



Bluff Ridge Elementary

Composite School Plan
2019-2020

Principal Vanessa Mori

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 Bluff Ridge Elementary is to promote learning first for all. To accomplish our purpose, we involve stakeholders in the decisions that directly impact student learning. Emphasis is placed on effective instruction and establishes high expectations for all students in each classroom. In addition, we provide support through differentiation.

DESCRIPTION OF THE SCHOOL

COMMUNITY

Bluff Ridge Elementary is located at 2680 South Bluff Ridge Drive, Syracuse, UT, which is a suburban area in Davis County, Utah. The school was built in 1999 as a year-round school operating on a four-track year-round scheduling system. After 17 years on the year-round schedule, the school transitioned to a traditional schedule. We have been on the traditional schedule for 3 years. Our school is located just east of the Great Salt Lake.

STUDENT BODY

Bluff Ridge has a student population of 1,012 preschool through sixth grade. Of those students, we have 89.6% Caucasian, 5.6% Hispanic/Latino, 0.7% Native American, 0.4% Asian, 0.1% Black/African American, 0.4% Pacific Islander, and 3.2% multiple races. Risk factors include 13.7% of our students identified as economically disadvantaged, 0.9% having limited English proficiency, and 11.5% receiving special education services.

STAFF

Bluff Ridge Elementary has a combined faculty and staff of 83 employees which include 37 certified educators, 3 certified special educators, 1 administrative intern, 0.5 English-language arts coordinator, 0.5 school counselor, 0.5 school psychologist, 1.5 speech and language pathologist, 6 prep-time specialists, 7 special education teacher assistants, and 43 classified employees. The average teaching experience at Bluff Ridge Elementary is 13 years. We have 45% of our teachers endorsed to teach English as a second language, 26% hold a master's degree, and 17% hold an endorsement in reading and/or math.

SCHOOL CULTURE

Tradition is proud and strong at Bluff Ridge Elementary beginning with a focus on student achievement and progress. Our faculty and staff love coming to work each day and their great attitudes are contagious; making this a great place for all stakeholders. Student learning is our main focus and carried out beyond classroom walls through high parental involvement, including an active PTA, Community Council, and classroom volunteers. Collaboration is evident through weekly meetings, where teachers on the same grade level plan lessons, analyze student data, and assess teaching and student learning. We recognize that not all students learn at the same rate, but believe all students can progress. At Bluff Ridge, we have a culture of using data that drives our decisions to improve student achievement. Our faculty and staff are supportive of each other because of their strong commitment to help each student reach their full potential.

UNIQUE FEATURES & CHALLENGES

Bluff Ridge Elementary is recognized in advancing technology integration for student achievement. Our school has 1:1 classrooms in grades K - 6. We have many teachers specialized in integrating technology and trained in Blended Learning to enhance and individualize student learning. We continue to establish a high-priority for STEM-focused programs including an after school physics and robotics program.

Our 6th grade students participate in an orchestra before school program and perform annually for parents and peers. A Jr. HOPE Squad, Student Council, and Jr. Recess Coach Team provide our 4th, 5th, and 6th grade students with opportunities to be leaders in our school and support social diversity. We also host a community preschool program with four sessions of classes for three and four-year old students. Our school community is tremendously instrumental in supporting these programs by contributing to our school-wide fundraising efforts.

Bluff Ridge transitioned to the traditional schedule, during the 2016-2017 school year, for the first time since the opening of the school in 1999. Our families and staff have enjoyed the many opportunities with us all being on the same schedule through the year. We have had challenges with all students at the school at one time, which has caused crowding concerns during lunch, recesses, school-wide events, and assemblies. In addition, the large number of students and teachers at the school during the day has posed challenges on scheduling and creating common grade-level prep times. Traffic concerns with the large volume of students being dropped off and picked up each day has posed safety concerns. We have been proactive to work to keep traffic patterns moving efficiently and safely. Bluff Ridge continues to grow in student population due to housing developments in the school's boundaries.

