



Syracuse High

Composite School Plan
2019-2020

Principal Jed Johansen

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 High is to promote the mission of learning first for all. To accomplish our purpose, we cultivate, collaborate, and celebrate by offering a wide variety of educational programs for students, developing an effective collaborative community among all school stakeholders, and recognizing achievements.



DESCRIPTION OF THE SCHOOL

COMMUNITY

Syracuse High School is located in Syracuse, Utah, a suburban area just north of Salt Lake City which is nestled between the Wasatch Mountains and the Great Salt Lake. It is known as the "Gateway to Antelope Island." The school also serves students who live in the surrounding communities of West Point, Clinton, Clearfield, and Layton. The boundaries of the school are:

North: 2650 North to the lake

South: 3700 South to the lake

East: 4000 West to 2225 West and 1500 West to 525 West

West: The Great Salt Lake

The school opened in 2007 on 52 acres of ground with the building itself covering 385,000 square feet. It features state-of-the art architecture with numerous windows highlighting views of the surrounding area.

School is in session for 180 days per year on a traditional nine-month calendar using an eight period two semester schedule. The school day begins at 7:30 a.m. and ends at 2:20 p.m. Students register for eight classes per semester, with four classes held daily. The A day/B day block system allows for longer class periods and more intensive instructional time of 90 minutes. This schedule also creates an expanded opportunity for students to enroll in elective classes.

There is one weekly late start day for students to allow for faculty professional development and collaboration. In addition, there is a tutorial period one day per week to offer students additional individualized academic support as needed.

STUDENT BODY

Syracuse High, also known as the "Home of the Titans," educates over 2,200 students comprised of sophomore, junior, and senior classes. Syracuse High serves the largest student body in Davis School District. Our student population is comprised of: 84% Caucasian, 9% Hispanic/Latino, 2% Asian, 1% Black/African American, 1% Pacific Islander, and <1% Native American. Our student demographics consist of: 16% Economically Disadvantaged, 16% Race/Ethnic Minority, 10% Special Education, 2% English Language Learners, and 2% listed on Homeless status.

Approximately 45% of our student body enroll in college immediately following graduation, while approximately 20% join the military, enter technical training or go directly in to the workforce.

STAFF

Syracuse High faculty/staff includes 85 certified classroom educators; 45 of whom hold Masters Degrees, 6 comprehensive guidance counselors, 1 librarian, 4 school administrators, 1 administrative intern, 1 School Resource Officer, and 70 classified employees.

Student Ratios

Student/Teacher Student/Counselor Student/Administrator

Student/Teacher 1:30

Student/Counselor 1:366

Student/Administrator 1:442

The faculty is organized into departments and Professional Learning Communities (PLCs). PLCs provide faculty/staff opportunities for collaboration, professional development, and autonomy to make adjustments in program development, delivery of instruction, and interventions.

We provide students a highly qualified faculty equipped with the tools needed to deliver highly effective instruction following a rigorous curriculum

SCHOOL CULTURE

Syracuse High has created an environment of learning that promotes rigor in academics and college and career readiness with a focus on writing, reading and math across the curriculum. All program areas continue to grow with emphasis on Concurrent Enrollment, Advanced Placement, and Honors courses. We have expanded college and career readiness efforts to include post-high fairs for both juniors and seniors highlighting universities, community colleges, technical programs, and military branches. A college scholarship application process has been implemented as a part of our senior English course.

UNIQUE FEATURES & CHALLENGES

Syracuse High School has just completed the third year of a three-year grant to support STEM courses through the National Math and Science Initiative (NMSI). This grant supports students enrolled in Advanced Placement courses in the areas of English, Math, and Science.

Syracuse High School is home to four self-contained classrooms serving students with special needs, including one Learning Center and three classrooms to support students with functional needs. Highly qualified teachers and related servers (school psychologist, speech/language pathologist, hearing and vision specialists), along with

trained para-professional teacher's aids, provide services to meet the educational and physical needs of students within our Special Education department.

