



# Antelope Elementary

Composite School Plan  
2019-2020

Principal Jennie DeFriez

## 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 Antelope Elementary is to promote the mission of learning first for all. To accomplish our purpose, we continuously monitor student performance through data collections and collaborative teaming; ensuring quality instruction and student engagement. Educators receive professional development to ensure and promote student learning. Antelope Elementary provides a safe, supportive, and empowering learning environment that promotes excellence for all students.



## DESCRIPTION OF THE SCHOOL

### COMMUNITY

Antelope Elementary is located at 1810 So. Main Street in Clearfield, UT. The school is located near a light industrial area and a neighborhood comprised of apartment complexes and single-family homes. Antelope enjoys a diverse mix of students as a result of the proximity to Hill Air Force Base, Job Corps, and other community elements.

### STUDENT BODY

Antelope's student population consists of 775 students broken down as follows: 69% Caucasian, 31% Minority (including 19.1% Hispanic/Latino, 1% Native American, 1.7%, Asian, 4.3% African American, 1% Pacific Islander), and 20% who are designated with multiple ethnicities. 42% of student body is Economically Disadvantaged (qualifying for free and/or reduced lunch), and 3% are designated Limited English Proficiency.

### STAFF:

Antelope's staff consists of 35 certified teachers and approximately 52 support staff (8 paraprofessionals, 30 Tutors/Teacher Assistants, 5 Office Assistants, 4 Kitchen Staff and 5 Custodial Staff), 1 half-time Counselor, 2 half-time Instructional Coaches (reading and math), a half-time Family Resource aide, a full-time Administrative Intern, and a Principal.

### SCHOOL CULTURE

Antelope Elementary has a shared culture of continually striving for excellence. It has high expectations for itself and for its students. Our culture espouses the belief that each child has unique gifts that no other child has. Our school strives to assist parent and families in helping each child discover his/her unique gifts and to affirm the potential that exists in each student. Students and faculty members are encouraged to give more than what is expected through creating an environment that stimulates individual initiative. Our school belongs to its community and patrons and should be operated with transparency and collaboration. Our priority is to create a school climate and culture that is positive, safe, inviting, comfortable, and conducive to learning.

### UNIQUE FEATURES & CHALLENGES

The Antelope school community is comprised of families from a variety of socioeconomic levels. Due to the number of students coming from economically disadvantaged homes, Antelope is designated as a federal Title I school, and as such, receives Title I funding. Families are faced with a variety of challenges that typically

accompany dynamics of a low-income community, yet Antelope enjoys the benefits of having parent volunteers, an extremely high level of family involvement and attendance at extra-curricular programs, and a supportive and active PTA and Community Council.

Antelope Elementary includes Head Start and Community Pre-schools, Before & After School Programs, Extended Day Kindergarten, and Summer School. The school also includes a Functional Skills SPED Classroom, Resource, and provides SEM (School-wide Enrichment Model) services for identified Gifted and Talented students. Antelope also provides an extended-day kindergarten program which served kindergarten students during the current school year. Antelope has also added an excel robotics club for 4th and 5th grades.

Within the framework of its After School Program, the school will also implement a STEM based program for academic enrichment. Based upon the belief that the “typical” student population served in a before and after school program is generally the least likely to have the opportunity to benefit from an enhanced academic program, this effort will fill that void. Activities involving robotics, engineering, design, technology, and mathematics will be integrated into the after school portion of the program and offered to those students who show an interest and/or aptitude.

Finally, Antelope enjoys the benefits of participation in the Foster Grandparents’ and Watchdog Dads Programs as well as those that come from an active Student Council.

#### ADDITIONAL INFORMATION

Teachers have improved instruction through participation in professional development focused on increasing student engagement including training specific to components of Evaluate Davis throughout the 2018-2019 school year.

All classrooms are equipped with SMART Boards, Enhanced Sound Systems, Projectors, Apple TVs, and Document Cameras. Each teacher is provided at least one iPad. All 5<sup>th</sup> Grade classrooms and one 4th grade classroom have 1:1 access to iPads. All 6th grade classes have 1:1 laptops. In grades K and 1 each classroom was provided with a mini lab consisting of 6 Kindle Fire HD devices. Students are able to use these tablets to familiarize themselves with the technology and to engage in reinforcing math and language activities.

