



Teacher Student Success Plan LAND Trust only

Syracuse Elementary - SY 2023

Principal Diane Hammer

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.

School Purpose

The purpose of Syracuse Elementary is to promote the mission of learning first for all. Our mission statement is EVERY STUDENT PREPARED TO SUCCEED AND LEAD! To accomplish our purpose, we believe that all students can learn. 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 the Parent Teacher Association (PTA), Individual Learning Plan's (ILP), Back to School Night, and other community building activities. Our Core Values include: (1) Responsibility; (2) Respect; (3) Collaboration; (4) Relationships; (5) Learning; (6) Growth.

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 in recent years into a pleasant city with many new businesses, brought in with an influx of population. Syracuse continues to grow and is a great place to live.

Student Body

Our student body consists of 871 students in grades K-6. At last reporting we have 83.2% of our students that are Caucasian; 8.3% Hispanic/Latino; 1.4% Asian; 0.2% American Native; 0.3% African American; 5.7% Multiple Races; and 0.8% Pacific Islander. The enrollment for minority students is 146. One hundred fifty one (11.2%) students of our population are economically disadvantaged, 122 (13.4%) students receiving Special Education services, and 13 students are categorized as English Language Learners. We have three special classrooms. two are Academic, Social, Communication (ASC) classrooms and one is a Social Behavior Classroom (SB).

Staff

Syracuse Elementary has 107 faculty and staff members; 94% are female with 6% male. At last reporting, about 90% of our faculty has an endorsement in Math, Reading, English as a Second Language (ESL), or Special Education, and about 30% have a post-graduate degree. Our staff consists of administration, office and playground staff, lunchroom staff, custodial staff, school counselor, school psychologist, speech pathologists, School Technology Specialist (STS), Schoolwide Enrichment Model (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.

Our school has created a House System with eight student houses representing important values we like to emphasize. Each House has its own language of origin, color, and value. Our House System gives our students and faculty "a crew and a cause." These houses unite us across the school and give students a chance to develop socially. The Houses are:

- House of Altruismo - Portuguese for Giving; their color is black.
- House of Amistades/Amistad - Spanish for Friendship; their color is red.
- House of Isibindi - Swahili for Courage; their color is green.
- House of Nukumori - Japanese for Kindness; their color is purple.
- House of Onraka - Tamil (India) for Unity; their color is orange.
- House of Protos - Greek for Success; their color is teal/turquoise.
- House of Reveur - French for Dreamer; their color is blue.
- House of Sollevare - Italian for Resilience/Lifting Up; their color is gold.

Unique Features & Challenges

Syracuse Elementary has many unique features, including an Activity Center, which allows grade levels to have special presentations. We have a Chinese immersion program that serves 40% of the students in our building. These students are learning to master the Mandarin language, and all of our students benefit from the added culture this program brings to our school. A Social/Behavioral (SB) skills classroom and two Academic/Social/Communication (ASC) classrooms help broaden the cultural and social spectrum for our students. Our school enjoys having a school choir, orchestra, computer prep, and Science, Technology, Engineering and Math (STEM) activities during GO time. Students enjoy being able to perform for their peers and their parents. The challenges that Syracuse Elementary faces include: physical features of building space and the flow through that space, parking lot access, and playground size. 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 trainings from our math publisher as well as targeted activities to strengthen math pedagogical skills for teachers will also be added. An emphasis will be placed on high-leverage strategies to maximize instruction. Fifty percent of our instructional staff will be trained by the beginning of the 2023 school year in the Language Essentials for Teachers of Reading and Spelling (LETRS) program this year, with the other 50% finishing their training mid-2023. . This will increase the capacity of our teachers to gain greater results in literacy.

Additional Information

We are constantly striving to have inclusion and a balance between the immersion and non-immersion teachers and students. School-wide, we have been training and shifting our focus to a restorative practice for behavior. Our faculty has done a book study and we have revamped our discipline rubric to include restorative conferences, circles, and workshops. Move This World, an online social-emotional learning tool, has been added to our school curriculum this year. Most teachers have implemented it and we will continue to do so next year with 100% implementation.

Needs Analysis

Notable Achievements

One notable achievement is when our sixth grade students won an international challenge for Chinese. We have a Robotics club, which meets once a week. We had a healthy turnout and were able to compete this year and enjoy the program after school with the help of Engineers from Hill Air Force Base. We will continue to encourage STEM activities and expand the Chinese Immersion activities throughout the school community. We purchased more Chinese costumes for our grade levels who didn't have them and some musical instruments and other materials for our annual Chinese New Year celebration.

