



# Fremont Elementary

Composite School Plan  
2019-2020

Principal Don Beatty

## 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 Fremont Elementary is to promote the mission of learning first for all. To accomplish this, we continuously monitor student performance through data collection and collaborative teaming; ensuring quality instruction and high levels of student engagement. Fremont Elementary provides a safe, supportive, and empowering learning environment that promotes excellence for all students.

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## DESCRIPTION OF THE SCHOOL

### COMMUNITY

Fremont Elementary is at the most northern end of Davis County in Sunset, Utah. The address is 2525 N 160 W, Sunset Utah, 84015. Fremont Elementary is one of 62 elementary schools in the Davis County School District. It is comprised of a small community of just over 300 students who are all within walking distance of the school. The neighborhood is comprised of apartment complexes and single-family homes. Fremont enjoys a diverse mix of students as a result of the proximity to Hill Air Force Base.

### STUDENT BODY

Fremont Elementary 2018-2019 enrollment consists of 324 students K – 6<sup>th</sup> grade. Of these students, 56% of them reside in economically disadvantaged homes with the large majority of them being Caucasian. The breakdown of the students includes the following: multiple races = 6%, Hispanic/Latino 23%, Native Hawaiian or Other/Pacific Islander = 3%, Asian = <1%, Black or African American = 2.%, and White = 65%. 56% of students qualify for free or reduced lunch fees. 9% of students qualify as ELL Status

### STAFF

Fremont Elementary is comprised of two teachers per grade level with the exception K and 3rd grades with only a single teacher each, for a total of 12 regular education teachers. Fremont has one 4-6 Functional Skills and one 3-6 Functional Skills classroom. Other staff that are included; one resource teacher, halftime school counselor, halftime psychologist, halftime administrative intern, halftime ELA coach, and halftime math coach. Fremont has a Digital Playground Prep Instructor, Music Prep Instructor, and Computer/Coding Prep Instructor, and also has 11 highly qualified title one/instructional assistants and one SEM (Student Enrichment Model) teacher.

### SCHOOL CULTURE

Fremont Elementary has a shared culture of continually striving for excellence, with 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 parents 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 Fremont Elementary School community is comprised of families from a variety of socio-economic levels. Due to the number of students coming from economically disadvantaged homes, Fremont 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 Fremont enjoys a significant number of parent volunteers, an extremely high level of family involvement and attendance at extra-curricular programs, and a supportive and active PTA and Community Council.

Fremont Elementary includes a Talking Time pre-school program, Before & After School Program, Extended Day Kindergarten, and Summer School. The school also includes two Functional Skills SPED Classrooms, Resource, and provides SEM (School-wide Enrichment Model) services for identified Gifted and Talented students.

The school will also implement a technology-integration program for academic enrichment. Based upon the belief that 21<sup>st</sup> century student population demands the opportunity to benefit from an enhanced technology-infused program, this effort will begin to meet that need. Activities involving robotics, coding, engineering, design, technology, and mathematics will be integrated into a “Digital Playground” in which teachers may bring their students to participate in a variety of activities as described above.

## ADDITIONAL INFORMATION

Teachers have improved instruction through participation in professional development focused on increasing student engagement through the use of blended learning and technology throughout the 2018-2019 school year. This professional development will be continued through 2019-2020.

All classrooms are equipped with SMART Boards or large TV display screens, Enhanced Sound Systems, Projectors, Apple TVs, and Document Cameras. Each teacher is provided multiple iPads. All classrooms and students have access to additional iPads and/or laptop devices.

Fremont 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 math, science, and engineering concepts combined with hands-on projects and learning activities.

In an effort to promote healthy habits and nutrition, Fremont participates in a USOE grant entitled “Fresh Fruit and Vegetable Program” (FFVP). The FFVP provides fresh fruits and vegetables twice each week to distribute to all students. This program

enables students to be introduced to healthy alternatives to junk food snacks, and educates them about a variety of different fruits and vegetables that may be possibly purchased at grocery stores by their families for home consumption.

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## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS / AREAS OF RECENT IMPROVEMENT

Over the past several years, Fremont has shown substantial growth in both Language Arts and Math. Designated as a “School in Need of Improvement,” significant efforts were made in targeted professional development including effective instruction, reading, and math. School culture has improved in the areas of collaboration, professional efficacy, positive behavior support, and morale. Through intensive professional development, Fremont’s Tier One and Tier Two instruction has allowed teachers to increase rigor and relevance during uninterrupted direct instruction. Significant advances in levels of technology access, use and instructional integration have helped move the school closer to 21<sup>st</sup> century digital teaching and learning concepts. Regular family-oriented math/LA/STEM literacy nights, community gatherings and dinners help to foster a sense of community and ownership among the school’s families and stakeholders.