ADDITIONAL INFORMATION

Bluff Ridge Elementary staff participated in a grant funded school-wide Swivl Cam Project, where educators reflect on teaching practices. All teachers have participated in math professional learning, with an emphasis on questioning, to improve teaching practices. Teachers have learned to use Office 365 software, including the TEAMS app to communicate and collaborate in the learning process. Bluff Ridge has also increased parental support of the local PTA with active and highly involved parents that serve on the Executive Board.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Bluff Ridge has consistently performed above the district average in SAGE Math, English Language Arts, and Science. This year our SAGE Math proficiency was 14.8% higher than state proficiency. Overall student proficiency scores:

	State	District	School/Bluff Ridge
SAGE Language Arts	44.9%	50.5%	52.7%
SAGE Math	46.1%	52.9%	60.9%
SAGE Science	48.5%	54.8%	59.4%

AREAS OF RECENT IMPROVEMENT

Bluff Ridge has consistently brought below proficient students to proficiency in language arts and math. DIBELS scores show a 3% improvement from beginning of year to end of year scores. Teachers are continuing to improve and implement effective Tier I instruction and Tier II intervention strategies to drive instruction. LCMT has representation from each grade level to connect and provide support for effective Tier I instruction and Tier II interventions.

AREAS OF NEEDED IMPROVEMENT

Bluff Ridge Elementary will focus on increasing proficiency and growth in mathematics. Based on current SAGE data, Bluff Ridge students performed at 60.9% proficient on the mathematics performance assessment, a decrease of 1.3%. Grade levels, especially 3rd and 6th grade, show discrepancies significant enough to show needed improvement.

2017-2018 SAGE Math Results Compared to Previous Year

- 3rd grade: Decreased from 72% to 67% Proficiency (District 60%, State 52%)
- 4th grade: Increased from 55% to 60% Proficiency (District 58%, State 52%)
- 5th grade: Increased from 62% to 69% Proficiency (District 57%, State 50%)
- 6th grade: Decreased from 60% to 50% Proficiency (District 60%, State 52%)

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Increase K-6 students at or above benchmark by 3% as measured by MOY DIBELS scores (K-3 composite and 4-6 fluency).

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

Comments:

DIBELS middle of year benchmark assessments were utilized to assess students in grades K-6 and evaluate progress. Students in grades K-3 were evaluated based on composite scores and students in grades 4-6 were evaluated based on DORF (DIBELS Oral Reading Fluency).

K-3 composite score for 2016-2017: 82%
K-3 composite score for 2017-2018: 81%
4-6 fluency for 2016-2017: 78%
4-6 fluency for 2017-2018: 77%

Analyzing the DIBELS data for middle of year 2016-2017 and middle of year 2017-2018 shows a 1% decrease in grades K-6.

Note:

2017-2018 beginning of year composite score for grades K-6: 76.2% at or above benchmark.

2017-2018 middle of year composite score for grades K-6: 80.73% at or above benchmark.

The beginning of year and middle of year comparison for the 2017-2018 school year reflects a 4.53% increase in the composite score for grades K-6.

Future Planning:

Three data teams will be established to identify at-risk students within the first 30 days of school. One data team will meet monthly to analyze school-wide data and address Tier I instruction. Two data teams, on staggering schedules, will meet weekly to analyze at-risk student data and address Tier II instruction. Professional learning will be provided to teachers and paraprofessionals to identify targeted needs and implement research-based instructional routines.

Teachers will provide Tier II interventions and paraprofessionals will provide Tier I instruction.

Prior Year Goal #2:

Teachers will improve in math knowledge and pedagogy to improve student rigor and engagement.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

Teachers completed monthly professional development and submitted reflections utilizing a Microsoft OneNote journal. In addition, teachers utilized video coaching available through the Edivate software to reflect on implementation of instructional strategies acquired from professional development.

The professional development completed by teachers:

DSD STEM Swivl Project Training September 2017 - May 2018

September: Introduction and Theory

October & November: Swivl Cam & Edivate software; record and reflect

December & January: Depth of Knowledge & Cognitive Rigor; record and reflect

February & March: Student Generated Questions; record and reflect

April & May: Increasing Student Engagement during Questioning; record and reflect

Bluff Ridge Elementary Math Training November 2017 - April 2018

November: Increasing Student Engagement through Class Discussion

December: Don't Say Anything a Kid Can Say

January: Building a Systems of Ten

February: Questioning to Increase Student Engagement in Math

March: Creating a Questioning-Friendly Classroom

April: Including All Students

Bluff Ridge Elementary has submitted an application to participate in the BYU Comprehensive Math Instruction (CMI) professional learning for the 2019-2020 through the 2024-2025 school year.

Prior Year Goal #3:

Students will reduce behavior related office referrals by 10% (307+ in 2017 to 270 in 2018).

