



# West Point Elementary

Composite School Plan  
2019-2020

Principal Loren Clark

## 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 West Point Elementary is to promote the mission of "Learning First" for all. To accomplish our purpose, we will utilize the individual expertise and strengths of the entire school community to create an engaging and innovative learning experience, with a unified commitment to Learning First.

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## DESCRIPTION OF THE SCHOOL

### COMMUNITY

West Point Elementary is located at 3788 W. 300 N., West Point, Utah 84015. It is a combination of primarily rural/agricultural households, and several newer suburban developments in West Point, Clinton, and Syracuse cities. We also have a small military population, with parents who work at Hill Air Force Base. Recently there has been additional housing developments in the southwest side of West Point city, and the commercial development on the southeastern side of the city.

### STUDENT BODY

West Point Elementary has a student body of approximately 894, as of the official March 2019 count. 467 are male and 427 are female.

- 89.3% White
- 10.7% Minority
  - o 6.6% Hispanic
  - o 0.7% American Indian
  - o 0.4% Asian
  - o 1.0% African American
  - o 0.4% Pacific Islander
  - o 1.7% Multiple Races
- Student Economic Status:
  - o 18.5% of students receive free or reduced lunch rates
- English Language Learners:
  - o 0.6% (6 students) qualify as ELL status
- Students receiving special education services (including speech/articulation, special education preschool, resource & K-3 functional skills):
  - o 11.9% (106 students)

For the 2019-20 school year, it is anticipated that we will have:

- o 5 Kindergarten classes
  - o 5 First Grade classes
  - o 5 Second Grade classes
  - o 5 Third Grade classes
  - o 5 Fourth Grade classes
  - o 4 Fifth Grade classes
  - o 4 Sixth Grade classes
  - o 4 SpEd: 2 Regular Resource/2 Essential Elements (self-contained)
  - o 1 Community Preschool/SpEd Blended Classroom (4 sessions)
- 4 Related Servers (2 SLP's/Counselor/School Psychologist)

## STAFF

Teaching Staff: 44 Certified Employees

- Teachers with Master's degree or higher = 12/42 (29%)
- Teachers with ESL Certificates = 16 (38%)
- Average Years Teaching Experience = 15 (approximately)
- Support Staff = 36 Classified Employees

## SCHOOL CULTURE

West Point Elementary has a strong tradition of community investment in the school. Approximately one third of our faculty and staff live within 10 miles of the school boundaries. Our school wide behavior management plan involves parents, students, faculty, and staff in positive reinforcement of expected behaviors. Teachers and staff utilize behavior challenges as an opportunity for student learning, in order to empower students with problem-solving tools and skills, and to develop a growth mindset. Our school is unified in implementing research-based practices and data to drive instruction and interventions as we strive to meet the needs of all learners.

## UNIQUE FEATURES & CHALLENGES

West Point Elementary is non-transient; the majority of students complete their entire elementary education at West Point Elementary. West Point Elementary is a unique combination of historical farming communities and new housing developments.

West Point Elementary is currently exploring and developing units with blended learning and authentic purpose in mind. By using these methods, students will have opportunities for personalized growth and self- assessment. Through this process students will be engaged in various language arts, math, and STEM applications and vocational extensions.

To increase student reading and comprehension skills through meaningful exposure to informational text, the school will begin its third year utilizing an Americorps STAR Reading Coordinator, who will be assisting in the recruitment and training of 17 reading volunteers. The school houses a level reading library of 788 high interest titles. They will be used twice a week in 1-1 reading intervention conferences with a Reading Tutor/Mentor, with between 20-30 students who have been identified with needs in reading fluency and comprehension. The school is also using the Reading A to Z program (RAZ Kids), which will provide select student in the school with 3,000 high-interest titles on each of the 29 guiding reading levels. We are also implementing Imagine Learning. These resources will be available to all students at home, at school, and year-round to differentiate learning for individual students.

