

The logo for 'Elevate 28' features the word 'ELEVATE' in a bold, black, sans-serif font. The letter 'V' is replaced by a stylized graphic of four upward-pointing chevrons stacked vertically. The chevrons are colored from top to bottom: grey, blue, teal, and yellow. To the right of the word 'ELEVATE' is the number '28' in a smaller, bold, blue, sans-serif font.

**ELEVATE<sup>28</sup>**

*Weber School District's*

# **Strategic Plan**

# Our Strategic Plan Journey

Dear Weber School District Community,

We are thrilled to share with you an important initiative that embodies our commitment to excellence and continuous improvement: the development of our new strategic plan. At the heart of this endeavor lies our unwavering dedication to providing the best possible educational experience for every student within our district.

This strategic plan is not just a document; it's a roadmap that will guide us in fulfilling our mission, achieving our goals and meeting the evolving needs of our students, staff and community. What sets this plan apart is the meticulous process behind its creation.

We've taken a comprehensive approach, drawing insights from various sources to ensure that our plan is comprehensive, insightful and reflective of the diverse perspectives within our district. We've thoroughly analyzed recommendations from a district-wide audit conducted by the *Office of the Legislative Auditor General (OLAG)* during the 2021-2022 school year, delved into the valuable perspectives shared through a wide variety of stakeholder surveys, gleaned feedback from focus groups and engaged deeply with educators, support staff, school leaders, families, students and community partners through listening sessions conducted by the superintendency. Additionally, we crafted our plan with attention to the *Eight Elements of a Strategic Plan* provided by the Governor's Office of Planning and Budget (Appendix A).

Each piece of feedback, every suggestion and all insights have been carefully considered and integrated into the fabric of our strategic plan. This inclusive process ensures that the plan not only addresses the challenges we face but also capitalizes on the opportunities that lie ahead.

As we embark on this journey, we invite each and every one of you to join us. Your input, support and collaboration are essential as we work together to chart the course for the future of education in our district.

Together, we will strive to meet the needs of today and pave the way for a brighter tomorrow.

With gratitude and anticipation,

WSD Superintendency:  
Gina Butters, Superintendent  
Dave Hales, Assistant Superintendent  
Clyde Moore, Assistant Superintendent



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# Weber School District

## Board of Education Imperative

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### **Weber School Board Imperative: Putting Students at the Center of Education**

As the stewards of our educational system, we hereby declare an unwavering commitment to a student-centered vision that places the needs, aspirations and well-being of every learner at the forefront of all our endeavors. In fulfilling this imperative, we recognize that:

**Every Student Deserves Individualized Attention:** Each student is unique, with distinct learning styles, strengths, challenges and ambitions, and a solid foundation in literacy and numeracy is fundamental to their success across all subjects and in life beyond the classroom. It is our duty to tailor educational experiences to meet the diverse needs of all learners, ensuring that they possess the essential skills in reading, writing and mathematics to navigate an increasingly complex world.

**Holistic Development:** Our vision extends beyond test scores and academic achievements; it encompasses nurturing the holistic development of our students, fostering their emotional and physical well-being and social and character growth. This has long been “The Weber Way,” and includes cultivating critical thinking, empathy, resilience and a lifelong love for learning in our students.

**Empowerment Through Engagement:** Students are not passive recipients of knowledge but active participants in their own educational journey. We must foster environments that empower them to engage critically, creatively and collaboratively with their learning, promoting a sense of ownership and agency over their academic and personal growth.

**Technology as an Instructional Support:** While we embrace the transformative power of technology, we remain steadfast in our commitment to the art of teaching. We are dedicated to seamlessly integrating technology into our classrooms, empowering educators to enhance instruction, amplify student voice and foster critical thinking skills. Through thoughtful integration, we aim to enrich learning opportunities, cultivate digital literacy and prepare students for success in an ever-evolving world, all while recognizing that technology is a tool to support and augment, but never replace, the invaluable role of excellent teaching.

**Partnerships for Connection and Success:** Building a student-centered network requires collaboration among all stakeholders – educators, families, communities

and students themselves. By building strong connections within safe and caring school cultures, forging strong partnerships with families and fostering open communication, we can create environments where every student belongs and feels valued, supported, respected and loved.

Furthermore, we recognize the indispensable role of our district's quality educators, leaders and support staff. They are the heart and soul of our educational community, tirelessly dedicating themselves to nurturing the growth and potential of every student. Their expertise, passion and commitment are essential in realizing our student-centered vision. Therefore, we pledge to support and empower them, providing the resources, professional development and recognition they deserve to continue inspiring and guiding our students toward excellence.

Therefore, let it be known that our mission as a school board is not merely to educate students, but to empower them to become compassionate, informed and active participants in shaping their futures and the world around them. We pledge to uphold this student-centered vision with unwavering dedication, recognizing that the true measure of our success lies in the growth, fulfillment and success of every student we serve.

The Board of Education, Weber School District

Paul Widdison, Board President  
Jon Ritchie, Board Vice President  
Douglas Hurst, Board Member  
Bruce Jardine, Board Member  
Janis Christensen, Board Member  
Jan Burrell, Board Member  
Kelly Larson, Board Member



***“If you want to go fast, go alone. If you want to go FAR, go TOGETHER.”  
- African Proverb***

## Our Mission

Preparing Future-Ready Learners  
and Leaders

## Our Vision

With **CHARACTER** as our guide,  
**COMMITMENT** as our foundation,  
**CONNECTIONS** as our bridge, and  
**COMMUNITY** as our strength, we aim to  
empower all learners to achieve success  
and realize their fullest potential.



# Our Core Four

**CHARACTER** - At the core of our organization is a commitment to **integrity, honesty, and trust**. We embody the unwavering spirit required to face challenges and persevere through adversity. By embracing these values, **we cultivate resilience and the courage to pursue meaningful achievements and personal growth**.

**COMMITMENT** - We offer robust educational experiences that **empower students to be future-ready through inspired learning, exploration, and innovation** in safe learning environments. Our educators and leaders know how to challenge each other and their students and care enough to do it.

**CONNECTION** - We cultivate strong connections through collaboration and professional learning. We understand that a true sense of belonging comes when one's individuality and unique story are cherished and celebrated. **We welcome all dreamers, learners, leaders and achievers**. In Weber, everyone is welcome and we belong to one another.

**COMMUNITY** - We are proudly rooted in our community, dedicated to preserving our rich traditions while welcoming new ideas. We partner with parents and families and our local industry to **create a collaborative, supportive network aimed at sustaining the academic development and health of every child**. We encourage community engagement steeped in mutual respect. Together, we nurture the full potential of each learner and create a brighter future for all.