Antelope Elementary’s sixth grade students participate in a STEM partnership program with Hill AFB entitled “Star Base,” in which students travel to the base and participate in the study of math, science, and engineering concepts combined with hands on projects and learning activities. In an effort to enhance and strengthen the partnership between the home and school,

Antelope Elementary developed and implemented a program entitled 'Parent Power. The school provided refrigerator magnets to each family containing the Parent Power logo. Each weekly newsletter contains a 'Parent Power Corner' in which is written ideas of ways in which parents can help their students do their best in school. We also include a "Did You Know" corner that highlights things specific to Antelope Elementary informing our community of the many great things about and happening at our school.

## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS

Antelope was identified as a School in Need of Improvement and participated in the state sanctioned improvement process, receiving Professional Development in developing Professional Learning Communities in 2010. Antelope was a year round schedule for 8 years and returned to a traditional schedule in the 2013-14 school year. Due to intensive professional development, a dedicated and caring faculty and staff, targeted instruction and teaching improvement, the school successfully emerged from Improvement for the school year 2012-13.

The school was identified as a USOE Reward School (top 15% of Title schools statewide) and received the prestigious Learning First Award by the Davis School Board during the 2015-16 and 2016-17 school years.

Additionally, other programs such as our Fall Festivals and Family Math and Literacy Night has been implemented to encourage parent involvement and create a greater sense of community. Our A.C.E Program (Academic Culture of Excellence) recognizes students in grades 1-6 at the end of the year for their achievement in math, reading, and attendance.

in 2018-2019, Antelope started VEX iQ competition teams in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades. In their rookie season, our 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade teams qualified for the state competition. Our 6<sup>th</sup> grade team won 5<sup>th</sup> place and our 4<sup>th</sup> and 5<sup>th</sup> grade teams finished in the top 25 of all teams who competed.

### AREAS OF RECENT IMPROVEMENT

In 2013 Antelope ranked 3<sup>rd</sup> out of 17 Title 1 schools.

In 2014 Antelope maintained its 3<sup>rd</sup> place ranking. Also, with a 7<sup>th</sup> place poverty ranking, Antelope scored 3<sup>rd</sup> in overall student proficiency, exceeding expectation by 4 ranking placements.

In 2015 Antelope ranked 2<sup>nd</sup> out of district Title I schools with an 11<sup>th</sup> place poverty ranking. The school outperformed its expected achievement by 11%.

In 2017 Antelope ranked 4<sup>th</sup> in ELA and 3<sup>rd</sup> in Mathematics Proficiency of district Title 1 school.

As a result of a focus upon decreasing student absenteeism, the total number of absences decreased from 5909 in 2016 to 4372 in 2017 a decrease of 1,537 (27%)

In 2018 Antelope met not only the state established growth for EOY (60%) with their MOY Dibels scores, but also met and exceeded the district established EOY (70%) growth by MOY Dibels

#### AREAS OF NEEDED IMPROVEMENT

We need to improve overall math proficiency, DIBELS benchmark status, chronic absenteeism and incorporate more technology within the school through teacher instruction to promote and enhance student learning.

## PRIOR YEAR STATUS REPORT

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

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

Increase the percentage of K-3 students scoring at or above DIBELS middle-of-year composite score benchmark from 66% in 2017 to 68% in 2018 (2% increase or approximately 20 students.)

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

Comments:

Our MOY DIBELS for 2016-2017 was 64% however our MOY DIBELS for 2017-2018 dropped to 62.5%. We did not meet our goal

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

Reduce the percentage of students who are chronically absent (10 or more days with unexcused absences) from 9% to 7% (2% reduction or approximately 16 students.)

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

Comments:

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

Provide a varied set of professional learning opportunities for staff depending on their needs.

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

Comments:

**Prior Year Goal #4:**

Antelope Elementary will increase the number of students proficient in mathematics by 4% from the 2017 to the 2018 school year in grades 1-6.