Areas of Recent Improvement

Our school has had many remodeling projects including our Faculty room expansion, our Activity Center remodeled with a projector and sound system, the parking lot and playground resurfaced, new sod for our playground, new landscaping and concrete in the front of the school for safety, parking lot safety restructure, new bulletin boards added to hallways to inform parents and put up student work, carbon monoxide detectors placed in building, new Apple TV's for all teachers, Evacuation Drill plans/maps redone to provide safe travel routes for students and parents, and a new air conditioning unit on the roof. Our Academic/Social/Communication and Social/Behavioral classrooms have had some remodeling to ensure safety for our students. We have partnered with Gary Payne from DSD environmental facilities and are creating an Outdoor Classroom in our former Garden space. Students are already using the facility. Our ASC & S B classrooms are using it as a sensory experience for their students. We have an indoor space in the greenhouse where students do activities. We plan to have a sensory walk and other outdoor activities which will add a new level of engagement for our students. We have written a grant application which we hope to use to fund the project. Phase one has been completed and was funded through District projects budgets and a grant. Academic areas of improvement have occurred because of Ready Math (Tier 1) and I-Ready Math & Reading, as well as SPIRE reading as a Tier 3 intervention for phonemic awareness and phonics. We have GO (Growth Opportunity) time built in to the master schedule to ensure Tier 2 instruction that is occurring for each student. We have added several tutors who work with students for one hour per day at each grade level.

Areas of Needed Improvement

Carpet needs to be replaced and is on the schedule for 2024-25. Drinking fountains are needing to be replaced. A 6-ft. fence on the west side of the basketball courts would be nice for safety. That has been requested from Davis School District.

Prior Year Status Report

Report progress on PRIOR YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
<p>Increase student growth and achievement in Math and Reading by 10%.</p>	<p>Met goal</p>	<p>Reading 2020—2021</p> <p>All students increased in every reading domain from testing window 1 to window 2.</p> <ul style="list-style-type: none"> • Overall <ul style="list-style-type: none"> ○ Window 1—449 students <ul style="list-style-type: none"> ■ 28% of students On or Above Grade Level ■ 72% of student Below or Very Below Grade Level ○ Window 2—594 students <ul style="list-style-type: none"> ■ 49% of students On or Above Grade Level ■ 51% of students Below or Very Below Grade Level <p>GO (Growth Opportunity) time is an intervention hour built into the master schedule. Teachers have several options for advancing learning during this hour. SPIRE Reading has helped many of our students succeed, as well. All students who are "red" on Acadience testing are served with this Tier 3 intervention time; they meeting with our specially-trained tutors for phonemic awareness and phonics intervention and are progress-monitored at least bi-weekly to determine growth. At the same, teachers have a tutor to help with Tier 2 classroom interventions during that hour. Accelerated students go to SEM (Schoolwide Enrichment Model) to work on their own levels. Special education students are pulled from the classroom for services then to make sure they don't miss any Tier 1 instruction.</p> <p>Teachers used i-Ready online tools to help students progress in reading and math as we were on remote learning alternating days for the first term in 2020-2021. The teachers gave three diagnostic assessments. TA's were employed to do progress monitoring for students in reading and math, as well as extra tutoring for students who needed support in reading. Chromebooks were purchased to help with our one-to-one efforts and every student now has their own device. We also amended</p>

Professional development to support technology and other STEM/Academic areas, including Blended Learning, Personalized Learning, and Social Emotional Learning.

Met goal

our plan with community council approval to purchase some adult laptops to increase our teachers' abilities to teach remotely with updated equipment.

Teachers increased their use of technology in the classroom as blended learning was required during the Covid-19 alternating day schedule. Evaluate Davis observations showed that in 2021, 7.2% of the teachers achieved a 4 (highly effective) in technology use and 74.2% achieved 3's (effective). 14.4% of teacher observations showed that technology wasn't used during that 20 minute period (not evident), and 4.1% were just somewhat effective during that time. Students and teachers have grown in technology use in 2021.

Teachers earned 2 technology badges in 2021 through their participation in Canvas and other technology trainings. Professional development occurred through school trainings and district trainings. Projectors were purchased to replace old projectors. New teacher laptops and webcams were purchased with TSSP funds to support remote and in-person instruction. New teacher iPads, Logitech Crayons, and Logitech Keyboards were also purchased with TSSA funds to enhance instruction.

