



# BOARD REPORT

## Teacher Student Success Plan TSSA and LAND Trust

**North Davis Jr - SY 2022**

**Principal Tyler Poll**

## **PURPOSE**

### **District Vision**

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

### **District Mission**

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

### **School Purpose**

The purpose of North Davis Jr. is to promote the mission of learning first for all. To accomplish our purpose, we will ensure that all students and staff: 1. Grow personally and develop strong character. 2. Learn to communicate fluently and confidently with others. 3. Acquire the ability to think, reason, and positively influence their community.

# Description of the School

## Community

North Davis Junior High is located in Clearfield, Utah. It has served Clearfield and surrounding communities since 1939. Our community was fortunate to have a new school built which was opened in August 2005. As of January 13, 2021, North Davis serves 832 students with a staffing of 117 highly qualified and caring individuals.

## Student Body

STUDENT BODY: North Davis Junior High currently has 832 students with the following student demographics:

Grades: 7th Graders-281; 8th Graders-290; 9th Graders-261

Ethnicity: 62% White; 27% Hispanic/Latino; 4% Multiple Races; 3% Black or African American; 1.2% Native Hawaiian or Other Pacific Islander; 2% Asian; 1.2% American Indian or Alaskan Native

Poverty: 48% Economically Disadvantaged

## Staff

STAFF: North Davis Junior High has a professional staff of 50 certified, classroom teachers; three guidance counselors; and four administrators. We have 60 classified employees that support nutritional services, custodial services, after school programs, teacher assistants, and student remediation.

## School Culture

The culture of North Davis Junior High is centered on continuous learning for all students and professionals. Our teaching staff uses Professional Learning Communities (PLCs) to collaborate, and efficiently meet the learning needs of our student body through reflecting on professional practice. In addition to meeting the needs of students, our PLC's drive our professional development based on student outcome measures and data. Our class master schedule features a double blocked schedule in math, language arts, and science; as well as a mentoring period that provides additional curricular, social, and emotional support that enriches or remediates our students' academic experience.

North Davis is a Title I school. This classification has placed increased emphasis on our standardized student assessments. Seeing that our students demonstrate growth on these measures is a priority.

## Unique Features & Challenges

North Davis Junior High School has a culturally diverse student population. This diversity combined with consistent high quality instruction provides positive learning experiences for our students that is second to none. Our strength as a school is most certainly found in the diversity of our student body.

North Davis has strong partnerships with the community that allows for a successful cooperation regarding the sharing of the city and school recreation facilities. In addition to the shared city resources, several other community partnerships are extensively utilized at North Davis such as Davis Behavioral Health, Boy's and Girl's Club, Boy Scouts of America, Juvenile Justice, and 4-H. These partnerships provide additional services and valuable enrichment to our students' experience. City, and other community leaders, have been, and continue to be very supportive of North Davis Junior High School.

The above mentioned resources help us to best meet the needs of all our students. North Davis, as a school, has a higher ratio of lower income student households (free and reduced lunch rates) than other junior high schools in our county. Community resources are invaluable in ensuring students have opportunities and experiences they may not have access to outside of school.

## **Additional Information**

Our 5x5 A/B schedule, double blocks all math classes, double blocks all language arts classes, except honors, and double blocks all science classes, except honors and 9th grade Earth Science. Double blocking math, language arts and science gives our students more time in these critical areas. This will help them be more prepared and successful in high school, college, and careers.

# Needs Analysis

## Notable Achievements

North Davis Junior High continues to experience excellent learning growth as demonstrated by student GPAs and end of level tests. We experienced one of the top growth percentiles on RISE tests for junior highs in the district.

## Areas of Recent Improvement

North Davis continues to focus on student needs. We have increased the supports for our students who struggle to learn by offering more time for study skills and implementing our mentoring program for all students. In addition, we started offering an Advancement Via Individual Determination (AVID) elective course to help our middle level students gain study and organization skills. Lastly, we had significant gains with our English Language Learner (ELL) students' performance on the WIDA test.

## Areas of Needed Improvement

North Davis needs to help more students be on track for graduation and ready to perform in a 21st century learning environment.

# 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')
Students will achieve a minimum of 55 SGP on end of level tests in language arts, math, and science. In addition, the number of failing grades will go down by 10% in language arts, math, science, and history.	Did not meet goal	End-of-level testing did not take place due to Covid-19.
The number of 9th grade students who are credit deficient in math, science, and language arts will decrease by at least 35%. We currently have 48 students who are credit deficient at the end of 3rd term. That number will be less than 30 students by 3rd term of next school year.	Did not meet goal	The number of students who left credit deficient changed from 48 to 42.
Students progressing toward English language proficiency will increase to 50% (Current data show a 27.2% increase)	Did not meet goal	Our English Language Learners adequate progress changed from 27% to 41%.