Syracuse City has seen an extremely high number of suicides within the community. This has impacted our school. Together, we have joined with Syracuse City and the NU HOPE coalition to present a community wide campaign on suicide awareness and prevention. We have implemented a Hope Squad. This group is a collection of students, nominated by their peers or chosen by interview, who serve to offer support to anyone who might be struggling with depression or suicidal thoughts. Hope Squad members are given approximately 16 hours of training to recognize warning signs and are instructed on how to talk with a person to show their concern while guiding him/her to an adult who could help.

Syracuse High School houses Davis Behavioral Health (DBH) representatives three days per week to offer both individual student and family support. These representatives serve as crisis workers in times of extreme or immediate need as well as educating families on services available for long-term mental health support.

Syracuse High School has a Latinos in Action (LIA) organization that was established to support learning and service. Among the multitude of service provided, students in LIA tutor at two local elementary schools, both on Title 1 status.

ADDITIONAL INFORMATION

Syracuse High has a Daycare Center which serves as a training facility for students interested in receiving child care training and early childhood education. State certification is available for students through this CTE program.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

- * Number of students scoring a 3+ has grown from 161-222.
- * Percentage of students scoring a 3+has increased from 58.3%-73%.

ACT – 5 Year Trends (From 2014-2018)

- * Number of tests given has increased from 642-667
- * English average score has increased from 18.9-19.7 - (State average decreased 20.0-19.7)
- * Science has increased from 20.4-20.5 - (State average decreased 20.9-20.5)

CTE – Trends (From 2016-2018)

- * The number of CTE courses offered have risen over the past 3 years from 61-64
- * Percentage of CTE State Skills Tests passed has risen over 3 years from 48%-50%

Graduation Rates:

- * Consistently high graduation rates each year (92%, 94%, 96.2%, 94.7%, 95.2%)

AREAS OF RECENT IMPROVEMENT

*Syracuse High has experienced a 184% increase in CE enrollment since 2017, with 1,745 students currently enrolled

AP enrollment has increased 41% over two years with a current enrollment of 592

*The AP pass rate has seen a 41% increased over the past two years with a 75% pass rate in 2018

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AREAS OF NEEDED IMPROVEMENT

ACT Composite for SHS in 2018 was 20.1 and the state was 20.4

ACT Math for SHS was 19.5 and the state was 19.9

ACT Reading for SHS was 20.3.and the state was 20.9

Technology

Syracuse High School continues to grow in enrollment. Many students do not have access to technology (hardware, programs, internet, etc.) from home. The computer refresh funding from the district is not sufficient to meet the current technology demands. Computer labs (mobile and hard-wired) need to be made more readily available for increased student access. In this digital age, 21st century education requires student access to devices, programs, and apps. The District has put a plan in place to exponentially increase the availability of computer access. Blended instruction training will continue in 2019-2020. Syracuse High School plans to add 15 mobile labs to our school for the 2019-20 school year

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Syracuse High School will improve instruction in reading (literature and informational text) and writing across the curriculum so that

10th grade Aspire scores rise to the district average.

11th grade students scoring at or above college readiness benchmarks on the ACT increases by 2% in English (60%-62%) and Reading (42%-44%)

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

Comments:

There was a 2% increase in the the English readiness benchmark, but the data does not correlate to the original goal. The data shows an increase from 56% to 58%, not 60% to 62%. The reading readiness goal was not met, the ACT data shows a decrease from 36% to 34%.

Prior Year Goal #2:

Syracuse High School will improve instruction in mathematics, specifically in the areas of functions, algebra, and statistics/probability, so that

10th grade Aspire scores rise to the district average.

11th grade students scoring at or above college readiness benchmark on the ACT in the area of mathematics increase by 2% (19%-21%).

