



Millcreek Jr. Composite School Plan 2016-2017

Principal Brock Jackman

SCHOOL'S PURPOSE

MISSION

Learning First!

VISION

Davis School District provides an environment where learning comes first. Students master essential learning skills, demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development. Parents are invested in their student's education. Employees recognize the value of their individual contributions and commit to excellence. The community supports the educational process.

SCHOOL PURPOSE

The purpose of Millcreek Jr. is to promote the mission of learning first for all. To accomplish our purpose, we "focus on learning." Our goals include:

- Focus on academic skills and content
- Build physical, emotional, social, and intellectual development of an individual
- Provide a safe environment
- Promote good citizenship
- Treat all students with respect
- Provide breadth in learning experiences
- Accommodate individual differences
- Involve families meaningfully
- Develop community involvement
- Teach cultural literacy
- Help students become career and college ready



- Help students compete in a global marketplace
- Provide staff development

DESCRIPTION OF THE SCHOOL

COMMUNITY

Millcreek Jr. High (MJH) located in Bountiful, Utah, opened in the fall of 1967 with nearly 650 students and 18 teachers. Millcreek Junior is in a suburban community and draws students from both the cities of Bountiful (67%) and Woods Cross (33%). The boundaries of the school run from the east to the west, which provides some economic diversity in the student population. The boundaries of the school include the center of the city, roughly from the lake to the mountains between 500 South and 1500 South. Typically, the community is supportive of education and parents provide a lot of service to the school through a strong Parent Teacher Association.

STUDENT BODY

Millcreek Junior High is a smaller school with a student body of 665 students comprised of seventh (203), eighth (246), and ninth (216) grades. The demographic population breakdown is as follows; students self-selected ethnicity and race and they could mark multiple ethnicities/races.

Ethnicity/Race

White	92%
Hispanic/Latino	9%
American Indian	1%
Asian	3%
African American/Black	2%
Pacific Islander	2%

Limited English Proficiency	3%
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Economically Disadvantaged	20%
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Students Receiving Special Education Services	11%
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Student Average Daily attendance is 97% with 4.3 percent of the student population considered chronically absent.

STAFF

Millcreek Junior High has 25 certified teachers, 3 administrators, 2 counselors, 1 part-time STS, 1 part-time resource officer, 4 part-time related servers, and 23 classified employees. Of our teachers, 44% are ESL endorsed and 44% have a Master's Degree or higher.

SCHOOL CULTURE

Millcreek Junior High believes that collaboration is the key to "Learning First." As a school, Millcreek is moving towards becoming a Professional Learning Community. Great strides have been made towards building a culture of collaboration this past year, and collectively the staff has agreed to the following commitments:

Administration

As the administrative team, we believe that all students can learn and we will support the Millcreek Junior High School vision of "Focus on Learning" by our commitment to:

- Support a collaborative culture focused on continuous improvement
- Provide structured time for teachers to collaborate
- Establish opportunities and support for ongoing professional growth of all employees
- Acknowledge and address behaviors that are not consistent with our school's vision
- Make decisions based on data and best practice
- Systematically monitor student, department, and school-wide data
- Schedule time during the school day for intervention and enrichment opportunities for all students
- Maintain a safe learning environment

Teachers

As teachers, we believe that all students can learn and we will support the Millcreek Junior High School vision of "Focus on Learning" by our commitment to:

- Support a collaborative culture focused on continuous improvement by meeting regularly to work on:
 - Identifying essential standards
 - Creating common assessments
 - Analyzing data
 - Providing timely and systematic interventions and enrichments
- Exhibit professionalism and follow group norms and expectations while working in collaborative teams
- Create an inviting, safe, and supportive classroom culture
- Plan curriculum that is relevant, engaging, challenging, and founded on our essential standards
- Generate grades that reflect student mastery of essential standards

UNIQUE FEATURES & CHALLENGES

Some of the unique features at Millcreek include a high percentage of students on the honor roll. Because of commitment and support given to help students learn, student involvement in the various school activities, after school tutoring, and mentoring programs (Homework Club), parent support in student learning has contributed to the limited number of referrals to the office for negative behavior. A very active and highly visible PTA provides Parents at Lunch (PAL) program, whereby, two or more parents are in the building each day during our lunchtime. With such a large percentage of our student body having parent support, there is always a need to find ways of reaching out and supporting our students that do not have as much support at home.

