



# Mountain High

Composite School Plan  
2019-2020

Principal Kathleen Chronister

## 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 Mountain High is to provide every student a personalized learning experience that culminates in on-time graduation with their district peers. To accomplish our purpose, we will create a community of empowered learners in a safe structured environment where students are inspired to attain high standards in accomplishing academic, social, and career goals.



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## DESCRIPTION OF THE SCHOOL

### COMMUNITY

#### **Mountain High School**

- Mountain High School is the organizational and accreditation umbrella for all of the Alternative Education programs in Davis School District. Students from Davis School District are served in the alternative system. Mountain High is an alternative school of choice and serves 11th and 12th grade students. It is located in Kaysville, Utah. Students are referred to Mountain High School from traditional high schools throughout the entire Davis School District. The Davis District Alternative Placement Committee makes placement determinations.
- Mountain High School Outreach is a magnet program for credit recovery. Students are referred and maintain an A/B schedule at their home high school and magnet to MHS for credit recovery. Satellite afterschool may also be a magnet program option.

#### **Renaissance Safe School Location**

- Renaissance Academy is a safe-school location and serves students in 7th – 12th grades. It is located in Kaysville, Utah. Students are assigned to attend Renaissance by the District Case Management team. Students are expected to complete specific behavioral, academic, and attendance contracts. Upon successful completion, students may be assigned to another school in the district. Capacity in the Renaissance Academy is 50 students.

#### **Renaissance Youth-In-Custody program has three sites.**

- Farmington Bay Youth Center (FBYC) is located in Farmington, Utah and provides educational programs for Detention and Observation & Assessment (O & A) for female students.
- The Renaissance YIC Group Home is located in Clearfield, Utah and serves up to 48 students who reside in a Level Six Sex Offender group home. The typical stay for students is about 18 months.
- The Renaissance YIC classroom is located on the Renaissance Safe School Campus in Kaysville, Utah and serves up to 16 students who generally are coming-out of a residential /treatment facility. The typical stay for these students is about six months, but some may stay for an entire school year, depending on their individual needs.

## STUDENT BODY

## Mountain High School

Caucasian	Minority	Hispanic/Lat.	Native American	Asian	Black/African American	Pacific Islander	Other
67%	33%	22.8%	1.5%	.5%	3.9%	2.9%	3.4%

## Renaissance Academy

Caucasian	Minority	Hispanic/Lat.	Native American	Asian	Black/African American	Pacific Islander	Other
72%	28%	19.3%	2.27	0	4.5	1.13	0

## STAFF

## Alternative System Faculty and Staff Certified Teachers

- Renaissance/YIC 15
- Mountain High School 32

## Classified Employees

- Renaissance/YIC 15
- Mountain High 10

## SCHOOL CULTURE

Mountain High School is the umbrella for all the Davis District Alternative programs. Our culture is one of inclusion where students of all secondary ages and all walks of life are encouraged to continue their education in a safe and nurturing environment. The culture of Mountain High and Davis District Alternative Programs encourage literacy, college, career, and community readiness with specific behavior goals, and quality staffing.

**1. Student Achievement**

- Students will read literary and informational texts independently and proficiently and demonstrate progress or grade level reading skills.
- Students will write clear and coherent text using correct writing mechanics and language usage appropriate to task, purpose, and audience.

**2. Ready for Success at the Next Level**

- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- Students learn best when all stakeholders actively engage in the learning process.

- A safe learning environment promotes student learning.
- Students will be consistently aware of their academic learning, know their credit standing, and take responsibility for their own actions.
- Students and parents will design a transition plan from YIC/Safe School Program/ Mountain High School to post-secondary education and/or training.
- Each student will receive transition services from O&A and Youth Detention to appropriate education and/or training options.

### **3. Teaching for Learning**

- All staff members will participate in required on-going training as mandated by state and local policies.
- All certified staff will participate in dedicated professional development sessions focused on student learning. Focus will include instruction and assessment strategies. Teachers will improve instructional skills in personalized learning strategies and techniques and develop best practices in working with at-risk youth.
- Specific at-risk youth trainings, conferences, trainings, including researched based drop-out prevention strategies and exemplary practices from The National Alternative Education Association, The Utah Alternative Education Association, and The National Drop-out Prevention Network/Center

## **UNIQUE FEATURES & CHALLENGES**

Mountain High School and the alternative programs in Davis District have several unique features and challenges.