Our school will have a parent and community night (for example- Arts, STEM, Robotics, Chess, Choir, Drama, Ballroom Dance, Orchestra, SEM projects, etc.) to help students develop skills and knowledge utilizing coding and robotics. Grades 3-6 will be the focus, but K-2 will be encouraged to participate.

Did not meet goal

This goal was not achieved since all of our after school programs were cancelled during the Covid-19 pandemic and large gatherings were not allowed. Later in the year, we were able to resume our Vex Robotics Club. Two teachers supervised this.

Robotics was the only club that was able to be used during this school year. 30 students participated. Coding did continue in our computer prep classes and we did use school funds to purchase additional supplies for Vex Robotics Projects were created in the computer prep class; those were shared in the class.

Students will develop and learn STEM skills as they participate in robotics and coding. They will present what they have learned at the school and community night.

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress	Comments
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	toward goal	
Syracuse Elementary students will increase Pathways to Progress scores overall by 5%; from 64.5% to 69.5% as measured by middle of year Acadience scores.	Not progressing according to plan	<p>We did not make progress towards our goal to increase from 64.5% to 69.5% with the entire studentbody; we actually only achieved 58.1% in our Pathways to Progress overall. We have made some great progress among our lowest readers as shown on the Middle-of-Year Acadience Scores. Our SPIRE reading students (K-5) in the Tier 3 intervention improved as follows:</p> <ul style="list-style-type: none"> • Kindergarten - 16 of 25 students are progressing "typical" or above (64%). • First Grade - 15 of 22 students are progressing "typical" or above (68.2%) • Second Grade - 24 of 32 students are progressing "typical" or above (75%) • Third Grade - 18 of 28 students are progressing "typical" or above (64.3) • Fourth Grade - 18 of 23 students are progressing "typical" or above (78%) • Fifth Grade - 13 of 18 students are progressing "typical" or above (72.2%) <p>Our most "at-risk" students made an average of 70.3% "typical" or above growth which does exceed our overall goal.</p>
Syracuse Elementary students will increase median student growth in mathematics by 5% overall as measured by the middle of year diagnostic assessment among students participating in iReady.	Progressing according to plan	<p>iReady Math Diagnostic, 2021-2022</p> <p>Window 1 - 13% at on or above grade level. Window 2 - 35% at on or above grade level. Overall we had 22% growth towards proficiency. iReady consultants who weighed in on the data stated that we were on the path to great progress by the end of the year.</p> <p>This year, we have added a math coach to our staff. She has been meeting with grade level teams to examine data and help with planning. Teams are more consistently writing targeted math goals with success criteria so students know how to show what they know. Acadience Math screening has been added to give us a picture of growth. Teachers have been learning to interpret the data with the help of the math coach. This allows them to plan to intervene for students not showing progress.</p>
Syracuse Elementary students will increase self-regulation skills by using MOVE THIS WORLD to explicitly teach students emotional regulation tools.		<p>Teachers employed Move this World and/or class meetings and daily brain breaks to help students learn self regulation skills. We used the walkthrough tool at the end of the year, but did not do a pre-assessment with that tool. We used data from the student and parent climate surveys. The majority of parents are very satisfied with the safety of the school with 85-92% who agree or strongly disagree that our school climate is beneficial for students in every category. We noted that we could do a better job of communicating what we are doing for social emotional learning since 64% of people say no or not sure that they know what we are doing.</p>

Syracuse Elementary students will increase 21st century skills in science, technology, engineering, and mathematics as measured by a rubric of 21st century skills.

Progressing according to plan

We did not have enough student data for 2022 to put in this report.

We added our STEM creativity lab this year, purchasing podcast equipment, 3-D printers, and other tech items to give students an alternative way to enrich and enhance classroom learning. This is a work in progress, but towards mid-year, the projects were moving beyond simple paper/pencil or engineering projects to beginning to use the technology available. To make sure the technology would be used better next year, we will combine this lab and specialist with our computer lab manager/coding specialist to make sure kids have expanded technology opportunities.

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 4,431.63
B - Allocated new funds for current year SY21-22	\$ 105,183.00
C - Total Budget for current year SY21-22	\$ 109,614.63
D - Projected spending during current year SY21-22	\$ 68,846.27
E - Expected carryover from current year SY21-22	\$ 40,768.36
F - Projected new funding for next year SY22-23	\$ 113,706.00
G - Total projected funding for next year SY22-23	\$ 154,474.36

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Literacy
<i>Goal Statement</i>	Eighty percent of K-6 students who test below or well-below benchmarks on Acadience Reading testing at end-of-year will show "typical" (or higher) progress on Acadience Pathways to Progress on the middle-of-year Acadience Pathways to Progress measure.
<i>Measures</i>	Acadience reading testing: 2022 - EOY, 2023 - Beginning of Year (BOY) and Middle of Year (MOY), Pathways to Progress.

