

Diamond Fork School Improvement Plan

Goal #1

This Plan also meets legislative requirements for the Elementary Reading Achievement Plan, Professional Development Plan, and Trustlands Plan.

School Name: Diamond Fork Junior High School

School Year: 2017-2018

Goal: Goal: DFJHS will implement a PBIS (Positive Behavioral Interventions and Support) to create a positive learning environment as demonstrated by a fully implemented score on a district PBIS evaluation at the end of the year.

Nebo Goal (Board Goal) Connection: Schools will have strategies to support positive student behavior and academic success.

Action Plan(s):

1. Provide student training in character education related to the core values during Team Time and counseling classroom character lessons, anti-bullying presentations, and college and career readiness activities
2. Introduce school year theme highlighting the values with beginning of the year assembly and continue to highlight at student assemblies throughout the school year
3. Display the school value posters in every classroom and value banners in key areas
4. Repeat school values at the end of daily school announcements and Diamond Fork News Friday Broadcasts
5. Model positive social media posts of positive school culture and encourage appropriate student use of social media
6. Tie student rewards to demonstration of school values
7. Correct and redirect student misbehavior with additional training in applicable school value
8. Facilitate goal setting in Team Time
9. Create an opportunity for students to take an active role in bonding with a peer group during Team Time
10. Encourage participation in after school clubs, teams, intramurals, etc.; and work with students to include others
11. Provide different service opportunities for students: peer tutors, Stand4Kind Crew, HOPE Squad, D-Back Tutors, service learning, food drive, Make-A-Wish fundraiser, character education class, club service projects, 9th grade Team Captains, etc.
12. Provide ways for students to be recognized for demonstrating responsible citizenship (Diamondback Days, Diamondback Cards, Honor Roll, character education class, Five Buck Friday Drawings, Students of the Day, Students of the Month, National Junior Honor Society, etc.)
13. Reach out to socially/emotionally at-risk students to provide help and support as needed (HOPE Squad, counselor/psychologist led groups, Pyramid of Interventions, skill building, individual behavior plan, study halls, etc.).

Measurements of Success:

1. PBIS data (number of students being rewarded, behavior ticket counts and category analysis, number of deficient grades, student attendance, student citizenship grades, and intervention meetings will be collected each term and end of the year, analyzed and evaluated by district PBIS specialist to inform effectiveness of PBIS plan.

Supporting Professional Development Activities (if applicable):

1. New teachers and staff will be trained and all faculty continue to collaborate in PBIS principles, DF Pyramid of Academic and Behavior Interventions, Team Time, and DF School Wide Positive Discipline Plan.

Goal #2

This Plan also meets legislative requirements for the Elementary Reading Achievement Plan, Professional Development Plan, and Trustlands Plan.

School Name: **Diamond Fork Junior High**

School Year: **2017-2018**

Goal: DFJHS will focus on effective teaching strategies to facilitate student acquisition of college and career readiness skills as demonstrated by less than 10% grade deficiency each term, teacher SLO data, and a 2% growth in SAGE and CTE scores at the end of the year.

Nebo Goal (Board Goal) Connection: Schools will have a continued focus on student academic success in literacy, math, science, social studies, physical education, arts, and career and technical education. Nebo teachers will receive ongoing professional development and are evaluated for effectiveness. Students will experience technology enhanced instruction. Students will have access to college- and career-ready courses.

Action Plan(s): Teachers will

1. Receive on-going training in professional development on effective teaching strategies and implementation of core standards
2. Create and collaborate on a curriculum map and scope and sequence for each course taught
3. Develop and implement a collaborative SLO (Student Learning Objective) plan and individual PGP (Personal Growth Plan)
4. Assess student learning through multiple formative assessments each class period to monitor student progress
5. Implement at least one Authentic Literacy project/unit including text based reading and writing on Utah Compose related directly to the core curriculum, per semester
6. Post, focus, and partner with students on Daily I Can statements with a bridge
7. Implement a variety of effective teaching practices: (Hattie's visible learning effect size model) including inquiry, direct instruction, modeling, collaborative student partner or group work, differentiated instruction, guided practice, independent practice, technology enhanced instruction, and multiple formative and summative assessments)
8. Partner with students to foster student ownership of learning
9. Focus on student acquisition of college and career readiness core skills and prepare students for end of level or course assessments

Measurements of Success:

1. Teacher instruction will be evaluated by an administrator using the Utah Teaching Observation Tool.
2. Monthly faculty meeting and TDD Day presentations will include a Technology Teaching Moment and training on effective teacher instruction
3. Authentic Literacy instruction will be tracked by administrators and teacher PLC's in Utah Compose and student work sample analysis.
4. PLC teams will analyze student formative or summative data twice monthly
5. Administrators will provide on-going feedback through drop-in classroom visits logged in Observer Tab.
6. Teachers and administrators will analyze grade deficiency data, student test scores and individual student growth in Utah Compose, SAGE, CTE Skills Tests, and course common formative and summative assessments.
7. Course curriculum maps, scope and sequence, SLO data and PGP progress will be shared at PLC meetings and at administrative pre and post conferences.

