



Adelaide Elementary

Composite School Plan
2019-2020

Principal Jeri Thomas

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 Adelaide Elementary is to provide a positive, safe, and respectful environment where all students can learn! We partner with students, parents, staff, and community to support our goals.

DESCRIPTION OF THE SCHOOL

COMMUNITY

Adelaide is a Title 1 suburban school located in the southern end of Davis County. Adelaide is located at 731 West 3600 South, Bountiful, UT 84010.

STUDENT BODY

Adelaide has approximately 530 students almost equally distributed in grades PreK-6. We have a diverse socio-economic community. Forty-three percent of the current student population is identified as economically disadvantaged, 24 percent are ELL, and 40 percent are minorities.

STAFF

All certificated staff members are highly qualified, and 78 percent are ESL endorsed. Faculty and staff are committed to increase student achievement and create a safe, caring environment where students can learn.

Adelaide Elementary employs:

- Highly Qualified Certified employees:
 - 21 classroom teachers
 - 2 part-time curriculum specialists (math coach and ELA coordinator)
 - 6 special service providers (speech, counselor, psychologist, 3 special education teachers)
 - 2 administrators
- Highly Qualified Classified employees:
 - 20 paraprofessionals
 - 4 prep-time specialists
 - 3 ESL tutors
 - 1 media specialist
 - 1 SEM specialist
 - 1 AmeriCorps volunteer coordinator

SCHOOL CULTURE

Adelaide Elementary is focused on the whole child, which includes the academic, social-emotional, and physical needs of our student body. Academically we meet the needs of students through whole class and small group differentiated instruction. Teaching and mastery within language arts and mathematics are a critical focus in our school. We target

the standards and utilize district approved resources and materials, best teaching strategies, and a focus on high student engagement.

UNIQUE FEATURES & CHALLENGES

Adelaide's diverse socio-economic population creates both challenges and opportunities within our school. Our unique school boundaries encompass both high and low-income households. Many of our students come from homes where English is not the primary language spoken. As a result, we are continually working to improve the way we communicate with and involve all parents.

Adelaide's student mobility rate continues to increase, posing academic challenges for students.

Teachers have access to current technology needed to be effective, including grade-level iPad or laptop carts, SMART boards, Apple TV, projectors, audio enhancement, document cameras, swivel cameras, coding software and devices. We offer many opportunities for school-level professional development. We also have community partnerships with Latino-In-Action student tutors, AmeriCorps reading volunteers, Promise Bountiful resources, Davis Behavioral Health, and the Bountiful Food Pantry.

ADDITIONAL INFORMATION

Our school houses two Essential Elements classrooms, as well as Head Start and Title 1 preschool classrooms. We also offer a before and after school TASK program for students in grades K-6. The Bountiful Food Pantry donates approximately 160 weekend food packs for students. Adelaide continues to provide enrichment activities before, during, and after school, including a school play, artist-in-residence experiences, Davis Book Battles, Constitution Bowl, spelling bee, Martin Luther King, Jr. speech contest, storytelling contest, annual family enrichment night, PLAYWORKS recess support, coding, and participation in the Hill Air Force Starbase STEM program.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

During the 2018-2019 school year, Adelaide met its Acadience (DIBELS) goal of 4 percent proficiency growth at MOY

A fifth-grade student was selected to participate in the Weber State University Story Telling Festival.

Our first and second grade students exceeded their CRT goals of 70 percent or greater reaching proficiency during the 2017-2018 school year in the areas of language arts and math.

We offer an extended-day kindergarten to all kindergarten students, and currently 98% of students participate.

AREAS OF RECENT IMPROVEMENT

Our first and second grades exceeded their CRT goals of 70 percent or greater in the 2017-2018 school year in the areas of language arts and math.

Our first, second, and sixth grades exceeded 70 percent in their Pathways to Progress (Acadience/DIBELS) goals at MOY 2018-2019.

Adelaide has had a few facilities upgrades including new windows for 80 percent of our building. New entry doors with anticipated completion of a secure vestibule by the beginning of the 2019-2020 school year.

Playground environment has been greatly improved through partnership with Playworks for inclusion, conflict resolution, leadership skills and increased student engagement while at recess.

AREAS OF NEEDED IMPROVEMENT

Increase math and language arts proficiency on RISE 3-6 assessments.

Maintain or increase the Acadience (DIBELS) growth and proficiency from MOY to EOY benchmark scores K-6 for the 18/19 school year.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Seventy percent of students will show typical or higher progress on DIBELS Pathways to Progress as measured by end-of-year DIBELS benchmark scores.

