



# Woods Cross High

Composite School Plan  
2019-2020

Principal John Haning

## 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 Woods Cross High is to promote the mission of learning first for all. To accomplish our purpose, we will continue to build and strengthen our CE and AP programs, promote literacy across curriculum, and provide tiered interventions and support in order to promote achievement for all students. In addition, we will provide a staff committed to student success and learning through professional collaboration and continuous professional development.

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## DESCRIPTION OF THE SCHOOL

### COMMUNITY

Woods Cross High School boundaries encompass three suburban cities: Bountiful, Woods Cross, and North Salt Lake. These communities value importance of education indicated by the percentage of persons 25 years and older with a Bachelor's degree or higher: Bountiful 38%, North Salt Lake 36%, and Woods Cross 28%. The state average is 29%, so expectations are high for our students.

### STUDENT BODY

Woods Cross High School serves students 10th through 12th grades, totaling 1,464 students with 510 sophomores, 475 juniors and 479 seniors.

Our demographics include: Caucasian 80.5%, Hispanic/Latino 10%, Native American, and Pacific Islander 3.5%, Asian 2%, African American/Black 1%.

Enrollment by significant risk factors includes: Economically Disadvantaged 20%, Limited English Proficient 4.8%, and Special Education 7.2%

52% of our graduating seniors enroll in postsecondary education the first year after graduating and 60% go on to post-secondary education within three years of graduating.

### STAFF

A staff of 69 certified teachers, four administrators, and five school counselors serve the school in addition to support personnel. Our educators are a mix of beginning and veteran teachers with 50% of teachers holding a master's degree or working towards a master's degree.

### SCHOOL CULTURE

Woods Cross High school has strong music, drama, and art programs that enrich the school and community. Our athletic teams continue to excel. We provide opportunities for rigor in a variety of successful AP, CE, and CTE courses. Woods Cross students have a proclivity for participating in multiple clubs, sports, or activities concurrently. However, students perform well in academics and value high achievement. Woods Cross also maintains high graduation rates. Staff members and students support charitable fundraising efforts and frequently organize charitable events. The school enjoys tremendous parent and community support.

### UNIQUE FEATURES & CHALLENGES

Woods Cross High students come from three different cities and three different feeder junior high schools. However, the tradition that “Everybody is somebody at Woods Cross” continues as students are actively engaged in a safe learning environment. The school serves a community with a diverse socioeconomic spectrum.

#### ADDITIONAL INFORMATION

The school has experienced high staff turnover in recent years, mostly due to retirements. Half of the teachers have been at the school seven years or less.

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## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS

Students at Woods Cross continue to demonstrate excellence in Advanced Placement enrollment and test scores. The most recent AP five-year report shows Woods Cross above the state average in total tests taken and number of 3+ scores attained.

In the last few years, seven students have achieved a perfect score of 36 on the ACT.

We continue to increase the amount of CE credit earned from year to year. The total number of credits earned increased by more than 20% from the previous year.

31% of our students have at taken least one AP as well as one CE course by graduation.

In the past few years Woods Cross has had eight National Merit Scholar finalists with one national achievement scholarship winner. We also have had thirteen Sterling Scholar finalists for Utah, one runner up and one state winner.

The performing arts at Woods Cross continuously excel, receiving superior ratings at state and national competitions. Our musicals have been recognized at the Utah High School Musical Theater Awards for direction, set design, and choreography.

The Woods Cross debate team continues to win Region and place in the top five at state in Model UN and Mock Trial.

Our CTE programs has done well at state competitions and our CE course offerings continue to expand.

Woods Cross athletic teams and extra-curricular groups have won multiple region championships the past two years.

We have faculty members serving in State and National leadership positions in their educational and professional organizations.

### AREAS OF RECENT IMPROVEMENT

Our strategic interventions have included improved academic and attendance tracking and a refined local case management procedure. We have added mindfulness and anxiety resources for students. Each counselor now identifies 3-5 “at-risk” students to meet with during a homeroom period (3-4 times per term). The counselors monitor the progress of these students and provide additional interventions as needed. We have also improved our at-risk and special education referral procedures.

CE English 1010 and CE English 2010 have been added and continue to grow. We have added CE Principles of Engineering, CE Introduction to Engineering, Robotics, and computer science courses.

The school webpage continues to align with and exceed district standards. This has led to improved communication with students, community, and staff.

