



Syracuse Elementary

Composite School Plan
2018-2019

Principal Michelle Fredericks

SCHOOL'S PURPOSE

MISSION

Learning First!

VISION

Davis School District provides an environment where learning comes first. Students master essential learning skills, demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development. Parents are invested in their student's education. Employees recognize the value of their individual contributions and commit to excellence. The community supports the educational process.

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 87% of our students that are Caucasian, 6% Hispanic/Latino, 3% Asian, and 4% that fall under the categories of Native Hawaiian or Other Pacific Islander, Black or African American, or Multiple Races. Fourteen percent of our population is economically disadvantaged. We also have 9% 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

Through the summer, 2000 W. will be under construction to widen the road. We will be navigating through the elements of the physical setting this will create. 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 participated in Assessment to Achievement with the State. This has increased student learning due to increased staff development, working together in collaborative groups, and using our data to inform instruction. 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 4-6 and will continue to provide training in the area of math for all grades. We have increased proficiency in reading by utilizing our reading tutors in the lower grades by increasing the available time they have to work with students. We will continue to do this.

AREAS OF NEEDED IMPROVEMENT

We are going to continue to improve our grade level team collaboration through continued work with our District team. This will include increasing proficiency levels by continued implementation of our school wide behavior plan to create a safe, positive learning environment, as well as providing more focused and intense training in math to prepare for implementation of CMI next year.

PRIOR YEAR STATUS REPORT

REPORT PROGRESS ON PRIOR YEAR (2016-2017) SCHOOL IMPROVEMENT PLAN

Goal #1:

Increase the percentage of K-3 students scoring at or above DIBELS middle-of-year composite score benchmark from 66% in 2016 to 71% in 2017 (5% increase or approximately 27 students.)

☐ 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.

Goal #2:

Reduce the percentage of students who are chronically absent (10% or more days with unexcused absences) from 7% to 5% (2% reduction or approximately 22 students.)

☐ Met Goal (*comments optional*)

☒ Did Not Meet Goal (*comments required*)

Comments:

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

Goal #3:

We will increase active participation of learners with instruction being modified if learners disengage (T.2) from 2.83 to 2.9.

☒ Met Goal (*comments optional*)

☐ Did Not Meet Goal (*comments required*)

Comments:

We increased to exactly 2.9.

Goal #4:

There was no goal #4. (No report required.)

☐ Met Goal (*comments optional*)

☐ Did Not Meet Goal (*comments required*)

Comments:

Goal #5:

There was no goal #5. (No report required.)

☐ Met Goal (*comments optional*)

☐ Did Not Meet Goal (*comments required*)

Comments:

CURRENT YEAR PROGRESS REPORT

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

Goal #1 (Student Achievement):

Sixty-five 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:

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

Goal #2 (College, Career, and Community Readiness):

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

☒ Progressing according to plan

☐ Not progressing according to plan

Comments:

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

Goal #3 (Quality Staffing):

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

☒ Progressing according to plan

☐ Not progressing according to plan

Comments:

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

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).

☒ Progressing according to plan

☐ Not progressing according to plan

Comments:

Current data shows we are on target to reach a 3% increase

Goal #5:

There was no goal #5. (No report required.)

☐ Progressing according to plan

☐ Not progressing according to plan

Comments:

Goal #6:

There was no goal #6. (No report required.)

☐ Progressing according to plan

☐ Not progressing according to plan

Comments:

LAND TRUST FUNDING PROJECTIONS

CALCULATE LAND TRUST FUNDING PROJECTIONS

A - Total funding for 2017-2018.....	\$109,501.06
B - Estimated total spending during 2017-2018.....	\$106,501.06
C - Expected carryover from 2017-2018 to 2018-2019.....	\$3,000.00
D - Projected new funding for 2018-2019	\$97,473.00
E - Total projected funding for 2018-2019	\$100,473.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1: Seventy percent of students will show 'typical' (or higher) progress on DIBELS Pathways to Progress on middle of year DIBELS.

District Goal Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

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 scores.