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

Comments:

DIBELS Pathways to progress reports reflect 58 percent of K-6 students reached typical or higher growth. We did not meet our goal. We will refine our use of data to help identify what is working and adjust instruction in whole class, small group, and individual interventions to improve student academic growth.

Prior Year Goal #2:

Seventy percent of K-6 students will show growth from beginning-of-year formative writing benchmarks to end-of-year benchmarks in the area of informative/explanatory writing.

- Met Goal *(comments optional)*

Eighty-six percent of K-6 students made progress from beginning-of-year writing benchmarks to end-of-year writing benchmarks exceeding the goal of 70%.

- Did Not Meet Goal *(comments required)*

Comments:

Prior Year Goal #3:

Seventy percent of K-6 students will achieve 70 percent or higher on grade-level strand common formative math assessments.

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

Comments:

Mathematics scores for 1-2 grade students exceeded 70 percent. These students met the school goal.

Only 32 percent of students in grades 3-6 reached proficiency on grade level mathematics standards. The goal was not met for these grades. Teachers will increase their use of monthly data to adjust whole class, small group, and individual instruction.

Prior Year Goal #4:

Ninety percent of teachers will report improvement in their ability and confidence to teach writing, and use data as indicated on surveys. Teacher content, pedagogy, and use of data will increase in the areas of writing by providing professional development to build teacher ability and confidence.

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

Comments:

Eighty-nine percent of teachers responded that their confidence and ability to teach writing and use data had increased. All teachers successfully participated in the writing professional development and monthly writing PLC data meetings. We will continue to provide instructional support of writing through our ELA coordinator.

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

Seventy percent of K-6 students will achieve 70 percent or higher on grade-level strand common formative and/or summative math assessments.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Grade level teams are using common formative assessments to measure student proficiency on grade level mathematics standards or strands. MOY data reflects 66 percent of students are reaching proficiency on common formative assessments.

Current Year Goal #2:

Seventy percent of K-6 students will show growth from beginning-of-year formative writing benchmark to end-of-year benchmark in the area of informative/explanatory writing.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Based on data from MOY writing benchmark, 71 percent of K-6 students have made a half point or greater growth in the area of informative/explanatory writing.

Current Year Goal #3: Quality Staffing

Adelaide will participate in school-wide CMI framework professional development to increase teacher confidence and understanding of elementary mathematics and the teaching and learning cycles. The goal will be achieved throughout the 2018-2019 school year.

Progressing according to plan

Not progressing according to plan

Comments (optional):

All teachers have participated in CMI framework professional development instruction. Teachers are beginning to apply this knowledge to their current instruction through questioning.

Current Year Goal #4:

Seventy percent of K-6 students will show typical or higher progress on Acadience (DIBELS) Pathways to Progress as measured by end-of-year Acadience (DIBELS) benchmark scores.

K-6 students will increase 4 percent in Acadience (DIBELS) composite score proficiency from BOY-EOY.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

DIBELS Pathways to Progress MOY data indicate 65 percent of K-6 students are making typical or higher progress.

DIBELS K-6 composite scores indicate a 4 percent increase from BOY to MOY proficiency scores, meeting our goal.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

| | |
|--|--------------------|
| A – Carryover funds from 2017-2018..... | \$7,771.00 |
| B – Allocated new funds for 2018-2019 | \$51,098.00 |
| C – Total Budget for 2018-2019..... | \$58,869.00 |
| D – Projected spending during 2018-2019..... | \$58,269.00 |
| E – Expected carryover from 2018-2019 to 2019-2020 | \$600.00 |
| F – Projected new funding for 2019-2020 | \$58,682.00 |
| G – Total projected funding for 2019-2020 | \$59,282.00 |

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Seventy percent of grade 3-6 students will achieve “at or near standard” or greater on RISE benchmark grade level mathematics strand assessments.

Students in grades K-2 will achieve 70 percent or greater on formative strand assessments.

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

RISE benchmark assessments and CRT assessments

Action Plan:

1. Standards-based Tier 1 instruction with:
 - a. Recommended instructional minutes daily
 - b. High student engagement during instruction
 - c. Use of technology and adaptive software to support individual learning
 - d. The school will purchase tablets, smartboards, projectors, and licenses
 - e. Ongoing use of assessment (RISE Benchmarks, Common Formative Assessments etc.) to determine instructional needs during whole class, small groups and targeted intervention
2. Attendance and full participation at CMI trainings
3. A portion of CMI training costs will be paid for by Landtrust funds
4. Monthly PLC/DCT meeting targeted to mathematics

5. Hire and train three math tutors to help with targeted small group differentiated instruction and re-teaching under the direction of the classroom teacher
6. Participate in the collaborative coaching cycle with math coach

