



Syracuse Elementary

Composite School Plan
2019-2020

Principal Marilyn Merkley

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.

A copy of Davis School District's Strategic Plan is included at the end of this document.

SCHOOL PURPOSE

The purpose of Syracuse Elementary is to promote the mission of learning first for all. To accomplish our purpose, we believe that all students can learn, no exceptions, no excuses. We strive to have a high-quality teacher in each classroom and provide them with the resources they need to hone their skills. We believe that strong community involvement improves learning and creates opportunities for the community to be involved through PTA, SEPs, Back to School Night, and other community building activities.

DESCRIPTION OF THE SCHOOL

COMMUNITY

Syracuse Elementary is located a few miles from the east shores of the Great Salt Lake. Syracuse City historically was a farming town. It has changed over recent years into a pleasant city with many new businesses brought in with an influx of population. Syracuse is now a mix of old farm town and new blood and ideas.

STUDENT BODY

Our student body consists of just under 1000 students in grades K-6. At last reporting we have 96% of our students that are Caucasian, 6% Hispanic/Latino, 5% Asian, and 1% that fall under the categories of Native Hawaiian or Other Pacific Islander, Black or African American, or Multiple Races. Fifteen percent of our population is economically disadvantaged. We also have 13% receiving special education services and 1% that have limited English proficiency.

STAFF

Syracuse Elementary has about 100 faculty and staff members. At last reporting about 90% of our faculty has an endorsement in math, reading, ESL, or special education, and about 30% have a post-graduate degree. Our staff consist of office and playground staff, lunchroom staff, custodial staff, school counselor, school psychologist, speech pathologist, STS, SEM, tutors, and classroom aides.

SCHOOL CULTURE

Syracuse Elementary is a great place to be! Faculty and staff love coming to work each day and their great attitudes are contagious, making this a place kids want to be. Student learning is our main focus. We realize that our students are a diverse group and do all we can to create hands-on, real-life application with the curriculum we need to teach. We focus on student achievement and progress. Not all students learn at the same rate, but all students can progress. High expectations are held for each student and then support is given to help all students reach their goals. These supportive environments begin with the trust and respect our faculty and staff have for one another. From assemblies to professional learning communities, we like to celebrate the success of all in our building.

UNIQUE FEATURES & CHALLENGES

Syracuse Elementary has many unique features including an outdoor garden complete with a straw bale greenhouse. Students enjoy the hands-on experiences brought by this

resource right on school grounds. We have a Chinese immersion program that serves one-fourth of the students in our building. These students are learning to master the difficult Mandarin language, and all of our students benefit from the added culture this program brings to our school. A functional skills classroom and a learning center classroom also help broaden the cultural and social spectrum for our students. The arts are alive and well with a school choir, orchestra, and STEM activities during prep times. Students enjoy being able to perform for their peers and their parents. We are blessed with a supportive community. Each year, they help us raise funds to allow ample opportunities for our students to go on field trips, have engaging assemblies, and receive recognition for achievement.

The challenges that Syracuse Elementary faces include physical features of building space and the flow through that space, parking lot access, and playground size. The move from a year-round to traditional school has created some challenges as we strive to give equal access to computer labs, playground, lunchroom, restrooms, etc. One of the most disconcerting challenges we face is the disconnect between standardized student achievement results and the focused effort of our teachers to help each child progress. Next year, we will continue to work on understanding and using data, our school wide behavior plan, and increase a focused effort on helping students increase their math knowledge base and understanding.

ADDITIONAL INFORMATION

We are constantly striving to have inclusion and a balance between the immersion and non-immersion teachers and students.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

We have had students advance to district, state, and national level competitions in keyboarding, science fair, Chinese language, and Battle of the Books. We also continue to maintain our school garden and green house.

AREAS OF RECENT IMPROVEMENT

We have implemented BOLD school teaching strategies throughout the year that has increased student learning. We will continue to implement strategies we have learned and continue our forward movement with District help and support. We have implemented new math curriculum in grades K-1 on a pilot program that will be implemented next school year. We have increased proficiency in reading and math by utilizing I-Ready math and reading programs. Our reading tutors provide support to the implementation of tier 2 intervention time for reading and math daily. This has improved student learning.

