



South Clearfield Elementary

Composite School Plan
2019-2020

Principal Buck Ekstrom

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 South Clearfield Elementary is to promote the mission of learning first for all. To accomplish our purpose, we are unified to create a compelling place to learn!

DESCRIPTION OF THE SCHOOL

COMMUNITY

South Clearfield Elementary is a Title 1 school located at 990 E. 700 S. in Clearfield, Utah. We are in a suburban residential community located fairly close to Hill Air Force Base.

STUDENT BODY

Our student body reflects a very diverse population and is composed of 350 Caucasian, about 130 Hispanic/Latino, 15+ Native American, 15 Asian, 30 African American, and 25 Pacific Islander. We have approximately 550 students enrolled.

STAFF

We have 21 highly qualified licensed classroom teachers, 4 licensed Special Education teachers, .5 instructional coaches, 2 administrators, 0.5 school counselor, and 0.5 psychologists, 22 highly qualified para-professionals, and various other support staff.

SCHOOL CULTURE

Teachers and staff members are devoted and committed to helping every child find success through meaningful learning experiences and activities. Teachers have a shared vision regarding the safety and progress of every child and work collaboratively to ensure the well-being and development of all children. Support staff are committed to providing a safe and welcoming environment

UNIQUE FEATURES & CHALLENGES

Some of our unique challenges include a high percentage of student mobility, a lack of parental involvement, student behaviors, chronic absenteeism, and ELL needs. Students have a lack of technology in the home. Because of these challenges, we struggle to keep the high-level learners enriched. Many of our students have Adverse Childhood Experiences (ACEs).

ADDITIONAL INFORMATION

We have a Before and After school program to accommodate the needs of families. We also maintain a Head-Start/Pre-school program and utilize Latinos in Action from Clearfield High and North Davis Jr. High to further the development and growth in reading and math. Additionally, we have a Family Support Specialist (FSS) and a 9-hour per week therapist.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

1. Our writing scores have soared, because of our focus on writing instruction.
2. Local Case Management has been restructured.
3. Atmosphere at the school is positive and uplifting.
4. Our teachers really support each other and love their team.
5. Every classroom has an Apple TV, ceiling mounted Projector, document camera, audio enhanced system, grades 4, 5, and 6 have own laptop labs, grade 3, 2, 1, and K all have a full classroom set of iPads for each class. WE ARE A 1-to-1 SCHOOL.
6. LIA students are serving more than 150 students in reading using the STAR reading program.
7. Student goal setting and data binders.
8. Parent Advocacy Council is strong and vibrant.

AREAS OF RECENT IMPROVEMENT

1. Writing scores on Utah Compose have dramatically increased since the beginning of the year.
2. DIBELS scores are once again showing that our improvement from the beginning of the year to the end ranks among the best in the district.
3. On time and overall attendance improved slightly.
4. Focus on Core Phonics Survey to create scatter groups.
5. Atmosphere at the school is positive and uplifting.
6. ESL parent involvement increased.
7. 90%+ attended parent conferences.
8. 100% Mindfulness Trained for classroom teachers.
9. 19/21 SWIVL Cam Trained. Focus on PLC imbedded professional development.

AREAS OF NEEDED IMPROVEMENT

1. Chronic Attendance is still high (about 45 students).
2. Many students need social/emotional learning. (ACEs).
3. Improve student engagement. (student work completion).
4. Increase parent engagement.
5. Tier I instruction
 - a. Continually improving it by discussion strategies in PLCs.
 - b. Science Scores continue to struggle.
6. Goal that says 80% students get it after tier I, if not need re-teaching.
7. Increase student performance expectations on formative assessments.
8. School wide initial benchmarks for math.
9. PLCs
 - a. Classroom data needs to drive the conversation for the grade level
 - i. Determine if individual student needs additional resources or to reteach a concept to the entire class
 - b. PLCs that are designed to continue to examine common data reports and increased embedded staff development
 - c. Team working towards common goal of teaching the whole grade level instead of individual classroom
 - d. Grade level team curriculum mapping (create ILOs for math, language arts and science)
10. Promote school-wide pride in our school by creating a school song, school shirts, etc.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Decrease chronic absent students by 15 students, by May 30, 2018.