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

The office referral data housed in the Davis School District Encore program:

2017-2018 office referrals = 295

2016-2017 office referrals = 411

28% decrease in office referrals

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

Literacy

Increase K-6 students at or above benchmark by 2% (81% in MOY 2018) as measured by middle-of-year (MOY 2019) DIBELS scores (K-6 composite).

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

DIBELS middle of year benchmark assessments were utilized to assess students in grades K-6 and evaluate progress based on their composite scores.

K-6 composite score for 2017-2018: 81.45%

K-6 composite score for 2018-2019: 81.39%

Analyzing the DIBELS data for middle of year 2017-2018 and middle of year 2018-2019 shows a 0.06% decrease in grades K-6.

Note:

2018-2019 beginning of year composite score for grades K-6: 76.98% at or above benchmark.

2018-2019 middle of year composite score for grades K-6: 81.39% at or above benchmark.

The beginning of year and middle of year comparison for the 2018-2019 school year reflects a 4.41% increase in the composite score for grades K-6.

Current Year Goal #2:

STEM

In the second year, of a two year plan, teachers will improve in math knowledge and pedagogy to improve student rigor and engagement.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Bluff Ridge Elementary has been accepted into the BYU Comprehensive Math Instruction (CMI) professional learning for the 2019-2020 through the 2024-2025 school year. The training for the lead team will begin March 2019 and April 2019. The training for the faculty will begin the summer of 2019 and continue through Spring 2025.

Current Year Goal #3:

Ready for Success at the Next Level

Students will reduce behavior related office referrals by 10% (270 in 2018 to 243 in 2019).

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

The office referral data housed in the Davis School District Encore program:
 2018-2019 office referrals = 136
 2017-2018 office referrals = 295
 54% decrease in office referrals

Bluff Ridge faculty and staff have completed the following professional learning opportunities:
 11 teachers have completed the Level 1 and 1 teacher has completed the Level 2 Mindfulness training through Davis Behavioral Health. The school counselor, administration, and 39 teachers completed a half-day professional learning opportunity from behavior analyst and special education educator Jessica Minihan.

Bluff Ridge implemented a structured recess program, which includes 45 student junior coaches to support younger grade students. PE prep time teachers provide in class weekly instruction of recess games and remediation of instruction in areas of need. The Bluff Ridge Jr. HOPE squad is in its second year of implementation. In addition, school wide discipline includes citations and positive tickets, and administration now records and enters all discipline. A student who receives a citation more than once is provided a parent contact and an instructional plan to teach appropriate behavior and reward positive behavior.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$82.00
B – Allocated new funds for 2018-2019	\$97,711.00
C – Total Budget for 2018-2019.....	\$97,793.00
D – Projected spending during 2018-2019.....	\$94499.00
E – Expected carryover from 2018-2019 to 2019-2020	\$3294.00
F – Projected new funding for 2019-2020	\$108,096.00
G – Total projected funding for 2019-2020	\$111390.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

75% of K-3 students and 4-6 at-risk students will make typical, above typical, or well-above typical progress based on the Acadience Reading Pathways of Progress.

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 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

2019-2020 end of year Acadience Reading Pathways of Progress.

Action Plan:

Identify instructional needs:

Administer DIBELS for all students in K-6 within the first 30 days of school or enrollment

Complete the DSD Drill Down on K-6 students scoring well-below (red) and below (yellow) on DIBELS within the first 30 days of school or enrollment

Instruction:

Daily Tier I whole class instruction, provided by teachers and paraprofessionals, using DSD Letter of the Day, Sight Word of the Day, and Blending Routines in grades K-2, Fluency 5 or repeated reading strategies from McGraw-Hill and DSD adopted curriculum for ELA in grades K-6

Purchase Fluency 5 books

Intervention:

Block schedule for Tier I and II instruction/intervention

Tier I instruction, provided by paraprofessionals, using DSD resources, Acadience Group Intervention for students At or Above Benchmark, McGraw-Hill, or adaptive technology

Tier II small group instruction, provided by teachers, using DSD resources, McGraw-Hill, and DSD adopted curriculum; Tier II small group instruction based on DSD Drill Down and/or Acadience Reading Group Intervention

Progress monitoring:

Utilizing the Acadience Reading program in grades K-3 (all) and 4-6 below and well-below students and ESGI for kindergarten

Timeline for progress monitoring:

Well-below (red): weekly by teacher

Below (yellow): every two weeks by teacher

At or Above (green or blue): every two months by teacher or paraprofessionals

Tier II small group progress monitor completed by teacher using Core Phonics (BOY, MOY, and EOY) or QPS, Zeno Word List weekly, Acadience Reading, DIBELS, DSD adopted assessments, ESGI for kindergarten