West Point Elementary is a STEAM (Science, Technology, Engineering, Arts and Mathematics) school and focuses on STEM in the classroom. Teachers coordinate science, technology, engineering, and math courses in order to give the students opportunities for authentic real- world practice. Opportunities are given to students to develop their skills and talents in these areas through Tier 1/Tier 2 instruction, programs such as Reflex Math, Nearpod, Imagine Math (TTM), ST Math, robotics, after-school STEM activities, summer STEM camp, Yoga during morning/afternoon recess, Discovery Night for families, PTA STEAM Night for the book fair, Marvin & Jessie Lifeskills skits, summer reading and robotics, InfiniD Learning Mission Lab, Playworks recess program, Mindfulness counselor visits, and classroom technology integration. The integration of the Arts occurs during prep-time (art and music classes), and Excel extracurricular programs held before and after school, including a school choir, school musical and Orchestra for students in grades 4-6, and re-starting our 6th grade ballroom dance team. West Point Elementary is also the first designated STEM elementary school in Davis School District, as recognized by the STEM Action Center of Utah.

With a growing student population, one of the challenges is to continue to meet the needs of students despite larger class sizes.

## ADDITIONAL INFORMATION

We will be designing and implementing a new outdoor classroom experience which will be part of the student's authentic learning experience. This classroom extension will focus on Utah's geography, topography, geology, diverse environments, and the native plants of Utah. It will also feature flower and vegetable gardens maintained by the students and a possible summer gardening enrichment class.

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## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS

- Silver STEM School designation, June 2016, Utah State Office of Education
- STEAM focus as school STEM in the classroom
- STEM Club & Summer STEM Camp
- STEM/Exploratory MESA Club (grades (4-6)
- iPad classroom labs (10 full labs, 3 mini-labs)
- Laptop classroom labs (18)
- 2nd/3rd grade Opera by Children, started in 2017-18
- School Musical (annually, since 2017)
- Ballroom Dance, 6th Grade (two years, starting again fall 2019)
- Orchestra Program, 4th – 6th grades
- Re-acquisition of school property in 2018 for development of outdoor classroom in 2018-19 school year
- DSD Advantage Math curriculum in grades 3-6 (adding 2nd Grade in 2018-19)
- Astro Camp Field Trip Experience (6th Grade)
- LEGO Mindstorm Robotics, grades 4-6 to incorporate SEEd Standards (Science & Engineering Education)
- LEGO WeDo 1.0 and 2.0 Robotics Summer Excel Enrichment Club (Gr. 1-4)
- UTER/USU Physics Lagoon Day/LEGO Mindstorm Robotics Club (Grades 5-6)
- Innovative Schools Grant for InfiniD Space Mission Lab - Futuristic problem-solving space missions incorporating current science, math, and social studies standards
- Received GESET Grant for 2nd Grade iPad Lab to increase blended learning opportunities. Applying again for 2019-20.
- Blended Learning opportunities happening in all grades, with both hands-on enrichment and software (Imagine Learning [Language Arts], ST Math, Imagine Math, and adding Reflex Math in May 2018. Some made available from state STEM Action Center grant.

- Expanded SEM (School-wide Enrichment Model) in grades 1-6 with addition of a second enrichment teacher and 2 additional days of SEM from 2017-2020.

#### AREAS OF RECENT IMPROVEMENT

In October 2-18 and January of 2019 the Assessment Department visited our school and assisted our teachers in Data Dives. During this experience, the data showed that 65% of West Point Elementary students were at or Above Average Growth compared to National comparative schools from the BOY measurement. Some grade levels have grown to above or well above average by MOY Benchmark 2019. At the end of last year (EOY) we were at 72% at or above average growth, when compared nationally and locally.

The DCT teams have been focused on their Evaluate Davis reading and writing goals. Several teachers participated in Professional Learning on writing instruction in the classroom. Teachers collected data using the interim SAGE Benchmark writing assessment. This data has helped teachers guide the instructional needs of their students.

Specific to this year we focused on teaching Mindfulness components in 16 whole-class mindfulness lessons through the winter. Teachers in grades 3, 4, & 5 also participated in IKI (Integrated Knowledge & Ideas) training for their McGraw-Hill reading units. Teachers have also participated in training to increase student engagement in the classroom. Through observations of peers, pre-conferencing, and post conferencing, teachers have been introduced to using opportunity to respond during explicit instruction.

