



# Davis High

Composite School Plan  
2019-2020

Principal Greg Wilkey

## 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 Davis High School is to promote the mission of "learning first" for all. To accomplish our purpose we support a quality learning environment by establishing expectations and providing programs that challenge our students through rigorous courses such as AP, Concurrent Enrollment, Early College, and Honors level. We support and encourage our students to access a rigorous curriculum while also providing robust instruction and appropriate learning benchmarks for all levels and for all students. Our goal is to provide our students with the skills to successfully transition to any post-high school opportunity.

### SCHOOL MISSION STATEMENT

In partnership with parents and community, Davis High School will foster educational excellence in a safe and nurturing environment where all students will be empowered to acquire the skills, knowledge, values, and the commitment to lifelong learning necessary to contribute and adapt in a diverse and changing world.



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## DESCRIPTION OF THE SCHOOL

### COMMUNITY

Davis High School is located in Kaysville, Utah; which is a residential community. It encompasses the cities of Kaysville, Fruit Heights, and Layton. The Junior High Schools that feed into Davis High School are Kaysville Junior, Shoreline Junior, and Fairfield Junior.

Our stakeholders have high expectations and a strong desire to be involved in the educational process. Our community, parents, teachers, and students all have an expectation for success.

### STUDENT BODY

Davis High's student body is made up of approximately 2,100 students with 90% Caucasian. The remaining 10% is comprised of 6% Hispanic, and 4% percent is made up of mixture of American Indian, Asian, African American, and Pacific Islander. Academically, our students perform very high on Utah Aspire Plus, AP, and ACT exams. Davis High School not only performs well in standardized testing each year, but is also among the best each year athletically, performing arts and other competitive extracurricular activities.

### STAFF

Davis High consists of 86 teachers and 64 support staff. All teachers are highly qualified in their respective areas. Teacher experience ranges from 30-plus years to first year teachers. Because quality instruction has been a major goal, professional development is an ongoing effort. In addition to the contracted days for professional development, our district has provided one hour of late-start collaboration time for teachers each Tuesday morning. School begins one hour later than is typical each Tuesday morning. This enables our faculty to meet regularly as a full faculty, in departments, and in Professional Learning Communities (PLC) for staff development and collaboration. Several of our teachers have become members of our own faculty professional development leadership team, honing and providing instructional strategies so all may improve.

Davis High School has 47 full-or part-time classified employees who are a critical piece in our positive school culture. All attend annual trainings and receive professional development that encourages and supports "learning first." All stakeholders, both licensed and classified, participate in on-going self-reflection and self-study for the improvement of Davis High School.

## SCHOOL CULTURE

Davis High School has been based on a strong foundation of traditions, but is now transitioning to create a positive legacy for our future through change, and data-based decision making. Davis High School has been closely tracking student achievement data for the past five years. Scores from standardized and criterion referenced tests have indicated that most of our students are achieving above state and district levels proficiency levels. We have worked extremely hard over the past five years to better identify who is learning and who is not learning.

The majority of our students have reported through survey data that they feel comfortable and connected to the school. Often when students need help or have concerns, they use the SafeUT program to report. Our Hope Squad is also a very effective means for recognizing student needs in the school. At Davis High School, we place an emphasis on launching students into a productive, successful future in whatever endeavor our students choose.

## UNIQUE FEATURES & CHALLENGES

We are a school that has been steeped in tradition for 105 years. Because of this, we have generations of families in our community that have been associated with Davis High School and they take pride in its successes. Our community expects great things from Davis High School. However, over the past few years our demographics have been shifting. On the one hand we have a large percentage of our parents who want to be involved with their students' education. On another hand, we have a growing demographic of at-risk students coming from lower income families, ESL families and single-parent situations. Our challenge then is to balance these situations and find ways to integrate parental involvement with student learning and accommodate the needs of our changing demographics. Students on fee waiver have increased from 6.5% of the overall student population in 2008 to 10% in 2019.

Davis High School is a stable school. This means that in the past four years the percentage of students arriving once the school year has begun and/or leave DHS after the school year begins is less than 10%. This number has increased slightly each year over the past 5 years, moving from an approximate 8% mobility rate to just less than 10% mobility. This could be due to the addition of neighborhoods in the DHS attendance area with more temporary housing (i.e. apartments). One other statistic that is related to mobility is the increase in single parent homes and an increase in the poverty rate. Davis High has seen an increase in both of these statistics in recent years.