Purchase Acadience Reading for 4-6 grade students scoring well-below and below benchmark for progress monitoring

Purchase ESGI licenses for kindergarten teachers

Paraprofessionals:

5-6 ELA paraprofessionals will be hired and assigned to K- 6 classrooms; 1 paraprofessional will be hired and assigned to classes over 26.875 students in grades K-3

Complete professional learning for paraprofessionals for two weeks during the first 30 days of the school year; provided by ELA coordinator, DSD specialist, and administration

Areas for training include DSD Drill Down assessment; DSD Letter of the Day, Sight Word of the Day, and Blending Routines; Cognitive Flexibility; McGraw-Hill leveled readers and resources; Acadience Reading Group Interventions for students score At or Above benchmark (green and blue)

1 paraprofessional to reduce the class size in K-3 classes at or above 26.875

BRE School Tier I Data Team:

Establish a team consisting of administration, ELA coordinator, school psychologist, and one-grade level representative from each grade

Provide a stipend for team members

Monthly meetings to analyze school-wide data and provide recommendations for Tier I instruction

Purchase data binders for each Data Team Member

BRE Local Case Management Tier II Instruction Team:

Establish two LCMT teams (A & B) consisting of administration, ELA coordinator, school psychologist, and two grade-level representatives from each grade level (one for each team)

- Provide a stipend for team members
- Weekly meetings alternating between Team A and Team B to analyze individual student data and provide recommendations for Tier II instruction
- Purchase data binders for each Data Team Member
- Purchase intervention folders

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	\$	\$54100.00	\$34,500 - 5-6 paraprofessionals to support educators (30-45 minutes per day, 4 days a week) \$17,500 paraprofessional to reduce the class size in K-3 classes at or above 26.875 students \$2,100 - stipend for 21 educators on data team and LCMT
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Transportation/Travel	\$	\$	
General Supplies	\$	\$870.00	\$570 - Fluency 5 books for each student in grades K-6 \$300 - data binders and intervention folders for data team and LCMT
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$2400.00	\$1,800 - Acadience Reading for 4-6 grade students score well-below and below benchmark \$600 - ESGI for kindergarten progress monitoring
Equipment	\$	\$	
Total	\$	\$57370	

GOAL #2:

100% of Bluff Ridge teachers will complete Comprehensive Math Instruction (CMI) training by the 5-year deadline starting school year 2019-2020 and completing 2024 -2025 so as to improve the academic learning of students at Bluff Ridge Elementary specifically in their math courses.

District Strategic Plan Area:

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

(Attendance rolls for training during each school year will show teacher completion.) Improved student math scores in Statewide end-of-level testing will be reviewed and show the training improved student test scores and learning.

Action Plan:

37 certified, 3 special education teachers, and administration will attend 100% of the Comprehensive Math Instruction (CMI) professional learning provided by Dr. Bahr's team from BYU, Davis School District CMI Specialist, and BRE CMI leadership team. Bluff Ridge will pay the \$7500 portion of BYU Dr. Bahr CMI training.

Establish a leadership team at Bluff Ridge consisting of 4 teachers (each from a different grade level), principal, and administrative intern. Leadership team completes 2-day training in Spring 2019 from BYU. Leadership team plans, in collaboration with BYU and DSD CMI specialist, and facilitates 16 two-hour professional learning sessions and 1/2 day lesson study for each grade-level band for the 2019-2020 school year.

100% of faculty attend Summer 2019 training, 16 two-hour professional learning sessions, and 1/2 day lesson study.

The cost for substitutes, stipends, and materials for training are built into the cost of the program and supported by the Davis School District Teaching and Learning Department. Bluff Ridge will purchase technology to facilitate the presentations and implementation of CMI math instruction.

Paraprofessionals: 2 - 3 math paraprofessionals will be hired and assigned to K - 6 classrooms and participate in CMI training.

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	\$	\$31500.00	\$31,500 - 2-3 paraprofessionals to support educators (30-45 minutes, 4 days a week) and attend CMI training
Prof. Services	\$	\$7500.00	CMI training for 37 certified and 3 special education teachers for year two
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$4200.00	\$4,200 - 5 Apple TVs and connected projectors to facilitate teacher
Total	\$	\$43200.00	

GOAL #3:

Bluff Ridge Elementary students will have a Median Student Growth Percentile of 60 or higher as measured by Utah state RISE Summative Assessment in Science.