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

| Budget Category | Expenditures <i>Behavior, Character Education, Leadership</i> | Expenditures <i>Academic</i> | Description |
|------------------------|---|--|---|
| Salaries & Benefits | \$ | \$20,000.00 | 3 math tutors |
| Prof. Services | \$ | \$7,500 | CMI professional development |
| Repairs & Maint. | \$ | \$ | |
| Printing | \$ | \$ | |
| Transportation/Travel | \$ | \$ | |
| General Supplies | \$ | \$4,432.00 | Replacement of equipment (projectors, smartboards, tablets) |
| Textbooks | \$ | \$ | |
| Library Books | \$ | \$ | |
| Software | \$ | \$2,000.00 | Software licenses to support math standards |

| Budget Category | Expenditures <i>Behavior, Character Education, Leadership</i> | Expenditures <i>Academic</i> | Description |
|------------------------|---|--|--------------------|
| Equipment | \$ | | |
| Total | \$ | \$33,932.00 | |

GOAL #2:

Seventy percent of K-6 students will show typical or greater progress on Acadience Pathways to Progress as measured by EOY composite.

Each grade level will make a 3 percent increase from their 3-year average for BOY to EOY proficiency as measured by Acadience Benchmark composite score.

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 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

Measured by EOY Acadience composite score proficiency and Pathways to Progress reports.

Action Plan:

1. Standards-based Tier 1 instruction with:
 - a. Recommended instructional minutes daily
 - b. High student engagement during instruction
 - c. Use of technology and adaptive software to support individual learning
 - d. Ongoing use of assessment (Acadience progress monitoring, Common Formative Assessments etc.) to determine instructional needs during whole class, small groups and targeted interventions
2. Monthly PLC/DCT meeting targeted to reading
3. Utilize and train tutors to help with targeted small group differentiated instruction and re-teaching
4. Hire reading volunteer coordinator
5. Purchase Acadience licenses for 4-6 grade students
6. Purchase additional iPads, licenses, and headphones
7. Participate in the collaborative coaching cycle with ELA Coordinator and professional development to strengthen instructional practices

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 | \$ | \$4,100.00 | Reading volunteer coordinator |
| Prof. Services | \$ | \$ | |
| Repairs & Maint. | \$ | \$ | |
| Printing | \$ | \$ | |
| Transportation/Travel | \$ | \$ | |
| General Supplies | \$ | \$21,000.00 | Additional iPads & headphones purchased to help with early literacy software. |
| Textbooks | \$ | \$ | |
| Library Books | \$ | \$ | |
| Software | \$ | \$250.00 | Acadience software to track student progress. |
| Equipment | \$ | | |
| Total | \$ | \$25,350.00 | |

GOAL #3:

Seventy percent of K-6 students will show at least 1 point rubric growth from beginning-of-year formative writing benchmark to end-of-year benchmark in the area of informative/explanatory writing. Sixty percent of students or more will be proficient (rubric score of 3) by end of year.

District Strategic Plan Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input checked="" 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 type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

Data from writing benchmark (K-2 Formative Assessment Tools, 3-6 school created formative assessments for writing)

Action Plan:

1. Standards-based Tier 1 instruction with:
 - a. Recommended instructional writing minutes daily
 - b. High student engagement during instruction
 - c. Use of technology to support individual learning
 - d. Ongoing use of assessment (using all or part of common grade level writing rubric) to determine instructional needs during whole class, small groups and targeted interventions
2. Monthly PLC/DCT meeting targeted to writing
3. Utilize and train tutors to help with targeted small group differentiated instruction and re-teaching
4. Participate in the collaborative coaching cycle with ELA Coordinator and professional development to strengthen instructional practices

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 | \$ | \$ | |
| Prof. Services | \$ | \$ | |
| Repairs & Maint. | \$ | \$ | |
| Printing | \$ | \$ | |
| Transportation/Travel | \$ | \$ | |
| General Supplies | \$ | \$ | |
| Textbooks | \$ | \$ | |
| Library Books | \$ | \$ | |
| Software | \$ | \$ | |
| Equipment | \$ | \$ | |
| Total | \$ | \$ | |

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 \$58,682.00
- I – Total projected funding for 2019-2020\$59,282.00
- J – Total planned expenditures for 2019-2020\$59,282.00
- K – Planned carryover into 2020-2021 \$0
- 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

Purchase additional technology equipment to enhance goal 3 technology

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- | | |
|---|--|
| <input checked="" type="checkbox"/> Letters to policy makers | <input type="checkbox"/> School newsletter |
| <input checked="" type="checkbox"/> Labels to identify LAND Trust purchases | <input checked="" type="checkbox"/> School website |
| <input type="checkbox"/> School assembly | <input type="checkbox"/> School marquee |

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: April 8, 2019

Number who approved: 9

Number who did not approve: 0

Number who were absent or abstained: 4

ADDITIONAL ITEMS REQUIRED FOR TITLE I SCHOOLS

1. COMPREHENSIVE NEEDS ASSESSMENT

See “Needs Analysis” section above.