Action Plan (please number steps)

1. Continue to fund the Specialized Program Individualizing Reading Excellence (SPIRE) Tier 3 reading intervention program for grades K-5; eight tutors at approximately \$8,000 each.
2. Continued training for SPIRE tutors in the Science of Reading by ELA Coordinator.
3. All teachers K-6 engaging in the Language Essentials for Teachers of Reading and Spelling (LETRS) training through Utah State Board of Education (USBE) and Davis School District (DSD).
4. iReady licenses for K-6 reading beyond those granted from the State Literacy Software Grant.
5. Create a master schedule with 1 hour of intervention time built in for each grade level.
6. Professional development to aid with student engagement and creation of a student-centered learning environment.
7. Progress-monitoring for all students by Acadience Composite - Blue/Green, at least once per month; Yellow, at least every two weeks; Red, at least once per week.
8. We will follow our Syracuse Elementary Literacy Plan to focus on effective Tier 1, 2, and 3 instruction in literacy.
9. Provide grade-level support for classrooms K-6 with 2 tutors to work with teachers during the Growth Opportunity Time (1-hour targeted intervention) in classrooms.

This goal can be categorized as... (choose all that apply)

#PDI#TechI#SEL

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees|Culture

Academic area(s) addressed by the goal

Reading

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

No

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

Yes

Goal LAND Trust Expense Total - \$86,674.36

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#1 8 SPIRE tutors for K-5 and classroom support for grades K and 6.	\$ 64,000.00
LAND Trust	Online Curriculum	#4 Approximately 300 iReady reading licenses for students	\$ 6,674.36

	Academic or Subscriptions	who are below typical in progress as measured by Pathways to Progress	
	LAND Trust Academic	#9 2 classroom support tutors for grades K-6	\$ 16,000.00

<i>Goal Short Title</i>	Technology Integration
<i>Goal Statement</i>	By the end of 2022-23, 85% of the student body will leverage technology to take an active role in demonstrating competency in their core curriculum areas - math, language arts, science, and social studies.
<i>Measures</i>	This will be verified by their use of the Canvas Learning Management System, iReady software usage for language arts and mathematics, and by the use of the Science, Technology, Engineering, and Mathematics (STEM) Prep Creativity Lab.
<i>Action Plan (please number steps)</i>	<p>Syracuse Elementary will use the following tools and strategies to increase our ability to teach and learn with the aid of technology:</p> <ol style="list-style-type: none"> 1. A STEM Creativity Specialist will work side-by-side with our Computer Prep instructor to provide opportunities for students to use digital tools to enhance their learning in all areas, including computer science. 2. iReady Reading and Math Licenses for students to provide personalization for student learning. 3. Teachers will use reports from iReady Reading and Math to plan for Tier 1 instruction and Tier 2 and 3 intervention and enrichment for all students. 4. Teachers will use district and school purchased tools to enhance and strengthen their Tier 1 instruction. 5. Students may use iReady tools at home to increase and accelerate their progress, and for remote learning, as required. 6. Chinese Immersion students will use digital tools provided to strengthen their understanding of the Chinese Language.
<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#Tech
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Parent & Community Connections
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Science Social Studies Technology World Languages
<i>Does this action plan include behavioral /</i>	

character education / leadership efforts?

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

Goal LAND Trust Expense Total - \$36,600.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#1 A specialist to work with our Computer Prep lab to provide richer experiences for our students in coding, 3-D printing, and other 21st Century Skills.	\$ 25,000.00
LAND Trust Academic	Online Curriculum or Subscriptions	#2 iReady math licenses for students not receiving this through the Stem Action Center Grant.	\$ 6,600.00
LAND Trust Academic	Online Curriculum or Subscriptions	#6 Digital Tools for Ready Math, including all Tier 1 resources like the Teacher Toolbox, Comprehension Checks, Assignable Interactive Practice, Digital Manipulatives, Dynamic Tier-1 aligned Pre-requisite Reports, i-Ready Classroom Central and PD access, and many more Tier 1 supports for students.	\$ 5,000.00

Goal Short Title

Enriching School Climate

Goal Statement

Eighty percent of K-3 students who test below or well-below benchmarks on Acadience Math testing at end-of-year will show "typical" (or higher) progress on Acadience Pathways to Progress on the middle-of-year Acadience Pathways to Progress measure.