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 type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Mathematics | <input checked="" 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 Summative Assessment in Science

Action Plan:

Professional Learning:

Professional learning of inquiry-based science instruction through Davis School District Teaching & Learning Department following the implementation time line established by DSD and USBE.

2019-2020 (year one) Professional Development and Preparation Year: Bluff Ridge teachers will complete the DSD online professional development, attend 3 days of DSD training on inquiry-based science instruction, and/or participate in the Davis Collaborative Team (DCT) STEM focus groups once per month. Teachers will be paid a stipend and two-days of substitutes will be provided for completing one of the inquiry-based science instruction opportunities through DSD.

Grade-level teams will complete an independent study of the "K-12 Framework for Science Education."

Instruction:

Grade-level teams will develop and implement a scope and sequence map aligned with

the Utah Core Standards for Science; develop and implement lesson plans using inquiry-based science instruction (3-D science)

Establish a Bluff Ridge Elementary Science Lab and utilize DSD science kits to provide authentic, hands-on science instruction

Benchmark Measures: 85% of students will be proficient in teacher developed common formative assessments

Middle of Year Reflection: Teachers will complete a middle of year interim assessment to evaluate students current progress towards meeting mastery on science standards.

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	\$	\$9832.00	\$3,600 - stipend for teachers who complete the DSD online professional development or all DCT STEM course (36 teachers @ \$100 each) \$6,232 - 2-day substitute for K-6 and SPED teachers to attend DSD science training (74 sub days @ \$82)
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$988.00	\$987.87 - DSD Science kits for Bluff Ridge Elementary Science Lab
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$10820.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020	\$108,096.00
I – Total projected funding for 2019-2020	\$111390.00
J – Total planned expenditures for 2019-2020	\$111390.00
K – Planned carryover into 2020-2021	\$0.00
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”*)

Technology equipment and software to support educators, staffing for paraprofessionals, stipend for paraprofessionals completing CMI training, stipend for educators completing inquiry-based professional learning, science equipment for science lab.

PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

Technology equipment and software to support educators, staffing for paraprofessionals, stipend for paraprofessionals completing CMI training, stipend for educators completing inquiry-based professional learning, science equipment for science lab.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- | | |
|---|---|
| <input 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 type="checkbox"/> School assembly | <input checked="" type="checkbox"/> School marquee |

SCHOOL COMMUNITY COUNCIL APPROVAL

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

Number who approved: **14**

Number who did not approve: **0**

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

Davis School District – Strategic Plan

LEARNING FIRST!

VISION

Davis School District provides an environment where growth and learning flourish.

MISSION

Educators, parents, and community members work together to create a successful educational experience for each student.

OUR PLAN

CULTURE

Davis School District promotes a healthy, respectful, and collaborative culture.

- Teach and model personal accountability
 - Promote a growth mindset
 - Create an environment of respect
- Demonstrate exemplary customer service from all employees

STUDENT GROWTH & ACHIEVEMENT

Davis School District provides an innovative, relevant, well-rounded education for each student.

- Focus on individual student growth and achievement
 - Provide well-rounded curriculum including character and life skills
 - Encourage creative, evidence-based programs and teaching strategies
- Use technology to enhance and personalize student learning

PARENT & COMMUNITY CONNECTIONS

Davis School District develops connections with parents and community.

- Recognize parents as the student's first teacher
- Create multiple means of communication with all stakeholders
- Include parents as a vital part of the decision-making process
- Foster productive partnerships with business and community groups

PARENT & COMMUNITY CONNECTIONS



EMPOWERED EMPLOYEES

Davis School District employees are valued, supported, and appreciated.

- Attract, retain, recognize, and reward quality employees
- Ensure employees are provided opportunities for input and participation in the decision-making process
- Develop and support effective leadership across all employee groups
- Provide and encourage quality professional learning

EMPOWERED EMPLOYEES

FISCAL RESPONSIBILITY

Davis School District provides for oversight and efficient use of public and private funds.

- Provide internal and external oversight
- Provide ongoing training in fiscal management
 - Operate finances with transparency
 - Align fiscal resources with Board goals.

FISCAL RESPONSIBILITY

SAFETY & SECURITY

Davis School District creates an environment where physical and emotional safety are paramount.

- Provide safe and secure physical spaces
- Value stakeholder voices
 - Foster a welcoming environment
- Establish and communicate safety protocols

SAFETY & SECURITY