### **Mountain High School**

Mountain High is an alternative school of choice and serves primarily 11th and 12th grade students who generally are behind in credit for graduation, 10th – 12th grade teen parenting students, and students who need a smaller learning environment. Capacity is 300 students. Students are referred through their home high school and weekly reviewed at Student Services by the Alternative Placement Committee. New students enter Mountain High at the end of a mini-term and are required to complete academic assessments in reading, writing, and math prior to beginning the mandatory week-long orientation program. Parents are required to attend a mandatory parent meeting prior to students beginning at Mountain High School. Parenting students may be eligible for Early Head Start Child Development Center placement during the regular school day.

### **Mountain High School Outreach**

MHS Outreach magnet program serves students age 16-18 as a district drop-out recovery and intervention program. A challenge with this population is attendance and work completion. This population of students are generally students who have had chronic attendance issues in the traditional setting and are severely credit deficient.

These students are not likely to graduate on-time with their peers but will most likely transition to the regular Adult Education program when their high school cohort class graduates.

### **Renaissance Safe School Program**

Renaissance program is a safe-school self-contained program and serves students 7th - 12th grades. Students are placed through the district case management team. Students are expected to complete specific behavior, academic, and attendance contracts. Capacity in the Renaissance program is 50 students. Upon successful completion, students are placed back to their sending school or another district school by the District Case Management Team.

### **Renaissance Davis School District Youth-In-Custody program has three sites.**

- The Farmington Bay Youth Center (FBYC) provides educational programs for Detention and Observation & Assessment (O & A) students.
- The YIC Group Home serves up to 48 students who reside in a Level Six Sex Offender group home. The typical stay is about 18 months.
- The YIC classroom serves up to 16 students who generally are coming-out of a residential/treatment facility. The typical stay is about six months, but some may stay for an entire school year, depending on their individual needs.

## **ADDITIONAL INFORMATION**

Community support and parent councils are a unique challenge for Mountain High School and all of the alternative programs. The state has eliminated the requirements for a traditional community council. The change was welcome due to the challenges in engaging parent councils with a highly mobile population including incarcerated youth from various counties in Utah and other states.

Traditional measures of academic success are also a unique challenge. Standardized test scores do not accurately reflect the academic and behavior accomplishments of a highly mobile population, credit recovery, and incarcerated youth. Because the programs are flexible in entering and exiting students, many students are not enrolled into our programs for a full academic school year.

## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS

Mountain High is recognized as a Model Pilot School from the National Alternative Education Association and will be showcased in Tampa Bay, FL at the NAEA annual conference.

All of the Davis District Alternative system teachers participated in the Utah Alternative Education Association Conference held March 15, 2019.

Mountain High graduation rate is 94%.

### AREAS OF RECENT IMPROVEMENT

Mountain High improved college entrance in the year following graduation from 19% in 2015 to 41% in 2018.

### AREAS OF NEEDED IMPROVEMENT

Chronic absenteeism is an issue with students who are referred to Mountain High School. Attendance improvement is an on-going area for improvement.

## PRIOR YEAR STATUS REPORT

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

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

##### Mountain High and Renaissance Academy Goals

1. 90% of all students enrolled 90 days or more and who score below 1100 level on the SRI pre-test will demonstrate an increase in reading comprehension as measured by the SRI post-test.
2. 95% of students will complete and earn credits in which they are enrolled for a minimum of 90 days. Rate is computed as credits earned divided by credits attempted.
3. 10% credit earning improvement rate for individual students. The credit earning improvement rate reflects the school level difference between the credit rates earned for matched students between the current and prior year. Matched students are selected based on whether they enrolled for a minimum of 90 days in the current year and a minimum of 45 days in the prior year. The improvement rate is reported on the Utah Alternative School Accountability Report for alternative schools.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

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

##### Attendance

84% or higher school attendance rate. The attendance rate is calculated for students who are enrolled a minimum of 90 days at the school in each year.

##### Graduation Index

Maintain an Attainment (Graduation Index) score of 250/300 as measured by UCAS Graduation Index Score. For graduation, UCAS points are awarded in proportion to the value of outcomes related to a student exiting from the school. The point values are determined based on policy priorities and on exit codes assigned to students. A school can earn a maximum of 300 points.

### Post-Secondary Transition and Planning

100% of students will participate in a conference to determine an individual graduation plan annually with post high school transition goals as measured by the school counselors and recorded in the district Encore system.