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

Comments:

SAGE and CRT EOY Data. Grades 1-6 did not increase by 4%. In 2016-2017 math proficiency was 64%. in 2017-2018 math proficiency was 63%. No growth was made

**Prior Year Goal #5:**

Antelope Elementary will increase the number of students proficient in language arts by 4% from the 2017 to the 2018 school year in grades 1 – 6.

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

Comments:

In 2016-2017 ELA proficiency was at 64% for 2017-2018 ELA proficiency was at 63%. Goal was not met



## CURRENT YEAR PROGRESS REPORT

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

#### **Current Year Goal #1:**

Student Achievement

66% of students will show “typical” (or higher) on DIBELS pathways to progress on end of year DIBELS.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

#### **Current Year Goal #2:**

College, Career and Community Readiness

Reduce the number of students who are chronically absent (10 or more days) by 2%.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

#### **Current Year Goal #3:**

Quality Staffing

Provide a varied set of technology professional learning opportunities for staff depending on their needs and devices in their classrooms.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

**Current Year Goal #4:**

Antelope Elementary will increase the growth in mathematics by 2% from the 2018 to the 2019 school year in grades 1-6.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

## LAND TRUST FUNDING PROJECTIONS

### CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$16,135.00
B – Allocated new funds for 2018-2019 .....	\$74,769.00
C – Total Budget for 2018-2019.....	\$90,904.00
D – Projected spending during 2018-2019.....	\$90,904.00
E – Expected carryover from 2018-2019 to 2019-2020 .....	\$0.00
F – Projected new funding for 2019-2020 .....	\$82,743.00
<b>G – Total projected funding for 2019-2020 .....</b>	<b>\$82,743.00</b>

## GOALS AND PLANNED ACTIONS/RESOURCES

### GOAL #1:

68% of students will show “typical” (or higher) on DIBELS pathways to progress on end of year DIBELS.

#### District Strategic Plan Area:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees   |
| <input type="checkbox"/> Safety & Security                       | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections          | <input type="checkbox"/> Culture               |

#### Academic area(s) addressed by the goal:

- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> Reading     | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science    | <input type="checkbox"/> Health                    |
| <input checked="" type="checkbox"/> Writing     | <input type="checkbox"/> Fine Arts             | <input type="checkbox"/> World Languages           |

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

End of year Pathways to Progress report.

#### Action Plan:

All teachers will follow the explicit direct instruction model of lesson delivery.

All students will be given equitable learning experiences necessary for success.

School leadership and teachers will hold one another accountable to high expectations for professional practice.

Teachers will continue to have training on Tier II and Tier III interventions to implement within their classrooms.

Four tutors will be utilized to administer DIBELS and to assist teachers in interventions.

Teachers will purchase grade level materials to help with Language Arts instruction and engagement.

**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.**

This will motivate the students to make progress with their fluency in order to gain the recognition, awards that are given at end of year assemblies and grade level recognition incentives.

## 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	\$	\$15000.00	Literacy Tutors Grades1-6
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$8000.00	Grade level Materials for Reading; Reading group books, classroom library, leveled readers, software licenses
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$23000.00</b>	

**GOAL #2:**

Increase student academic achievement by reducing the number of students who are chronically absent (10 or more days) by 2%.

**District Strategic Plan Area:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement   | <input type="checkbox"/> Empowered Employees   |
| <input checked="" type="checkbox"/> Safety & Security              | <input type="checkbox"/> Fiscal Responsibility |
| <input checked="" type="checkbox"/> Parent & Community Connections | <input checked="" type="checkbox"/> Culture    |

**Academic area(s) addressed by the goal:**

- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> Reading     | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science    | <input checked="" type="checkbox"/> Health         |
| <input checked="" type="checkbox"/> Writing     | <input checked="" type="checkbox"/> Fine Arts  | <input type="checkbox"/> World Languages           |

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

Chronic absenteeism report will be used to compare to their academic report. This will show the level of improvement of those who had previously been chronically absent and how attendance has or has not increased their scores.

**Action Plan:**

Communicate the importance of attendance and school goal to students and parents at Back to School Curriculum Night.

