> <p><b><u>Funding Source</u> <u>Expense Category</u> <u>Description</u> <u>Item Cost</u></b></p>  |  |                  |                       |                         |                    |                  |      |                     |  |              |



| <i>Goal Short Title</i>   | <b>Community Engagement</b>  |                          |                  |                       |                         |                    |                  |      |                     |                          |             |
|---|--|--------------------------|------------------|-----------------------|-------------------------|--------------------|------------------|------|---------------------|--------------------------|-------------|
| <i>Goal Statement</i>   | Central Davis Junior High will strengthen community connections by providing a bilingual (Spanish/English) parent liaison to assist guardians who are more comfortable speaking Spanish take an active role in their student’s education.  |                          |                  |                       |                         |                    |                  |      |                     |                          |             |
| <i>Measures to determine progress</i>   | Advertisement, interview, selection and hiring of a highly qualified paraprofessional who speaks both English and Spanish and has a general understanding of educational systems.  |                          |                  |                       |                         |                    |                  |      |                     |                          |             |
| <i>Action Plan</i>  | We will advertise for a highly qualified paraprofessional who speaks both English and Spanish and has a general understanding of public education. After interviews and selection, we will train the successful candidate in general secretarial office procedures, beginning with the phone and secure vestibule system, pupil registration, and ESL Services. We will then advertise the individual’s available hours and have a dedicated phone extension at which the individual may be reached by our Spanish-speaking patrons.   |                          |                  |                       |                         |                    |                  |      |                     |                          |             |
| <i>This goal can be categorized as... (choose all that apply)</i>                           | #SEL#GraduationRates#CollegeCareerReady  |                          |                  |                       |                         |                    |                  |      |                     |                          |             |
| <i>District Strategic Plan Area(s)</i>  | Empowered Employees Safety & Security Parent & Community Connections Culture Student Growth & Achievement  |                          |                  |                       |                         |                    |                  |      |                     |                          |             |
| <i>Academic area(s) addressed by the goal</i>   | Writing Mathematics Fine Arts Health Science Social Studies Technology World Languages Reading   |                          |                  |                       |                         |                    |                  |      |                     |                          |             |
| <i>Does this action plan include behavioral / character education / leadership efforts?</i> | No   |                          |                  |                       |                         |                    |                  |      |                     |                          |             |
| <i>Will TSSA funds be used to support this goal?</i>  | Goal TSSA Expense Total - \$9,000.00<br><table border="1" data-bbox="456 1402 1451 1514"> <thead> <tr> <th data-bbox="456 1402 670 1440"><b>Funding Source</b></th> <th data-bbox="670 1402 945 1440"><b>Expense Category</b></th> <th data-bbox="945 1402 1284 1440"><b>Description</b></th> <th data-bbox="1284 1402 1451 1440"><b>Item Cost</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1440 670 1514">TSSA</td> <td data-bbox="670 1440 945 1514">Salaries &amp; Benefits</td> <td data-bbox="945 1440 1284 1514">Bilingual Parent Liaison</td> <td data-bbox="1284 1440 1451 1514">\$ 9,000.00</td> </tr> </tbody> </table> |                          |                  | <b>Funding Source</b> | <b>Expense Category</b> | <b>Description</b> | <b>Item Cost</b> | TSSA | Salaries & Benefits | Bilingual Parent Liaison | \$ 9,000.00 |
| <b>Funding Source</b>   | <b>Expense Category</b>  | <b>Description</b>       | <b>Item Cost</b> |                       |                         |                    |                  |      |                     |                          |             |
| TSSA  | Salaries & Benefits  | Bilingual Parent Liaison | \$ 9,000.00      |                       |                         |                    |                  |      |                     |                          |             |
| <i>Will LANDTrust funds be used to support the implementation of this goal?</i>             | No<br>Goal LAND Trust Expense Total -<br><table border="1" data-bbox="456 1707 1203 1745"> <thead> <tr> <th data-bbox="456 1707 670 1745"><b>Funding Source</b></th> <th data-bbox="670 1707 912 1745"><b>Expense Category</b></th> <th data-bbox="912 1707 1068 1745"><b>Description</b></th> <th data-bbox="1068 1707 1203 1745"><b>Item Cost</b></th> </tr> </thead> </table>   |                          |                  | <b>Funding Source</b> | <b>Expense Category</b> | <b>Description</b> | <b>Item Cost</b> |      |                     |                          |             |
| <b>Funding Source</b>   | <b>Expense Category</b>  | <b>Description</b>       | <b>Item Cost</b> |                       |                         |                    |                  |      |                     |                          |             |