#### AREAS OF NEEDED IMPROVEMENT

Evaluate Davis observation data suggests teachers have continued need for training and support in the areas of: differentiated learning (P.3), technology support (T.2), and enrichment (C.1)

Individual teacher websites and the information on Canvas need to include updated, functioning information, and extended learning opportunities. Additionally, teachers need continued training on and accountability for blended learning options. Teachers are continually working to make their class available 24/7 with the use of Canvas and other technology.

## PRIOR YEAR STATUS REPORT

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

#### **Prior Year Goal #1:**

50% or more of our 10th grade students will score at or above the readiness benchmarks in English and Reading on the Aspire Test.

Increase the percent of 11th grade students scoring at or above ACT college readiness benchmarks in English and Reading by 2% (from 50% to 52%).

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

#### **Prior Year Goal #2:**

We will increase the number of students enrolled in and receiving credit for rigorous, college level courses. 75% of students will earn college credit in AP, CE, or CTE courses by the end of the 2017-2018. We will also increase the total number of credits earned in CE courses by 100.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

#### **Prior Year Goal #3:**

All content area teams will develop and implement common formative assessments for at least 50% of the units and at least one common interim assessment per term.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

**Comments:**

This is a work in progress and departments are working towards this goal. There are some content teams that are way further along than others but we are continually striving to improve.

**Prior Year Goal #4:**

We will increase the number of students proficient in math by using assessment data to identify low performing students for math lab courses supporting Secondary Math II and III courses. Students in the Secondary II lab courses will show 7% more growth than students not in lab classes. Students in Secondary III lab course will show 10% more growth than students not in lab.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

**Comments:****Prior Year Goal #5:**

Increase the number of students applying for scholarships by 10% and awarded scholarships by 5%.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

**Comments:****Prior Year Goal #6:**

Maintain the whole school graduation rate (94%) while increasing the subgroup graduation rate for economically disadvantaged students. We will increase the graduation rate of economically disadvantaged students by 2% from 88% to 90%.

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:

We will increase the number of students enrolled in and receiving credit for rigorous, college

level courses. We will increase the total number of credits earned in CE courses by 100. In

addition, 79% of 11th and 12th grade students will earn at least three credits in CE, CTE or AP

courses.

Progressing according to plan

Not progressing according to plan

Comments (optional):

#### Current Year Goal #2:

We will increase the number of students proficient in math by identify low performing students

for supporting Secondary Math II and III lab courses. Students with high attendance in the lab

courses will show a 5% increase from pre-test to mid-year interim and a 10% increase from pretest

to year-end test. Lab students will maintain passing grades in their Secondary II and III courses for all terms they are enrolled in the lab class.

Progressing according to plan

Not progressing according to plan

Comments (optional):



**Current Year Goal #3:**

Increase the number of students applying for scholarships by 7% and awarded scholarships by

3% over the previous year.

Progressing according to plan

Not progressing according to plan

Comments (optional):

**Current Year Goal #4:**

Maintain the whole school graduation rate (95%) while increasing the subgroup graduation rate

for economically disadvantaged students, Hispanic/Latino students, and Pacific Islander. We will

increase the graduation rate for economically disadvantaged students by 2% from 85% to 87%.

Progressing according to plan

Not progressing according to plan

Comments (optional):

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## LAND TRUST FUNDING PROJECTIONS

### CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$10,369.00
B – Allocated new funds for 2018-2019 .....	\$152,286.00
C – Total Budget for 2018-2019.....	\$162,655.00
D – Projected spending during 2018-2019.....	\$159,000.00
E – Expected carryover from 2018-2019 to 2019-2020 .....	\$3,655.00
F – Projected new funding for 2019-2020 .....	\$170,096.00
<b>G – Total projected funding for 2019-2020 .....</b>	<b>\$173,751.00</b>

## GOALS AND PLANNED ACTIONS/RESOURCES

### GOAL #1:

We will increase the number of students enrolled in and receiving credit for rigorous, college level courses and enhancing the use of higher level thinking through expanded use of technology. We will do this by continuing to add and maintain current course offerings. We will increase the total number of credits earned in CE courses by 100. In addition, 79% of 11th and 12th grade students will earn at least three credits in AP, CE and CTE courses. This will be completed throughout the year with registration and class changes.