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

Comments:

Davis School District proficiency in 2018 for Secondary II was 43%. Syracuse High was 33%, falling 3% from the prior year. Although percentages do not correlate, ACT Math readiness exceeded the goal and increased from 33% to 38%.

Prior Year Goal #3:

Maintain AP enrollment while increasing our number of students scoring 3+ from 183 to 189. (This would be a 3% growth.)

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

AP enrollment increased from 268 to 304. The number of students scoring a 3+ increased from 172 to 222.

Prior Year Goal #4:

Increase Concurrent Enrollment (CE) in both student totals (1181) and credit totals (3702) by 100 while increasing the number of CE courses offered from 37-40.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

CE enrollment for 2017 was 1427. This increased to 1877, a 31.5% increase which equaled to an increase in student enrollment of 450. There was an increase in credit totals of 1,131 (4500 credits earned in 2017 and 5631 in 2018). The course count increased from 43 to 46.

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

Syracuse High School will improve instruction in reading, math, science, English and writing across the curriculum so that:

- Students will increase their composite ACT score from 20.1 to 20.4 (above state average)

Progressing according to plan

Not progressing according to plan

Comments (optional):

According to the October ACT test from 2017 compared to 2018, ELA/English, math, and reading scores all increased. We are still waiting on the scores from the February junior test.

Current Year Goal #2:

Increase AP enrollment from 647 to 1,000 courses while maintaining our current pass rate of 64%

Progressing according to plan

Not progressing according to plan

Comments (optional):

Although the student course enrollment did not reach 1000, our fall course enrollment did improve from 647 to 941, which is a 45% increase.

Current Year Goal #3:

Increase Concurrent Enrollment (CE) in both student totals (1425) and credit totals (4500-

4600) while increasing the number of CE courses offered from 38-42.

Progressing according to plan

Not progressing according to plan

Comments (optional):

We have exceeded expectations with respect to this goal. Credit earned increased from 4500 to 5283. Enrollment increased from 1425 to 1670. Courses increased from 38 to 41.

Current Year Goal #4:

Counselors and Administrators will report a 10% decrease in mental health cases with their students.

Progressing according to plan

Not progressing according to plan

Comments (optional):

This goal is difficult to measure because there was no data prior. Through MTSS planning, we have developed ways to track data. We have created a Google document to track student suicide ideation, to which counselors and administrators all have access. Mental health is on the rise nationwide, statewide, and districtwide. Anecdotally, both administrators and counselors feel like there was an increase in mental health cases this past year. We are looking to adjust this goal for the coming year. Although this is a growing problem, Syracuse High devoted significant time, energy, and resources to combat mental health issues. Twenty employees attended and were certified in Mental Health First Aid. Collin Kartchner presented to the community at Syracuse High in March. Natalie Franc has conducted four student Mindfulness groups (based on referrals) during the course of the year.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$34,502.00
B – Allocated new funds for 2018-2019	\$226,984.00
C – Total Budget for 2018-2019.....	\$261,486.00
D – Projected spending during 2018-2019.....	\$261,486.00
E – Expected carryover from 2018-2019 to 2019-2020	\$0.00
F – Projected new funding for 2019-2020	\$253,530.00
G – Total projected funding for 2019-2020	\$253,530.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Syracuse High School will improve instruction in reading, math, science, English and writing across the curriculum so that:

* Students will increase their composite ACT score from 20.1 to 20.4

District Strategic Plan Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input 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 checked="" type="checkbox"/> Fine Arts | <input checked="" type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

ACT scores

The measures to determine progress will be the count of tutorials dedicated to coping strategies and faculty meetings incorporating mental health training. There will also be a percentage measure of the faculty attending the district mental health training.

Action Plan:

Professional development to support instruction in the areas of cross-curricular writing and reading of informational text.

* Professional development on Professional Learning Communities.

* Dedicate time for teachers to work in PLCs to develop and analyze shared lessons and assessments as well as discuss re-teaching strategies as needed.