Track and provide celebrations for school-wide improved attendance.

Track and provide incentives for individual students who begin to develop a habit of consistent school attendance

**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.**

Research has shown that the more students miss with regards to attendance, the further behind they become. Administration, teachers, tutors and school personnel have worked hard to implement various incentives and programs to further promote and encourage daily school attendance.

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	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$800.00	\$	Classroom incentives (\$2 per student)
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$800.00</b>	<b>\$</b>	

**GOAL #3:**

Increase student achievement in Reading, Mathematics, Writing, Technology, Science, and Social Studies -content areas- by supporting teacher development and expertise throughout academic areas listed. Provide a varied set of technology professional learning opportunities for staff depending on their needs and devices in their classroom. Participate, as a faculty, in LEAN Education training.

**District Strategic Plan Area:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input checked="" type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security                       | <input type="checkbox"/> Fiscal Responsibility          |
| <input type="checkbox"/> Parent & Community Connections          | <input type="checkbox"/> Culture                        |

**Academic area(s) addressed by the goal:**

- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> Reading     | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science    | <input type="checkbox"/> Health                    |
| <input checked="" type="checkbox"/> Writing     | <input type="checkbox"/> Fine Arts             | <input type="checkbox"/> World Languages           |

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

The percent of “evident” (or higher) ratings related to content relevance within the Evaluate Davis observation data. Team presentations at faculty meeting regarding how each team LEANed for their grade level.

**Action Plan:**

LEAN and ongoing professional development in Evaluate Davis standards and expectations.

Professional Development on Language Arts and Mathematics technology and how to incorporate this within their teaching.

Professional development and implementation of district instructional routines.

Professional development on technology devices.

Professional development during faculty meetings for writing and math strategies and techniques.

Title I Highly Qualified exam for para-professionals



**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

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$18000.00	Stipend and substitutes for Quality Teaching and Personalized Learning professional development
Prof. Services	\$	\$500.00	Professional development services
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$1500.00	Professional development supplies, etc.
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$20000.00</b>	

**GOAL #4:**

Antelope Elementary will increase growth in mathematics by 2% from the 2019 to the 2020 school year in grades 1-6.

**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**

State RISE and Davis District CRT results

**Action Plan:**

Continuation of math technology with support of two math lab instructional TA's.

Implementation of the use of math tutors for one-on-one and small group student assistance in grades K-6.

Grade levels will be able to purchase math materials, manipulatives, and software license to support learning in the classroom.

**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.**

By providing tutors, teachers will have the ability to work with small groups of students, offering Tier II instruction while tutors help other groups of students at their personalized level. Teachers will also have the ability to purchase needed supplies, manipulatives and software to help instruction.

Planned LAND Trust Expenses for Goal #4

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$20000.00	Math tutors for one-on-one and small group student assistance
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$17000.00	Math grade level supplies; manipulatives, software licenses, technology devices for 1:1 implementation.
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$37000.00</b>	

## ADDITIONAL LAND TRUST QUESTIONS

### SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 ..... \$82,743.00
- I – Total projected funding for 2019-2020 .....\$82,743.00
- J – Total planned expenditures for 2019-2020 .....\$80,800.00
- K – Planned carryover into 2020-2021 ..... \$1,943.00
- 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

Technology to support goal #4 and grade level resources to support goal #1.

### PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

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

## **SCHOOL COMMUNITY COUNCIL APPROVAL**

Date of council approval vote: **3/25/2019**

Number who approved: **10**

Number who did not approve: **0**

Number who were absent or abstained: **0**

## 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.)

- 1) Monthly Data Team meeting professional development
- 2) Math and Language Arts professional development implemented within every faculty meeting
- 3) Math and Language Arts coaches coteaching/coaching monthly with career and 2 times a month with provisional teachers.

### 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 6<sup>th</sup>-7<sup>th</sup> grade transitions.

- 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 6<sup>th</sup>-7<sup>th</sup> 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
  - 1<sup>st</sup> and 2<sup>nd</sup> Grade Language Arts CRTs
  - 1<sup>st</sup> and 2<sup>nd</sup> 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