Data from the last two years shows that Davis High School students have an average yearly attendance rate of over 97%. In 2004 the average attendance rate was 97%. This rate declined slightly for an average attendance rate of 94.2% in 2008 and has since steadily risen to 95.8% in 2013-2014 to 96.3% in 2015-2016 to 96.4% in 2016-2017 and to 96.29% in 2018. Students are counted present if they attend all class periods on a given school day.

## ADDITIONAL INFORMATION

The Davis High School Leadership Team has spent time inviting faculty, patrons, and students to participate in a continuous self-study process over the past several years. This has led to the development of our current, and comprehensive, school profile. Davis High was accredited by AdvanceEd in 2015 as a part of a comprehensive district-wide reaccreditation process. Davis High School is now in the middle of a massive self-evaluation process to further collect data and to seek self-improvement in preparation for reaccreditation in 2020. Measureable goals that monitor student achievement have been developed in the form of the Davis High School Improvement Goals, mission statement rubrics, and a DHS School Improvement Action Plan.

Time and effort has been placed in the revision and development of the current Vision, Beliefs, Mission, and Goals. The Mission Statement has the consensus and support of all stakeholders. It is a school-wide Mission, Vision, Belief, and Goals document. It is at the core of everything we do at DHS. Collaboration on “best teaching practices” has evolved over the past several years to include collaborative, cross-curricular instruction and assessment. Strong efforts have been made to address the needs of diverse learners through the integration of higher-level learning in each individual classrooms. Multiple measures of student assessment are being implemented with outcome-based assessments now commonplace. Continuous efforts are being made to invite stakeholders to the table. More improvements are needed in relation to communication with parents, and we are working with individual teachers to better facilitate this enhanced communication to the parents.

We realize that school improvement is an on-going process. We believe we have made significant progress in addressing the needs of our students. We are now prepared to take our efforts to the “next level”. Our last full self-study in 2014-2015 has helped Davis High School chart a course that will benefit students and the community for the next five years. We commit ourselves to work even smarter and more diligently to take all that we are learning about ourselves during this latest round of “self-reflection” from the 2018 – 2019 school year and make it common practice for the good of those we serve at the “Home of the Darts.”

This self-study process occurred systematically over the past two years and has helped DHS see our strengths as well as our weaknesses. Data paints a picture that shows a school where students are achieving at acceptable levels. However, there are segments of the student population that are underachieving. We are searching for ways to better serve the needs of our underperforming students. The current administration, Leadership Team, Department Chairs, and faculty are committed to doing a better job of teaching all students so they can attain their full potential. This on-going self-study process has encouraged us to continue to collect data, and analyze who is learning and who is not learning. This is our continuous effort for school improvement.

As a direct result of this self-study process, Davis High School has integrated a number of recent programs to support effective teacher instruction and improved student learning. Weekly late-start planning period for teachers to collaborate professionally have been integrated. Professional development is provided to help teachers meet the needs of all students. In addition to Professional Learning Communities, the Davis High School administration has encouraged learning opportunities through classes offered during the late start period, including technology, the integration of Canvas as our main Learning Management System (LMS) for students, and

Blended Learning techniques. Students have opportunities to regularly monitor their work through the weekly advisory and tutorial class.

Students who become credit deficient have opportunities to recover credit through Edgenuity, Gradpoint, boot camp, auto-learner, and summer school. We also provide a truancy tracker to help monitor attendance. A weekly Local Case Management Team meeting is used to refer students to these programs, and to look for options to create success for every student. Our counselors and administration work well together to assure all students have options before they fall too far behind.

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## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS

Davis High School (DHS) has been recognized as a leader in the State of Utah in regards to Advanced Placement (AP). Increasing numbers of Davis High students are accessing AP and concurrent enrollment courses. In May of 2018 more than 48% of DHS students were enrolled in at least one AP course/test, and 78% of DHS students were enrolled in at least one concurrent (early college) course. Davis High students achieved the highest pass rate and the 2<sup>nd</sup> highest participation rate in the State of Utah in May of 2018. Newsweek magazine recognized Davis High School as one of America's Best Schools for the twelfth year in a row in July of 2018. The graduation rate for DHS students increased from 92% in 2012 to 97% in 2018. This places Davis High's graduation rate as the highest in the Davis School District and in the top 1% of schools in the State of Utah.