The school has adopted a goal of “Becoming a Connected Learner” to drive its 21<sup>st</sup> Century Digital Teaching and Learning activities. To that end, the school has started a Mandarin Chinese enrichment program. Students in grades K – 6, during regular school day schedules, and in the after-school program, participate in online sessions with live Mandarin tutors based around the world including Beijing China, Poland, and other countries. The school has also acquired a Chinese Teaching Intern Assistant as part of a foreign exchange program. He lives with a host family and helps with the Mandarin Enrichment Program in addition to instructing students in a variety of cultural and other activities.

### AREAS OF NEEDED IMPROVEMENT

Despite multiple and significant gains, and pulling out of “School in Need of Improvement” status, a plethora of indicators would suggest that Fremont Elementary continues to need to focus on increasing student attendance levels, and increasing academic proficiency levels across all grades and all content areas. Of particular concern from recent academic testing is Math, upon which a renewed emphasis is being made during this and the foreseeable future.

## PRIOR YEAR STATUS REPORT

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

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

60% of K-3 students will show “typical” (or higher) progress on DIBELS Pathways to Progress on end of year DIBELS. Grades 4-6 will establish their DIBELS Pathways to Progress baseline.

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

Comments:

50% of students met “typical” (or higher) progress. While this is increase over the previous year, it is not the 60% that was set in the goal.

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

Students will earn a schoolwide median growth percentile of 5% on math.

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

Comments:

The school decreased from 41% to 28%. This is an unacceptable pattern and specific steps are being implemented to reverse this anomaly.

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

Students will reduce chronic absenteeism by 2% 8.1% to 6.1%.

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

Comments: The school chronic absenteeism rate was 11.2%, or 32 out of 285 students. This was due, in large part, to a difficult cold and flu season which

resulted in multiple absences. The rate for the current school year is on track to be significantly less.

**Prior Year Goal #4:**

Reestablish the DCT process at Fremont Elementary during the 2017-2018 school year.

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

Comments:

## CURRENT YEAR PROGRESS REPORT

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

#### Current Year Goal #1:

Increase the percentage of K-6 students showing typical (or higher) progress on the MOY DIBELS Pathways to Progress by 5% (from 50% - 55%).

- Progressing according to plan  
 Not progressing according to plan

Comments (optional): MOY DIBELS scores reflected 67% of students meeting “typical” (or higher) progress.

#### Current Year Goal #2:

Students will reduce chronic absenteeism (using the definition that 10% of days absent constitutes ‘chronic’ absenteeism) by at least 2% (from 5.6% to 3.6%).

- Progressing according to plan  
 Not progressing according to plan

Comments (optional): The goal of reducing from 5.6% is in error. The 17-18 amount was actually 11.2%. So far the school is on track this year to reduce it by 2% with a 9.2% rate!

#### Current Year Goal #3:

Increase the percentage of students scoring ‘proficient’ on math SAGE by 10% (from 45% to 55%).

- Progressing according to plan  
 Not progressing according to plan

Comments (optional):

#### Current Year Goal #4:



All teachers will select a Blended Learning/Technology Integration model to implement during the upcoming school year, using technology integration, and will set it as one of their PD goals in Evaluate Davis;

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.....	\$- 0
B – Allocated new funds for 2018-2019 .....	\$27,634.00
C – Total Budget for 2018-2019.....	\$27,634.00
D – Projected spending during 2018-2019.....	\$27,634.00
E – Expected carryover from 2018-2019 to 2019-2020 .....	\$0.00
F – Projected new funding for 2019-2020 .....	\$34,803.00
<b>G – Total projected funding for 2019-2020 .....</b>	<b>\$34,803.00</b>

## GOALS AND PLANNED ACTIONS/RESOURCES

### GOAL #1:

Increase the percentage of K-6 students showing typical (or higher) progress on the MOY ACADIENCE READING Progress by an additional 5%.

#### District Strategic Plan Area:

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

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

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

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

- Middle of Year ACADIENCE composite scores

#### Action Plan:

- Fremont will use LAND Trust funds to employ classroom tutors allowing for small group reading instruction/interventions.
- Fremont will also use extra Land Trust Funds (as they become available) with which to purchase additional children's books for the library.
- Fremont will use other funds (Title I) with which to acquire additional ACADIENCE components for grades 4 - 6.