#### AREAS OF NEEDED IMPROVEMENT

At the end of spring of 2018 we noted that two grade levels did not meet their EOY SAGE test goals. Grades 4 & 5 were below their benchmark goals. This was addressed in providing additional coaching and training for teachers in these areas. One 5th grade class has made incredible growth on Composite DIBELS (Acadience Reading), gaining 18% by the middle of the year. Also, Grades 2, 4, & 6 were just behind average expected growth in DIBELS (Acadience Reading) over the last 3 years, as measured by the EOY benchmark.

## PRIOR YEAR STATUS REPORT

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

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

K-2 Goal: Increase and maintain Language Arts proficiency on the K-2 Language Arts CRT/Kinder assessments in order to score at least 1% to 10% higher than the district average.

3-6 Goal: Increase Language Arts proficiency in grades 3-6 in order to score at least 1% to 10% higher than the district average on the SAGE ELA Summative assessment.

Rationale: At the end of last school year (2015-16), grades 1, 3, & 4 scored between 1% and 4% above the district average on the percent of students proficient. Approximately half of our school is above the district average. Our plan is to have grades 1, 3, & 4 maintain or increase their levels of proficiency, and to have them joined by grades 2, 5, and 6 with above-average results on the 2017-18 summative Language Arts assessments.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

#### Comments:

Grades 4 & 5 did not meet the EOY Assessment goals, but other grades did. K-2 met their goal, and also the 3rd & 6th Grades (or 5 of the 7 grade levels), as follows:

- Kindergarten DIBELS composite was 65% (DSD avg. was 63%), so they were 2% higher. Kinder EOY assessment was not available.

- 1st Grade reached 88% proficiency (DSD avg. was 85.6%), so they were 2.4% higher.

- 2nd Grade reached 86.8% proficiency (DSD avg. was 85.1%), so they were 1.5% higher.

- 3rd Grade reached 61.6% proficiency (DSD avg. was 59.3%), so they reached 2.3% higher.



- 4th Grade reached 52.7% proficiency (DSD avg. was 57.9%), so they were 5.2% lower.

- 5th Grade reached 52.2% proficiency (DSD avg. was 57.1%), so they were 4.9% lower.

- 6th Grade reached 54% proficiency (DSD avg. was 45.7%), so they were 8.3% higher.

**Prior Year Goal #2:**

1st/2nd Grade Goal: Increase and maintain Mathematics proficiency on the K-2 CRT summative assessments in order to score at least 1% to 10% higher than the district average.

3-6 Goal: Increase Mathematics proficiency in grades 3-6 in order to score at least 1% to 10% higher than the district average on the SAGE Math summative assessment.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

**Prior Year Goal #3:**

Self-identified teachers, Administrators, and Related Servers will attend the two-day UMTSS (Utah Multi-Tiered Systems of Support) Conference to be held in Provo on June 21-22, 2017. Teachers and Related Services Staff will attend courses identified for instructional improvement, enrichment, and student empowerment.

Returning staff will share and implement intervention/enrichment concepts with their DCT's, to plan out interventions, starting in mid-August, and have them running by the end of September.

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:

K-3 Literacy Goal: Continually increase the percentage of K-3 students scoring at or above DIBELS composite score benchmark from BOY to MOY to EOY at a rate of “average progress” using the national average growth pathways.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Our current K-3 growth is from 67% to 71%.

#### Current Year Goal #2:

80% of students across all grade levels will achieve automaticity in their math facts as measured by Reflex math at the EOY.

Increase mathematics proficiency in grades 1-6 in order to score at least 1-10% higher than the district average on end of year summative assessment.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Currently at 80% proficiency in math facts, school-wide.

#### Current Year Goal #3:

Using current scientific research on Mindfulness and the brain, students and staff will learn how to self-regulate their emotions, utilize a growth mindset to make effective/healthy decisions, practice positive self-talk, and becoming aware of their own metacognition in problem-solving situations (awareness and understanding of one’s own thought processes). As students employ mindfulness techniques, they will increase focus and learning, which will increase student academic achievement.