Davis High School has an AP pass rate of over 90 percent, and administers more than 1,200 tests yearly. We have led the state of Utah in number of AP exams given, as well as in pass rate received. That's an amazing accomplishment considering that more than 5,600 concurrent enrolment credits were issued each year.

Davis High has excelled in visual arts, performing arts, engineering, athletics, foreign language, forensics, and student leadership. In short our students excel in virtually every activity they participate in. Davis High students have received recognition at the state in athletics and academics, nationally with our AP programs, and even at the international level with our competitive robotics program.

### AREAS OF RECENT IMPROVEMENT

Davis High School has focused efforts in graduation rates in recent years. One of the strategies the school uses to focus on improvement is to divide the graduation rates into subgroups. The past two years the school has focused on the subgroup of Special Education and resource students. At Davis High the graduation rate for the Students with Disabilities subgroup improved by 10% for the graduating class of 2017 and 2018. In addition to graduation rate, the Davis High School administration met with school leaders and encouraged ACT-related study skills to be implemented into classes. We anticipate this added emphasis on ACT preparation for student will translate into high student ACT scores. Additionally, Davis High School has offered various after school ACT preparation classes for students.

Davis High School has also recently placed an added emphasis on the emotional needs of our students. The past two years we have made huge strides in providing counseling to students through our partnership with Davis Behavioral Health. This has had a lasting impact on many of our students; they are graduating better prepared for post high school with improved coping mechanisms.

## AREAS OF NEEDED IMPROVEMENT

Davis High School has identified three general areas in need of improvement. They are: college, career, and community readiness; academic achievement with an emphasis on growth in ACT, AP, CE, and CTE; and quality instruction. The three School Improvement Goals (SIG) have been combined with district goals and are outlined in the Action Plan section found later in this document. Specifically, we are constantly striving to meet the needs of an ever changing student body. We need to continue to be more diverse in language, cultural differences, understanding and acceptance. We are becoming more diversified. We have students who speak many languages and come from various cultural backgrounds. One of our challenges will be to find ways of interfacing with these students.

We seek to better utilize the DESK curriculum standards recently developed by the Davis School District Curriculum Department. These correlations are available and online. The DESK standards include the essential skills identified in the state core curriculum, online access to resources, and formative assessment options.

We are developing and implementing common formative and summative assessments increasingly across all curricular areas. We are also developing curriculum-based measures for math, science, social studies, and written expression. The DHS leadership team has developed an action plan which includes reading, writing, and presentation goals for effective communication. We seek to continually collect and analyze student data to drive changes in the practices of teachers within our professional learning community.

With recent changes in our student population and school boundaries, Davis High School is motivated to continue to hold high standards for students and staff. It is important that Davis High School focus on reaffirming a positive school culture moving forward.

As state accountability continues to transition away from the SAGE assessment and toward using ACT and Utah Aspire Plus, Davis High School will work to provide students and teachers with the appropriate materials to allow for optimum test preparation.

## PRIOR YEAR STATUS REPORT

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

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

Increase the percentage of students scoring at or above college readiness benchmarks in Science by 1% (from 50 to 51%) and Reading by 1% (from 59 to 60%), on the ACT.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

The percentage of DHS students attaining ACT benchmark scores in Science grew from 56% in 2017 to 62% in 2018 and in Mathematics the percentage of DHS students attaining ACT benchmark scores grew from 69% in 2017 to 72% in 2018. The average composite ACT score for DHS students increased from 23.0 in 2017 to 23.5 in 2018.

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

Maintain the whole school graduation rate while increasing the subgroup graduation rate for specific subgroups. The class of 2016 graduation rates are listed below. We realize this rate is reported at greater than 90%, however we are concerned about this subgroup and would like to focus our efforts on increasing our graduation rate.

Whole School: 97% Target: 97%

Latino population: Retain graduation rate  $\geq 90\%$

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Whole school graduation rate held steady at 97%. Latino sub-group graduation rate grew from 96.30% in 2016 to 97.37% in 2018.

