



# Columbia Elementary

Composite School Plan  
2019-2020

Principal Darryl Denhalter

## 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 Columbia Elementary is to promote the Davis School District mission. We focus on a holistic instructional approach to help students master priority academic concepts and gain the essential skills and knowledge to succeed in each grade level. To accomplish our purpose, we work in partnership with families and the community to provide and promote innovative educational learning opportunities for students. We work towards teaching all Columbia Voyagers to emulate the focus from our three school rules: Be Safe, Be Kind, and Be Reliable.



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## DESCRIPTION OF THE SCHOOL

### COMMUNITY

Columbia Elementary School is located at 378 South 50 West in Kaysville, UT with a beautiful view of the Wasatch mountains to the east and with glimpses of the Great Salt Lake to the west. Kaysville is a residential community with a population of 31,778 residents in 2019. The city, known as “Utah’s Hometown”, is approximately 20 minutes north of Salt Lake City. Kaysville has the feel of a small-town community with many amenities of an urban city. Columbia Elementary is one of nine Davis District elementary schools in Kaysville. We are located just west of Davis High School and share connecting property with Kaysville Junior High School.

### STUDENT BODY

Columbia Elementary has a student body of 640 students in Kindergarten through 6th grade. We have a student body consisting of 92% Caucasian and 8% minority. Approximately 12% of Columbia’s students have an Individualized Education Plan (IEP) to meet their academic and/or behavior needs, and 18% of Columbia’s students are considered economically disadvantaged, as indicated by the percentage of students who qualify for free or reduced-price lunch. Our school has a small ELL population of less than 1%.

### STAFF

We have 24 certified classroom teachers and 3 certified special education teachers. We also have 5 specialists who teach P.E., computer, music, art and media classes. Our computer lab teacher is a certified teacher, while the others are classified employees. We have a part-time elementary guidance counselor who provides individual counseling sessions, small group interventions and whole-class social skill lessons. We have a part-time certified English Language Arts coordinator who oversees our supplemental reading program in 1st-3rd grades, trains grade levels teams on the McGraw-Hill Wonders program, and coordinates our Davis Collaborative Teams (DCT’s). We employ 4 reading aides, 2 math aides, a part-time SEM (gifted and talented) teacher, 8 functional skills aides, 1 resource assistant, 1 kindergarten aide, 3 cooks, 4 custodians, 2 playground assistants, 1 head secretary and 1 part-time secretary. We have access to a school nurse who provides support at multiple schools. Administration includes a full-time principal and part-time administrative intern. We have access to a certified school technology specialist. Many of Columbia’s teachers have endorsement specializations in various academic areas. Related services assigned to Columbia include a full-time speech & language pathologist and a part-time school psychologist, occupational therapist, audiologist, and an adapted PE teacher.

## SCHOOL CULTURE

Columbia teachers share a commitment to meet the unique individual needs of all students. We have an active Parent Teacher Association and a high percentage of parent volunteers in the classroom. We believe in positive behavior support. We recognize students weekly for their achievements in learning gains, improved behavior, or consistent attendance. We announce and personally recognize approximately 60 Principal's Voyager Awards each Friday. Visitors often report Columbia Elementary has a warm and inviting culture and is a great place to attend school. We feel supported by the community as we strive to serve students.

According to students surveyed in the 2019 K-2 Climate Survey, 85% like to come to school, 100% know how to behave, 100% have friends, 100% received a reward for good behavior at school. On the grades 3-6 survey, of those surveyed, 94% of students feel welcomed at school, 95% know the rules, 91% would stop bullying if they saw it, and 89% feel they are treated respectfully by adults at school.

Parents who were surveyed on the 2019 Climate Survey show that 88% are positive about school, 98% feel welcomed, 98% feel like the school is safe, 89% recognize the evidence of an anti-bullying policy, 97% would report an incident of bullying to an adult at school.

Of the staff surveyed on the 2019 Climate Survey, 94% feel like they are treated equitably, 98% feel like school is a safe place for students.

Stake Holder involvement shows a count of school visitors as 3,269, whereas the district average is 335.