Increase the numbers of graduates entering college the fall after graduation by 3% as indicated by College Clearinghouse report.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

#### **DID NOT MEET GOAL:**

- Attendance continues to be a challenge with the highly mobile population that are enrolled in the alternative settings. The goal of 84 % was not met. Attendance rate was 82%.

#### **MET GOAL:**

- Graduation Index goal was met with a graduation rate of 94% and an index score of 291/300
- Post-Secondary Transition and Planning was met by 100% of students participating in a graduation planning meeting with post high school transition goals. Additionally, the number of graduates entering college the fall after graduation increased from 39% in school year 2016-17 to 41% in school year 2017-18.



**Prior Year Goal #3:**

Teachers will improve skills in checking for understanding and questioning techniques/strategies, using technology for learning. Additionally, all staff will participate in training on best practices in working with at-risk youth and drop-out prevention strategies.

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: Student Achievement

1. 90% of all students enrolled 90 days or more and who score below 1100 level on the SRI pre-test will demonstrate an increase in reading comprehension as measured by the SRI post-test.

2. 95% of students will complete and earn credits in which they are enrolled for a minimum of 90 days. Rate is computed as credits earned divided by credits attempted.

3. 10% credit earning improvement rate for individual students. The credit earning

improvement rate reflects the school level difference between the credit rates earned for matched students between the current and prior year. Matched students are selected based on whether they enrolled for a minimum of 90 days in the current year and a minimum of 45 days in the prior year. The improvement rate is reported on the Utah Alternative School Accountability Report for alternative schools.

Progressing according to plan

Not progressing according to plan

Comments (optional):

#### Current Year Goal #2: Ready for Success at the Next Level

1. Attendance

- 84% or higher school attendance rate. The attendance rate is calculated for students who are enrolled a minimum of 90 days at the school in each year.

2. Graduation Index

- Maintain an Attainment (Graduation Index) score of 250/300 as measured by UCAS Graduation Index Score. For graduation, UCAS points are awarded in proportion to the value of outcomes related to a student exiting from the school.

The point values are determined based on policy priorities and on exit codes assigned to students. A school can earn a maximum of 300 points.

3. Post-Secondary Transition and Planning

- 100% of students will participate in a conference to determine an individual graduation plan annually with post high school transition goals as measured by the school counselors and recorded in the district Encore system.
- Increase the numbers of graduates entering college the fall after graduation by 3% as indicated by College Clearinghouse report.

Progressing according to plan

Not progressing according to plan

Comments (optional):

### **Current Year Goal #3: Teaching for Learning**

Teachers will improve skills in checking for understanding and questioning techniques/strategies, using technology for learning. Additionally, all staff will participate in training on best practices in working with at-risk youth and drop-out prevention

strategies.

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.....	\$1,113.00
B – Allocated new funds for 2018-2019 .....	\$61,216.00
C – Total Budget for 2018-2019.....	\$62,329.00
D – Projected spending during 2018-2019.....	\$62,329.00
E – Expected carryover from 2018-2019 to 2019-2020 .....	\$0.00
F – Projected new funding for 2019-2020 .....	\$62,230.00
<b>G – Total projected funding for 2019-2020 .....</b>	<b>\$62,230.00</b>

## GOALS AND PLANNED ACTIONS/RESOURCES

### GOAL #1: Student Achievement

1. 90% of all students enrolled 90 days or more and who score below 1100 level on the SRI pre-test will demonstrate an increase in reading comprehension as measured by the SRI post-test.
2. 95% of students will complete and earn credits in which they are enrolled for a minimum of 90 days. Rate is computed as credits earned divided by credits attempted.
3. 100% of courses may be accessed 24/7 using Canvas, Edgenuity, or other approved delivery methods.
4. 100% of students will have access to STEM Maker Space and participate in Science, Art, English, and History experiential learning experiences.

#### 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 checked="" type="checkbox"/> World Languages |

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

1. Reading Inventory Pre and Post Assessment.
2. Utah Alternative Accountability System.
3. Teacher report of courses accessible to students 24/7 using Canvas, Edgenuity, or other approved delivery methods.

#### Action Plan:

1. Alternative Education Leadership Team will review Utah Alternative School Accountability Report Academic Growth and Credit Earning indicators and Reading Inventory pre-test and post-test scores.
2. All students entering the Alternative System will be assessed using the Reading Inventory test.
3. Teachers, counselors, and administrators will be provided the reading and language grade levels from the Reading Inventory scores of all incoming students.
4. Additional support will be provided to students reading below the Reading Inventory score of 1100 with specific reading interventions including Read 180, small group, and individual tutoring across all content areas. Subscription for Audible and purchase of high interest low Lexile reading books will be purchased using Land Trust funds. Additional supplies for support of literacy for tutoring and academic content classes will be supported using Land Trust funds.
5. Teachers will have all content courses accessible for student learning 24/7 using Canvas, Edgenuity or other delivery methods. Teachers will participate in Canvas and Edgenuity training. Funding for Edgenuity trainer and stipends for teachers will be from Land Trust funds.
6. Maker Space and experiential learning experiences will be provided using Land Trust funds for field experiences and Maker Space activities and supplies.

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

Yes (*complete the budget sections below*)

No (*skip the budget sections below*)

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

Yes (*answer the next question*)

No (*skip the next question*)

**Explain how these efforts directly affect student achievement.**

Students who can read at a minimum 1100 level have the reading skills to read and complete all required coursework for graduation. Students who read below 1100 struggle with the academic content in all required graduation courses.

Students will have access to enrolled courses 24/7 as a personalized learning strategy to increase credit earning.

## 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		\$8,000.00	32 Teachers Edgenuity Training Stipend
Prof. Services		\$2000.00	Edgenuity Trainer
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$9,000.00  \$7355.00	Maker Space supplies, Experiential Learning Field Experiences, General supplies for academic support for literacy and tutoring. 12 Science/experiential learning tablets with charging station.
Textbooks	\$	\$	
Library Books	\$	\$500.00	Audible subscription High Interest, Low Lexile Reading books
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$26,855.00</b>	

**GOAL #2: Ready for Success at the Next Level**

1. Attendance
  - 82% or higher school attendance rate. The attendance rate is calculated for students who are enrolled a minimum of 90 days at the school in each year.
  
2. Graduation Index
  - Maintain an Attainment (Graduation Index) score of 250/300 as measured by UCAS Graduation Index Score. For graduation, UCAS points are awarded in proportion to the value of outcomes related to a student exiting from the school. The point values are determined based on policy priorities and on exit codes assigned to students. A school can earn a maximum of 300 points.
  
3. Post-Secondary Transition Plans
  - 100% of students will participate in a graduation plan with post high school transition goals as measured by the school counselor and recorded in the district Encore system.
  - Increase the numbers of graduates entering college the fall after graduation by 2% as indicated by College Clearinghouse report.

**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 checked="" type="checkbox"/> World Languages |

**Measures to determine progress/successful completion of the goal 0**

1. Attendance Rate reported on Utah Alternative School Accountability Report
2. Graduation Index score reported on Utah Alternative School Accountability Report
3. Post-Secondary Transition and Planning
  - a. Encore Reports of Individual Planning Meetings
  - b. College Clearinghouse Report



**Action Plan:**

1. All parents will attend a mandatory initial parent meeting prior to the student starting at Mountain High and Renaissance Academy. Land Trust funds are used to pay staff beyond contract hours for new parent/student meetings.
2. All parents and/or students will attend an individual graduation planning conference to design a graduation and/or transition plan with the counselor, parent, and/or student. Land Trust funds are used to pay counselors for after-hours counseling, parent meetings, individual graduation planning meetings, and CCR's. Using the Pyramid of Interventions, multiple data items are shared weekly with all teachers and staff concerning individual student progress. Interventions are provided to individual students identified through LCM and may include:
  - Academic tutoring during school or after school. General supplies are funded by Land Trust to support academic tutoring during and after school.
  - Additional classes with their content teacher during the regular school day or after school tutoring. Land Trust funds are used to provide materials and supplies to support content teachers for academic tutoring and instruction.
  - Consultation with school social worker, school nurse, SRO, school counselor, advisor, or administrator. Land Trust funds are used for supplies for support staff.
  - Referral to DBH for Therapy or Counseling on-site.
  - Contracts for specific behavior changes, attendance requirements, or credit earning requirements.
  - Student recognition for improvement in academics and attendance are celebrated in monthly assemblies, 2-3 evening recognition receptions, and weekly recognition for student improvement and academic success. Land Trust is used to support events and activities to recognize student success.
3. Increase post-secondary enrollment the fall after graduation by 2% by collaborating with the Student to Student, ACT Prep Programs, and adult mentors, to help transition students from high school to post-secondary. Land Trust funds are used for supplies and materials to support activities and events for transition to post-secondary institutions.