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



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Provide teachers the opportunity to grow professionally by a continued focus on the PLAN section of the Davis Collaborative Team model.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Anecdotal feedback from teachers indicates an increasing number of teachers are finding the PLC collaboration time effective and helpful.

**Prior Year Goal #4:**

Meeting the academic needs of all students as they relate to high stakes testing, college and career readiness and everyday classroom needs.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

The percentage of DHS students attaining benchmark scores on the ACT increased in five of six benchmark categories (all except English/Language Arts) during the 2018 school year. The percentage of DHS students attaining a passing score on the AP exams held steady at nearly 92% for the 2018 school year.

**Prior Year Goal #5:**

Meet the emotional and psychological needs of students.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Anecdotal feedback from students suggest that efforts to support their emotional and psychological needs are improving.

## CURRENT YEAR PROGRESS REPORT

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

#### Current Year Goal #1:

College, Career, and Community Readiness – “Ready for Success at the Next Level”

(Student Achievement – ACT, College, Career & Community – Canvas/IVC Lab) To support DHS students in their post-high school preparation. Our goal is to have our students “ready for success at the next level”. Goal will be measured by the percentage of DHS students earning college credit (through AP or CE courses). We propose to increase the percentage of DHS students earning college credit by 1% from 2018 to 2019 (using class of 2017 as a measurement).

We also propose to maintain the overall graduation rate for the Class of 2018 at 97% with emphasis on maintaining the graduation rate for the “students with disabilities” subgroup.

Progressing according to plan

Not progressing according to plan

Comments (optional):

The number of college credits earned by Davis High School students through concurrent enrollment increased from 7,591 credits earned by the Class of 2017 to 7,706 credits earned by the Class of 2018.

The overall graduation rate remained at 97% for the Class of 2018 (97% for the Class of 2017). The graduation rate increased for the “students with disabilities” subgroup from 72.92% in for the Class of 2016 to 75% for the Class of 2018.

#### Current Year Goal #2:

Academic Student/Student Achievement (with STEM Emphasis)

To increase the percent of Davis High School students scoring at/above ACT college readiness benchmarks in Math by 1% (from 49% to 50%) and in Science by 1% (from 45% to 46%). Governor’s goal is to increase percentage of students achieving at least an 18 composite on ACT.

Progressing according to plan

Not progressing according to plan

Comments (optional):

The percentage of DHS students attaining ACT benchmark scores in Science grew from 56% in 2017 to 62% in 2018 and in Mathematics the percentage of DHS students attaining ACT benchmark scores grew from 69% in 2017 to 72% in 2018. The average composite ACT score for DHS students increased from 23.0 in 2017 to 23.5 in 2018.

### **Current Year Goal #3:**

Teaching for Learning (Quality Instruction & Meet All Needs for “all students”)

To support quality staffing and teacher professional development through recruitment and retention measures that cultivate teacher growth, are proactive, and support the further “personalization” of each student’s education through blended learning techniques. To also support our teachers and staff as they meet the academic, social, and mental health needs of our students (The percent of “evident” or higher ratings related to technology and learning on Evaluate Davis observations will increase by 2%).

Progressing according to plan

Not progressing according to plan

Comments (optional):

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## LAND TRUST FUNDING PROJECTIONS

### CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$86,693.00
B – Allocated new funds for 2018-2019 .....	\$214,603.00
C – Total Budget for 2018-2019.....	\$301,296.00
D – Projected spending during 2018-2019.....	\$277,796.00
E – Expected carryover from 2018-2019 to 2019-2020 .....	\$23,500.00
F – Projected new funding for 2019-2020 .....	\$239,701.00
<b>G – Total projected funding for 2019-2020 .....</b>	<b>\$263,201.00</b>

## GOALS AND PLANNED ACTIONS/RESOURCES

### GOAL #1:

To increase the percent of Davis High School students scoring proficient (and increase the Student Growth Percentile – SGP) on the ACT Aspire Plus in at least one subject area tested:

- English/Language Arts (2018 SAGE showed 43.2% of DHS students scoring proficient)
- Math (2018 SAGE showed 57.8% of DHS students scoring proficient)
- Science (2018 SAGE showed 50.9% of DHS students scoring proficient)

### 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 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

The school will use data provided by ACT to measure student growth and achievement.