* Utilize SRI scores to identify students reading below grade level. -Deliver instruction designed to increase reading skills in identified students. Hire our SRI Coordinator

* Offer ACT prep for students. (Support teacher training on ACT prep.)

* Provide practice ACT test to all 10th and 11th grade students

- * Pay additional hours to math teachers to provide tutoring and hire a remedial tutor to provide assistance to struggling students.
- * Lower class sizes in tested areas.
- * Encourage students to utilize resources in the library.
- * Provide additional technology to support students to support instruction

Our goal is to improve teacher and student training on mental health and well-being. This will provide strategies to identify, refer, and work with at-risk students. 10% of the faculty will attend district mental health training.

We will continue with a school wide quarterly recognition program, DBH referrals, teacher training, make practical and effective use of our MTSS team, invite mental health presenters, continue our positive imaging campaign, and utilize district support services (mindfulness groups, family/student services). One late start per term will incorporate mental health training for the staff. One tutorial per term will focus on coping strategies for students.

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 outreach will increase students sense of belonging and improve mental health awareness and coping skills.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$73664.00	Prof Development- \$18,664 Teacher stipends and substitutes Productivities in 4 core areas-\$36,000 SRI Coordinator-\$1000 Math Tutoring – \$5,000

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
			Remedial Tutor-\$10,000 ACT Prep - \$3,000 (Class &/or Teacher Training)
Prof. Services	\$	\$10000.00	Prof Development Services 10,000. Conference Registration
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$82,000.00	Prof Development Materials - \$3,000 Student Materials ACT Prep-\$9,000 Computer Technology (Such as laptops, computer carts, teacher sound systems) \$63,000 Motivational material-Positive Imaging for improved school climate \$6,000 MTSS incentives \$1,000
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$165,664.00	

GOAL #2:

Increase the number of AP exams given from 876 to 920 while maintaining our current pass rate of 72%.

District Strategic Plan Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input 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 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

AP Five-Year School Score Summary

Action Plan:

Encourage all teachers of AP courses to attend the Davis District sponsored AP Conference.

We will send school representation to our feeder junior highs to encourage AP enrollment.

Teachers will conduct study sessions outside of classroom time to prepare students to take their AP exam.

Hire AP research supervisor to provide assistance to students

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.**

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$16000.00	CE/AP Research Supervisor (3 hrs/day)- \$8,000 Professional Development Stipend such as AP conference 8,000
Prof. Services	\$	\$2500.00	Conference Registration 2500.00
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$18500.00	

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. A personalized learning teaching model will be incorporated at least once per semester by every teacher.

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

We will look at improved end-of-level student test scores to see the advancement made through improved teaching methods.
This will be measured by Summative Evaluation Report.

Action Plan:

Teachers will apply for personalized learning grants to support individualized learning. We will continue to train teachers in blended learning strategies and tools to help support personalized learning. Some specific tools will include the purchase of a marimba and a variety of computer software. A teacher assistant will support students/courses taught in IVC Learning Lab paid for with LAND Trust funds.

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.**

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$10000	IVC Lab Assistant-\$10,000
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$13500.00	Personalized learning grants-\$13,500
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$30866.00	Personalized learning software-\$1,453 Membean English Licenses-\$7,050 Math XL Licenses-\$10,163 Turnitin Site License-\$5500 Respondus testing software for Canvas-\$3200 Nearpod Site License-\$3500
Equipment	\$	\$15000.00	Marimba-\$15,000
Total	\$	\$69366.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020 \$253,530.00

I – Total projected funding for 2019-2020 \$253,530.00

J – Total planned expenditures for 2019-2020 \$253,530.00

K – Planned carryover into 2020-2021 \$0.00

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

Any overages will be used to purchase technology in goal 1 and 4, allow for additional professional development in goals 1 and 2 and used to fund additional productivities to reduce class sizes in goal 1.

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: **3/25/2019**

Number who approved: **13**

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

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



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.

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