## UNIQUE FEATURES & CHALLENGES

We have 2 functional skills classrooms with approximately 20 students in grades K-6. These children are integrated into general education classrooms as appropriate. We have seen an increase in the number of economically disadvantaged families living with grandparents and other relatives. This has led to some changes in school demographics, including an increase in the number of students qualifying for free and reduced lunch.

## ADDITIONAL INFORMATION

We have an active student council comprised of 20 sixth-grade students who learn leadership skills, make weekly announcements, begin assemblies, and organize service learning opportunities for the school. Many of our lower grade classes have upper grade "buddies" who tutor students in math and reading. We have student-led yearbook and newspaper committees, and STEM and coding activities, working under the direction of our SEM and computer lab teachers. We have a school choir that includes 4th-6th grade students. The choir provides performances for the school and community. We have a school orchestra comprised of about 30 sixth grade students. We have made significant

investments in educational technology. The school currently has two desktop computer labs, 1:1 technology in both 5<sup>th</sup> and 6<sup>th</sup> grades, and a minimum of 1:2 devices in all other grades. We use this technology to support writing instruction (Utah Compose and UltraKey), supplementary reading instruction (McGraw-Hill ConnectEd, and Imagine Language and Literacy), supplementary math instruction (Imagine Math), and is used as a learning tool to enhance student learning and collaboration.

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## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS

Columbia Elementary School earned significant national awards from Imagine Math, a web based learning program combining rigorous adaptive instruction and a powerful motivation system that is used to compliment classroom teacher-led direct instruction. Out of a total of more than 7,800 participating schools, Columbia Elementary was nationally recognized as advancing to the Final 4 of highest performing schools in the nation.

We've had many other accomplishments. We participate in the PTA Reflections Contest. We held a school level National Geographic Bee and Spelling Bee. Sixteen students participated in the school spelling bee and three of these advanced to the district level spelling bee. Students were recognize at the state level in a coding competition. Students represented our school at the Davis Decathlon and students were recognized for athletic achievements. Those in grades 4-6 who reach Presidential Fitness Award as part of our physical education program receive recognition at our end of year awards assembly. Our school choir performed for community functions, including the Kaysville City's Sesquicentennial Celebration and performing the National Anthem at the Vivent Center Arena for a professional basketball game.

### AREAS OF RECENT IMPROVEMENT

Multi-tiered levels of support are emphasized. Each grade level team meets at least weekly in Davis Collaborative Teams (DCT's). During these DCT meetings, data is reviewed from common formative assessments (CFA), discussion occurs to benefit students who need additional support or are already excelling and need challenge, DESK standard focus is decided to be taught during the upcoming week and grade-level team collaboration occurs to create the next common formative assessment. We continue to improve our DCT's by meeting weekly (at a minimum), reporting on those meetings to school administration, and conducting whole-faculty DCT training.

Through the development of "push-in" teacher-directed literacy support using trained teacher assistants, our 2018-2019 BOY to MOY Acadience Reading (DIBELS) proficiency scores increased:

K: from 72.62% to 76.47%

1: from 75.95% to 81.25%

2: from 77.50% to 82.72%

3: from 78.35% to 79.21%

SAGE Benchmark pre and post assessments were conducted and students showed an average improvement of 24%.

SAGE Proficiency increased in Language Arts:

4<sup>th</sup> Grade: 48% to 59%

6<sup>th</sup> Grade: 63% to 73%

SAGE Math Proficiency increased in all tested grades (3-6)

SAGE Proficiency increased in Science in 4<sup>th</sup> grade from 54% to 60%.

CRT Language Arts and Math Proficiency scores in grades 1-2 were at district level.

Average Daily Attendance rates improved from 95.69% in 2018 to 95.90% in 2019. Even though the percentage of improvement is small, the increase is significant in comparison to prior years.

Chronic Absenteeism decreased (improved) from 9.82% in 2018 to 7.85% in 2019.

## AREAS OF NEEDED IMPROVEMENT

SAGE proficiency scores decreased in science for 5<sup>th</sup> and 6<sup>th</sup> grades (although 6<sup>th</sup> grade only decreased by 1%).

3<sup>rd</sup> grade decreased in language and math proficiency.