- Progressing according to plan
- Not progressing according to plan

**Comments (optional):**

In January 2019 each classroom finished the 16-lesson Mindful Classrooms lessons. Summaries of the 16 lessons were sent to parents, and we also held 4 skits this year focusing on the mindfulness practices of self-confidence, conflict resolution, heartfulness/service, self-control, empathy, and our last one will be on respect.

## LAND TRUST FUNDING PROJECTIONS

### CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$45.00
B – Allocated new funds for 2018-2019 .....	\$91,454.00
C – Total Budget for 2018-2019.....	\$91,499.00
D – Projected spending during 2018-2019.....	\$91499.00
E – Expected carryover from 2018-2019 to 2019-2020 .....	\$0.00
F – Projected new funding for 2019-2020 .....	\$103,025.00
<b>G – Total projected funding for 2019-2020 .....</b>	<b>\$103025.00</b>

## GOALS AND PLANNED ACTIONS/RESOURCES

### GOAL #1:

A. Acadience Reading Proficiency: Students in Grades K-6 will increase their number of students proficient in Acadience Reading by 3%, to reach 74%, in order to match the district goal for the state. In the past 2 years, the average percent of students with typical or better growth has been 71%.

B. Acadience Reading Growth: 74% of students will reach typical or above typical growth in Acadience Reading by the EOY measure. This goal reflects a 3% increase in our average growth over the last two years (71%).

C. Comprehension: Reading Inventory Goal

#### 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 Reading Proficiency, Acadience Reading Pathways, & Reading Inventory test.

#### Action Plan:

1. Plan for effective Tier 1 instruction using full implementation of the McGraw-Hill language arts program resources, DSD instructional routines, and training in effective engagement strategies for teachers, to have students to demonstrate mastery within the instructional process.

2. Effectively use teaching assistants to support Tier 1 and allow teachers to personally provide effective Tier 2 targeted interventions using ongoing formative student data.
3. Continue using Americorps Member to train our community volunteers in the state research based program to support students with partial proficiency.
4. Summer School Program: Two-week summer school program to support students in increased reading growth.
5. Increase the number mobile labs by 8, using a combination of district Refresh funds and Trust Lands. Labs will be utilized daily to enhance direct LA instruction through multiple digital programs allowing for both personalized delivery of mastery-based content.

TA's:

Enrichment for high-achieving students in SEM Language Arts pull-out program, to extend/expand their reading, writing abilities.

**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	\$	\$43100.00	\$28,000 - LA Teaching Assistants

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
			\$4,500 - Americorps STAR Reading Mentor \$4,000 - Subs/Prof. Dev. \$2,000 - Summer School \$4600 - LA/SEM Enrichment Teacher
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$1305.00	\$500 - Summer School Books & Materials \$805 - Scholastic Science Readers (2 <sup>nd</sup> Grade)
Library Books	\$	\$	
Software	\$	\$2700.00	\$1,500 - RAZ Kids (addtl.) \$1,200 - SMART Software
Equipment	\$	\$24040.00	\$640 - ESGI (Kindergarten) \$400 - Boogie Writing Boards \$16,500 - Student iPads/Computers \$4,500 - Interactive Projectors \$2,000 - Document Cameras
<b>Total</b>	<b>\$</b>	<b>\$71145.00</b>	

**GOAL #2:**

85% of students in Grades 1-6 across all grade levels will achieve automaticity in their math facts as measured by Reflex math at the EOY.

Increase mathematics proficiency in grades 3-6 in order to score at least 3-6% higher than the district average on end of year summative assessment.