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

Comments:

Prior Year Goal #2:

Math – Increase growth scores to 60% by May 30, 2018.

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

Comments:

Prior Year Goal #3:

DIBELS proficiency increase by 10% by May 30, 2018.

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

Comments:

Prior Year Goal #4:

Science Growth score of 60% by May 30, 2018

- 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:

Average attendance of 95.5% for entire school by April 1, 2019.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #2:

Math Growth Scores of 60% and proficiency score of 40 on SAGE.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #3:

Language Arts growth score of 60% and proficiency score of 40 on SAGE.

District Goal

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #4:

Science growth score of 60% and proficiency score of 40 on SAGE.

- Progressing according to plan

Not progressing according to plan

Comments (optional):

Current Year Goal #5:

Every teacher will be highly qualified, either ESL endorsed or working on it, and trained.

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.....	\$50,675.00
B – Allocated new funds for 2018-2019	\$55,686.00
C – Total Budget for 2018-2019.....	\$106,361.00
D – Projected spending during 2018-2019.....	\$102669.00
E – Expected carryover from 2018-2019 to 2019-2020	\$3692.00
F – Projected new funding for 2019-2020	\$61,308.00
G – Total projected funding for 2019-2020	\$65000.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Increase student academic achievement by reducing the number of students who are chronically absent. Average attendance of 95.5% for entire school by April 1, 2020.

District Goal Area:

- | | |
|--|---|
| <input type="checkbox"/> Literacy | <input checked="" type="checkbox"/> Ready for Success at the Next Level |
| <input type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input checked="" type="checkbox"/> School Identified Area: Attendance | |

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

Measures to determine progress/successful completion of the goal:

We will use comparisons of end-of-level testing as available to show student improvement with their improved attendance. Average attendance report in Encore.

Action Plan:

1. Each grade will be allocated \$1,000.00 (from Title 1 funds) to provide incentives for students that have “good” attendance.
2. Attendance tracking with our AmeriCorps employee.
3. Attendance secretary continue to generate and mail letters to chronic absentee student’s parents.
4. Administration will meet each quarter with every chronic absentee from the previous school year (set goals, track progress, provide rewards).
5. Class incentives for excellent attendance.
6. End of year attendance awards.

When students come to school consistently, they are better able to learn and be at grade level or higher.

Will LAND Trust funds be used to support the implementation of this goal? Yes (*complete the budget sections below*) No (*skip the budget section 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.**

When students come to school consistently, they are better able to learn and be at grade level or higher.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$7,000.00	\$	Mentor to Success, AmeriCorps
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$7,000.00	\$	

GOAL #2:

Math Growth Scores of 60th% and 40% proficient on RISE.

District Goal Area:

- | | |
|--|--|
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input checked="" type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

Academic area(s) addressed by the goal:

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

Measures to determine progress/successful completion of the goal:

RISE end of year scores.

Action Plan:

1. Comprehensive Math Instruction (CMI).
2. EACH teacher using digital and blended learning resources to enhance and differentiate for students.

Will LAND Trust funds be used to support the implementation of this goal?

- Yes (*complete the budget sections below*)
- No (*skip the budget section 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	\$	\$15,000	Substitutes for CMI teacher trainings.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$	\$15000	

GOAL #3:

Language Arts growth score of 60th% and 40% proficient on RISE.

District Goal Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

Academic area(s) addressed by the goal:

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

Measures to determine progress/successful completion of the goal:

RISE benchmark and end of year assessments. In addition, we will use Utah Compose.

Action Plan:

1. Provide more resources for gifted and talented children by increasing our SEM teacher time using Trustland monies.
2. Continue effective use of scatter groups, PLC, Core Phonics Survey data examination, etc.

Will LAND Trust funds be used to support the implementation of this goal?

