



# Sunset Elementary

Composite School Plan  
2019-2020

Principal Jodi Rees

## 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 Sunset Elementary is to promote the mission of creating successful educational experiences for all students. To accomplish our purpose, we provide first-rate instruction, based on research that includes differentiation for the various needs of our students. Classroom instruction is closely monitored by administration, and cooperatively discussed by the teachers themselves, to ensure quality. Individual student progress is frequently checked through regular data meetings, professional learning communities, and teachers working within and across grade levels. This ensures differentiated instruction occurs, so all students' master essential learning skills. Technology is used to support our mission by providing students access to curriculum and information, as well as various digital learning opportunities. Parents and community organize to work closely with our school staff to actively engage the student body in personal and academic growth.



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## DESCRIPTION OF THE SCHOOL

### COMMUNITY

Our school is located at 2014 North 250 West in Sunset, Utah, a community just west of Hill Air Force Base. Our school is in a low socio-economic, Title 1, residential area with low-end starter homes and some apartment complexes. The majority of our students reside in Sunset but we do have a small group of students that live in Clinton.

### STUDENT BODY

We are a Pre-K through sixth grade school with 372 students. The ethnic breakdown includes: 69% white, 22% Hispanic, 4% Multiple races, and 1-2% for Hawaiian, African American, American Indian and Asian. Sunset has 60% of its student body on free/reduced lunch.

### STAFF

Our staff consists of 16 certified classroom teachers, three certified Special Education teachers, the principal, administrative intern, a part-time math coach, a part-time ELA coordinator, and a part-time counselor. We also have a speech therapist, a part-time psychologist, three Special Education assistants and six Title One paraprofessionals. Sunset has four classified prep-time teachers, a part-time school nurse and a health clerk. Our school houses HeadStart/Title One preschool classes led by a teacher and one assistant. In addition, Sunset Elementary has a Before/After School Program with one director and seven assistants. Other support staff are employed to assist with running and maintaining the school.

### SCHOOL CULTURE

Sunset Elementary is a place where learners and leaders are built. We focus on implementing rigorous academic standards for learning. We also work to educate students on social and emotional skills. Teachers collaborate with grade-level teams, as well as with other staff members, to analyze student data and create learning opportunities for growth. Our Community Council is made up of parents and staff members who support the needs of the school and are looking for ways to help make improvements. The PTA is highly involved in school activities and helps the school with school parent/family engagement activities. Overall, Sunset Elementary is a positive place for faculty/staff, students, and families.

## UNIQUE FEATURES & CHALLENGES

We provide students with specialized small group instruction through scatter-groups. The instruction in these groups is based on individualized identified needs. Paraprofessionals assist our teachers in providing targeted Tier 2 instructional support. In addition, we are able to offer an extended day kindergarten schedule that allows all of our kindergarten students extra time with their teacher.

Technology integration is a focus with the goal of providing enhanced, engaging learning opportunities for students. Some teachers are implementing various programs/tools which allow students to participate in individualized learning. We are currently a one-to-one school with students having access to either ipads or Chromebooks.

As a continuation of our work with Engineering is Elementary, teachers were given STEM kits related to their grade-level core that can be implemented into their classroom learning. In addition, teachers are continually looking for means to acquire more STEM materials.

Teachers will participate in Comprehensive Mathematics Instruction (CMI) professional development over the next 3-5 years to develop their personal knowledge and understanding of teaching mathematics. In addition, students will be exposed to a more task-based method of learning mathematics.

Sunset Elementary has an InfiniD Lab which is a Space themed lab used to support the curriculum through an interactive learning experience where students work independently as well as collaboratively to complete missions. We are currently running missions for grades 1-6.

Our challenges include student mobility, poverty, and home cultures that create potential issues for students. Community involvement is limited despite our efforts to improve home-school connections. Most of our student population enter school with limited literacy or math background. Thus, our teachers must provide additional background knowledge and intensive skill/strategy instruction to bring students up to grade level.

Another challenge is the consistent use of technology to enhance student learning in an individual learning or blended learning environment. Technology is often used by teachers but not nearly as often by the students in their learning opportunities. Continued teacher training is needed to strengthen the technology skills of our teachers and students.

## ADDITIONAL INFORMATION

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## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS

Sunset Elementary has made great progress in our K-3 DIBELS growth and proficiency. According to Pathways to Progress MOY reports for the 2018-2019 school year, Sunset has 65% of its K-3 students making typical or better growth. All grade levels, K-3, have met or exceeded the proficiency goal for DIBELS at the MOY benchmark for the year.

Teacher retention is high at Sunset Elementary. With a recent change in administration, only one teacher left the school. This coming year, two teachers are leaving for retirement and all others are planning to stay. This helps Sunset build a strong learning community and strengthen our ability to make positive systemic changes.

### AREAS OF RECENT IMPROVEMENT

See above

### AREAS OF NEEDED IMPROVEMENT

Davis Collaborative Teams (DCTs) need to be a more consistent priority to enhance student learning. Most grade-level teams meet regularly to discuss student data but some do not. Learning goals need to be set in shorter intervals, weekly or bi-weekly, so that learning is focused and data can be reviewed often. Administration needs to be more present in these meetings to help support teams and hold them accountable to data analysis and common formative assessments.

As previously stated, teachers need continued support and learning opportunities on how to implement technology into their daily teaching/learning so that students grow skills that will help them be career ready in the 21<sup>st</sup> century.

## PRIOR YEAR STATUS REPORT

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

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

During the 2017-2018 school year, Sunset K-6 students will increase their writing proficiency score by 3% following a targeted rubric focusing on organizational writing skills.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Teachers worked in grade level teams and with the ELA coordinator to create and give formative writing assessments that focused on grade-level writing targets. Grade level teams analyzed writing data and all classes reported more than a 3% gain in student writing progress.

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

Each grade level, K-6, at Sunset Elementary will successfully plan, prepare, and execute a minimum of 1 additional “hands-on” stem project per term in which 95% or more of the students in their grade level participate. The project must connect to a STEM standard.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Teachers implemented at least one STEM project per term and shared their project with the administration and other teachers through videos or pictures.

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

We will increase individualized learning opportunities for the 2017-2018 academic year by having students participate in Imagine Math, ST Math, and/or Imagine Learning as outlined by the grant parameters.

Imagine Math (formerly TTM): 3-6 grades: complete 5+ lessons for the trimester for a total of 15 lessons.

ST Math: 1st grade: 60 minutes per week, 2nd grade: 90 minutes per week

Imagine Learning: Kindergarten: 45 minutes per week. ELL students from all grades as needed.

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 volume of daily writing, both formal and informal, across the curriculum (social studies, science, math, language arts, creative, etc.) in classrooms by 5%.

- Progressing according to plan  
 Not progressing according to plan

Comments (optional):

Teachers are focusing their writing efforts to include writing across curriculum areas, increasing the writing their students are doing in various subjects. Based on data collected in January 2019, most classrooms have made a 5% increase in their volume of writing across all curriculum areas. Final data will be taken in May 2019.

#### Current Year Goal #2:

As a school, Sunset Elementary will increase their Evaluate Davis rating on "Technology supports the learners' ability to acquire content skills and knowledge" by 2/10.

- Progressing according to plan  
 Not progressing according to plan

Comments (optional):

Based on Evaluate Davis observational data, teacher use of technology to support learners has not improved. In 2016-2017, teachers scored an average rating of 2.42 out of 4 and in 2017-2018 teachers scored an average rating of 2.21, with trends following similar for 2018-2019. Teachers were given opportunities to share how they were using technology in their classes but these sharing moments didn't translate into a change in the way technology was being used. Additional opportunities for learning how to best use technology in student learning are needed. As a school, we still need to make this a priority as we move forward.

#### Current Year Goal #3:

All grade levels will implement one STEM project per term, connecting each project directly to a Science standard (new or existing) for that grade level.

Progressing according to plan

Not progressing according to plan

Comments (optional):

STEM activities have been a focus for teachers for a couple of years. This is an area where we can increase the number of STEM activities we are completing, giving students more opportunities and making STEM a more significant part of our teaching/learning. Grade levels have completed the required STEM activities to this point in the year, sharing those activities with others via videos, pictures, or classroom visits.

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## LAND TRUST FUNDING PROJECTIONS

### CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$9,032.00
B – Allocated new funds for 2018-2019 .....	\$38,793.00
C – Total Budget for 2018-2019.....	\$47,825.00
D – Projected spending during 2018-2019.....	\$39794.00
E – Expected carryover from 2018-2019 to 2019-2020 .....	\$8031.00
F – Projected new funding for 2019-2020 .....	\$39,297.00
<b>G – Total projected funding for 2019-2020 .....</b>	<b>\$47328.00</b>

## GOALS AND PLANNED ACTIONS/RESOURCES

### GOAL #1:

Increase the K-3 students achieving typical or better growth in Dibels MOY benchmark scores (Pathways to Progress) by 5% (from 64% in 2018 to 69% in 2019).

#### 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 checked="" 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

Dibels benchmark scores at BOY for progress toward goal and MOY for the completion of the goal. Using the Pathways to Progress report for DIBELS, student data will be analyzed for growth.

#### Action Plan:

Strengthen Tier 1 instruction by working with the ELA coordinator for observations/model lessons of researched-based strategies. Teachers will implement District routines for targeting learning.

Strengthen Tier 2 support by progress monitoring struggling students on a regular basis. Use grade-level meetings to determine small group instructional needs based on data. Provide additional support with the help of instructional aides. Strategically plan interventions to assist students with their growth.