2. SCHOOLWIDE REFORM STRATEGIES

Which of the following schoolwide reform strategies are in use at the school?

- Professional Learning Communities/Davis Collaborative Teams
- Mastery Connect
- University of Utah Reading Clinic
- Collaborative Coaching
- Other (please explain)

Describe the implementation of schoolwide reform strategies (timelines, required professional development, and anticipated impact on achievement outcomes.)

Comprehensive Math Instruction (CMI) 3-year training and implementation of framework to increase math understanding and application of acquired skills.

2018-2019 school year: completion of year 1 training

2019-2020 school year: completion of year 2 training

2020-2021 school year: completion of year 3 training

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

The school will provide this information to Federal Programs by October 1st.

4. PROFESSIONAL DEVELOPMENT PLAN

See professional development activities from goal sections above.

5. RECRUITMENT AND RETENTION OF HIGHLY QUALIFIED TEACHERS

Districtwide practices for recruiting and retaining highly qualified teachers include the following:

- Hire early in the year when more candidates are available
- Offer high quality professional development opportunities
- Provide for smaller classes in Title I schools
- Offer additional technology in Title I schools

Additional schoolwide practices for recruiting and retaining highly qualified teachers include the following:

6. PARENT INVOLVEMENT

Districtwide practices for parent involvement include the following:

- Community council reviews, plans, and implements the School Improvement Plan
- Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.
- Parents are invited to participate in reviewing, planning and implementing the LAND Trust Plan
- All School Improvement Plans in Davis School District follow the same format and are made publicly available online
- An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved
- Meetings are held at different times during the day to enable all parents to be involved
- Programs and activities are scheduled throughout the year to involve parents and guardians

Additional schoolwide practices for parental involvement include the following:

7. TRANSITION FROM EARLY CHILDHOOD PROGRAMS TO ELEMENTARY SCHOOL AND FROM ELEMENTARY SCHOOL TO JR. HIGH SCHOOL

Districtwide practices for transition include the following:

- Information about kindergarten round-up is posted on the school marquee, sent to local preschools, and shared with religious and community leaders
- Letters are sent to the homes of preschool children

- Elementary schools communicate annually with junior high schools to facilitate sixth-to-seventh-grade transition
- School staff coordinates with Head Start, Title I Preschool, and other preschool programs within school boundaries
- Principal visits Head Start and Title I Preschools during the year to meet the students
- Parents and preschoolers are invited to a kindergarten round-up
- Parents and preschoolers are provided materials to prepare for kindergarten
- Junior high school counselors meet with students to plan schedules and facilitate sixth-to-seventh-grade transitions

Additional schoolwide practices for transition include the following:

8. DECISIONS REGARDING THE USE OF ASSESSMENTS

Districtwide assessment practices include the following:

- DIBELS
- McGraw-Hill assessments
- Grade level assessments
- State assessments
 - RISE
 - DLM
 - WIDA
- District assessments
 - KEEP entry and exit profile
 - 1st and 2nd Grade Language Arts CRTs
 - 1st and 2nd Grade Math CRTs
- During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery
- Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction
- Teachers work with instructional coaches/coordinators to identify or develop assessments to evaluate effective instruction and identify low performing students

Additional schoolwide practices for assessment include the following:

9. STUDENTS WHO EXPERIENCE DIFFICULTY MASTERING ACHIEVEMENT STANDARDS

Districtwide practices for helping struggling students include the following:

- Administrators meet with teachers to review data identifying low achieving students
- During collaborative team meetings, teachers review data to identify how students are performing
- Teachers meet with instructional coaches/coordinators to identify students who are struggling
- Low performing students receive additional instruction from their teacher
- Low performing students work with tutors in addition to the instruction they receive from their teacher
- Low performing students receive additional time and instruction through technology and instructional aides
- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.
- Teachers discuss progress of their students and make adjustments to the interventions students receive
- Teachers and instructional coaches/coordinators monitor progress and make adjustments

Additional schoolwide practices for helping struggling students include the following:

10. COORDINATION OF BUDGETS

The school will provide this information to Federal Programs by October 1.

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