



South Weber Elementary

Composite School Plan
2019-2020

Principal Marjorie Conrad

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 Weber Elementary is to promote the mission of Learning First for all students. We strive for high levels of student learning through data-driven instruction, effective instructional practices, personalized learning, the integration of technology with best teaching practices, and a commitment to providing our staff with the training, materials, and tools they need to be successful. We are committed to preparing our students for the world in which they live by developing the 21st century skills of collaboration, critical thinking, communication, and creativity and by providing students with opportunities to use cutting edge technology tools as part of the learning process. Students develop these 21st skills through our rigorous math, language arts, science, and STEM/engineering curriculum.



DESCRIPTION OF THE SCHOOL

COMMUNITY

South Weber Elementary is located in the beautiful community of South Weber. South Weber is the northern-most city in Davis County, and is a semi-rural, residential community. We are influenced by Hill Air Force Base, which is located just to the south of the community. South Weber's closest large city is Ogden, Utah. A large commercial gravel pit has been part of the community for many years. A few other businesses have recently opened at the edge of town adjacent to Hwy. 89. South Weber is currently experiencing high levels of growth, with many new housing developments being built in formerly rural areas.

STUDENT BODY

South Weber has approximately 821 students comprising grades K-6. The school's population is made up of 90% Caucasian, 6% Hispanic/Latino, 1% African American/Black, and 3% American Indian, Asian, Pacific Islander, and Multiple Races. Fourteen percent of the student population reside in economically disadvantaged homes. Approximately 10% of students receive Special Education services. Limited English Proficiency among students is not a measurable factor at the school.

STAFF

South Weber Elementary has 32 licensed teachers in kindergarten through 6th grade. The average class size is 25.66 students. Support staff include our school psychologist, speech and language pathologist, school counselor, SPED teachers, ELA coordinator, STS, and 37 classified employees including prep time instructors, SEM teacher, librarian, reading tutors, special education aides, playground supervisors, secretaries, office and clerical assistants, kitchen staff, and custodians. South Weber Elementary also has a full time assistant principal who assists the principal with administrative duties.

SCHOOL CULTURE

South Weber Elementary is influenced by a strong, close knit, family-oriented community. South Weber Elementary has been an integral part of the community for over 40 years. The residents of South Weber and our PTA, parent volunteers, and Community Council are all very supportive of the school.

Our mission is to create a joyful and inclusive school where students thrive and develop skills for success in the 21st century. We have worked hard to create a growth mindset in our school. Students learn to value the learning process and celebrate their growth as

they work towards meeting their potential. We have also focused on having an inclusive mindset where we notice others and include them in our circle.

UNIQUE FEATURES & CHALLENGES

Two elementary schools exist within the small city of South Weber: South Weber Elementary and a K-9 charter school that was built in 2012. South Weber Elementary is unique to Davis School District in that it has three buildings on its campus. One building houses grades K-2, another building houses grades 3-6, and the third building is a Family Activity Center, which is part of an inter-local agreement with South Weber City. Both grade level buildings have the ability to run independently of each other. The Family Activity Center is used for P.E. and music instruction during the school day, and the city uses the facilities before and after school hours. The lack of commercial development within the city hinders the school's ability to partner with local businesses. Geographically, South Weber City is influenced by a strong, almost daily, morning canyon wind which often interferes with scheduled outdoor activities. Another challenge to South Weber residents is the distance to their junior high, which is approximately eight miles away and about a 20-minute commute.

ADDITIONAL INFORMATION

The K-2 building allows us to focus on our youngest students, free from some of the social influences they may experience in other schools. However, South Weber Elementary works to build unity between the two buildings. One way this is accomplished is by emphasizing a strong "buddy class" system. Our older grade levels partner weekly with our younger students, often on reading and writing projects. South Weber Elementary also produces a weekly broadcast, SWKN, which involves students across grade levels, and is broadcast in both buildings.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

South Weber Elementary was recommended by AdvancED for full accreditation for a full five year period, along with all schools in Davis School District. On this year's Middle of Year DIBELS composite benchmark for K-3 students, our school tied for the 3rd highest number of students achieving proficiency in the district. Our kindergarten had the highest number of students achieving proficiency! Our 1st grade tied for 2nd highest, and our 2nd grade tied for 4th highest number of students achieving proficiency in the district.