# Current Year Progress Report

## Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
Students will achieve a minimum of 50 Student Growth Percentile (SGP) on mid-year tests in language arts, math, and science.	Progressing according to plan	End-of-level testing will occur near the end of the school year. We have hired AmeriCorps trackers, provided teacher professional development, purchased Cloud Books so each student has access to their own computer, and lowered class sizes by having teachers teach additional classes for productivity.
At least 95% of our 9th grade students will leave North Davis Junior High on track for graduation.	Progressing according to plan	We are working with students by providing time and resources to help students who are off track and need credit recovery. Additionally, we have hired AmeriCorps trackers, provided the AVID curriculum and resources to students, purchased Cloud Books so each student has access to their own computer, and lowered class sizes by having teachers teach additional classes for productivity.
Students progressing toward English language proficiency will increase to 50%	Progressing according to plan	We have provided English Language Learning students with ESL study skills classes and additional supports within the classroom through more access to teachers and technology. English Language Learners have taken the WIDA test and we are waiting for results.

# TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 301.29
TSSA SY20-21 New Funding	\$ 113,443.00
TSSA Total funding for SY20-21	\$ 113,744.29
TSSA SY20-21 Anticipated Spending	\$ 113,000.00
TSSA Expected balance carried over into SY21-22	\$ 744.29
TSSA Anticipated new funding for SY21-22	\$ 122,720.00
TSSA Total funding available for SY21-22	\$ 123,464.29
Describe your school's SY20-21 Progress for TSSA Spending	Our spending for TSSA is on track to be spent on professional development, teacher stipends, productivity periods for teachers, student success coordinators, and technology.

# LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 6,349.15
B - Allocated new funds for SY20-21	\$ 120,905.00
C - Total Budget for SY20-21	\$ 127,254.15
D - Projected spending during SY20-21	\$ 117,000.00
E - Expected carryover from SY20-21	\$ 10,254.15
F - Projected new funding for SY21-22	\$ 108,129.26
G - Total projected funding for SY21-22	\$ 118,383.41



# Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>3. Student Growth &amp; SEL</b>
<i>Goal Statement</i>	School-based SEL programs can promote and enhance students' connection to school, positive behavior, and academic achievement (Durlak et al., 2011). Students will achieve a minimum of 50 Student Growth Percentile (SGP) on end of year tests in language arts, math, and science.
<i>Measures to determine progress</i>	Standard growth percentile on end-of-year tests.
<i>Action Plan</i>	<p><b>Students:</b></p> <p>Students will have opportunities to regularly assess current progress and set learning goals.</p> <p>Through the use of laptops, students will have 24/7 access to digital curriculum.</p> <p>Students will participate in SEL activities in mentoring and other classes.</p> <p><b>Teachers:</b></p> <p>Professional Development Stipends for PLCs and teachers.</p> <p>Hire two AmeriCorps employees as academic trackers.</p> <p>Teachers will receive professional development in SEL, mentoring, interventions, and PLCs.</p> <p>Money will be spent to purchase additional classroom sets of Cloud Books and a mobile cart.</p> <p>Paying teachers to teach an additional class which lowers class sizes and gives students more time with their teachers.</p>
<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#PCBL#SEL
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement
<i>Academic area(s) addressed by the goal</i>	Writing Mathematics Fine Arts Science Social Studies Technology Health
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	Yes
<i>Will TSSA funds be used</i>	Goal TSSA Expense Total - \$40,000.00

*to support this goal?*

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Student Success Coordinators-teacher assistants	\$ 40,000.00

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

Yes

Goal LAND Trust Expense Total - \$70,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Productivity Periods (\$40,000) AmeriCorps Employees (\$20,000)	\$ 60,000.00
LAND Trust Academic	General Supplies	Classroom set of Cloudbooks	\$ 10,000.00