*"There is no trust more sacred than the one the world holds with children."  
-Kofi Annan*



# Strategic Plan

*Preparing Future-Ready Learners & Leaders to be Equipped to Change the World!*

**Elevate28** is a visionary blueprint for Weber School District which aims to *elevate* both the educational environment and the individuals within it. This comprehensive framework outlines targeted focus areas, priorities, goals, strategies and measures of improvement over a four-year period. By integrating the concept of "elevating," the plan emphasizes not only academic achievement but also the holistic development of students, educators and the broader community. It seeks to create an enriched educational experience that fosters innovation, inclusivity and excellence. The strategic plan guides the district in optimizing resources, fostering leadership development and enhancing collaboration among stakeholders. This forward-thinking approach is designed to *elevate* our childrens' learning to new heights and to ensure educational achievement and community engagement over the four-year horizon.



The *Academic Excellence*, *Safe & Healthy Schools* and *Character Competence* focal areas provide the pathway to prepare and empower future-ready learners and leaders, promote academic excellence and leverage a culture of caring, wellness and safety in our district, while the *Talent Engagement* focal area builds the internal capacity of employees and fortifies the crucial purpose and meaning inherent to our vocation as educators.

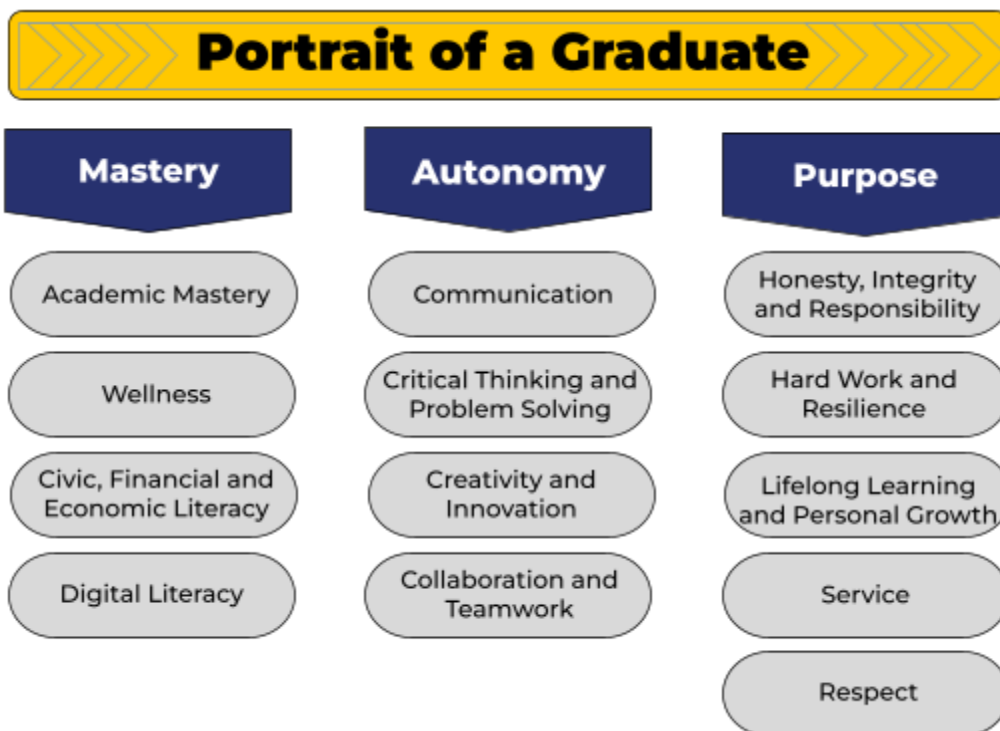
## Weber School District's Foundational Beliefs

We will embrace a growth mindset: Every student is **OUR** student and can grow and learn! We will meet all students where they are and will strive to personalize their learning by providing individualized support and/or extension they need to be successful. This will be accomplished using a holistic approach to academics, social/emotional and positive behavior supports and interventions. We understand the importance of finding the purpose and meaning in all of our vital roles and will continuously strive to find the “why” in everything we do.

We will courageously tell our story and will celebrate the amazing things that happen in our district every day. In doing so, we will elevate our unique organizational brand. We are proud to serve in the Weber School District!

### Strong SYSTEMS create healthy schools.

Weber School District's foundational systems are based on [Utah's Portrait of a Graduate](#) which identifies the ideal characteristics of a Weber School District graduate after completing our K-12 system. These are aspirations and aren't necessarily meant to be quantified and measured. These characteristics often begin at home and are cultivated in our educational settings. Our vision is that upon graduation from Weber School District, all students will have the skills to succeed and lead as lifelong learners and civically engaged citizens. Therefore, we have embedded these competencies into each of our focal areas.



## High-Quality Instruction & Assessment

- **District Leaders will**
  - Provide an evidence-informed model of instruction.
  - Train Instructional Coaches on best practices aligned with the evidence-informed model of instruction.
- **School Leaders will**
  - Set school-wide goals focused on improving targeted instructional strategies.
  - Support educators and teams in implementing, maintaining and evaluating best instructional practices.
  - Collaborate with Instructional Coaches to support educators in achieving school-wide goals.
- **Educators will**
  - Administer formative and summative assessments strategically and use best practices to respond to the data gained from assessments.
  - Utilize evidence-informed strategies and pedagogical approaches to deliver personalized, impactful, rigorous, standards-based, culturally responsive and inclusive instruction.
  - Utilize data to provide feedback to students, set goals, and monitor goal progress over time.
  - Integrate technology, but will not let it replace high-quality instruction.
  - Support disciplinary literacy and assessment to build reading, writing and speaking skills across the curriculum.
  - Use assessments provided by state-level assessment vendors, as appropriate, to give students the opportunity to use the test tools, experience the platforms and to provide feedback to both teachers and students.
- **Educators and Education Support Professionals will**
  - Strive to meet and support the basic needs of all students enabling them to learn and grow.
  - Actively participate in professional development opportunities relative to their job duties.

## Leadership

- **District Leaders will**
  - Strive to create and support courageous leaders while leveraging their existing strengths.
  - Align financial resources to best serve critical needs.
  - Reorganize district-level departments to better support all employees, students and families.

- **School Leaders will**
  - Align financial resources to best serve critical needs.
  - Foster leadership skills within their schools across all employee groups.
  - Promote collaboration within various employee groups at their schools.
- **Educators will**
  - Remain relentlessly committed to the art of teaching.
  - Continue to hone their skills and confidence and seek help when needed.
  - Volunteer for leadership opportunities where possible.
  - Actively participate in professional learning and apply the information in their classrooms.
- **Educators and Education Support Professionals will**
  - Continue to hone their skills and confidence and seek help when needed.
  - Volunteer for leadership opportunities where possible.
  - Actively participate in professional learning and apply the information in their roles and responsibilities.

## Professional Learning Communities

- **District Leaders will**
  - Build and sustain the foundational pillars of a Professional Learning Community. The focus will be on LEARNING, operating as a collaborative culture, data and results.
- **School Leaders will**
  - Align schedules and resources so Special Education educators, EL educators/facilitators and other support professionals are included in grade-level/content area PLCs.
  - Follow the guidance in the [PLC Collective Commitments](#) document.
- **Educators will**
  - Ensure students are at the center of PLC conversations and work.
  - Engage with collaborative teams to implement, evaluate, and maintain best instructional practices while ensuring that weekly collaboration meetings are focused on and driven by the elements outlined in the [PLC Collective Commitments](#) document.
  - Continue an intensive focus on the essential guiding questions for PLCs:
    - What do we want all students to know and be able to do?
    - How will we know if they learn it?
    - How will we respond when some students do not learn?
    - How will we extend the learning for students who are already proficient?
  - Follow the guidance in the [PLC Collective Commitments](#) document.

## Multi-Tiered Systems of Support

- **District Leaders will**
  - Develop a framework that informs the delivery of tiered social, emotional, behavior and academic interventions providing increasing, more intensive instruction based on each student's individual needs using:
    - Positive Behavior Interventions and Support
    - Response to Intervention
- **School Leaders will**
  - Lead and empower high-functioning Collaborative Leadership Teams that include both Academic Intervention Support Teams & Positive Behavior Intervention Support Teams.
  - Align resources to provide the staffing and dedicated time for remediation.
  - Employ and sustain a framework that informs the delivery of tiered social, emotional, behavior and academic interventions providing increasing, more intensive instruction based on each student's individual needs using:
    - Positive Behavior Interventions and Supports
      - Create a shared vision for a positive school culture.
      - Establish a leadership team that meets regularly and shares expertise in coaching, social, emotional, behavioral, academic, equity, mental health, physical health, wellness and trauma.
      - Actively engage families.
      - Ensure ongoing use of disaggregated data for decision making.
      - Provide ongoing access to professional development for all staff to implement each tier of PBIS.
    - Response to Intervention
      - A coherent and viable core curriculum that embeds ongoing monitoring for all students.
        - Using interventions applied during regular, daily classroom (Tier I ) instruction.
      - Immediate and powerful targeted interventions systematically applied during the school day and monitored for any students not achieving.
      - Intensive interventions focused on closing the gap
        - Provided during the school day.
        - In small group settings.
        - By creatively using existing personnel.
  - Support educators in gaining the knowledge and skills necessary to

create classroom environments that are built on positive reinforcement, clear expectations and consistent strategies.

- Focus more intently on cone-wide collaboration to build unity and a shared sense of responsibility amongst stakeholders for all students within the feeder system.
- **Educators will**
  - Play an active role in high-functioning Collaborative Leadership Teams that include both Academic Intervention Support Teams & Positive Behavior Intervention Support Teams.
  - Focus on positive reinforcement, clear expectations and consistent strategies as part of daily classroom routines.
- **School counselors will**
  - Actively lead and support MTSS and PBIS implementation in their schools and classrooms.
  - Play an active role in a high-functioning Collaborative Leadership Teams that include both Academic Intervention Support Teams & Positive Behavior Intervention Support Teams.
  - Facilitate transition meetings (handoff of 6th graders to junior high and 9th graders to high school) with feeder school leaders and counselors, ensuring that struggling students' stories are shared and their needs are clearly articulated and discussed.

## Positive District/School Climate

- **All Weber School District Employees and Students will**
  - Define a clear mission and vision for the district that provides a shared sense of purpose and direction for all stakeholders.
  - Lead by example, demonstrating integrity, empathy and a commitment to the well-being of students and staff.
  - Foster positive relationships among students, staff, families and the wider community and will encourage open communication, mutual respect and empathy.
  - Ensure that the school is inclusive and welcoming to all students, regardless of their background, abilities, or circumstances. Embrace diversity and celebrate cultural differences.
  - Empower students and staff to take ownership of their learning and contribute to decision-making processes within the school.
  - Encourage active participation and involvement in school activities.
  - Create a culture of respect and kindness where bullying, discrimination and negative behavior are not tolerated and implement clear policies and procedures to address any instances of misconduct.
  - Provide a safe, supportive and nurturing learning environment where students feel valued, supported and challenged to reach their full





# Academic Excellence



Weber School District is committed to supporting all students in reaching their full academic potential. Literacy is the key to unlocking boundless opportunities, empowering individuals to navigate, comprehend and contribute to the world around them. It is the foundation for personal growth, academic achievement and societal progress, fostering critical thinking, communication skills and a lifelong love for learning.

The acquisition of strong mathematical skills during the formative years lays the foundation for a lifetime of academic and professional success. Mathematics is not just about numbers; it fosters critical thinking, problem-solving, and logical reasoning skills. In today's rapidly evolving world, mathematical proficiency is essential for success in various careers. From science and technology to finance and engineering, a strong math foundation opens doors to a wide range of opportunities, empowering students to pursue their passions. By navigating mathematical challenges, students develop resilience, perseverance and the ability to approach complex issues with a structured and systematic mindset—skills applicable across all facets of life.

Future-ready learners are essential in navigating the dynamic landscape of tomorrow, equipped with adaptability, critical thinking and a passion for continuous learning. In a rapidly evolving world, their ability to embrace change, leverage technology and cultivate diverse skill sets ensures not only personal success but also contributes to the innovation and resilience of society as a whole.

## Portrait of a Graduate Competencies Addressed

<b>Academic Mastery</b>	Demonstrate a depth of knowledge in multiple subject areas to make informed decisions.
<b>Digital Literacy</b>	Adapt, create, consume and connect in productive, responsible ways to utilize technology in social, academic and professional settings.
<b>Communication</b>	Communicate effectively through reading, writing, speaking and listening to understand information in a variety of contexts, media and languages.