ADDITIONAL INFORMATION

We have an incredible music department with a superior band program that enrolls approximately one-third of the school, as well as a growing choir program that has had great success.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

- Millcreek Junior High School scored above the Davis District average in all tested areas.
 - SAGE Scores above district average in scaled score:
 - LA 7 +26
 - LA 8 +28
 - LA 9 +23
 - Math 7 +4
 - Math 8 +8
 - Secondary 1 +36
 - Secondary 2 +164
 - Science 7 +8
 - Science 8 +1
 - Earth Science +7
 - Biology +26
- Students placed high in various competitions including the areas of spelling, math, science, art, and performing arts including several invitations for students to participate in national events.
- Mustang Choir selected as one of three junior high school choirs to perform at Abravenel Hall
- National Academic League won first in district and competed in the Elite Eight National Tournament

AREAS OF RECENT IMPROVEMENT

- Overall Math SAGE proficiency score improved from 50% to 55%
 - Economically disadvantaged student math scores improved from 30.9% to 37%
 - 9th grade Math SAGE proficiency score improved from 47% to 60%
 - Secondary Math 1 improved their scaled score by 27 points
 - Secondary Math 2 improved their scaled score by 32 points
 - 8th grade Math SAGE proficiency score improved from 55% to 56%
 - 7th grade Math SAGE proficiency score improved from 46% to 50%
 - Math 7 improved their scaled score by 11 points
- Overall Science SAGE proficiency score improved from 58.7% to 59.2%
 - 9th grade Science SAGE proficiency score improved from 64% to 72%
 - Science 7 improved their scaled score by 7 points
 - Earth Systems improved their scaled score by 13 points.

AREAS OF NEEDED IMPROVEMENT

- **SAGE Language Arts Scaled Scores**
 - LA 7 overall scaled score went from 472 in 2014 to 463 in 2015
 - LA 8 overall scaled score went from 490 in 2014 to 479 in 2015
 - LA 9 overall scaled score went from 519 in 2014 to 497 in 2015
- **SAGE Writing Scores**
 - 7th Grade writing scaled-score went from 490 in 2014 to 460 in 2015
 - 8th Grade writing scaled-score went from 509 in 2014 to 470 in 2015
 - 9th Grade writing scaled-score went from 571 in 2014 to 491 in 2015
- **SAGE Science Scaled Scores**
 - Biology overall scaled-score went from 868 in 2014 to 859 in 2015
 - Science 8 overall scaled-score went from 845 in 2014 to 839 in 2015

PRIOR YEAR STATUS REPORT

REPORT PROGRESS ON PRIOR YEAR (2014-2015) SCHOOL IMPROVEMENT PLAN

Goal #1:

In the 2014-2015 school year, Millcreek Jr. High will decrease the number of non-proficient readers by 5% as measured by the Scholastic Reading Inventory (SRI) Lexile score.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

The action plan was followed, but the data did not show enough improvement.

Goal #2:

By the end of the 2014 – 2015 school year, 90% of our 9th grade students will have earned enough academic credits to be on track to graduate from high school.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

Goal #3:

During the 2014-2015 school year, additional preparation time and professional development will be provided to our teachers in the area of Literacy skills.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

The Literacy Team provided training in this area.

Goal #4:

By May of 2015, our students will improve their writing skills by .5 to 1 point (on a 30-point scale) as measured by the Utah Write.

- Met Goal (*comments optional*)
- Did Not Meet Goal (*comments required*)

Comments:

As a school, we worked to improve our writing scores. We were unable to decipher the data because of a change within the Utah Write system. Originally, scores were based on a scale of 30. Mid-year the system changed and scores were limited to a scale of 24. This change invalidated our school data.

CURRENT YEAR PROGRESS REPORT

REPORT PROGRESS ON CURRENT YEAR (2015-2016) SCHOOL IMPROVEMENT PLAN

Goal #1 (Student Achievement):

Increase the percentage of students scoring at or above college readiness benchmarks on all four EXPLORE subtests from 27% to 29% (2% increase or approximately 5 students).

Progressing according to plan

Not progressing according to plan

Comments:

As a school we did improve in our EXPLORE subtests, but we did not increase the percentage of our students scoring at or above college readiness in all four areas by two percent. Our percentage of students at or above college readiness benchmarks stayed the same at 27%.

Goal #2 (College, Career, and Community Readiness):

Reduce the number of students who are credit deficient from 15 to 12 (reduction of 3 students, which is a 2% decrease).

Progressing according to plan

Not progressing according to plan

Comments:

At the semester, the number of students that were credit deficient was eight.

Goal #3 (Quality Staffing):

Based on Evaluate Davis observation data, checking for understanding is an area needing improvement in our instruction. 100% of our certified staff will participate in professional development focused on checking for understanding, including daily formative assessments and collection, analysis, and use of data.

Progressing according to plan

Not progressing according to plan

Comments:

As a school, we did provide Checking for Understanding professional development. As a school, our Checking for Understanding Evaluate Davis observation scores improved from 2.8 to 2.85.

LAND TRUST FUNDING PROJECTIONS

REPORT ON CURRENT YEAR (2015-2016) LAND TRUST SPENDING

LAND Trust funding has been spent on salaries, professional development, and classroom technology as outlined in the school improvement plan.