Students in our school have participated in many extracurricular activities this year including: 1st-3rd Spelling Bee, 4th-6th Spelling Bee, the Geography Bee, Storytelling Festival, school choir, 6th grade orchestra, Lego League JR, Lego League, Battle of the Books, and Boot Up Coding.

We are excited about our Team Recess initiative which is a group students can join during recess for structured recess activities. Students learn rules for the game of the week, and enjoy playing with a large group of students. We have provided an opportunity for all students to play with a group of friends.

STEM Initiatives:

South Weber Elementary was the first school in the district to implement the Engineering is Elementary (EiE) curriculum, and we are in our 2nd year of implementation. Two of our teachers attended a training at the Boston Museum of Science last summer and are now EiE trainers for our district.

We received funding from the STEM action grant this past year for online math software in 2nd-4th grades. These programs, ST Math and Imagine Math, are used to individualize math instruction for each student, and contribute to our blended learning opportunities.

Increasing student access to technology is very important to us. We have been proactive in acquiring grants and other funds to increase the number of student devices. By next year we will have a 1:1 student to device ratio in grades 3-6 and a 2:1 student to device ratio in grades 1-2.

We have also created a Discovery Playground where classes have fun coding with robots (Ozobots, Dash and Dot, and Spheros), use VR goggles and software, learn with Osmos, and will soon learn about 3D design with our 3D Printer.

AREAS OF RECENT IMPROVEMENT

We applied for and received funds for a furniture grant to support our flexible seating initiative. Many of our teachers are coming on board with flexible seating. With this model, students have the opportunity to pick a comfortable spot for learning. They are taught how to make smart choices when picking a smart seat. They have opportunities to move around at different parts of the day. They also have more opportunities to effectively collaborate as they work in different configurations.

Teachers have received specific training in technology tools this year during our Professional Development Days. They have also been participating in a "Bold School" book study this year during faculty meetings. As a result, technology is being used more meaningfully to enhance student learning. Specifically, several of our teachers have created Nearpod to provide interactive learning experiences for students. This platform, as well as other programs, provides instant feedback to teachers so they can quickly assess student learning and adjust instruction accordingly. Students are using apps to demonstrate learning in diverse ways. They also use Seesaw to create digital portfolios so they can share this learning with their parents and classmates.

AREAS OF NEEDED IMPROVEMENT

Our school has identified areas of needed improvement that are tied to student learning. We would like to continue focusing on explicit instruction of DESK standards and mastery of instructional strategies that support ELA and math standards. In particular, we want to improve our growth percentile in both reading and math by tightening our system for analyzing data and providing interventions for students who are struggling.

We also want to continue to focus on utilizing technology in meaningful and relevant ways in our classrooms. We have been studying "Bold School" this year to learn how to use technology to increase the rigor and relevance of our instruction.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Increase the percent of students scoring “proficient” on English Language Arts end-of-year assessments by 2%. (from end of 2017 to end of 2018)

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

Comments:

South Weber Elementary (1st-6th grades) had a 5% combined increase in ELA proficiency from 2017-2018 when combining results from 1st-2nd grade CRT assessments and 3rd-6th grade SAGE assessments.

Prior Year Goal #2:

Increase average daily attendance by 1%. (from end of 2017 to end of 2018)

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

Comments:

Average daily attendance percentages remained the same (96% in 2017 and 96% in 2018).

Prior Year Goal #3:

Expand our STEM curriculum by providing 1st-6th grade students opportunities to complete engineering design challenges throughout the year.

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

Comments:

1st-6th grade teachers attended a six-hour training provided by the Boston Museum of Science as part of our back-to-school faculty meeting. All 1st-5th grade classes participated in at least one EiE design challenge during the school

year, and 6th grade classes participated in design challenges which were part of their new 6th grade SeED curriculum.

