



Syracuse Jr. High

Composite School Plan
2019-2020

Principal Kenneth J. Hadlock

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 Syracuse Junior High School is to promote the mission of learning first for all students. To accomplish our purpose, we strive to clearly identify essential learning standards in our course offerings; provide high quality instruction; and focused, timely, and systematic interventions to ensure high levels of success for all students.

DESCRIPTION OF THE SCHOOL

COMMUNITY

Syracuse Junior High is in northwest Davis County at 1450 South 2000 West, Syracuse, Utah. Once mostly rural, the community feeding Syracuse Junior High is now largely suburban with a more diversified economy including several businesses bordering the school campus. New housing construction continues to aid the increase of student population. Enrollment is at the end of a three-year plateau; future enrollment and enrollment projections indicate increased growth into the foreseeable future.

STUDENT BODY

Syracuse Junior High Student enrollment totals 1270 students with 424 seventh graders, 425 eighth graders and 421 ninth graders. The demographic breakdown is as follows: 86.1% Caucasian, 7.4% Hispanic/Latino, .16% Native American, 1.4% Asian, .9% Black/African American and 1% Pacific Islander. Enrollment by significant risk factors include 17.8% economically disadvantaged, .24% limited English proficient, and 10.4% special education.

STAFF

Syracuse Junior High has 95 staff: 61 certified and 34 classified. Nineteen of the certified staff have graduate degrees. Our school leadership team consists of three administrators, three counselors and eight department chairs.

SCHOOL CULTURE

The organizational culture of Syracuse Junior High School is one of collaboration. Not only in the preparation and assessment of curriculum, but a true sense of teamwork in all aspects of the organization. Teachers frequently send emails daily to ask questions or seek help from fellow teachers. Responses come quickly and positively. In situations of crisis, teachers drop what they are doing to help their colleagues or students in need.

An additional cultural element of the organization is to ensure high levels of learning for all students by clearly identifying essential learning standards in the various course offerings; and by providing excellent instruction, and focused, timely, and systematic interventions. The faculty, staff and community are increasingly unified in fulfilling this purpose.

UNIQUE FEATURES & CHALLENGES

With a clear focus on student learning, Syracuse Junior High has shown improvement in the number of students passing all classes and the number of total passing grades. Teachers are focused on student learning and success. One challenge the school continues to address through the Professional Learning Community/Davis Collaborative Team process, is staying focused on student proficiency in essential skills and knowledge rather than simply work completion.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Overall, the school 2018 AP test pass rates of 59.6% are slightly above the District average of 58.6%.

The school pass rate for the 2018 AP Environmental Science test is 55%, which is 8.2% points above the District pass rate of 45.8%. This number of test takers for the AP Environmental Science test increased by 5% in 2018 over the previous year.

AREAS OF RECENT IMPROVEMENT

Our 2017-2018 Sage science proficiency scores improved 5% over the previous year.

State Certifications pass rates in Family and Consumer Science have increased steadily over the past three years from 42% (2016), to 55% (2017) to 62% (2018).

Spanish Immersion students tested higher than the District average in three of the four areas of the STAMP test.

AREAS OF NEEDED IMPROVEMENT

Syracuse Junior High School continues to work on maintaining and improving SAGE proficiency and growth scores in math, science and English. There is much room for improvement in the area of math.

Attendance rates have dropped this year by .45%.

The course pass rate for math is significantly lower than the average of other courses.

Nearly one third of the students are reading below proficiency. One major goal in this school improvement plan addresses this deficiency.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Syracuse Junior High will prepare students for next-level success by ensuring academic responsibility as measured by term grades, with specific attention of Language Arts, Math, and Science.

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

Comments:

There was actually an increased number of Fs received during the first three terms of the 2017-2018 school year causing the school to not reach this goal.

Prior Year Goal #2:

Based on the Evaluate Davis observation data, checking for understanding will be tied to teaching concepts/objectives along with the USOE standards. Teachers will participate in professional development focused on teacher evaluation performance indicators found in Evaluate Davis.