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

Yes *(complete the budget sections below)*

No *(skip the budget sections below)*

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

Yes *(answer the next question)*

No *(skip the next question)*

**Explain how these efforts directly affect student achievement.**

Students who are prepared for post-high school transition become more likely to graduate with goals to be successful young adults. Students who have specific plans to attend post-secondary training or college are more likely to attend the fall immediately following graduation.

Student mentoring and leadership development opportunities are designed to welcome new students into the school setting frequently throughout the entire school year. Students are provided with nominal monthly incentives for meeting their academic and attendance goals through school-wide recognition assemblies. Rewards are small tokens (\$2 or less) to reward student success.

Student recognition receptions are twice a year and recognize students' academic and attendance achievement. Teachers nominate students. Parents are invited to celebrate student success.

## 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	\$	\$10,000.00	After hours Graduation, College & Career post-secondary transition guidance and planning.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$7000.00	\$9,000.00	\$9,000.00 for student materials and supplies. \$7,000.00 for nominal student incentives, leadership development, peer mentoring, and recognition awards nights, and recognition assemblies.
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$7,000.00</b>	<b>\$19,000.00</b>	

**GOAL #3: Teaching for Learning**

Increase student performance and 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. Teachers will improve instructional skills in personalized learning strategies and techniques and develop best practices in working with at-risk youth.

**District Strategic Plan Area:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input checked="" type="checkbox"/> Empowered Employees |
| <input checked="" 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**

1. Attendance roll for all school training throughout the school year.
2. Social Emotional Learning book study completion of 100% of all faculty and staff.
3. At-risk youth training from faculty members who attended various conferences and training sessions.
4. Compare end-of-level testing to see improvement from teaching strategy changes

**Action Plan:**

All staff will participate in collaborative professional learning focusing on Social Emotional Learning.

All certified staff will participate in collaborative professional learning focusing on personalized learning strategies, using technology for student learning, student engagement, connections, classroom and school interventions, and prevention strategies for working with at-risk youth.

Teachers will attend and complete objectives of the professional development training including:

- All faculty will participate in SEL training. Land Trust will purchase SEL books.

- All faculty and staff will attend, and selected teachers will present at the UAEA Conference. Land Trust will pay for all attendee’s registration costs.
- Selected faculty will attend and present as a Model Alternative School at the NAEA annual conference. Land Trust will provide travel and per diem costs.
- Selected faculty may attend other state and national trainings/conference with specific strategies for drop-out prevention/intervention and best practices in working with a highly at-risk student population.  
Faculty who are assigned to attend specific trainings/conferences will train the entire faculty and staff.
- Training and Conferences will be paid from Land Trust and may include:
  - a. UAEA Conference for all classified and certified staff.
  - b. Youth of Promise Conference
  - c. UASCD Fall Conference OR other in-state literacy trainings
  - d. YIC Summer and Winter Conferences
  - e. National Alternative Education Association Conference
  - f. National Drop-out Prevention Center/Network Conference
- Literacy/Technology Team will facilitate and mentor teachers through the Canvas, Edgenuity, and other approved course implementation. Teachers will provide 24/7 access for all courses using Canvas, Edgenuity or other approved delivery methods. semester course in Canvas and implement the course using blended learning strategies. Land Trust will provide teacher stipends for Edgenuity training and for the Edgenuity Trainer.

**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	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$3000.00 \$5,000.00	42 UAEA Registration and travel for at-risk student training. 10 Airfare and per diem for teachers attending NAEA conference and presenting as an NAEA Model Pilot Program.
General Supplies	\$	\$1375.00	55 SEL ASCD Books for staff
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$9,375.00</b>	

## ADDITIONAL LAND TRUST QUESTIONS

### SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 ..... \$62,230.00
- I – Total projected funding for 2019-2020 .....\$62,230.00
- J – Total planned expenditures for 2019-2020 .....\$62,230.00
- K – Planned carryover into 2020-2021 ..... \$-0-
- L – Is planned carryover more than 10% of projected new funds?

- Yes                       No

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

### PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

Continuing to upgrade technology for science, math, and reading.

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

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

# 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