Prior Year Goal #4:

All grade level DCTs (Davis Collaborative Teams) will develop, administer, and discuss a minimum of five common formative assessments.

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

Comments:

Each grade level team met once a month for a formal DCT meeting where they reviewed data from a common formative assessment. The teams submitted between 5-8 common formative assessments, reflections, and suggestions for next steps.

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

Increase the median growth percentile of all students on the state end-of-year ELA assessment by three points.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Data is not yet available, but we are implementing the steps of our plan.

Current Year Goal #2:

Increase the percent of proficient 1st – 6th grade students on the DIBELS Oral Reading Fluency measure by 2%.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

We are currently on track to achieve this goal. Based on most recent data, we have made a 2% gain when comparing proficiency from last year's Middle of Year testing to this year's Middle of Year testing.

Current Year Goal #3:

Implement steps to foster a culture of positive behavior, inclusiveness, and respect as measured by a 1% decrease in the number of discipline tickets issued between the 2018 and 2019 school years.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

We are currently on par with the same number of discipline tickets as were issued last year (slightly less). However, we have been focusing on positive

behavior, inclusiveness, and respect, and we have anecdotal reports about the positive difference these messages are making with our children.

Current Year Goal #4:

Increase the median growth percentile of “below proficient” 3rd-6th grade students on the state end-of-year math assessment by two points.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Data is not yet available, but we are implementing the steps of our plan.

Current Year Goal #5:

Expand our STEM curriculum by continuing Engineering is Elementary design challenges with 1st-5th grade students and adding EiE design challenges for kindergarten students.

District Goal

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Grade levels are in the process of implementing the EiE curriculum with their students. Kindergarten EiE curriculum was not available for purchase as originally planned by the company.

Current Year Goal #6:

Participate in a faculty book study of Bold School by Weston Kieschnick to learn how to use technology wisely in support of clear objectives and effective learning strategies.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Each month one of our teams presents one of the strategies from "Bold School," and teachers implement these strategies with their students.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$3,462.00
B – Allocated new funds for 2018-2019	\$83,738.00
C – Total Budget for 2018-2019.....	\$87,200.00
D – Projected spending during 2018-2019	\$87,200.00
E – Expected carryover from 2018-2019 to 2019-2020	\$0.00
F – Projected new funding for 2019-2020.....	\$92,769.00
G – Total projected funding for 2019-2020.....	\$92769.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

80% of our 1st-6th grade students will be proficient in Oral Reading Fluency by the end of the school year.

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

Acadience (DIBELS) Oral Reading Fluency Benchmarks

Action Plan:

- Teachers will give DIBELS benchmark assessments and other assessments throughout the year to drill down and identify needs and to monitor growth.
- A common intervention time will be given to each grade level so tutors, teachers, and SPED can work on individualized reading skills with our students.
- Students will be progress monitored on a regular basis, and pathways of progress will be tracked (below typical growth vs above typical growth). Adjustments will be made for students who are not making above typical growth.
- Planning time for teachers and tutors to collaborate throughout the year will be scheduled.
- The ELA Coordinator, Administration, and others will provide RTI coaching to grade levels as needed.

- Summer Library hours will be available for students to promote fluent reading throughout the summer.
- SWKN (South Weber Kids News) will provide students with authentic fluency practice.

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

Yes *(complete the budget sections below)*

No *(skip the budget sections below)*

Does this action plan include behavioral/character education/leadership efforts?

Yes *(answer the next question)*

No *(skip the next question)*

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$46000.00	Salaries for 5 reading tutors, 1 summer library librarian, 1 SWKN facilitator, 13 half-day substitutes for 4th-6th teachers when giving DIBELS benchmark assessments three times a year
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$46000.00	

GOAL #2:

Improve student achievement by increasing teacher capacity as measured by teacher reports.

District Strategic Plan Area:

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

Academic area(s) addressed by the goal:

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

Measures to determine progress/successful completion of the goal

Administrator and teacher reports on their own capacity for managing student anxiety relative to prior years; administrator and teacher reports on their own efficacy and efforts to focus on instructional priorities (LEAN); and administrator and teacher reports on efficacy of delivering Tier 2 interventions in the classroom.