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

Comments:

While the school did realize an increase of a .05 on the average evaluation indicator, it fell short of the goal of a .2 average increase.

Prior Year Goal #3:

Students will improve in their overall Language Arts proficiency scores by 3% as measured by the SAGE tests.

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

Comments:

Although the goal of improving the school’s overall Language Arts proficiency scores by 3% as measured by the SAGE end-of-level tests was not met, our students did show a pattern of continued success. The 2018 Language Arts tests scores averaged a 51.3% proficiency. This level is relatively consistent with scores over the past two years (52% in 2016, and 53 % in 2017). Although lower than anticipated, it is notable that this year’s proficiency level exceeds the District (50.5%) and the State (45%) levels.

Prior Year Goal #4:

Increase student interest and success in STEM related courses and other activities which support learning in math and science classes.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

Syracuse Junior High continues to grow student interest and participation on STEM related clubs and curriculum. STEM related club and organizations include the Science Olympiad, MESA, and VEX IQ Robotics. These clubs are well attended and students participate in outstanding learning activities outside the classroom.

In the curriculum areas, there is successful, dramatic growth in student enrollment in STEM related classes:

School Year Ending	<u>2017</u>	<u>2018</u>	<u>2019</u>
Exp. Computer Tech.	224	156	231
Digital Literacy	0	67	83
Science Exploration	0	0	23

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

Syracuse Junior High will prepare students for next-level success by ensuring academic responsibility as measured by term grades, by focusing on the following activities: tutoring; credit recovery and mentoring; class size reduction; and study skills instruction. Class size reduction measures will be taken to improve individualized instruction.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #2:

Syracuse Junior High will advance instruction by improving opportunities for quality learning experiences through the purchase of necessary equipment and materials. Additionally, teachers will attend professional development training and participate in professional alliances that will also achieve improved instruction. Finally, professional coaches will be utilized to directly impact the quality of specialized instruction for students.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #3:

Students will improve in their English Language Arts proficiency.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #4:

Students will develop a positive appreciation for math and science knowledge, and how that knowledge is used to benefit the world around them.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$12,108.00
B – Allocated new funds for 2018-2019	\$127,431.00
C – Total Budget for 2018-2019.....	\$139,539.00
D – Projected spending during 2018-2019	\$119,539.00
E – Expected carryover from 2018-2019 to 2019-2020	\$20,000
F – Projected new funding for 2019-2020.....	\$145,895.00
G – Total projected funding for 2019-2020.....	\$165,895.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Ready for Success at the Next Level

Syracuse Junior High School will foster a school atmosphere of culture and learning and reduce the number of 9th grade students who are credit deficient moving on to high school.

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 checked="" type="checkbox"/> Parent & Community Connections | <input checked="" type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

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

Measures to determine progress/successful completion of the goal

The school will reduce the percentage of 9th grade students who are credit deficient by 2% at the end of the 3rd quarter grading period of the 2019-2020 school year as compared to the same period of the 2018-2019 school year. The school will use the Credit Deficient report in Encore to measure this goal.

Action Plan:

Credit Recovery

- Add one credit recovery class during the school day to start second term. Each class will hold fifteen students at a time.
- Core credit is given priority over elective credit.
- Increase credit recovery classes to three starting second semester.
- Offer class to any credit deficient students, keeping them in the class as long as they are working. If they aren't working, offer the spot to another student. The goal is to get as many students as possible in and successfully out of class as quickly as possible, returning them to their original class.

Academic Mentor

- Mentor will receive student case load weekly through LCMT.
- Mentor will report back to LCMT on progress of individual students.
- Mentor will redirect teacher referrals to LCMT.
- Encore will be used to document tier two and three academic interventions.

School Culture and Learning

- An accompanist will be provided on occasion in support of choir performances. Additional choir music will be purchased for students to have their own copy.
- Adjudicators and clinicians will work with music ensembles throughout the year, including school solo/ensemble festivals.
- Transportation to District and State music festivals will be provided.
- The school will add two productivity periods to the Orchestra teacher's schedule. Additionally the purchase of orchestra music and needed repairs will support the growing number of students in this program.
- The school will purchase one tuba and three French Horns to continue the refresh of badly needed instruments in the band.
- In support of the Musical Theatre curriculum, the school will hire a musical director to work with the Musical Theatre class.