Action Plan:

- Reading tutors will be utilized to support teachers in the classroom with well-functioning students and/or implement interventions as directed by the classroom teacher. This will allow classroom teachers to provide tier two instruction to struggling students.
- Buddy classes will be utilized to help with reading instruction one on one.
- Training will be provided to classroom teachers on district routines, interventions, McGraw Hill components, and other available resources.
- Grade level teams will discuss student progress and any needed tier two instruction in grade level meetings.
- 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.

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

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

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$55,000	(7-8) Tutors, summer librarian salary, and subs or teacher stipends for professional development
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$500	Summer library
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$	\$55,500	

GOAL #2: Students will earn a school wide median growth percentile of 55 in math.

District Goal Area:

- | | |
|--|--|
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input checked="" type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

Academic area(s) addressed by the goal:

- | | | |
|---|--|--|
| <input type="checkbox"/> Reading | <input checked="" 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:

End of year SAGE median growth percentile score.

Action Plan:

- Math tutors will be utilized to support teachers in the classroom with well-functioning students and/or implement interventions as directed by the classroom teacher. This will allow classroom teachers to provide tier two instruction to struggling students.
- We will participate in math centered professional development facilitated by our math team which will include things such as: faculty or grade level book study, tier one and tier two interventions, attendance at conferences centered around math instruction, and blended learning opportunities for staff.
- Grade level teams will discuss student progress and any needed tier two instruction in their grade level meetings.
- Students will have access to online math programs that help enhance instruction and support tier one and tier two interventions such as ST Math, Imagine Math, FrontRow Ed, etc.
- Students will have increased access to technological devices to implement digital and blended learning for differentiated learning needs.

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

- ☒ Yes (*complete the budget sections below*)
- ☐ No (*skip the budget section 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	\$	\$7,000	Subs and/or teacher stipends for professional development, and tutor salaries (same tutors as in Goal 1, but spend part of time on this goal).
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$1,000	Registration fees for conferences
General Supplies	\$	\$	
Textbooks	\$	\$1,973	Faculty book study (math-related)
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$20,000	Math support programs
Technology Equipment	\$	\$10,000	Cloud books and iPads
Equipment	\$	\$	
Total	\$	\$39,973	

GOAL #3: The percentage of behavioral expectations being clearly and consistently applied will increase by two percent.

District Goal Area:

- | | |
|--|--|
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input type="checkbox"/> STEM | <input checked="" type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

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:

Evaluate Davis Observation Report, indicator 34

Action Plan:

- 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

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

- ☒ Yes (*complete the budget sections below*)
- ☐ No (*skip the budget section 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.

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.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$1,000	\$	Subs and stipends for faculty and staff that plan professional development
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$1,750	\$	Nominal (\$2 or less) student incentives
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$2,250	\$	Behavior plan tracking software
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$5,000	\$	

GOAL #4:**District Goal Area:**

- | | |
|--|--|
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

Academic area(s) addressed by the goal:

- | | | |
|--------------------------------------|-------------------------------------|--|
| <input 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:**Action Plan:****Will LAND Trust funds be used to support the implementation of this goal?**

- ☐ Yes (*complete the budget sections below*)
- ☐ No (*skip the budget section 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 #4

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$	\$	

GOAL #5:**District Goal Area:**

- | | |
|--|--|
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

Academic area(s) addressed by the goal:

- | | | |
|--------------------------------------|-------------------------------------|--|
| <input 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:**Action Plan:****Will LAND Trust funds be used to support the implementation of this goal?**

- ☐ Yes *(complete the budget sections below)*
- ☐ No *(skip the budget section 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 #5

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$	\$	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

F - Projected new funding for 2018-2019..... \$97,473.00

G - Total projected funding for 2018-2019 \$100,473.00

H - Total planned expenditures for 2018-2019..... \$100,473.00

I - Planned carryover into 2019-2020..... \$0.00

J - 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

Technology and additional professional development opportunities.

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

☐ Other (please explain):

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: April 10, 2018

Number who approved:

Number who did not approve:

Number who were absent or abstained: