

Board of Education Goals

Instructional Goal

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Davison Community Schools



Instructional Goal





Current Instructional Goal:

All students will achieve academic success through quality instruction and support.

Student achievement levels will improve:

- The percentage of students achieving satisfactory performance on all subtests of the M-STEP, including the SAT, will annually rank among the top 10 percent in the State of Michigan.
- Student academic performance on Michigan standardized tests will show improvement gains over time. Beginning in 2015 with the new state assessment, M-STEP, there will be a visible upward trend in proficiency levels in all areas based on a minimum of three consecutive years of data.
- All students will show appropriate (year for a year) annual growth based on state standardized test data. The percent of students making average or above average annual growth (cohort data) will annually rank among the top 10 percent in the State of Michigan.
- 90% of all students enrolled in Davison High School will graduate in four (4) years. Davison Alternative Education High School students will graduate within five years.



Analysis

Data Reviewed

- Benchmark data
- State assessment data
- Student Count data (demographics) attendance, participation
- Graduation Rates
- Locally collected data (e.g. behavior, common assessments, survey data)

Summary of Data Analysis

- Student scores overall are consistent and mostly higher than the GISD and the state of Michigan
- Subgroups shows there is a gender gap in math and ELA, and 11th-grade EBRW.
- Gaps in ED/NED, General Ed, and Special Ed; economically disadvantaged students as a whole score lower on assessments – the number of students reporting ED drops as students enter secondary levels.
- Behavior data shows that students who have higher levels of referrals score lower on assessments.
- Graduation rate: decrease in Alternative Education, a consistent level at DHS



Proposed Instructional Goal:

Davison Community Schools will operate as a cohesive system to provide engaging curriculum, instruction, intervention, and assessment to improve student achievement each year as measured by local assessments, state assessments, and graduation rates.



Goal Measures

- Increase in growth and achievement for Grades K-8 assessment (benchmark & state)
- Increase in proficiency year to year for high school state assessments
- Graduation Rate (4 year cohort) of 90%



Strategy and Action Steps

Guaranteed and Viable Curriculum (GVC)

Develop and operationalize a coherent plan for achieving defined learning outcomes as outlined in student standards.

- Defined Curriculum
- Instructional Materials
- Instructional Practices
 - Tied to 5D+ Framework for Teaching and Learning
- Assessments

Action Steps:

- Revamp the curriculum development process (ACC)
- Present, implement, and provide sustained ongoing, training to staff of the new ACC process to provide a GVC
- Provide protected time for teachers to collaborate for the curriculum process
- Provide Instructional Coaching
- Use the 5D+ rubric to finetune instructional practices
- Blueprint assessments, formative, interim, summative to align with curriculum instruction
- Buildings/curricular groups will participate in Data Dialogues to monitor student progress and determine curricular

Strategy and Action Steps



Multi-Tier System of Support (MTSS) - Academics

A comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. The five essential components include:

- Team-Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instruction Interventions and Supports
- Comprehensive Screening & Assessment System
- Continuous Data-Based Decision Making

Action Steps:

- Develop and maintain an MTSS practice profile for implementation of each essential
- Quality Tier I intervention for all students
- K-6 Tier I instructional coaching
- K-6 Intervention Teachers for Tier 2 and Tier 3 academic needs
- 7-12 Intervention classes and after school supports
- Counselors and Success Coordinator support for academic needs

Resource Goal





Current Resource Goal

Davison Community Schools will maximize its resources.

- Fund equity in General Fund will remain stable while continuing to provide high quality instructional and supporting services.
- Use of facilities by community groups will increase.
- Transportation services will improve.
- Custodial and maintenance programs will improve.
- Energy usage will continue to be monitored to maintain cost avoidance.



Proposed Resource Goal

Davison Community Schools will uphold the highest standards of operational reliability, financial integrity and transparency while simultaneously striving to maximize the district's resources to their fullest to guarantee the fiscal stability and long-term sustainability of our district.



Analysis

Nothing stays the same and the past few years have been anything but status quo. Updating our district's operational goals now is important because it allows Davison Community Schools to adapt to evolving educational needs, ensuring that resources are allocated efficiently and effectively to provide the best possible educational experience for our students, their parents/guardians, and the community.



Goal Measures

- Fund Equity in the General Fund will remain at or above 12%.
- Ensure a minimum annual completion rate of 70% for identified 10-year plan projects funded through site sinking fund revenue.
- Plan, implement, monitor and evaluate strategies to uphold the Safety and Security of schools.
- Sustaining and maintaining the District's investment in Technology.
- Continued maintenance, upkeep, and replacement of Transportation fleet.
- The District will be fully staffed.



Strategy and Action Steps

Fund Equity in the General Fund will remain at or above 12%

The financial well-being of our district is fundamental to our mission of providing an exceptional education to our students here at Davison Community Schools “**Where Kids Come First and Futures Begin**”.