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	\$	\$67,600	<ul style="list-style-type: none"> • 2 Academic Mentors • 2 Productivity periods for Credit Recovery • 2 Productivity periods to reduce class size • Accompanist and Adjudicators for concerts and festivals • Vocal/Music Director for School Musical
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$400	Repair of instruments
Printing	\$	\$	
Transportation/Travel	\$	\$1,000	Travel expenses to in-district festivals
General Supplies	\$	\$15,450	2 Cellos, 1 Tuba, 3 French Horns
Textbooks	\$	\$2,090	<ul style="list-style-type: none"> • Purchase of Music • Smart Music subscription
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$86,540	

GOAL #2:**Teaching for Learning**

Improve the course pass rates in mathematics, as recorded in Power BI, by 1% over the 2018-2019 3rd Quarter rate of 92.8%.

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

Using the analysis tools provided in Power BI provided by the Davis District, the 2019-2020 3rd quarter pass rate in mathematics will be compared to the 2018-2019 3rd quarter rate of 92.8%. Success will be determined if the 2019-2020 pass rate is 93.8% or higher.

Action Plan:

- The school will make after-school tutoring opportunities available for students to receive tier 2 support in math before and after school in the form of a tutoring program.
- Educators will reference the book, *5 Practices for Orchestrating Productive Mathematics Discussion* by Margaret S. Smith and Mary Kay Stein that was recommended by our math curriculum advisor. The math team will discuss best practices and ideas as a team every month to enhance instruction. Each team member will choose a strategy or idea every month from the book to implement and report to the team.
- Educators will read *Bold School: Old School Wisdom + New School Technologies = Blended Learning That Works* by Weston Kieschnick and work to collaborate the ideas presented to create a blended classroom. The math team will discuss best practices and ideas as a team every month to enhance instruction. Each team

member will choose a strategy or idea every month from the book to implement and report to the team.

- Educator(s) will explore and be trained in new Canvas Apps to utilize and learn what Canvas has to offer in order to create a blended learning environment in class as well as have support at home.
- New educator(s) will be trained in MyOpenMath as one of the tools we use integrated into Canvas.
- Educators will make lesson videos to aid in instruction review to add to Canvas for student use.
- Educators will use Kuta Software to create more direct questions that align with lessons taught in class and used as re-engagement resources for students.
- Content level teams will work together to create a Canvas math product by grade level that will be a learning resource for students.
- The Special Education Department will use newly purchased computers to augment the classroom set. Utilizing this new technology tool, the following steps will be taken as part of the mathematics program: Record baseline; Provide direct instruction in grade level math concepts; Use technology to supplement classroom instruction; Provide regularly scheduled Curriculum Based Assessments; Record progress in reports that will be sent home; Analyze the data for effectiveness

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

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$21,000	<ul style="list-style-type: none"> • Video creation, training on different apps that integrate into Canvas • Math tutoring before and after school
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$3,510	<ul style="list-style-type: none"> • TI30XS Calculators & Manipulatives • Computers for Special Needs math instruction
Textbooks	\$	\$	
Library Books	\$	\$288	<ul style="list-style-type: none"> • <i>Bold School</i> books for department; 5 practices books for department
Software	\$	\$5,818	<ul style="list-style-type: none"> • Kuta Software & ALEKS
Equipment	\$	\$	
Total	\$	\$30,616	

GOAL #3:**Literacy**

The average score of 8th grade students taking the RISE Summative in the 2019-2020 school year will improve by 1.5 points over the average of the same set of students, as 7th grade students, the previous year on the RISE Interim.

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

Measures to determine progress/successful completion of the goal

During the 2018-2019 school year, 7th grade students scored an average score of 5.97 on the RISE Interim test. During the 2019-2020 school year, the same set of students, then in 8th grade, will take the RISE Summative Assessment. The results of the summative test will be compared to the results of the interim test, providing measurable data to identify goal accomplishment. An improvement of 1.5% will be considered successful attainment of this goal.