#### 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	\$	\$ 28,000	3-4 trained reading tutors/interventionists
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$ 28,000</b>	

**GOAL #2:**

Students will reduce chronic absenteeism (using the definition that 10% of days absent constitutes 'chronic' absenteeism) by at least 3%

**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 checked="" 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 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**

Chronic absenteeism data as obtained by ENCORE reports

**Action Plan:**

Fremont will utilize available reports to identify chronically absent (unexcused) students then work with teachers, parents, and students individually to encourage improved attendance. Fremont will also emphasize the importance of building positive relationships between teachers and students and provide ongoing PD at regularly-scheduled faculty meetings to address this important element of 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.**

**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	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$</b>	

**GOAL #3:**

Increase the percentage of students scoring 'proficient' on math EOL assessments by 10% .

**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**

End of Level assessment growth percentile scores

**Action Plan:**

- Mid-year, and EOL assessment data will be used to measure progress toward this goal.
- Fremont will provide professional development in the area Math, with the help of Davis District coaches and district-sponsored trainings.
- Teachers will participate in DCT strategy meetings to address students' math needs
- Utilize ILS math programs such as Imagine (Think Through) Math, ST Math, etc.
- Several trained math tutors/interventionists will be *hired out of Title I funds* and will work with students directly

**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*)

**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	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$ 0.00</b>	



**GOAL #4:**

All Fremont teachers will select a Blended Learning/Technology Integration model to implement during the upcoming school year, using technology integration, and will set it as one of their PD goals in Evaluate Davis.

**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 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**

- Because each Blended Learning/Technology Integration goal will be unique to each teacher, evaluation will be determined as part of his/her goal setting process in Evaluate Davis and approved by school administration.
- It is expected that evidence of Blended Learning/Technology Integrations plans will be evident during Evaluate Davis classroom observations and a “3” or higher will be marked on “Technology supports the learners’ ability to acquire content skills and knowledge’ at least 50% of the time

**Action Plan:**

- Each Fremont teacher will select a Blended Learning model to implement during the upcoming school year.
- Each teacher will write a goal in Evaluate Davis based upon his/her choice.
- Each teacher will write a personalized plan relative to the design, implementation, and evaluation of their Blended Learning/Technology Integration goal.

**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 #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	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$ 0.00</b>	

**GOAL #5:**

Using the school-wide goal of “Becoming a Connected Learner,” Fremont students and teachers will participate in digital online global learning experiences through the creation of a Mandarin Chinese Enrichment Program.

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

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

**Qualitatively:** A teacher survey will be administered twice throughout the year to determine the effectiveness of the program. Students will also be sampled to determine their perceptions.

**Quantitatively:** Each class will have one weekly session and the After-School Program will have bi-weekly sessions.

**Action Plan:**

Fremont will participate in a program which provide real-time, live, small – and large-group Mandarin Chinese video tutoring sessions from tutors based in countries around the world. Each class will participate in a once-per-week session and students in the After-School Program will have bi-weekly sessions.

**Among the International Society for Technology in Education (ISTE) Standards are these:**

- Promote and model digital citizenship and responsibility
- Design and develop digital age learning experiences
- Model digital age work and learning
- Students Living and Working in a Digital Interconnected World

- **Global Collaborator:** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally

It is these standards which will drive the progress and successful completion of this goal.

**Benefits of Second Language Exposure:**

- Improves cognitive ability
- Boosts academic achievement
- Boosts native language
- Boosts empathy and cultural awareness
- Increases out-of-the-box thinking (creativity)
- Increases self-esteem
- Provides opportunities for future success on multiple levels
- It is FUN!

Teachers will facilitate the sessions with live online tutors, which will expose students to the opportunities that global digital learning can provide, and help teachers develop new skills as 21<sup>st</sup> century educators.

**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 #5**

<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	\$	\$6,803	Purchase of real-time Mandarin Chinese digital learning tutoring services
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$ 6,803.00</b>	

## ADDITIONAL LAND TRUST QUESTIONS

### SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 ..... \$34,803.00
- I – Total projected funding for 2019-2020 .....\$34,803.00
- J – Total planned expenditures for 2019-2020 .....\$34,803.00
- 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”)*

### PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

The community council would like any additional funds to be put first toward the purchase of library books for the school’s media center, and then for technology for classrooms.

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

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Letters to policy makers     | <input type="checkbox"/> School newsletter         |
| <input 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: **February 8, 2019**

Number who approved: **5**

Number who did not approve: **0**

Number who were absent or abstained: **2**

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## 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) The school will provide in-house PD during faculty meetings relative to Evaluate Davis topics, standards, Blended learning, and other activities.

### 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

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