<b>Critical Thinking and Problem Solving</b>	Access, evaluate and analyze information to make informed decisions, recognize bias and find solutions.
<b>Hard Work and Resilience</b>	Set personal goals, apply best efforts to achieve them and persevere when faced with challenges and setbacks. Have a well-rounded sense of confidence, optimism and self-efficacy.
<b>Lifelong Learning and Personal Growth</b>	Continue to seek knowledge and develop skills in all settings.

*All goals are to be accomplished by 2028.*

## Priority 1: Pre-K to 6th Grade Achievement

<b>Goal #1</b>	70% of our third grade students will be reading at or above grade level as measured by the composite score on Acadience reading by 2027 (as per SB 127).  <b>Measure:</b> The Assessment, School Improvement & Research Department will analyze and report on Acadience Reading Assessment data annually.
<b>Goal #2</b>	72% of our third grade students will be at or above benchmark on Acadience math.  <b>Measure:</b> The District Data Coach will analyze and report on Acadience Math Assessment data annually.
<b>Goal #3</b>	55% of all 4th-6th grade students will be proficient on the end-of-year RISE assessments in ELA and Math <b>OR</b> there will be an annual increase of 5% in the percentage of students who demonstrate acceptable growth.  <b>Measure:</b> The Director of Assessment, School Improvement & Research will analyze and report on RISE ELA and Math Assessment data (proficiency and growth) annually.

**Goal #1 Strategies:**

**District Leaders will**

- Provide ongoing training and support to ensure implementation of instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.
- Provide curriculum documents offering guidance on recommended instructional minutes and training on how to effectively use the time.
- Train Instructional Coaches on best practices for reading instruction and how to set up coaching supports for teams and individual educators.
- Support K-3 educators, elementary Instructional Coaches and school leaders in successfully completing the LETRs professional learning course by purchasing licenses and providing all necessary course materials.
- Ensure historical data is accessible to school leaders and teachers. This includes the current teacher as well as future teachers.

**School Leaders will**

- Support K-3 educators and paraprofessionals in implementing evidence-based strategies for improving student reading achievement including support from Instructional Coaches.
- Ensure historical data is accessible to and used by teachers. This includes the current teacher as well as future teachers.

**Educators will**

- Utilize instructional materials with fidelity that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.
- Adhere to the recommended minutes for English Language Arts outlined in the ***K-6 Instructional Minutes guide***.
- Set a *Pathways of Progress* goal for every K-3 student and progress monitor following the suggested progress monitoring guidelines established by Acadience Learning.
- Provide feedback to students and families regarding where the student is in their learning and facilitate planned interventions for students who are struggling or extension learning opportunities for students who are exceeding expectations.
- Strategically use high-quality, evidence-informed curricular and

instructional materials to ensure student proficiency on state standards.

- Thoughtfully integrate technology, where appropriate, to enrich learning opportunities, to support quality instruction and to increase student engagement.
- Use historical data to guide instruction and to inform interventions/extensions.

## **Goal #2 Strategies:**

### **District Leaders will**

- Provide ongoing training and support to ensure the implementation of instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.
- Provide curriculum documents offering guidance on recommended instructional minutes and training on how to effectively use the time.
- Train Instructional Coaches on best practices for mathematics instruction and how to set up coaching supports for teams and individual educators.

### **School Leaders will**

- Support educators and paraprofessionals in implementing evidence-based strategies for improving student mathematics achievement including support from Instructional Coaches.

### **Educators will**

- Utilize instructional materials with fidelity that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction
- Adhere to the recommended minutes for Mathematics outline in the ***K-6 Instructional Minutes Guide***.
- Set a Pathways of Progress goal for every K-3 student and progress monitor following the suggested progress monitoring guidelines established by Acadience Learning.
- Provide feedback to students and families regarding where the student is in their learning and facilitate planned interventions for students who are struggling or extension learning opportunities for students who are exceeding expectations.
- Thoughtfully integrate technology, where appropriate, to enrich learning opportunities, to support quality instruction and to increase student engagement.

### **Goal #3 Strategies:**

#### **District Leaders will**

- Provide curriculum documents offering guidance on recommended instructional minutes and training on how to effectively use the time.
  - Train educators and Instructional Coaches on best practices for supporting comprehension of discipline-specific texts.
  - Train educators and Instructional Coaches on best practices for ELA and mathematics standards.

#### **School Leaders will**

- Support educators in implementing evidence-based strategies for improving student ELA and mathematics achievement including support from Instructional Coaches.

#### **Educators will**

- Adhere to the recommended minutes for outline in the ***K-6 Instructional Minutes Guide***.
- Administer *RISE Benchmark Exams* multiple times throughout the year and use the results to inform instruction.
- Explicitly support students in the strategic use of comprehension strategies including strategies that help students engage with texts in discipline-specific ways.
- Provide feedback to students and families regarding where the student is in their learning and facilitate planned interventions for students who are struggling or extension learning opportunities for students who are exceeding expectations.
- Ensure instruction aligns to the Utah Core Standards in Math and ELA and will utilize the [Blueprints](#) and [Core Guides](#) to design their instruction, assessment, intervention and extension.
- Be familiar with and reference [Blueprints](#) and [Core Guides](#) in instructional planning.
- Thoughtfully integrate technology, where appropriate, to enrich learning opportunities, to support quality instruction and to increase student engagement.

#### **Resources:**

- ***K-6 Instructional Minutes Guide***
- [PLC Collective Commitments Document](#)
- [Monitoring the Work of Teams Document](#) ([elementary](#), [junior high](#), [high school](#))
- [Foundational Actions & Evidence of Success](#)

- [USBE Teaching and Learning - Academic Areas](#)
- [Blueprints](#)
- [Core Guides](#)

## Priority 2: 7th - 12th Grade Achievement

**Goal #1** 50% of all 7th-8th grade students will be proficient on the end-of-year RISE assessments in ELA and Math **OR** there will be an annual increase of 5% in the percentage of students who demonstrate acceptable growth.

**Measure:**

The Assessment, School Improvement & Research Director will analyze and report on RISE ELA and Math Assessment data (proficiency and growth) annually.

**Goal #2** 44% of 9th and 10th grade students will earn a predicted ACT score above 18 on the Utah Aspire Plus.

**Measure:**

The Assessment, School Improvement & Research Director will analyze and report on Utah Aspire Plus Assessment data annually.

**Goal #3** 49% of 11th grade students will earn ACT composite scores of 18 or higher **OR** the value will increase by 5% annually if below 49%.

**Measure:**

The Assessment, School Improvement & Research Director will analyze and report on ACT Assessment data annually.

### Strategies & Resources

**Goal #1 Strategies:**

**District Leaders will**

- Facilitate the transition to a block A/B schedule for grades 7-9 to double block ELA and math instruction, intervention and extension if the pilot of the block A/B schedule in the West Field Cone junior high schools demonstrates positive outcomes for student learning.
- Train educators to deliver intensive, individualized intervention for students who have been identified as reading well below benchmark on 6th grade Acadience assessment.
- Train educators and Instructional Coaches on best practices for supporting comprehension of discipline-specific texts.

- Train educators and Instructional Coaches on best practices for ELA and mathematics standards.

### **School Leaders will**

- Support educators in implementing evidence-based strategies for improving student ELA and mathematics achievement including support from Instructional Coaches.
- Provide a master schedule composed of more robust course offerings.
- Ensure that students reading well below the benchmark on the 6th-grade Acadience assessment are encouraged to enroll in a Remedial Reading class taught by a qualified educator trained in providing intensive, individualized intervention.

### **Educators will**

- Administer *RISE Benchmark Exams* multiple times throughout the year and use the results to inform instruction.
- Use best practices to instruct and assess Utah Core Standards.
- Be familiar with and reference [Blueprints](#) and [Core Guides](#) in instructional planning.
- Explicitly support students in the strategic use of comprehension strategies including strategies that help students engage with texts in discipline-specific ways.
- Ensure instruction aligns to the Utah Core Standards in Math and ELA and will utilize the [Blueprints](#) and [Core Guides](#) to design their instruction, assessment, intervention and extension.
- Provide feedback to students and families regarding where the student is in their learning and facilitate planned interventions for students who are struggling or extension learning opportunities for students who are exceeding expectations.
- Thoughtfully integrate technology, where appropriate, to enrich learning opportunities, to support quality instruction and to increase student engagement.

### **Goal #2 Strategies:**

#### **District Leaders will**

- Train educators to deliver intensive, individualized intervention for students who have been identified as struggling readers.
- Train educators and Instructional Coaches on best instructional practices including strategies for supporting comprehension of discipline-specific texts



### **School Leaders will**

- Support educators in implementing evidence-based strategies for improving comprehension of discipline-specific texts, mathematics and ELA, including support from Instructional Coaches.
- Ensure that students identified as struggling readers are encouraged to enroll in a Remedial Reading class taught by a qualified educator trained in providing intensive, individualized intervention.
- Ensure that educators in ELA, Mathematics and Science align instruction to state standards and provide instructional coaching for best practices.
- Strive to build a positive climate surrounding assessment and will help students, families and educators better understand the importance of such testing. Further, we will clearly detail how the data is used and how it can support both intervention and extension for each student.

### **Educators will**

- Use best practices to instruct and assess state standards.
- Explicitly support students in the strategic use of comprehension strategies including strategies that help students engage with texts in discipline-specific ways.
- Provide feedback to students and families regarding where the student is in their learning and facilitate planned interventions for students who are struggling or extension learning opportunities for students who are exceeding expectations.
- Administer *Utah Core Standards Benchmark Exams* multiple times throughout the year and use the results to inform instruction.
- Strive to build a positive climate surrounding assessment and will help students and families better understand the importance of such testing. Further, we will clearly detail how the data is used and how it can support both intervention and extension for each student.
- Thoughtfully integrate technology, where appropriate, to enrich learning opportunities, to support quality instruction and to increase student engagement.

### **Goal #3 Strategies:**

#### **District Leaders will**

- Train educators to deliver intensive, individualized intervention for students who have been identified as struggling readers.
- Train educators and Instructional Coaches on best instructional practices including strategies for supporting comprehension of discipline-specific texts

#### **School Leaders will**

- Support educators in implementing evidence-based strategies for improving comprehension of discipline-specific texts, mathematics and ELA, including support from Instructional Coaches.
- Ensure that students identified as struggling readers are encouraged to enroll in a Remedial Reading class taught by a qualified educator trained in providing intensive, individualized intervention.
- Ensure that educators in ELA, Mathematics and Science align instruction to state standards and provide instructional coaching for best practices.
- Provide opportunities within the master schedule and before/after school for students to take ACT test-taking preparation classes.
- Strive to build a positive climate surrounding assessment and will help students, educators and families better understand the importance of such testing. Further, we will clearly detail how the data is used and how it can support both intervention and extension for each student.
- Encourage sophomore and junior students to participate in national administrations of the ACT.

#### **Educators will**

- Use best practices to instruct and assess state standards.
- Explicitly support students in the strategic use of comprehension strategies including strategies that help students engage with texts in discipline-specific ways.
- Strive to build a positive climate surrounding assessment and will help students and families better understand the importance of such testing. Further, we will clearly detail how the data is used and how it can support both intervention and extension for each student.
- Provide opportunities within science, ELA and mathematics classes to practice for the ACT test and to develop effective test-taking strategies.

- Be familiar with and reference [Blueprints](#) and [Core Guides](#) in instructional planning.
- Provide feedback to students and families regarding where the student is in their learning and facilitate planned interventions for students who are struggling or extension learning opportunities for students who are exceeding expectations.
- Ensure instruction aligns to the Utah Core Standards in Math and ELA and will utilize the [Blueprints](#) and [Core Guides](#) to design their instruction, assessment, intervention and extension.
- Thoughtfully integrate technology, where appropriate, to enrich learning opportunities, to support quality instruction and to increase student engagement.

**Resources:**

- [PLC Commitment Document](#)
- [Monitoring the Work of Teams Document \(Elementary, Junior High, High School\)](#)
- [Foundational Actions & Evidence of Success](#)
- [Blueprints](#)
- [Core Guides](#)
- [USBE Teaching and Learning - Academic Areas](#)

## Priority 3: Future-Ready Learners & Leaders

### Goal #1

80% of all K-12 students will achieve 95% or better attendance (absent nine or fewer days per year).

**Measure:**

The Student Services Department will annually collect, analyze and share attendance data.

### Goal #2

92% of seniors will graduate with their cohort.

**Measure:**

The Assessment, School Improvement & Research Director will track graduation cohort data annually.

### Goal #3

70% of all graduating seniors will have earned at least 0.5 credits in an AP or Concurrent Enrollment course **OR** will increase by at least 3% annually.

**Measure:**

The Assessment, School Improvement & Research Director will track Advanced Placement and Concurrent Enrollment credit data annually.