<i>Goal Short Title</i>	<b>On-Track for Graduation &amp; SEL</b>										
<i>Goal Statement</i>	Research has established that the quality of teacher-student interactions and the instructional practices that take place within the classroom are two important predictors of student academic performance and social adjustment (Hamre & Pianta, 2007; Mashburn & Pianta, 2006). Through the use of personalized and competency-based learning and student mentoring, at least 95% of our 9th grade students will leave North Davis Junior High on track for graduation.										
<i>Measures to determine progress</i>	Graduation Tracker and Student Grades										
<i>Action Plan</i>	<p><b>Students:</b></p> <p>Students will have opportunities to demonstrate learning throughout the year.</p> <p>Through the use of laptops, students will have 24/7 access to digital curriculum.</p> <p>Cloudbooks will be purchased using LAND Trust funding to provide continuous access to digital curriculum.</p> <p>Students will meet with a mentor teacher at least once every 2 weeks.</p> <p><b>Teachers:</b></p> <p>Teachers will provide 24/7 access to curriculum and resources on a learning management system.</p> <p>Provide the AVID curriculum to students to help with study skills and organization.</p> <p>Teacher assistants will be employed to help with learning and credit recovery.</p>										
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL #SEL #GraduationRates										
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement										
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Fine Arts Health Science Social Studies Technology										
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	Yes										
<i>Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$42,000.00</p> <table border="1" data-bbox="456 1835 1487 2018"> <thead> <tr> <th data-bbox="456 1835 659 1911"><b><u>Funding Source</u></b></th> <th data-bbox="659 1835 927 1911"><b><u>Expense Category</u></b></th> <th data-bbox="927 1835 1305 1911"><b><u>Description</u></b></th> <th data-bbox="1305 1835 1487 1911"><b><u>Item Cost</u></b></th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1911 659 2018">TSSA</td> <td data-bbox="659 1911 927 2018">Salaries &amp; Benefits</td> <td data-bbox="927 1911 1305 2018">Teacher productivity periods</td> <td data-bbox="1305 1911 1487 2018">\$ 42,000.00</td> </tr> </tbody> </table>			<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	Teacher productivity periods	\$ 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>								
TSSA	Salaries & Benefits	Teacher productivity periods	\$ 42,000.00								

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

Yes

Goal LAND Trust Expense Total - \$48,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Teacher Assistants	\$ 38,000.00
LAND Trust Academic	General Supplies	Classroom set of Cloudbooks	\$ 10,000.00

<i>Goal Short Title</i>	<b>English Language Learners and SEL</b>								
<i>Goal Statement</i>	Hart, et al. (2020) found that SEL practices can help improve student performance on standardized tests. Through the use of SEL practices, mentoring, and other academic supports, students progressing toward English language proficiency will increase to 50%.								
<i>Measures to determine progress</i>	WIDA Test								
<i>Action Plan</i>	<p>Students:</p> <p>Students will assess current abilities and set goals to improve in learning the English language.</p> <p>Teachers:</p> <p>Teachers will mentor students and scaffold lessons to personalize learning for all levels of learners.</p> <p>Personalized and Competency-Based learning and using Zone of Proximal Development (ZPD) will give students access to materials meant for their individual skills. ZPD is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers. (Vygotsky, 1935)</p>								
<i>This goal can be categorized as... (choose all that apply)</i>	#SEL#CollegeCareerReady#PCBL								
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement								
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Fine Arts Health Science Social Studies Technology World Languages								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	Yes								
<i>Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total -</p> <table border="1"> <thead> <tr> <th><b>Funding Source</b></th> <th><b>Expense Category</b></th> <th><b>Description</b></th> <th><b>Item Cost</b></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	<b>Funding Source</b>	<b>Expense Category</b>	<b>Description</b>	<b>Item Cost</b>				
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<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>No</p> <p>Goal LAND Trust Expense Total -</p> <table border="1"> <thead> <tr> <th><b>Funding Source</b></th> <th><b>Expense Category</b></th> <th><b>Description</b></th> <th><b>Item Cost</b></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	<b>Funding Source</b>	<b>Expense Category</b>	<b>Description</b>	<b>Item Cost</b>				
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# Additional TSSA Questions

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
On-Track for Graduation & SEL	TSSA	Salaries & Benefits	Teacher productivity periods	\$42,000.00
Student Growth & SEL	TSSA	Salaries & Benefits	Student Success Coordinators-teacher assistants	\$40,000.00

## Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 122,720.00
2. Total projected TSSA funding for SY21-22	\$ 123,464.29
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 20,000.00
3. Total planned TSSA expenditures for SY21-22	\$ 102,000.00
4. Planned TSSA carryover into the SY22-23	\$ 21,464.29
Does the school plan to fund teacher leadership opportunities with TSSA funds?	No