- Yes (*complete the budget sections below*)
- No (*skip the budget section 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	\$	\$12,000	Increase SEM teacher time to work with more high performing students(\$4000). And classroom assists(\$800).
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$	\$12000	

GOAL #4:

Science growth score of 60th% and 40% proficient on SAGE.

District Goal Area:

- | | |
|--|--|
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input checked="" type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

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 mid-year benchmark and end of year assessment.

Action Plan:

1. At least half of our weekly writing prompts will be science content based for each grade level.
2. Purchase devices and programs to enhance our blended learning initiative so that every student has access to differentiated digital learning methods on their individual level.

Will LAND Trust funds be used to support the implementation of this goal?

- Yes (*complete the budget sections below*)
- No (*skip the budget section 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

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$4,000	Increase SEM teacher time to work with more high performing students.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$	\$4000	

GOAL #5: Quality Staffing

Every teachers will be highly qualified, either ESL endorsed or working on it, and trained.

District Goal Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Literacy | <input checked="" type="checkbox"/> Ready for Success at the Next Level |
| <input checked="" type="checkbox"/> STEM | <input checked="" type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

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 checked="" type="checkbox"/> Fine Arts | <input checked="" type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

Highly qualified report from Federal Programs Department.

Action Plan:

1. Sign up all second year teachers that are not ESL endorsed for the class.
2. Make sure all faculty and staff are “highly qualified” before they are hired.
3. Continue to train on writing instruction.
4. Encourage all staff to register for summer institute.

Will LAND Trust funds be used to support the implementation of this goal?

- Yes *(complete the budget sections below)*
- No *(skip the budget section 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

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$	\$	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 \$61,308.00
- I – Total projected funding for 2019-2020\$65000.00
- J – Total planned expenditures for 2019-2020\$38000.00
- K – Planned carryover into 2020-2021\$27000.00
- 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”)*

School will implement professional learning related to the new teacher development model coming to the school in 2019-2020.

PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

Replace aging technology that was purchased with Land Trust money

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- | | |
|--|--|
| <input 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: **3/8/2019**

Number who approved: **8**

Number who did not approve: **0**

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

ADDITIONAL ITEMS REQUIRED FOR TITLE I SCHOOLS

1. COMPREHENSIVE NEEDS ASSESSMENT

See “Needs Analysis” section above.

2. SCHOOLWIDE REFORM STRATEGIES

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

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

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

1. PLCs are ongoing since 2012.
2. Our 6th grade team has used mastery Connect since 2014.
3. Collaborative coaching is ongoing since 2012.

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:

- Provide tutors to assist intervening with struggling students.
- Smaller classes.
- Increased use of SEM teacher to differentiate for high performing students.
- Create a positive professional supportive school climate.
- Provide a faculty party committee to celebrate successes, provide relief, and have fun.

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:

- Provide family night dinners, movie nights, parenting classes, and Parent Advocacy Council.

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 6th-7th 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 6th-7th grade transitions.

Additional schoolwide practices for transition include the following:

- Encourage parents of preschool aged children to use UpStart.

8. DECISIONS REGARDING THE USE OF ASSESSMENTS

Districtwide assessment practices include the following:

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

Additional schoolwide practices for assessment include the following:

- Grade level assessments designed by PLC teams.

9. STUDENTS WHO EXPERIENCE DIFFICULTY MASTERING ACHIEVEMENT STANDARDS

Districtwide practices for helping struggling students include the following:

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

Additional schoolwide practices for helping struggling students include the following:

10. COORDINATION OF BUDGETS

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

Davis School District – Strategic Plan

LEARNING FIRST!

VISION

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

MISSION

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

OUR PLAN

CULTURE

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

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

STUDENT GROWTH & ACHIEVEMENT

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

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

PARENT & COMMUNITY CONNECTIONS

Davis School District develops connections with parents and community.

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

EMPOWERED EMPLOYEES

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

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



FISCAL RESPONSIBILITY

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

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

SAFETY & SECURITY

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

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