<p><b>Goal #4</b></p>	<p>54% of graduating seniors will achieve Concentrator status <b>OR</b> 25% of graduating seniors will achieve Completer status in a CTE Pathway (1.5 credits for Concentrator and 3 credits for a Completer).</p> <p><b>Measure:</b> The Career and Technical Education Director will annually track data on seniors relative to achievement of CTE Pathway Concentrator or Completer status.</p>
<p><b>Goal #5</b></p>	<p>5% of graduating seniors will earn a Certificate of Completion related to university general education requirements.</p> <p><b>Measure:</b> The Assessment, School Improvement &amp; Research Director will annually track graduating seniors who earn the Certificate of Completion.</p>
<p><b>Goal #6</b></p>	<p>Increase, by 3% annually, the number of students who earn scholarships to post high school institutions.</p> <p><b>Measure:</b> The Student Services Department will annually collect and analyze scholarship award data.</p>
<p><b>Goal #7</b></p>	<p>80% of students will learn to adapt, create, consume and connect using technology in ways that are productive and responsible across social, academic and professional settings.</p> <p><b>Measure:</b> The Digital Teaching and Learning Department will annually collect, compile and analyze data from student assessments (digital portfolios, project-based evaluations and/or self-assessment surveys) to measure proficiency in adapting, creating, consuming and connecting with technology.</p>

<p><b>Strategies &amp; Resources</b></p>	<p><b>Goal #1 Strategies:</b></p> <p><b>District Leaders will</b></p> <ul style="list-style-type: none"> <li>• Establish and train on appropriate attendance coding practices.</li> <li>• Prepare information with attendance policies and resources for students and families.</li> <li>• Analyze our Attendance Policy (including the Attendance Credit Loss Policy) and USBE policies/state codes.</li> <li>• Determine and evaluate the baseline, district-wide attendance data for 2024-2025.</li> <li>• Revise/narrow attendance codes and definitions in 2024-2025.</li> </ul>
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- Provide training to school leaders, counselors and student advocates on effective approaches/strategies related to home visits and family engagement efforts.

**School Leaders will**

- Ensure that all educators are taking accurate roll(s) daily.
- Ensure accurate codes are being utilized and will determine interventions for struggling students.
- Conduct home visits, as needed, to better understand each student and provide targeted support.

**Educators will**

- Engage with families to better understand each student and provide targeted support.

**Counselors, Student Advocates & Others will**

- Conduct home visits, as needed, to better understand each student and provide targeted support.

**Goal #2 Strategies:**

**District Leaders will**

- Develop a system to provide appropriate training and resources to student advocates so they can best support students who are not on-track for graduation.
- Train school leaders and other personnel on appropriate use of exit codes, especially with respect to students in grades 9-12.
- Design and implement a credit recovery program and will promote it for students in grades 9-12.
- Provide training on systems for tracking and supporting students who are off-track for graduation.
- Participate in professional learning relative to graduation requirements and the various diploma opportunities available.
- Provide training to school leaders, counselors and student advocates on effective approaches/strategies related to home visits and family engagement efforts.

**School Leaders will**

- Make an intensive focus to ensure that 9th grade students are on-track for graduation by the time they transition to 10th grade.
- Add or continue to provide co-taught courses to offer increased support to students with disabilities.

- Design and implement a credit recovery program and will promote it for students in grades 9-12.
- Receive training on systems for tracking and supporting students who are off-track for graduation.
- Participate in professional learning relative to graduation requirements and the various diploma opportunities available.

#### **Educators will**

- Provide targeted support, intervention, instruction and assessment to ensure students earn credit toward graduation.
- Engage with families and students in a timely fashion regarding academic struggles that may cause the student to be off-track for graduation.
- Actively identify, intervene with a credit recovery plan and monitor students who are not on-track for graduation beginning in 9th grade.
- Communicate with families of students who are at risk of not graduating with their cohort.
- Begin actively engaging in credit recovery and family/student communication as soon as the student is off-line for graduation.
- Support students in achieving CTE Concentrator/Completer Pathways. 98.4% of CTE Concentrators and 99.75 of CTE Completers graduated with their cohorts.
- Conduct home visits, as needed, to better understand each student and to provide targeted support.

#### **Counselors and Student Advocates will**

- Actively identify, intervene with a credit recovery plan and monitor students who are not on-track for graduation beginning in 9th grade.
- Communicate with families of students who are at risk of not graduating with their cohort.
- Begin actively engaging in credit recovery and family/student communication as soon as the student is off-line for graduation.
- Support students in achieving CTE Concentrator/Completer Pathways. 98.4% of CTE Concentrators and 99.75 of CTE Completers graduated with their cohorts.
- Conduct home visits, as needed, to better understand each student and to provide targeted support.

### **Goal #3 Strategies:**

#### **District Leaders will**

- Provide ongoing professional learning for counselors and school leaders relative to advanced coursework.
- Host an annual Advanced Placement Institute to promote collaboration among AP educators across the district, to discuss best practices, to increase access and to promote AP programs.
- Ensure funds are available to support students who are from marginalized groups in taking AP and CE courses.

#### **School Leaders will**

- Increase access to advanced coursework for all students.
- Actively engage with students and families to broaden their understanding of course availability and the benefits of participating in and completing such courses.

#### **Educators will**

- Attend the annual Concurrent Enrollment Conference hosted by Weber State University and will actively participate in their specific session(s).
- Actively engage with students and families to broaden their understanding of course availability and the benefits of participating in and completing such courses.
- Increase access to advanced coursework for all students.

#### **Counselors will**

- Increase access to advanced coursework for all students.
- Actively engage with students and families to broaden their understanding of course availability and the benefits of participating in and completing such courses.

### **Goal #4 Strategies:**

#### **District Leaders will**

- Provide ongoing professional learning and support for counselors and school leaders relative to Career and Technical Education classes.
- Work to recruit and retain highly-skilled educators in high-demand Career and Technical Education Pathways.
- Ensure intra-district, content-specific PLCs occur regularly with CTE educators.



### **School Leaders will**

- Work to recruit and retain highly-skilled educators in high-demand Career and Technical Education Pathways.
- Ensure intra-district, content-specific PLCs occur regularly with CTE educators.
- Increase access for all students to Career and Technical Education classes by actively engaging with students and families to broaden their understanding of course availability and the benefits of participating in and completing such courses.
- Increase relationships with industry partners and OTECH.
- Focus on career-connected activities such as: career fairs, field trips, internships, practice interviews and career inventory (YouScience).

### **Educators will**

- Increase access for all students to Career and Technical Education classes by actively engaging with students and families to broaden their understanding of course availability and the benefits of participating in and completing such courses.
- Increase relationships with industry partners and OTECH.
- Focus on career-connected activities such as: career fairs, field trips, internships, practice interviews and career inventory (YouScience).