### Action Plan:

Teachers and administrators will utilize formative assessments including curriculum based ACT practice and test taking strategies. Teachers in the content area of math will be revamping online homework to provide immediate feedback to students. Productivity periods will help to reduce class sizes to ensure quality instruction to students in a more optimal learning environment.

### 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	\$	\$96,500	Productivity periods, tutoring, and teacher stipends.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$195.00	Math curriculum.
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$96,695</b>	

**GOAL #2:**

To support Davis High School students in their post-high school preparation to be “ready for success at the next level”. Goal will be measured by showing 1% student growth in at least one of the following areas:

- percentage of Davis HS students enrolled in AP (48%), CE (78%) or CTE (70%) courses During the 2017 – 2018 school year.
- graduation rate (97.6%) for the 2018 school year.
- percentage of Davis HS students who achieve a composite ACT score of 18+ (82.9%) During the 2017 – 2018 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 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 checked="" type="checkbox"/> World Languages |

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

To evaluate this goal the school will assess graduation rates, ACT scores, and AP and CE enrollment.

**Action Plan:**

Teachers and administrators have taken measures to support this goal. Students will have access to a comprehensive ACT prep program that will include practice tests and individualized supports for students. Students will have guided notebooks to support them in their math curriculum, they will also have online assistance through the use of an online math website for math practice. Our at risk population will have support through two trackers that will help to use intervention and remediation. Students needing help with social and emotional needs will receive support through education and one on one time with a mental help professional with our partnership with Davis Behavioral Health.

**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.**

Davis High students will get the opportunity to hear from a civil rights speaker that will connect students with a real life historical figure.

## 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	\$	\$22,200	Teacher stipends, salaries.
Prof. Services	\$7,000	\$48,000	Civil Rights, DBH Specialist, and ACT Prep.
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$7,300	Automotive and band supplies.
Textbooks	\$	\$3,000	Math guided notebook.
Library Books	\$	\$	
Software	\$	\$1,597	Special Ed transition software.
Equipment	\$	\$	
<b>Total</b>	<b>\$7,000</b>	<b>\$82,097</b>	



**GOAL #3:**

Increase student achievement in Reading, Mathematics, Writing, Technology, Science, Fine Arts, Health, Foreign Language, and Social Studies -content areas- by supporting teacher development and expertise throughout academic areas listed. To support quality staffing and teacher professional development through recruitment and retention measures that cultivate teacher growth, are proactive, and support the further “personalization” of each student s education through blended learning techniques. Further, our goal is to also support our teachers and staff as they meet the academic, social, and mental health needs of our students. This goal will be measured by the percent of “evident” or higher ratings related to technology and learning on the Evaluate Davis observations – increase by 2% for 2019 - 2020.

**District Strategic Plan Area:**

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

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

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

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

This goal will be measured by the percent of “evident” or higher ratings related to technology and learning on the Evaluate Davis observations

**Action Plan:**

To meet this goal, administrators and teachers have a robust professional development plan. Our teachers plan to attend the blended live conference this summer and the Davis High School leadership team plans to visit schools using blended techniques. In an effort to support teachers, we plan to provide some assistance to them with a library aide, writing readers, and an IVC aide which will provide more one-on-one aid to students.

**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	\$	\$45,000	Support staff and Professional Development.
Prof. Services	\$	\$3,000	Language Arts reader.
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$8,000	School Visits
General Supplies	\$	\$5,700	Technology
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$61,700</b>	

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## ADDITIONAL LAND TRUST QUESTIONS

### SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 ..... \$239,701.00
- I – Total projected funding for 2019-2020 ..... \$263,201.00
- J – Total planned expenditures for 2019-2020 ..... \$247,492.00
- K – Planned carryover into 2020-2021 ..... \$15,709.00
- 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

Salaries and technology in support of the goals in this plan.

### 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 checked="" type="checkbox"/> School assembly              | <input type="checkbox"/> School marquee            |

## **SCHOOL COMMUNITY COUNCIL APPROVAL**

Date of council approval vote: **3/27/2019**

Number who approved: **10**

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