Action Plan:

- Syracuse Junior High's English Department goal is to have writing assignments and common assessments objectively assessed, with a common rubric, by a qualified person who will give unbiased grading for all students. This grading process has/will continue to provide valuable feedback to teachers on how to improve instruction and create a means for reflection through identifying strengths and weaknesses in individual teaching practices. Our current grader has proven invaluable in this area which is reflected in current data. She has provided teachers with more instruction time for students. We would like to continue her services and implement more rigor in the classroom with more writing. This plan would require five more hours on her behalf

- Each English teacher will have \$1,000 to buy books for their classrooms. It costs an average of \$500 to get a set of books for a book club choice. This will give the teacher the option to add two current, high interest books to their book club selection, or they can buy one set and a range of books with different interest levels and Lexile levels.
- All teachers plan to implement book clubs into their curriculum next year. Book clubs create life-long readers by adding enjoyment to reading by creating a social atmosphere. Book clubs offer a natural discussion for critical thinking, motivation of responsibility to read, encourage choice and promote a love for literature.
- These books will greatly affect low level readers; however, all of our 1200+ students will benefit from the books in the classroom as they too will be in the book clubs and have them for independent reading.

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

Yes (*complete the budget sections below*)

No (*skip the budget sections below*)

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

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$10,256	• English Reader paid for 205 Days @ 3.9 hours
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$		
Library Books	\$	\$7,000	• Reading Books at Various Lexile Levels for Checkout in English Classes
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$17,256	

GOAL #4:**STEM**

Improve the average 9th grade Earth Systems and Earth Systems Honors combined GPA in the first three terms of the 2019-2020 school year by 0.2 GPA, from a three-term average of 2.93 to an average of 3.13.

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

Measures to determine progress/successful completion of the goal

Using the Grade Distribution List report, average grade point averages will be calculated. Data from the first three quarters of the 2018-2019 school year will be used as a baseline to compare with data from the first three quarters of the 2019-2020 school year. The difference in the two years will be measured to determine goal success.

Action Plan:**Science Class Size**

- One productivity period will be added at each grade level in the Science Department, reducing the average class size in each science class.

Robotics

- At least 28 students will be part of the VEX IQ Robotics team and will participate in the VEX IQ Robotics local and regional competitions.
- Students will meet 2 days a week after school to prepare for the current VEX IQ Robotics Challenge. Meetings will include:

- Teamwork – Students will work in teams to design, test, and modify robots. Teams will keep an engineering notebook in which they record and explain their engineering process.
- Programming – Students will use the RobotC Graphical programming language to program their robots to perform tasks autonomously.
- Teams will be registered for a minimum of three local competitions throughout the competition season.
- Teams who qualify will attend the VEX IQ Utah State Championship.
- Trustlands money will be used to pay the advisor salary, register teams for events, and for routine maintenance of existing equipment.

CTE

- CTE Teachers will attend 15 days (total distributed throughout the department) of State training. Stipends will be provided for teacher compensation.

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

Yes (*complete the budget sections below*)

No (*skip the budget sections below*)

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

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #4

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$27,900	<ul style="list-style-type: none"> • 3 Science Class Productivity periods – One at each grade level • Stipends for 15 days of Summer Training • Stipend for teacher advisor of Robotics Club
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$2,000	<ul style="list-style-type: none"> • Robotics Team competitions – Entry Fees and Travel
General Supplies	\$	\$500	<ul style="list-style-type: none"> • Supplies for Robotics Team Robots and Competition Fields
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$30,400	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 \$145,895.00
- I – Total projected funding for 2019-2020\$165,895.00
- J – Total planned expenditures for 2019-2020.....\$164,812.00
- K – Planned carryover into 2020-2021..... \$1,083.00
- 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

We will use any larger than projected distribution to supplement the purchase of Library books as identified in Goal #3.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- | | |
|---|--|
| <input checked="" 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 |

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: **March 13, 2019**

Number who approved: **10**

Number who did not approve: **0**

Number who were absent or abstained: **2**

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