- Develop a Realistic Budget
- Regular Monitoring
- Expense Control

Action Steps:

- Develop and maintain a balanced budget that reflects our commitment to the long-term sustainability of our educational programs while also safeguarding the interests of our students, staff, and community.
- Regularly review financial practices and processes to identify opportunities for cost savings and improved effectiveness.
- Implement cost-control measures such as energy-efficient practices, bulk purchasing, etc. to reduce operating costs.



Strategy and Action Steps

Minimum annual completion rate of 70% for 10-year plan projects

Achieving 100% annual completion of multi-year spending plan projects is an ideal goal, but it may not be entirely realistic due to unforeseen events that can occur over the course of a school year.

Current Sinking Fund Millage Expires 12/31/2025

Action Steps:

- Clearly and concisely outline the district's future wants and needs through a 10-year plan.
- Develop a multi-year spending plan around these wants/needs that establishes a framework for managing the District's resources moving forward.
- Share a well-organized, multi-year spending plan with the community to foster confidence that the district has the ability and personnel in place to properly manage its financial resources and future projects.



Strategy and Action Steps

Plan, Implement, Monitor and Assess Measures to Sustain the Safety and Security of Schools

The safety of our students and staff remains a priority at Davison Community Schools. Safety has a profound impact on learning and the overall well-being of those in our schools.

Action Steps:

- Conduct regular safety assessments.
- Update Emergency Operations Plans regularly.
- Implement security upgrades as needed.
- Provide training for staff and students on safety protocols and procedures.



Strategy and Action Steps

Sustaining and Maintaining the District's Investment in Technology

Sustaining and maintaining the district's investment in technology is important because it ensures that students have continued access to modern educational tools and resources.

Action Steps:

- Review systems and devices to ensure they are up-to-date and capable of handling evolving software and applications.
- Develop a schedule to systematically upgrade and/or replace outdated technology.
- Include purchase of technology in the next renewal for Site Sinking Fund millage.



Strategy and Action Steps

Continued Maintenance, Upkeep, and Replacement of Transportation Fleet

The continued maintenance, upkeep, and timely replacement of the districts transportation fleet is essential to ensure the safety, reliability, and efficiency of Davison Community Schools student transportation services, while also helping to minimize future financial and operational disruptions.

Action Steps:

- Scheduled regular maintenance and upkeep will ensure our school buses remain in safe operating condition.
- Plan for future vehicle replacement which will allow the district to budget for these expenses more effectively which reduces financial strain and the need for emergency expenditures.
- Explore construction of bus wash.
- Include purchase of transportation in the next renewal for Site Sinking Fund millage.



Strategy and Action Steps

The District Will Be Fully Staffed

Proper and adequate staffing is essential to ensure that maximum resources are provided to our students. It also increases workplace morale, which assists in retaining employees.

Action Steps:

- Review and update job descriptions and qualifications to attract top talent.
- Consider additional opportunities and ideas for attracting and retaining employees.
- Develop partnerships with local universities and colleges to recruit future educators.
- Implement a streamlined and transparent hiring process.
- Explore staff wellness programs.

School Climate Goal





Current School Climate Goal:

Davison Community Schools will develop and maintain a cooperative, safe and respectful environment.

Measures:

- Connection to School
- Safety
- Programs



Analysis

Data Reviewed

- Behavior Referral Data
- Referral Demographics
- District WSCC Survey results
- Whole Child Survey Indicators Survey results
- District Tenets Survey results

Summary of Data Analysis

- A variety of services and resources for students, however, we continue to see behavior challenges.
 - We have provided staff with tools but not ongoing implementation support.
 - New staff members have not always received the same training regarding district initiatives.
- The lack of student engagement can create barriers for students' academic success and social-emotional growth.
 - Engagement extends beyond completing assignment/class work.
 - Engagement includes social-emotional interactions and connections with staff, students and the school community as a whole.



Proposed Climate Goal:

Davison Community Schools will increase student engagement and positive behavior as a result of staff receiving sustained and ongoing support in the areas of social-emotional learning, student engagement and positive behavior training.



Goal Measures

- Decrease in student referrals
- Increase in District WSCC Survey Results
- Increase in Whole Child Survey Indicators Survey
- Increase in District Tenets Survey
- Increase in student academic achievement



Strategy and Action Steps

MTSS - Behavior

The behavior components of a Multi-Tiered System of Supports is a three-tiered framework that integrates data, systems and practices to improve outcomes. This includes Positive Behavior Intervention and Supports (PBIS) framework, Positivity Project (P2) and capacity building in Social and Emotional Learning (SEL).

CASEL = (Collaborative for Academic and Social Emotional Learning)

Action Steps:

- SEL/CASEL resources and training provided to all teachers
- Incorporation of the CASEL-SEL 3 Signature practices into daily lessons by instructional staff
- Behavior Coaching Cycles
- Positivity Project implemented K-12
- Consistent Student Assistance Team process implemented PreK-12
- Counselors, Success Coordinators use of focused De-Escalation and SEL strategies
- Ongoing training for Dean of Students, Success Coordinators by Behavior Coach in De-Escalation, Positive Behavior Intervention and Supports and SEL

Next Steps