### **Counselors will**

- Increase access for all students to Career and Technical Education classes by actively engaging with students and families to broaden their understanding of course availability and the benefits of participating in and completing such courses.
- Increase relationships with industry partners and OTECH.
- Focus on career-connected activities such as: career fairs, field trips, internships, practice interviews and career inventory (YouScience).

### **Goal #5 Strategies:**

#### **District Leaders will**

- Provide training to school leaders and counselors relative to the Certificate of Completion related to university general education requirements.
- Ensure information relative to the Certificate of Completion is located and can easily be found on the district's website.

#### **School Leaders will**

- Will regularly update and share the [Certificate of Completion](#)

[School Template.](#)

- Actively engage with students and families to broaden their understanding of the Certificate of Completion related to university general education requirements and the benefits of earning this designation.
- Make WSU advisors available to students to help students monitor their progress with respect to the Certificate of Completion.
- Ensure information relative to the Certificate of Completion is located and can easily be found on the school's website.

**Counselors will**

- Regularly update and share the [Certificate of Completion School Template.](#)
- Actively engage with students and families to broaden their understanding of the Certificate of Completion related to university general education requirements and the benefits of earning this designation.
- Make WSU advisors available to students to help students monitor their progress with respect to the Certificate of Completion.
- Ensure information relative to the Certificate of Completion is located and can easily be found on the school's website.

**Goal #6 Strategies:**

**District Leaders will**

- Inform counselors about various scholarship opportunities.
- Develop a tracking system for scholarship awards that will be used at each high school.

**School Leaders will**

- Continue relationships with Utah College Advising Corps (UCAC) and, if the opportunity is presented, broaden school participation.
- Actively engage and communicate with students and families to broaden their understanding of the scholarship opportunities (newsletters, emails, presentations, etc.).

**Counselors will**

- Continue relationships with Utah College Advising Corps (UCAC) and, if the opportunity is presented, broaden school participation.
- Actively engage and communicate with students and families to broaden their understanding of the scholarship opportunities (newsletters, emails, presentations, etc.).

## **Goal #7 Strategies:**

### **District Leaders will**

- Allocate adequate technology resources and infrastructure to support innovative teaching and learning practices. This includes access to up-to-date hardware, software and reliable internet connectivity.
- Engage with technology companies and higher education institutions to provide opportunities for students to learn from experts and gain exposure to the latest digital tools and AI applications.
- Make the Digital Citizenship curriculum available to the community on the district website.
- Provide a quarterly article, tip, suggestion, podcast, etc. related to Digital Citizenship and share it with the school community.

### **School Leaders will**

- Encourage an environment that supports and rewards the innovative and ethical use of technology. Recognize and showcase examples of effective and appropriate digital literacy and AI integration in classrooms.
- Work with the Digital Teaching and Learning Department to organize professional development programs focused on digital literacy, appropriate AI utilization and integration of technology into pedagogical practices.
- Provide ongoing support to educators utilizing Library Technology Specialists and building EdTech coaches to help them incorporate technology into their teaching strategies effectively and responsibly.
- Seek feedback from educators on what works and what needs improvement in terms of technology resources and training.
- Distribute the quarterly article, tip, suggestion, podcast, etc. related to Digital Citizenship to all families.

### **Educators will**

- Design and deliver lessons, where appropriate, that require students to use technology to research, create and present information.
- Incorporate project-based learning activities, as appropriate, that enhance digital literacy and promote the responsible use of AI.
- Regularly discuss the ethical considerations and responsibilities associated with digital technology use.

- Teach students to critically evaluate online information and to understand the impact of their digital footprint.
- Continuously assess the effectiveness of technology use in enhancing learning and adjust strategies as needed.
- Provide feedback to school leaders on what works and what needs improvement in terms of technology resources and training.
- Support the Digital Citizenship curriculum, where possible, in regular instruction.

**Resources:**

- [USBE's CTE Website](#)
- [Attendance Works](#)
- [WestEd](#)
- [Certificate of Completion School Template.](#)
- [YouScience](#)
- [training.wsd.net](#)

*"Tell me and I forget, teach me and I may remember, involve me and I learn."  
- Benjamin Franklin*

# Safe & Healthy Schools



A culture of caring and connection is the heartbeat of a thriving school or district, creating a nurturing environment where every individual feels valued, respected and secure. Fostering this culture not only promotes emotional well-being but also lays the groundwork for optimal learning experiences. It empowers students to explore, educators to innovate and the entire community to collaborate, ensuring that education becomes a transformative journey marked by trust, inclusivity and the collective commitment to the holistic growth of each member.

Community engagement in a school is essential for fostering a collaborative and supportive environment. It bridges the gap between educators, students, families and the broader community, creating a unified network committed to the success and well-being of every learner. Through active involvement, shared resources and open communication, community engagement strengthens the educational experience, instills a sense of belonging and cultivates a collective responsibility for the overall growth and development of students.

School safety is crucial for creating an environment that supports the physical and emotional well-being of students and staff, promotes academic success and establishes trust within the community.

<b>Portrait of a Graduate Competencies Addressed</b>	
<b>Wellness</b>	Develop self-awareness, self-advocacy skills and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental and social-emotional well-being.
<b>Civic, Financial and Economic Literacy</b>	Understand various governmental and economic systems and develop practical financial skills.
<b>Communication</b>	Communicate effectively through reading, writing, speaking and listening to understand information in a variety of contexts, media and languages.
<b>Critical Thinking and Problem Solving</b>	Access, evaluate and analyze information to make informed decisions, recognize bias and find solutions.

<b>Hard Work and Resilience</b>	Set personal goals, apply best efforts to achieve them and persevere when faced with challenges and setbacks. Have a well-rounded sense of confidence, optimism and self-efficacy.
<b>Collaboration &amp; Teamwork</b>	Contribute ideas, perspectives and experiences to cultivate a community of shared accountability and leadership.
<b>Honesty, Integrity and Responsibility</b>	Are trustworthy, ethical, reliable and are accountable for the results they produce
<b>Lifelong Learning and Personal Growth</b>	Continue to seek knowledge and develop skills in all settings.
<b>Service</b>	Seek opportunities to help when assistance is needed and act without expecting compensation or recognition.
<b>Respect</b>	Acknowledge differences by looking for the good in everyone, including oneself, and show due regard for feelings, rights, cultures and traditions.