AREAS OF NEEDED IMPROVEMENT

We are going to continue to improve our grade level team collaboration through continued work with our District PBIS team. We are implementing Scatter Groups for all grade levels hoping to improve Tier 2 instruction. We have started I-Ready Reading and Math online, adaptive instruction for all students. All students should show growth academically with this program from the beginning of the year to the end of the year.

PRIOR YEAR STATUS REPORT

REPORT PROGRESS ON PRIOR YEAR (2017-2018) SCHOOL IMPROVEMENT PLAN

Prior Year Goal #1:

Sixty-five percent of students will show 'typical' (or higher) progress on DIBELS Pathways to Progress on middle of year DIBELS.

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

Comments:

We had 42% well above benchmark, 22% at benchmark making a total of 64% of our students that were at or above benchmark.

Prior Year Goal #2:

Students will earn a school wide median growth percentile of 51 in math.

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

Comments:

We did not meet the goal, but we did increase the percentage of our student by six percent.

Prior Year Goal #3:

The percentage of behavioral expectations being clearly and consistently applied will increase by 3% (indicator 34 on Evaluate Davis observation form).

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

Comments:

We increased to exactly 2.9.

Prior Year Goal #4:

The percentage of reluctant learners being encouraged to participate in lessons through multiple methods will increase by three percent (indicator 12 on Evaluate Davis observation form).

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

CURRENT YEAR PROGRESS REPORT

REPORT PROGRESS ON CURRENT YEAR (2018-2019) SCHOOL IMPROVEMENT PLAN

Current Year Goal #1:

Seventy percent of students will show 'typical' (or higher) progress on DIBELS Pathways to Progress on middle of year DIBELS.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

We have received our mid-year Pathways to Progress report and we had 67% of our students make 'typical' (or higher) progress.

Current Year Goal #2:

Students will earn a school wide median growth percentile of 55 in math.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Our benchmark scores show that we are progressing towards increasing our median growth percentile of 51 in math.

Current Year Goal #3:

The percentage of behavioral expectations being clearly and consistently applied will increase by two percent. Elements that help create and promote a safe learning environment will be implemented so that students may excel academically. As we have begun implementing our positive behavior plan, we have noticed an increase in the positive learning environments in classrooms. Students are coming into the classroom at the beginning of the day ready to learn and a decrease in transition time which has led to an increase of instructional time.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

According to current data we are on our way to reaching our goal of a 3% increase.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$10,683.00
B – Allocated new funds for 2018-2019	\$103,030.00
C – Total Budget for 2018-2019.....	\$113,713.00
D – Projected spending during 2018-2019.....	\$112,265.00
E – Expected carryover from 2018-2019 to 2019-2020	\$1,448.00
F – Projected new funding for 2019-2020	\$110,747.00
G – Total projected funding for 2019-2020	\$112,195.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Increase student growth and achievement in reading and math with typical (or higher) growth from beginning of the year

District Strategic Plan Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input checked="" type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input checked="" type="checkbox"/> Parent & Community Connections | <input checked="" type="checkbox"/> Culture |

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

I-Ready Diagnostic Reading and Math reports will show typical (or higher) growth from the beginning of the year to mid-year for each grade level. Progress monitoring will be done weekly with those students who are in the Scatter Groups.

Teachers will track points and office referrals in our PBIS software system. A report will be run quarterly to track how many office referrals have been entered. By the third term, March 15, 2020, we should have one percent fewer office referrals compared to the first term, Oct. 26, 2019.

Action Plan:

Plan: Teachers, Teacher Assistants and students will implement the I-Ready Reading and Math adaptive, online program and implement Scatter groups each week. We will be spending money on eight teacher assistants to support tier 2 interventions and to buy I-Ready math and reading software.