# Additional TSSA Questions

## Budget Item List

| GoalTitle                   | Funding Source | Expense Category        | Description  | Item Cost    |
|-----------------------------|----------------|-------------------------|--|--------------|
| Academic Proficiency        | TSSA           | Salaries & Benefits     | Productivity (all year)  | \$110,000.00 |
| Academic Proficiency        | TSSA           | General Supplies, Other | Technology Supplies (e.g., replacement projector bulbs, rechargeable & regular batteries, charging cords, repair to damaged staff devices, etc.) | \$5,000.00   |
| Academic Proficiency        | TSSA           | General Supplies, Other | Copier/printer for ASC Classroom with one extra toner and paper  | \$600.00     |
| Academic Proficiency        | TSSA           | Salaries & Benefits     | 0.5 FTE (Chinese Teacher to be shared with LHS)  | \$32,000.00  |
| Common Formative Assessment | TSSA           | Printing                | Printing CFA acronym posters, rubrics, stems   | \$750.00     |
| Community Engagement        | TSSA           | Salaries & Benefits     | Bilingual Parent Liaison   | \$9,000.00   |
| Engagement                  | TSSA           | General Supplies, Other | Musical Instruments, Sheet Music   | \$3,000.00   |
| Social Emotional Learning   | TSSA           | Salaries & Benefits     | Payment for teacher leaders and teacher work team outside of contract hours.   | \$11,000.00  |

## Summary of Planned Expenditures

|  |               |
|--|---------------|
| 1. Projected new TSSA funding for SY21-22                                | \$ 130,572.00 |
| 2. Total projected TSSA funding for SY21-22                              | \$ 201,069.84 |
| Does the school plan to add a contract day for teachers with TSSA funds? | Yes           |
| Cost of contract day for teachers with TSSA funds                        | \$ 19,450.00  |
| 3. Total planned TSSA expenditures for SY21-22                           | \$ 190,800.00 |
| 4. Planned TSSA carryover into   | \$ 10,269.84  |

the SY22-23

Does the school plan to fund teacher leadership opportunities with TSSA funds?



# Additional LAND Trust Questions

## Budget Item List

| GoalTitle                   | Funding Source      | Expense Category                         | Description                                     | Item Cost   |
|-----------------------------|---------------------|--|---|-------------|
| Academic Proficiency        | LAND Trust Academic | Salaries & Benefits                      | Cub Skills TA                                   | \$11,000.00 |
| Academic Proficiency        | LAND Trust Academic | Salaries & Benefits                      | Cub Skills TA                                   | \$11,000.00 |
| Academic Proficiency        | LAND Trust Academic | Salaries & Benefits                      | Mentor  | \$9,000.00  |
| Academic Proficiency        | LAND Trust Academic | Salaries & Benefits                      | Math Tutor                                      | \$11,000.00 |
| Common Formative Assessment | LAND Trust Academic | Salaries & Benefits                      | payment to teachers working outside of contract | \$11,000.00 |
| Engagement                  | LAND Trust Academic | Library Books                            | fiction, informational text, diverse books      | \$7,000.00  |
| Engagement                  | LAND Trust Academic | General Supplies, Other                  | FBLA Membership and Competition Fees            | \$494.00    |
| Engagement                  | LAND Trust Academic | General Supplies, Other                  | Reality Town Curriculum and Supplies            | \$1,067.00  |
| Engagement                  | LAND Trust Academic | General Supplies, Other                  | ASC Classroom Supplies                          | \$550.00    |
| Engagement                  | LAND Trust Academic | General Supplies, Other                  | Hope Squad Supplies                             | \$2,000.00  |
| Engagement                  | LAND Trust Academic | General Supplies, Other                  | AP Fees, Instructional Supplies                 | \$3,500.00  |
| Engagement                  | LAND Trust Academic | General Supplies, Other                  | Orchestra Instruments                           | \$2,035.00  |
| Engagement                  | LAND Trust Academic | Online Curriculum or Subscriptions       | Smartmusic                                      | \$2,880.00  |
| Engagement                  | LAND Trust Academic | Software or Technology Hardware < \$5000 | iPads and accessories                           | \$6,940.00  |
| Engagement                  | LAND Trust Academic | Professional and Technical Services      | Band Tutors                                     | \$2,800.00  |
| Engagement                  | LAND Trust Academic | General Supplies, Other                  | Practice xylophones w/stands                    | \$5,000.00  |
| Engagement                  | LAND Trust Academic | Software or Technology                   | Technology Refresh                              | \$21,953.67 |

|            |                     |  |                   |             |
|------------|---------------------|--|-------------------|-------------|
|            |                     | Hardware < \$5000                        |                   |             |
| Engagement | LAND Trust Academic | Software or Technology Hardware < \$5000 | Audio Enhancement | \$13,732.50 |

## Summary of Planned Expenditures

|  |   |
|--|---|
| F - Projected new funding for next year SY21-22                            | \$ 115,047.48                           |
| G - Total projected funding for next year SY21-22                          | \$ 134,038.30                           |
| H - Total planned expenditures for next year SY21-22                       | \$ 122,952.17                           |
| I - Planned carryover into the following year SY22-23                      | \$ 11,086.13                            |
| J - Is planned carryover more than 10% of projected new funds?             | No                                      |
| Plan for carryover in excess of 10%  |   |
| Plan for sharing the school LANDTrust plan with the community              | Labels to identify LAND Trust purchases |
| 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 | 04/08/2021 |
| Number who approved                     | 8          |
| Number who did not approve              | 0          |
| Number who were absent or abstained     | 0          |