#### 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

We will take the data from the 2019 school year with regards to the number of students enrolled in college level classes and the amount of credit earned and compare that with the data from the 2020 school year.

#### Action Plan:

We will use TRUST Land funds to increase the amount of classes we can offer and during registration encourage the students to push themselves by taking upper level courses. We will do this by using 1/2 FTE for Engineering, 1/2 FTE for English, and 1/2 FTE for Social Studies. A new class, Biotechnology, will need supplies in both classroom and the Maker lab in the amount of \$20,000. The Nearpod license for the whole school is \$3500. We help students understand the educational and financial benefit from taking advanced and more rigorous classes.

Increase the number of students applying for scholarships by 7% and increase the awarded scholarships by 3% over the previous year. We will hire a scholarship

coordinator who is familiar with the process to talk to students about the process and to help guide them towards appropriate scholarships as they further their education.

**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 #1

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$84,000.00	1-1/2 FTE for Engineering teacher. 2-1/2 FTE for English teacher. 3- 1/2 FTE for Social Studies teacher. 1-Scholarship assistant to help students and parents identify and apply for scholarships. \$9,000
Prof. Services	\$	\$5000.00	IVC Lab Coordinator
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$24470.00	For the Engineering classroom and the Maker Lab (20,000) Tools and supplies to further develop the Robotics Lab, The engineering Lab and the Maker Lab. For new Biotechnology class: Micropipettes-\$1600 Pipette Carousel stand-\$632 Centrifuge- \$2840 Microscope-\$428 Mini Centrifuge- \$218

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
			Bunsen Burners- \$552 Hot Plates-\$372 Stir Bar and Magnetic Wand-\$94
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$3500.00	Nearpod license for enhanced blended learning
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$116,970.00</b>	

**GOAL #2:**

We will increase the number of students proficient in math by using assessment data to identify low performing students for the math lab supporting Secondary Math II and Math III courses. Students with high attendance in the lab courses will show a 5% increase from pre-test to mid-year interim and a 10% increase from pre-test to year end test. Lab students will maintain passing grades in their Secondary II and III courses for all terms they are enrolled in the lab class.

**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 type="checkbox"/> Reading                | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies  |
| <input checked="" 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**

There will be a pre test, mid year test and a post test to determine the effectiveness of these labs on student performance.

**Action Plan:**

Math teachers in Math II Lab and Math III Lab will conduct tests and track performance of students attending class at a 70% rate and determine the effectiveness of these classes on skill sets and standards. 1/2 FTE for a Math teacher.

**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

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$26,460.00	1/2 FTE for Math teacher
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$26,460.00</b>	

**GOAL #3:**

Maintain the whole school graduation rate (95%) while increasing the subgroup graduation rate for economically disadvantaged students, Hispanic/Latino students and Pacific Islander students. We will increase the graduation rate for economically disadvantaged students by 2% from 87% to 89%. Hispanic/Latino students from 84% to 86% and the Pacific Islander from 90% to 92%.

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

**Measures to determine progress/successful completion of the goal**

The current graduation rate is 95% for the whole school, which is nice. We know there are some subgroups that need help in improving and we would like the three subgroups in the goal to increase by 2% from the current year.

**Action Plan:**

We will hire 2--3.9 hour academic advocates whose purpose is to monitor academic achievement in the target demographic and connect with students in the target demographic. This connection will help students identify with someone at the school and feel more connected.

**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.**

A student's connection to the school has a large effect on the student's performance in class and his/her attendance. We believe with this added support system in place, we can change behavior of those students who struggle both academically and with attendance.

## Planned LAND Trust Expenses for Goal #3

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$16000.00	This will be used for an Academic Advocate to help identify students struggling with grades, attendance, and connection.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$9,000.00	ESL Study Skills Productivity
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$25,000.00</b>	

## ADDITIONAL LAND TRUST QUESTIONS

### SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020 .....	\$170,096.00
I – Total projected funding for 2019-2020 .....	\$173,751.00
J – Total planned expenditures for 2019-2020 .....	\$168,430.00
K – Planned carryover into 2020-2021 .....	\$5,321.00
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

With additional funds we will continue to implement and maintain our blended learning model with the purchase of more technology software and equipment as well as more staff to offer offerings. This would also help reduce the student-to teacher ratio in some of our larger classes.

### 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: **04/10/2019**

Number who approved: **16**

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