Online, adaptive instruction and Tier 2 small group instruction will directly affect student achievement because of daily/weekly implementation and progress monitoring.

The percentage of positive behavior will increase through teaching clear expectations. Major (41) and minor (193) office referrals will decrease one percent from data comparing the number of referrals compared to previous year by March 1, 2020.

We will continue to implement our positive school wide behavior plan that includes, but is not limited to, the following:

- our school team to help us continue implementing our plan
- continued faculty and staff training
- way to track positive and negative behavior
- reward system
- behavior interventions
- elements that help create and promote a safe learning environment
- We will buy PBIS software to track positive student behavior and interventions, student incentives, and provide professional development for our teachers.

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

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

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

- Yes (*answer the next question*)
- No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Online, adaptive instruction and Tier 2 small group instruction will directly affect student achievement because of daily/weekly implementation and progress monitoring.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$70500.00	Nine teacher assistants to support student learning. \$69,500 Subs and stipends for faculty and staff that plan and implement Professional Development \$1,000
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$1,750.00	Nominal (\$2 or less) Student Incentives
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$16,946.00	I-Ready software Program for Reading. Math will be supported through the State Grant \$15,000 Behavior Plan tracking software \$1,946
Equipment	\$	\$	
Total	\$	\$89196.00	

GOAL #2:

Teachers will be involved in a LEAN Training to help them find those things that are valuable and get rid of those things in their classrooms and lives that are wasting space and time. Increase student performance and achievement in Reading, Mathematics, Writing, Technology, Science, and Social Studies -content areas- by supporting teacher development and expertise throughout academic areas listed.

District Strategic Plan Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input checked="" type="checkbox"/> Empowered Employees |
| <input checked="" type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections | <input checked="" type="checkbox"/> Culture |

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

A survey will be given to those involved in the training to document how the training improved their lives, in the classroom and elsewhere.

We will look at improved end-of-level student test scores to see the advancement made through improved teaching methods

Action Plan:

Teachers will meet two days to go through the LEAN Training and implement the learned strategies into their classrooms and lives. We will be spending money on stipends for the teachers, custodial fees, trainer fees, and materials for the trainings.

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

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

Does this action plan include behavioral/character education/leadership efforts? Yes (answer the next question) No (skip the next question)**Explain how these efforts directly affect student achievement.**

Teachers and students will benefit from teachers learning better ways to utilize resources and time by getting rid of things that clutter their lives and focusing on those things of value.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$9,027.00	Stipend for 32 teachers (\$130 per day/teacher) for two days of training (\$8,320) and \$667 to pay the Trainer. Custodial fee \$40.00.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$700.00	Materials for teachers for 2 days of training.
Textbooks	\$	\$125.00	Books for the training.
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$9852.00	

GOAL #3:

Increase student performance and achievement in Reading, Mathematics, Writing, Technology, Science, and Social Studies -content areas- by supporting teacher development and expertise throughout academic areas listed. Provide a varied set of technology

professional learning opportunities for staff depending on their needs and devices in their classroom. In the area of technology, all teachers will learn how to effectively use technology and apply learned skills into their lesson plans. Technology will be updated where needed to encourage the use of technology in the classroom. The goal will be completed by March 20, 2020

District Strategic Plan Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input checked="" type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

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 type="checkbox"/> Fine Arts | <input checked="" type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

We will look at improved end-of-level student test scores to see the advancement made through improved teaching methods and technology. 100% of teachers will be evaluated using technology through the Evaluate Davis System by March 20, 2020. All teachers will have professional development for Blended Learning and on Nearpod software to increase technology use and increase student engagement.

Action Plan:

Teachers will be evaluated through the Evaluate Davis System and be observed using technology throughout the school year. We will be spending money on computers, laptops, Chromebooks or iPads to utilize Nearpod software and have professional development for Blended Learning.

Student achievement will improve as they are more engaged utilizing technology throughout the school year.