**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**

Reflex Mathematics School Report

**Action Plan:**

1. Plan for effective Tier 1 instruction, Tier 2 interventions, and Enrichment using full implementation of the Investigations math curriculum for K-1 and Advantage Math in grades 2-6. This will be implemented via grade level DCT teams and our new part-time Math Coach.
2. Implement online Reflex Math program on a regular basis with fidelity.
3. Effectively use teaching assistants to support Tier 1 and allow teachers to personally provide effective Tier 2 targeted interventions using daily, formative classroom data. We will be purchasing technology and software with LAND Trust funds in support of this 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 #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	\$	\$3295.00	\$3295.00 - Reflex Math Software (Grades 1-6)
Equipment	\$	\$18399.00	\$10,909 - Student iPads/Computers \$2,850 - Headphones \$4,500 - Interactive projectors \$140 - Apple TV (4 <sup>th</sup> Grade)
<b>Total</b>	<b>\$0.00</b>	<b>\$21694.00</b>	

**GOAL #3:**

The percentage of students achieving mastery in Grades 1-6 on their respective Language Arts & Mathematics mastery measures will increase to at least 2% or higher than the district average on their respective EOL tests (CRT/RISE).

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

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

1. CRT/RISE end-of-level test measures.
2. Completed teacher/grade level plans for each LA/Math unit they teach within the year will reflect real-world application and mastery of content, complete w/ Tier 1, Tier 2, and Enrichment components.

**Action Plan:**

Students will need to demonstrate mastery throughout the year through the development of various mastery-based opportunities, first to demonstrate initial mastery of concepts and skills, and gradually at deeper levels as they create personalized, real-world connections in each unit.

Teachers, with the support of their grade level, will develop a three-fold plan, first with effective Tier 1 & Tier 2 instruction that will include 'personalized learning pathways' and real-world enrichment opportunities, as described below:

1. Effective Tier 1 whole-class instructional plans in the Language Arts and Math (that may extend into science/social studies) that include whole group, small group, and digital/blended learning (personalized learning) options for students. This builds on our

current 2-year focus of increased engagement, rigor, and relevancy, and more effective use of our instructional tools, teaching assistants, and instructional time.

2. Effective Tier2 instructional and intervention plans in the Language Arts and Math that include small group and digital/blended learning (personalized learning) options for students. This builds on our current 2-year focus of increased engagement, rigor, and relevancy, and more effective use of our instructional tools, teaching assistants, (Math TA will be hired with LAND Trust funds) and instructional time.

3. Finally, the development of Enrichment Tasks for individuals and/or groups of students that will employ their understanding of mastered skills and concepts in real-world, relevant, personalized applications and products, to be shared with the class and school community. These will first be created for Language Arts and Mathematics, and then later extend into Social Studies and upcoming SEEd standards in K-5, and current SEEd standards for grade 6.

Completion of these enrichment opportunities and their real-world connections will be developed and shared in regular DCT and Faculty Meetings.

Professional Development will be provided and software will be purchased with LAND Trust funds.

**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	\$	\$6686.00	\$4,750 - PD for DBL (Personalized Pathways & Enrichment) \$1,936 - Math TA

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$3500.00	\$3,500 - Nearpod
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$10186.00</b>	

## ADDITIONAL LAND TRUST QUESTIONS

### SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 ..... \$103,025.00
- I – Total projected funding for 2019-2020 ..... \$103,025.00
- J – Total planned expenditures for 2019-2020 ..... \$103,025.00
- 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

In the event that we are given more than the projected distribution, the additional funds will be spent on:

- Technology tools (iPads, laptops, iPad cases, Apps, Software, document cameras, & projectors)
- Professional Development for Digital/Blended Learning (Personalized Learning Pathways, Enrichment, & Materials)
- Increased LA & Math TA time for student interventions & enrichment

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

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

## **SCHOOL COMMUNITY COUNCIL APPROVAL**

Date of council approval vote: **4/8/2019**

Number who approved: **8**

Number who did not approve: **0**

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

# Davis School District – Strategic Plan

## LEARNING FIRST!

### VISION

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

### MISSION

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

### OUR PLAN

#### CULTURE

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

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

#### STUDENT GROWTH & ACHIEVEMENT

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

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

#### PARENT & COMMUNITY CONNECTIONS

*Davis School District develops connections with parents and community.*

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

#### EMPOWERED EMPLOYEES

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

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



#### FISCAL RESPONSIBILITY

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

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

#### SAFETY & SECURITY

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

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