The certified teaching staff at Columbia Elementary recently engaged in a year-long book study of BOLD School, by Weston Kieschnick. The focus of this study was on blending "old" school wisdom while embracing "blended" pedagogies with a focus of integrating technologies to enhance instruction, with an overall prioritized focus on enhancing student learning. This training and emphasis has created an exciting fervor among the teaching staff and this focus is being embraced. In fact, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade teams are ready to emphasize incorporating these strategies to promote innovative learning. This creates a welcomed challenge of strategically creating an innovative vision and culture that supports the school's mission of providing holistic instruction. We also need to determine and implement this area of emphasis for professional development.

## PRIOR YEAR STATUS REPORT

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

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

Teacher effectiveness will improve through participation in Davis Collaborative Teams (DCT's) as grade-level teams develop and implement common formative assessments based on ongoing analysis of student data.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Based on bi-monthly reporting of grade level teams, evidence is shown of DCT collaboration that is focused on student needs. Common Formative Assessments analysis were conducted and reported bi-monthly.

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

Student reading fluency will improve by increasing the percentage of K-3 students scoring at or above DIBELS middle-of-year (MOY) composite score benchmark from 79% in 2016-2017 to 80% in 2017-2018.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Proficiency scores increased to 83.5% proficient. We credit this to the focus on the "push-in" model of teacher aide instruction, and the fact that teacher aide instruction is overseen and planned by certified classroom teachers.

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

Students in grades 3-6 will show 10% improvement using form A as a pre-test and form B as a post-test in a math SAGE benchmark assessment as collaboratively determined by their grade-level team.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Student SAGE benchmark improvement increased by an average of 24%.



## CURRENT YEAR PROGRESS REPORT

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

#### Current Year Goal #1:

Quality Staffing –Blended and Digital Learning

Grade Levels will collaborate through DCT's to enhance student learning in Reading and Math through implementing the strategies of Blended and Digital Learning and STEM. Progress will be shared a minimum of twice per month. Common formative assessments will be created based needs as determined from student data.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Based on bi-monthly reporting of grade level teams, evidence is shown of DCT collaboration that is focused on student needs. Common Formative Assessments analysis were conducted and reported bi-monthly

#### Current Year Goal #2:

Student Achievement –Reading & Language Fluency

Student Reading fluency will improve by increasing the percentage of K-3 students scoring at or above DIBELS middle-of-year (MOY) composite score benchmark from 83.5% proficient in 2017-2018 to 84.5% proficient in 2018-2019.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Although reading proficiency improved school-wide, reading fluency dropped by 1%. Three of the four reading teacher assistants who administer DIBELS assessments are new DIBELS administrators and new to the school this year. We will work on inter-rater reliability. We will continue to ensure that Tier 2 instruction takes place, generally taught and overseen by the certified classroom teachers, and that the teacher oversees TA support.

#### Current Year Goal #3:

Student Achievement –Mathematics Proficiency

Students in grades 3-6 will show a 10% improvement using pre-tests and post-tests from Mathematics SAGE Benchmark Assessments –as determined collaboratively by grade-level teams.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Teachers are more consistently administering Benchmark assessments. A beginning of year training was provided to assist in more accurately reading Benchmark student scores.

## LAND TRUST FUNDING PROJECTIONS

### CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$4,150.00
B – Allocated new funds for 2018-2019 .....	\$68,200.00
C – Total Budget for 2018-2019.....	\$72,350.00
D – Projected spending during 2018-2019.....	\$72,350.00
E – Expected carryover from 2018-2019 to 2019-2020 .....	\$0.00
F – Projected new funding for 2019-2020 .....	\$70,758.00
<b>G – Total projected funding for 2019-2020 .....</b>	<b>\$70,758.00</b>

## GOALS AND PLANNED ACTIONS/RESOURCES

### GOAL #1:

Teacher effectiveness will improve through participation in Davis Collaborative Teams (DCT's) as grade-level teams develop and implement common formative assessments & supports based on ongoing analysis of student data. Teachers will explore and implement innovative learning to enhance instruction through professional development.