Measures

Goal will be measured by evaluating Acadience Math and Math Pathways to Progress data.

We will be examining subgroup data for Goal #1 - increasing growth toward proficiency in reading (Acadience Pathways to Progress); Goal #2 - growth toward proficiency in mathematics through technology resources; Classroom Climate Activity - use of Morning Meetings or Move This World (teachers would choose to do one or the other); House System points data; and the School Climate Survey.

Action Plan (please number steps)

We will strengthen and enrich school climate by use of the following:

1. Three math acceleration tutors for classroom support
2. Use of morning meetings or Move This World as a classroom climate tool.
3. Use the House System already implemented to give students "a crew and a cause" to build relationships across the grade-levels, student-to-student and student-to-adult.
4. Host parent nights for culture and communicating, highlighting academic areas.
5. Syracuse Elementary School will intentionally create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and respected. We will improve student and staff relationships, enrich school climate, and build community, thus supporting learners and increasing academic proficiency of underrepresented students (particularly *students of color). We are preparing all students to be college and career ready. We are also teaching social-emotional skills for stress-management and healthy self-regulation. (*Person of color indicates anyone not identifying as exclusively Caucasian.)

This goal can be categorized as... (choose all that apply)

#Tech|#SEL|#CollegeCareerReady

District Strategic Plan Area(s)

Student Growth & Achievement|Safety & Security|Culture|Parent & Community Connections

Academic area(s) addressed by the goal

Reading|Writing|Mathematics|Science

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

Yes

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

Goal LAND Trust Expense Total - \$31,200.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Online Curriculum	#2 Move This World	\$ 2,200.00

		or Subscriptions		
	LAND Trust Academic	Salaries & Benefits	#1 3 Math Acceleration Tutors to work with our Math Coach to accelerate student progress in mathematics.	\$ 27,000.00
	LAND Trust Academic	General Supplies, Other	#4 Parent nights for culture and community building, highlighting academic areas.	\$ 2,000.00

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Enriching School Climate	LAND Trust Academic	Online Curriculum or Subscriptions	#2 Move This World	\$2,200.00
Enriching School Climate	LAND Trust Academic	Salaries & Benefits	#1 3 Math Acceleration Tutors to work with our Math Coach to accelerate student progress in mathematics.	\$27,000.00
Enriching School Climate	LAND Trust Academic	General Supplies, Other	#4 Parent nights for culture and community building, highlighting academic areas.	\$2,000.00
Literacy	LAND Trust Academic	Salaries & Benefits	#1 8 SPIRE tutors for K-5 and classroom support for grades K and 6.	\$64,000.00
Literacy	LAND Trust Academic	Online Curriculum or Subscriptions	#4 Approximately 300 iReady reading licenses for students who are below typical in progress as measured by Pathways to Progress	\$6,674.36
Literacy	LAND Trust Academic	Salaries & Benefits	#9 2 classroom support tutors for grades K-6	\$16,000.00
Technology Integration	LAND Trust Academic	Salaries & Benefits	#1 A specialist to work with our Computer Prep lab to provide richer experiences for our students in coding, 3-D printing, and other 21st Century Skills.	\$25,000.00
Technology Integration	LAND Trust Academic	Online Curriculum	#2 iReady math licenses for students not receiving this through the Stem Action Center Grant.	\$6,600.00

		or Subscriptions		
Technology Integration	LAND Trust Academic	Online Curriculum or Subscriptions	#6 Digital Tools for Ready Math, including all Tier 1 resources like the Teacher Toolbox, Comprehension Checks, Assignable Interactive Practice, Digital Manipulatives, Dynamic Tier-1 aligned Pre-requisite Reports, i-Ready Classroom Central and PD access, and many more Tier 1 supports for students.	\$5,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 113,706.00
G - Total projected funding for next year SY22-23	\$ 154,474.36
H - Total planned expenditures for next year SY22-23	\$ 154,474.36
I - Planned carryover into the following year SY23-24	\$ 0.00
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Any unexpected, unused funds will used to enhance items in the existing action plans.
Plan for sharing the school LANDTrust plan with the community	Labels to identify LAND Trust purchases School newsletter School website
Additional plan for sharing the school LAND Trust plan with the community.	

This school is not a Title I school.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	04/11/2022
Number who approved	8
Number who did not approve	0
Number who were absent or abstained	0