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

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

Does this action plan include behavioral/character education/leadership efforts? Yes (answer the next question) No (skip the next question)**Explain how these efforts directly affect student achievement.**

Student achievement will improve as they are more engaged utilizing technology throughout the school year.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$4,000.00	Professional Development to support technology for Blended Learning
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$1000.00	Laptops, iPads or Chrome Books for students.
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$3500.00	Nearpod software
Equipment	\$	\$	
Total	\$	\$8500.00	

GOAL #4:

Seventy percent of students will show 'typical' or higher progress on Dibels Pathways to Progress on middle of year Dibel assessment.

District Strategic Plan Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input checked="" type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections | <input checked="" type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|-------------------------------------|--|
| <input checked="" 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 type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

Dibels Pathways to progress.

Action Plan:

Reading tutors will be utilized to support teachers in Scatter Groups to implement interventions as directed by the classroom teacher.

Summer library will be facilitated by our school librarian allowing students and their families to have access to our library during the summer. This will help promote reading through the summer months.

Books will be purchased to support our Battle of the Books Program and money will be used to buy supplies for summer library activities, stipends for our librarian and ELA to run the reading program throughout the summer as they teach reading strategies.

Students will be supported in their reading with Tier 2 instruction and through summer library lessons. Students will also have access to library books in the summer to encourage reading year-round

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

- Yes *(complete the budget sections below)*

No (*skip the budget sections below*)

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

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Students will be supported in their reading with Tier 2 instruction and through summer library lessons. Students will also have access to library books in the summer to encourage reading year round.

Planned LAND Trust Expenses for Goal #4

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$2000.00	Pay librarian and ELA for summer library lessons
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$500.00	Summer library supplies
Textbooks	\$	\$	
Library Books	\$	\$1500.00	Books for Battle of the Books program
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$4,000.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020 \$110,747.00

I – Total projected funding for 2019-2020 \$112195.00

J – Total planned expenditures for 2019-2020 \$111548.00

K – Planned carryover into 2020-2021 \$647.00

L – 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

Salaries and technology in support of the goals in the plan.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

Letters to policy makers

School newsletter

Labels to identify LAND Trust purchases

School website

School assembly

School marquee

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: **3/29/2019**

Number who approved: **12**

Number who did not approve: **0**

Number who were absent or abstained: **0**

Davis School District – Strategic Plan

LEARNING FIRST!

VISION

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

MISSION

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

OUR PLAN

CULTURE

Davis School District promotes a healthy, respectful, and collaborative culture.

- Teach and model personal accountability
 - Promote a growth mindset
 - Create an environment of respect
- Demonstrate exemplary customer service from all employees

STUDENT GROWTH & ACHIEVEMENT

Davis School District provides an innovative, relevant, well-rounded education for each student.

- Focus on individual student growth and achievement
 - Provide well-rounded curriculum including character and life skills
 - Encourage creative, evidence-based programs and teaching strategies
- Use technology to enhance and personalize student learning

PARENT & COMMUNITY CONNECTIONS

Davis School District develops connections with parents and community.

- Recognize parents as the student's first teacher
- Create multiple means of communication with all stakeholders
- Include parents as a vital part of the decision-making process
- Foster productive partnerships with business and community groups

PARENT & COMMUNITY CONNECTIONS



EMPOWERED EMPLOYEES

Davis School District employees are valued, supported, and appreciated.

- Attract, retain, recognize, and reward quality employees
- Ensure employees are provided opportunities for input and participation in the decision-making process
- Develop and support effective leadership across all employee groups
- Provide and encourage quality professional learning

EMPOWERED EMPLOYEES

FISCAL RESPONSIBILITY

Davis School District provides for oversight and efficient use of public and private funds.

- Provide internal and external oversight
- Provide ongoing training in fiscal management
 - Operate finances with transparency
 - Align fiscal resources with Board goals.

FISCAL RESPONSIBILITY

SAFETY & SECURITY

Davis School District creates an environment where physical and emotional safety are paramount.

- Provide safe and secure physical spaces
- Value stakeholder voices
 - Foster a welcoming environment
- Establish and communicate safety protocols

SAFETY & SECURITY