CALCULATE LAND TRUST FUNDING PROJECTIONS

A - Total funding for 2015-2016	\$45,810.00
B - Estimated total spending during 2015-2016	\$45,753.00
C - Expected carryover from 2015-2016 to 2016-2017	\$57.00
D - Projected new funding for 2016-2017	\$43,706.00
E - Total projected funding for 2016-2017	\$43,763.00

GOALS AND PLANNED ACTIONS/RESOURCES

DISTRICT GOAL #1 (Student Achievement):

- Increase the school average 7th grade SAGE writing subscore from 459 to 462 (District average was 430)
- Increase the school average 8th grade SAGE writing subscore from 471 to 474 (District average was 444)
- Increase the school average 9th grade SAGE writing subscore from 491 to 494 (District average was 469)

Academic area(s) addressed by the goal:

- | | | |
|---|-------------------------------------|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

SAGE writing sub scores.

Action Plan:

1. Review SAGE writing rubrics as an English department with the Literacy Team.
2. Literacy Team/English department will train the faculty in the use of common vocabulary and expectations while writing informational text in Staff Development.
3. Every department will write one essay per semester based on the common vocabulary and informational text structure.
4. Writing examples will be turned in to the evaluating administrator for each teacher per semester.
5. Homework club will provide an English teacher once a week to provide writing help.

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

- Yes (*complete the budget sections below*)
- No (*skip the budget section below*)

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$1,700	Literacy Team salaries
Prof. Services	\$	\$2,000	Staff Development Opportunities and Subs
Textbooks	\$	\$500	Writing Literature
Total	\$	\$4,200	

DISTRICT GOAL #2 (College, Career, and Community Readiness):

Reduce the number of students who fail a core subject from the 2019-2020 cohort by 2% when comparing their 8th grade data to their 9th grade data.

Academic area(s) addressed by the goal:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input checked="" type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input checked="" type="checkbox"/> Fine Arts | <input checked="" type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

Credit deficiency report.

Action Plan:

- Identify failing/credit deficient students from the 2019-2020 cohort (next year's 9th graders).
- Identify and place students in appropriate intervention classes based on data.
- Davis collaborative teams identify non-proficient students on formative assessments and re-teach during weekly intervention period.
- Teachers follow the school-established pyramid of interventions.
- Administrators and counseling department are assigned to work with grade level at-risk students
- Administrators and school counseling department will run weekly student failing reports and work with students individually
- Lunch and Learn program to help students complete missing work
- After-school Homework Club, which provides free tutoring to students in core areas
- Remediation class offered during the school day for core classes.
- ESL coordinator tracks ESL students.
- Tracker works with at-risk students to increase academic success

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

- Yes *(complete the budget sections below)*
- No *(skip the budget section below)*

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$17,500	Tutors for Homework Club (7,000), Productivity for credit recovery class (8,000), Salary for academic tracker (2,500)
General Supplies	\$	\$1,500	Supplies and incentives for homework club
Total	\$	\$19,000	

DISTRICT GOAL #3 (Quality Staffing):

Using Davis Collaborative Teams, we will increase our Evaluate Davis observation scores in the areas of “Learners know what they are supposed to be learning and why” and “A variety of frequent checks for understanding are employed” by 2% based on the previous year’s scores.

Academic area(s) addressed by the goal:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input checked="" type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input checked="" type="checkbox"/> Fine Arts | <input checked="" type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

Evaluate Davis system data.

Action Plan:

- Collaborative teams given quarterly planning days to align curriculum and create common assessments
- Common preparation periods for core team planning, reviewing student data, and collaboration
- Staff development time devoted to Davis Collaborative Teams for core team planning, reviewing student data, and planning intervention
- Professional development for Professional Learning Communities
- PLC summer conference

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

Yes *(complete the budget sections below)*

No *(skip the budget section below)*

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$10,000	Subs for planning days and creating curriculum products
Prof. Services	\$	\$6,500	PLC Professional Development
Textbooks	\$	\$1,000	Professional readings
Software	\$	\$3,000	Gradecam and SMART Music licenses
Total	\$	\$20,500	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- F - Projected new funding for 2016-2017\$43,706.00
- G - Total projected funding for 2016-2017\$43,763.00
- H - Total planned expenditures for 2016-2017\$43,700.00
- I - Planned carryover after 2016-2017\$63.00
- J - Is planned carryover more than 10% of projected new funds?

- Yes No

PLAN FOR CARRYOVER IN EXCESS OF 10% *(Skip if answer to prior question was "No")*

PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

Provide student writing mentors to provide feedback on student writing. Buy laptops to increase student and teacher access for writing activities.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- Letters to policy makers Labels to identify LAND Trust purchases
- School assembly School newsletter
- School website School marquee
- Other (please explain)

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: April 28, 2016

Number who approved: 9

Number who did not approve: 0

Number who were absent or abstained: 3