Hire paraprofessionals to help with small group instruction. Plan and implement training for teachers and tutors related to scattergroups. Provide ongoing, once a month, for tutors that will strengthen their ability to support students and teachers in scattergroups.

**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	\$	\$28000.00	Paraprofessionals for small groups
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$1000.00	Supplies to support training for paraprofessionals
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$29000.00</b>	

**GOAL #2:**

Increase the proficiency in Math for grades K-6 by 3%, relative to each grade level's standards (KEEP, CRT, RISE).

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

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

Analysis of proficiency data in math from 2018-2019 school year compared to the same data from 2019-2020 school year.

Common Formative Assessments given by classroom teachers to measure progress throughout the year.

**Action Plan:**

Teachers will use Common Formative Assessments across their grade level to assess students' progress in math. Teachers will meet together in grade level data meetings to analyze student achievement and look for possible areas of need. Small group interventions and enrichment will be strategically designed to support all students.

Teachers will work through a coaching cycle with the Math Instructional Coach as least once per term. Model lessons, co-teaching, planning, data analysis and constructive feedback are all part of this cycle.

Teachers will also participate in Comprehensive Mathematical Instruction (CMI) training (see next goal) to increase their skills in teaching and facilitating task-based learning in math.

**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 student performance and achievement in Reading, Mathematics, Writing, Technology, Science, Fine Arts, Health, and Social Studies -content areas- by supporting teacher development and expertise throughout academic areas listed. Sunset Elementary staff will participate in Comprehensive Mathematics Instruction professional development to improve teachers knowledge of mathematical pedagogy and teaching practices.

**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**

Increase student performance and achievement in Reading, Mathematics, Writing, Technology, Science, Fine Arts, Health, and Social Studies -content areas- by supporting teacher development and expertise throughout academic areas listed. Sunset Elementary staff will participate in Comprehensive Mathematics Instruction professional development to improve teachers knowledge of mathematical pedagogy and teaching practices.

**Action Plan:**

Teachers will attend 12 hours of Foundational Professional Development prior to the start of the 2019-2020 school year. During the year, teachers will attend 16 two-hour sessions of learning. They will also participate in one half-day lesson study with their team which will aid them in their teaching students academically.

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

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

**Does this action plan include behavioral/character education/leadership efforts?** Yes (*answer the next question*) No (*skip the next question*)**Explain how these efforts directly affect student achievement.**

## Planned LAND Trust Expenses for Goal #3

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$3000.00	Substitutes for CMI trainings
Prof. Services	\$	\$7500.00	Cost of CMI Training
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$1500.00	Supplies to support this training
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$12000.00</b>	

**GOAL #4:**

Implement two (2) STEM related activities into student learning each term...a total of 8 activities per year.

**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 checked="" 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**

Teachers will share evidence of activity completion with administration and other staff members through pictures, videos, or observations of activities completed.

**Action Plan:**

Teachers will plan STEM based activities based on their grade level curriculum. Working together with their grade level team, they will plan, design, and implement STEM activities with their students.

Students will also participate in InfiniD Lab once a month. Although this will not count as a STEM activity for the sake of the goal, it is STEM related and will enhance student learning through interactive, task-based projects.

**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	\$	\$3100.00	InfiniD manager salary
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$2000.00	STEM classroom materials
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$5100.00</b>	

## ADDITIONAL LAND TRUST QUESTIONS

### SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 ..... \$39,297.00
- I – Total projected funding for 2019-2020 .....\$47328.00
- J – Total planned expenditures for 2019-2020 .....\$46100.00
- K – Planned carryover into 2020-2021 ..... \$1228.00
- L – Is planned carryover more than 10% of projected new funds?

- Yes                       No

PLAN FOR CARRYOVER IN EXCESS OF 10% *(Skip if answer to prior question was “No”)*

### PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

Additional money for STEM classroom activities or materials

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

- |   |   |
|---|---|
| <input type="checkbox"/> Letters to policy makers                           | <input checked="" type="checkbox"/> School newsletter |
| <input checked="" type="checkbox"/> Labels to identify LAND Trust purchases | <input checked="" type="checkbox"/> School website    |
| <input checked="" type="checkbox"/> School assembly                         | <input type="checkbox"/> School marquee               |

## **SCHOOL COMMUNITY COUNCIL APPROVAL**

Date of council approval vote: **3/13/2019**

Number who approved: **5**

Number who did not approve: **0**

Number who were absent or abstained: **1**

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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)

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

a. Teachers will meet together weekly in grade-level teams to analyze data related to common formative assessments and use data to inform their instruction. Teachers will receive site-based professional development on data analysis and coaching support for ELA and Math.

b. Teachers will participate in Comprehensive Mathematics Instruction (CMI) over the next 3-4 years. Teachers will learn pedagogy of math and how to better teach math skills/concepts to their students.

Both of the above mentioned reform strategies will increase the level of achievement for students by increasing the teaching capacities of their teachers and focusing on data to support instruction.

### 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

#### 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