Supporting Professional Development Activities (if applicable):

1. Teachers will be provided with professional development opportunities: Learning Edge Conference, 21st Century Skills Conference, UCTE and other subject area conferences, state trainings, technology specialists and district digital coaches, Utah Compose training, SAGE training, and PLC collaboration.

Goal #3

This Plan also meets legislative requirements for the Elementary Reading Achievement Plan, Professional Development Plan, and Trustlands Plan.

School Name: Diamond Fork Junior High

School Year: 2017-2018

Goal: DFJHS will provide all stakeholders with quality communication to promote educational partnerships that support student learning as demonstrated by less than 10% grade deficiency each term, teacher SLO data, and a 2% growth in SAGE and CTE scores at the end of the year.
Nebo Goal (Board Goal) Connection: All schools will communicate regularly through email, e-newsletters/newsletters, e-brochures/brochures, website, ParentLink, and social media. The community will readily access information found on district and school websites (electronic and/or hard copy materials available).

Action Plan(s):

1. Administration will send a weekly email newsletter with school updates and access to students' grades and ParentLink messages with additional school information.
2. Administration and school public relations coordinator will post regular updates on school events on DF social media platforms.
3. Teachers and 9th grade leaders will foster weekly academic and behavior goal setting during Team Time.
4. Teachers will facilitate student goal setting and parent and student review of summative classroom assessments and end of year tests.
5. Teachers will update SIS weekly before Monday Team Time and maintain regular communications with parents and students regarding assignments, quizzes, tests, and ways to help parents be more involved with their student's education (SIS, Remind 101, Canvas, Utah Compose, Google Classroom, email, phone calls, disclosure documents, other means).
6. Team SLO's will be shared by administration with stakeholders via an SLO tab on the DFJH school website.

Measurements of Success:

1. Administration will track weekly email and ParentLink messages to parents.
2. Administration will monitor number of DF social media posts each term through website and district public relation data.
3. Administration will post SLO for each team.
4. Administration and counselors will log parent teacher conference attendance.
5. Team Time teachers will turn in completed student goal sheets each week.
6. Administrator will track Remind 101, Canvas, Utah Compose usage and SIS weekly updates.
7. Individual student growth will be monitored through SIS reports, SAGE scores, and CTE Skills testing.

Supporting Professional Development Activities (if applicable):

1. In-service instruction will be provided for teachers on Canvas, Utah Compose, Social Media platforms, Remind 101, Google Classroom, SIS, SAGE reports, and other technologies.

Goal #4

This Plan also meets legislative requirements for the Elementary Reading Achievement Plan, Professional Development Plan, and Trustlands Plan.

School Name: **Diamond Fork Junior High**

School Year: **2017-2018**

Goal: DFJHS will monitor class size and provide remediation/enrichment to facilitate academic achievement for **all** students as demonstrated by less than 10% grade deficiency, teacher SLO data, a 2% growth in SAGE and CTE scores, and performance at or above the district average for honors and advanced CTE classes at the end of the year.

Nebo Goal (Board Goal) Connection: Schools will have a continued focus on student academic success in literacy, math, science, social studies, physical education, arts, and career and technical education. Schools will identify and support gifted and talented students.

Action Plan(s):

1. Use Trustlands funds to hire additional intern or offer current teachers extended day as needed to lower class sizes in core subjects.
2. Continue to fund after school math lab and in school math tutoring or math study hall technicians.
3. Continue to augment skillbuilding funds to facilitate student study halls, writing labs, and targeted individual student remediation.
4. Continue to operate E-Time enrichment and remediation time period T-F.
5. Explore additional E-Time accountability and enrichment strategies.
6. Provide opportunity for credit recovery/ alternative programs to students as needed.
7. Continue to offer honors classes in core subject areas and advanced CTE courses.
8. Explore adding AP Geography class.
9. Implement resource additional pod support model for math and reading special education and ELL students.
10. Evaluate CTE course offerings.
11. Promote and protect fine arts programs.
12. Provide two fine arts and school musical assemblies for all students.
13. Enhance physical education classes by increasing variety and adding an advanced class.

Measurements of Success:

1. Track number of academically at risk students served in math labs, writing labs, and study halls.
2. Track D and F data.
3. Disaggregate SAGE test scores and student growth for ESL, Special Education, Ethnicity, Economic Status, and Honors students.
4. Compare CTE skill test scores by course.
5. Track student E-Time attendance.
6. Track Utah Compose class and school average scores.
7. Track student enrollment in honors, AP, fine arts, CTE, and PE programs.

Supporting Professional Development Activities (if applicable):

1. Technicians will be trained in Utah Compose, ALEKS, and SAGE formative assessments.
2. All faculty and staff will be trained in E-Time attendance monitoring.
3. Teachers and administrators will collaborate with other schools and/or receive additional training on effective remediation strategies.
4. Honors and AP teachers will receive training in teaching gifted students.
5. Provide additional training for new courses in CTE.