Action Plan:

- Empower teachers by providing PD in the following areas which were identified by teachers as areas of greatest need: 1) Reducing Anxiety in the Classroom (Jessica Minahan book study), 2) Ways to focus on what brings most value and eliminate the waste (LEAN training), and 3) Ways to plan, deliver, and evaluate effective Tier 2 interventions (based on individual or grade-level need).
- Teachers will study “Reducing Anxiety in the Classroom” at monthly faculty meetings and will implement these strategies.
- Teachers will have the option to attend a 2-day LEAN training this summer.
- Teachers will have the option to schedule individualized trainings this summer or during extended PLC time during the school year on effective intervention strategies.

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.**

Understanding how to better support students with anxiety in the classroom will help these students be more successful in their learning.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures	Expenditures	Description
	<i>Behavior, Character Education, Leadership</i>	<i>Academic</i>	
Salaries & Benefits	\$	\$15557.00	\$8,000 for teachers attending the 2-day LEAN training (\$200 per teacher), \$4257 for substitutes for 3 extended grade-level DCTs during the school year, \$3300 for stipends for up to 1 day of summer training
Prof. Services	\$	\$600.00	Presentation Fee for LEAN
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$400.00	Materials for LEAN training
Textbooks	\$1500.00	\$	"Reducing Anxiety in the Classroom" texts for teachers
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Total	\$1500.00	\$16,557.00	

GOAL #3:

Increase the median growth percentile of “below proficient” 4th-6th grade students on the state end-of-year math assessment by 3 points

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

Growth on RISE Math Assessment from end of 2018 to end of 2019

Action Plan:

- Create curriculum maps with grade levels.
- Plan and deliver explicit, standards-based instruction using best practices.
- Use daily formative checks and analyze CFAs on a regular basis with grade levels to discuss students’ needs and strategies that work.
- Use the math drill down, Advantage Math Pre-Requisite Assessments, and/or math software to identify math holes for individual students.
- Provide interventions both through teacher-provided small group instruction and through personalized instruction with the math software.
- Increase number of devices available for student use for personalized learning opportunities.
- Analyze individual data from the math software and small group instruction on a regular basis.

- Be proactive in preventing initial holes in younger grades by hiring and training a math tutor to assist K-2 teachers in providing targeted interventions with an emphasis in Number Sense concepts.

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

Yes (*complete the budget sections below*)

No (*skip the budget sections below*)

Does this action plan include behavioral/character education/leadership efforts?

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$8300.00	Math Tutor
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$15000.00	iPads/devices/related equipment
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$4912.00	Math Software Licenses
Equipment	\$	\$	
Total	\$	\$28212.00	

GOAL #4:

Implement a school-wide plan that focuses on social emotional learning.

District Strategic Plan Area:

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

Measures to determine progress/successful completion of the goal

Completion of the steps of the plan.

Action Plan:

- Create a plan with input from school staff and stakeholders.
- Provide focus areas and curriculum throughout the year. All school members will teach, practice, and reinforce each targeted skill throughout the year.
- SWKN will highlight each focus area.
- Hope Squad will model and reinforce these behaviors.
- Team Recess will provide an opportunity for students to practice these skills with guidance.

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.

Students who have strong social emotional skills are better able to focus on learning at school and to excel academically.

Planned LAND Trust Expenses for Goal #4

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	\$500.00	\$	Books and other materials needed to teach and reinforce lessons.
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$500.00	\$	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020..... \$92,769.00
- I – Total projected funding for 2019-2020..... \$92769.00
- J – Total planned expenditures for 2019-2020..... \$92769.00
- K – Planned carryover into 2020-2021.....\$0
- 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

Extra monies would go toward additional supplies, technology, professional development, salaries, instruction programs and materials, and other resources needed to promote effective teaching and learning and the successful completion of our goals one and three.

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: **3/20/2019**

Number who approved: **8**

Number who did not approve: **0**

Number who were absent or abstained: **3**

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