#### 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 checked="" 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 checked="" type="checkbox"/> World Languages |

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

Faculty implemented training in faculty meeting with focus on differentiated instruction enhanced by technology will occur, as will bi-monthly reporting of DCTs to administration, monthly reporting to administration from ELA about collaboration progress, and implementation of 1:1 technology in 5-6.

#### Action Plan:

Year long book study with faculty, DCT's meet weekly, grade level teams collaborate weekly with ELA (English Language Arts Coordinator, and Reading Assistants, technology to support innovative instruction and learning. Upper Grades, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup>, will include holistic instruction and involve 2nd language acquisition with supportive software.

**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

<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	\$	\$2890.00	\$1,000 for Teacher book study for innovative instruction. \$1,890 for two laptop charging carts to support 1:1.
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$2,890.00</b>	

**GOAL #2:**

Student reading proficiency will improve by increasing the percentage of K-3 students scoring at or above Acadience Reading (formerly DIBELS) beginning-of-year (BOY) 2019 to middle-of-year (MOY) 2020 by at least one percent.

**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 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**

Student reading proficiency will improve by increasing the percentage of K-3 students scoring at or above Acadience Reading (formerly DIBELS) beginning-of-year (BOY) 2019 to middle-of-year (MOY) 2020 by at least one percent.

Monthly meetings with the English Language Arts Coordinator and administration will occur to report on the effectiveness of collaborative effort.

**Action Plan:**

All students (K-6) will receive BOY Acadience Reading assessment. Students identified as Below Proficient, and K-3 students will receive Acadience Reading assessments three times annually (BOY, MOY, EOY). Data will be analyzed during weekly grade-level DCT's. Testing salaries will be supplemented to provide for whole-school assessment.

English Language Arts teacher assistants will focus on teacher-directed instruction, collaboration, and the "push-in" model for differentiated instruction in grades 1-3. Additional Language Arts support will be offered through the use of a teacher assistant for kindergarten and special education classes.

Accountability reports will be requested and reviewed from the teachers who are implementing the program, and reviewed by the Language Arts Coordinator and school administration.

Instructional opportunities will be available for teachers to utilize the Imagine Language and Literacy software to provide differentiated and targeted instruction.

**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

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$37700.00	\$30,000 to provide for 4 reading TA's. \$7,000 to provide for kindergarten and special education TA support. \$700 to supplement salaries to provide for whole-school Acadience Reading assessment.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$37,700</b>	



**GOAL #3:**

Students in grades 1-6 will show improvement from the Imagine Math beginning of year to middle of year benchmark scores.

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

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

Teachers will evaluate individual student growth in Imagine Math benchmark assessments and report to school administration in the middle of the school year (end of the 2<sup>nd</sup> term).

Teachers will discuss student academic needs in their DCT's and determine which students and which skills need to be reinforced during the Tier 2 instructional time that is provided through this support. A report with student name and targeted intervention will be shared with school administration at least monthly by using the bi-monthly DCT reporting form.

**Action Plan:**

Teachers will monitor and report student growth based on Imagine Math benchmark tests to school administration.

Two mathematic teacher assistants will oversee Imagine Math instruction, provide individual instruction as needed, and create ongoing opportunities for teachers to conduct Tier 2 instruction.

**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	\$	\$12000.00	12,000 provides for 2 math TA's.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$17729.00	\$752 provides 47 ipad covers (\$16 ea.). \$2652 provides 12 Cloudbook devices @ \$221 ea. \$2,835: charging carts (4 @ \$945 ea.) \$9,210: 30 iPads with MDM fee @ 307 ea. \$480: 30 iPad covers @ \$16 ea. \$1,800: 8 new classroom microphones (4 teardrop & 4 handheld @\$225 ea.)
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	

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<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$29,729</b>	

## ADDITIONAL LAND TRUST QUESTIONS

### SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 ..... \$70,758.00
- I – Total projected funding for 2019-2020 .....\$70,758.00
- J – Total planned expenditures for 2019-2020 .....\$70,319.00
- K – Planned carryover into 2020-2021 ..... \$439.00
- 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

Additional funding will be used to support any of our school goals based on School Community Council recommendations and may include items such as additional supportive technology or employee salaries for instructional support.

### 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 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: **29 March 2019**

Number who approved: **12**

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

#### 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