# Additional LAND Trust Questions

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
On-Track for Graduation & SEL	LAND Trust Academic	Salaries & Benefits	Teacher Assistants	\$38,000.00
On-Track for Graduation & SEL	LAND Trust Academic	General Supplies	Classroom set of Cloudbooks	\$10,000.00
Student Growth	LAND Trust Academic	Salaries & Benefits	Productivity Periods (\$40,000) AmeriCorps Employees (\$20,000)	\$60,000.00
Student Growth	LAND Trust Academic	General Supplies	Classroom set of Cloudbooks	\$10,000.00

## Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 108,129.26
G - Total projected funding for next year SY21-22	\$ 118,383.41
H - Total planned expenditures for next year SY21-22	\$ 118,000.00
I - Planned carryover into the following year SY22-23	\$ 383.41
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	In the event we have changes in expenditures due to unforeseen circumstances, LAND Trust funds will be spent on:  -teacher assistants  -technology  -teacher stipends  -professional development
Plan for sharing the school LANDTrust plan with the community	School newsletter School website

Additional plan for sharing the school LAND Trust plan with the community.



# Additional Items for Title I Schools

Comprehensive Needs Assessment: What data (academic and non-academic) is analyzed to create the Title I Plan (TSSP)?

*District-wide assessment practices include the following:*

- Acadience Reading*
- McGraw-Hill assessments*
- Grade level assessments*
- State assessments*
- RISE*
- DLM*
- WIDA*
- District assessments*
- Kindergarten Readiness Inventory*
- Kindergarten Inventory of Skills*
- 1st and 2nd Grade Language Arts CRTs*
- 1st and 2nd Grade Math CRTs*
- During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.*
- Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.*
- Teachers work with instructional coaches/coordinators to identify or develop assessments to evaluate effective instruction and identify low performing students.*

*Additional schoolwide practices for assessment include the following:*

Comprehensive Needs Assessment: How will you share a summary of the comprehensive needs assessment (CNA) available to the public?

Website

Title I Plan / TSSP: Which of your school plan goals focus on student improvement in Language Arts?

All 3 of our goals support and focus on improvement in Language Arts.

Title I Plan / TSSP: Which of your school plan goals focus on student improvement in Mathematics?

All 3 of our goals support on improvement in mathematics.

Title I Plan / TSSP: Which evidence-based methods, instructional strategies and

Professional Learning Communities/Davis Collaborative Teams

programs are used to strengthen the school-wide program?

Title I Plan / TSSP: Other evidence-based methods used by your school

Collective Teacher Efficacy, Self-Reported Grades, Response to Intervention

Title I Plan / TSSP: How does the plan improve academics for all students while supporting those most at-risk?

*Districtwide practices for helping struggling students include the following:*

- Administrators meet with teachers to review data identifying low achieving students.*
- During collaborative team meetings, teachers review data to identify how students are performing.*
- Teachers meet with instructional coaches/coordinators to identify students who are struggling.*
- Low performing students receive additional instruction from their teacher.*
- Low performing students work with tutors in addition to the instruction they receive from their teacher.*
- Low performing students receive additional time and instruction through technology and instructional aides.*
- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.*
- Teachers discuss progress of their students and make adjustments to the interventions students receive.*
- Teachers and instructional coaches/coordinators monitor progress and make adjustments.*

*Additional schoolwide practices for helping struggling students include the following:*

Plan Evaluation and Stakeholder Involvement: How is stakeholder input solicited?

*Districtwide practices for parent involvement include the following:*

- Community council reviews, plans, and implements the School Improvement Plan.*
- Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.*
- Parents are invited to participate in reviewing, planning and implementing the LAND Trust Plan.*
- All School Improvement Plans in Davis School District follow the same format and are made publicly available online.*
- An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.*
- Meetings are held at different times during the day to enable all parents to be involved.*
- Programs and activities are scheduled throughout the year to involve parents and guardians.*

*Additional schoolwide practices for parental involvement include the following:*

Plan Evaluation and Stakeholder Involvement: How does your school share the Family

Back to SchoollWebsite

Policy/Compact with stakeholders?

Budget & Student Outcomes: What evidence do you have the Title I Plan (TSSP) and designation of funds improve student learning and achievement?

Student grades, credits earned, and end of level test scores.

Budget & Student Outcomes: Highly qualified paraprofessionals in the school

*Evidence of how the Title I plan and designation of funds impact student learning and achievement. The school will provide this information to Federal Programs by October 1*

Budget & Student Outcomes: How does the school coordinate funds from federal, state and local sources to improve the Title I Plan (TSSP)?

*Examples: Associate degree, 48 hrs., of pass test The school will provide this information to Federal Programs by October 1*

# SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/09/2021
Number who approved	9
Number who did not approve	0
Number who were absent or abstained	1