*All goals are to be accomplished by 2028.*

## Priority 1: Culture of Caring & Connection

### Goal #1

75% of secondary students and 25% of elementary students **OR** an increase of 2% per year will participate in at least one extra-curricular or athletic group/activity.

**Measure:**

Each school will submit a roster of students who participate in extra-curricular and/or athletic groups/activities. It will be reported by the administrative assistants in Elementary and Secondary Education.

### Goal #2

100% of schools will implement and sustain a “One Caring Adult” program to promote meaningful and supportive connections and emotional regulation between educators, support staff and students.

**Measure:**

Each school will document the program and will submit annual data to the administrative assistant in either Elementary or Secondary Education.

<b>Goal #3</b>	<p>80% of students in grades 3-6 will report <i>Sense of Belonging</i> as a strength on the Spring Panorama Survey.</p> <p><b>Measure:</b> The Assessment, School Improvement &amp; Research and Student Services Directors, along with individual school leaders, will collect and analyze Panorama Survey data twice per year.</p>
<b>Goal #4</b>	<p>60% of students in grades 7-12 will report <i>Sense of Belonging</i> as a strength on the Spring Panorama Surveys.</p> <p><b>Measure:</b> The Assessment, School Improvement &amp; Research and Student Services Directors, along with individual school leaders, will collect and analyze Panorama Survey data twice per year.</p>

<b>Strategies &amp; Resources</b>	<p><b>Goal #1 Strategies:</b></p> <p><b>District Leaders will</b></p> <ul style="list-style-type: none"> <li>● Support school leaders in building and sustaining high-quality, engaging extra-curricular (clubs &amp; groups) and athletic programs with expert, caring advisors and coaches.</li> <li>● Encourage school leaders to identify and invite students to join specific programs.</li> <li>● Support the notification of students and families relative to extra-curricular and athletic events.</li> <li>● Attend extra-curricular and athletic events, where possible, to support students.</li> </ul> <p><b>School Leaders will</b></p> <ul style="list-style-type: none"> <li>● Build and sustain high-quality, engaging extra-curricular (clubs &amp; groups) and athletic programs with expert, caring advisors and coaches.</li> <li>● Maintain a comprehensive list of opportunities in which students can be involved. This list should be published on the website and shared with students/families.</li> <li>● Actively identify and invite students to join specific programs.</li> <li>● Ensure students are educated on how to add a group to the approved list.</li> <li>● Inform families about extra-curricular and athletic opportunities.</li> <li>● Attend extra-curricular and athletic events, where possible, to support their students.</li> </ul>
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**Educators and Counselors will**

- Actively identify and invite students to join specific programs.
- Attend extra-curricular and athletic events, where possible, to support their students.

**Goal #2 Strategies:****District Leaders will**

- Develop and implement a “One Caring Adult” program. (We recommend at least two students per adult in a school year.)

**School Leaders will**

- Regularly and intentionally use relationship building and dignity and inclusion strategies to connect with individual students and groups of students.
- Use volunteers, where possible, to promote meaningful and supportive connections and emotional regulation.

**Educators and Counselors will**

- Regularly and intentionally use strategies such as:
  - [2 x 10 Relationship Building](#) (spending two minutes per day for 10 consecutive school days connecting with an individual student to build authentic relationships and offer extra social-emotional support)
  - Greeting students at their classroom door
  - Making eye contact and saying the student’s name
  - Getting down on the student’s level and using proximity
  - Being highly visible in hallways and common areas.
  - Interacting with students throughout the day.
  - Engaging with parents/guardians to ask: What do I need to know about your child? What are their strengths? What do they need to feel safe to learn?

**Goal #3 Strategies:****District Leaders will**

- Model and promote a district-wide culture of high expectations for safety and belonging.
- Adopt and promote the dignity mindset: Each one of us is born with inherent worth, so we treat everyone with dignity--no matter what.
- Employ the following district-wide dignity and inclusion practices:
  - Extend grace to and treat others with kindness and respect.



- Model active listening to better understand others' emotions and effectively resolve conflicts.
- Treat others fairly and acknowledge their unique needs.
- Employ an empathetic approach to help build trust with others.
- Celebrate the diverse backgrounds within the district and departmental teams.
- Establish norms within departmental teams that encourage team members to treat each other with dignity and respect, listen to others' points of view and avoid offensive language and sarcasm.
- Provide ongoing professional learning and support for counselors and school leaders relative to relational, dignity, inclusion, trauma-informed and restorative practices.
- Engage with students and families in small focus groups to better understand their experiences and perceptions about the district/school climate and to promote empathy.
- Provide ongoing training and support to school leaders on investigative/response procedures for effectively addressing instances of bullying, harassment and discrimination.
- Ensure that students who are experiencing food insecurity and/or homelessness have access to teen centers, food pantries, pantry packs or other food supply resources.
- Provide a clear explanation to all stakeholders surrounding the administration of the Panorama Surveys and the ways in which educators and others can use the data to better support students.

#### **School Leaders will**

- Model and promote a school-wide culture of high expectations for safety and belonging.
- Adopt and promote the dignity mindset: Each one of us is born with inherent worth, so we treat everyone with dignity--no matter what.
- Employ the following district-wide dignity and inclusion practices:
  - Extend grace and treat others with kindness and respect.
  - Model active listening to better understand others' emotions and effectively resolve conflicts.
  - Treat others fairly and acknowledge their unique needs.
  - Employ an empathetic approach to help build trust with others.
  - Celebrate the diverse backgrounds of those within the school community.

- Establish ground rules within departmental teams that encourage team members to treat each other with dignity and respect, listen to others' points of view and avoid offensive language and sarcasm.
- Ensure that office areas are safe and inviting spaces for all students.
- Employ the following district-wide relational practices:
  - Greet students at the doors daily making eye contact and saying their names.
  - Be highly visible in hallways and common areas.
  - Interact with students throughout the day.
- Use strategies such as the 2x10, [60-Second Relate Break](#), [2-Minute Connections](#), [90-Second Spark](#), [Treatment Agreement](#), Pulse Meter, etc. to build relationships with identified students and to foster positive peer relationships.
- Engage with students and families in small focus groups to better understand their experiences and perceptions about the school climate and to promote empathy.
- Contact their supervisor and the Student Access Director in all instances involving harassment and/or discrimination.
- Facilitate appropriate investigative/response procedures for effectively addressing instances of bullying, harassment and discrimination.
- Ensure that students or employees harmed by incidents of bullying, harassment and/or discrimination are provided the appropriate level of support and that the issue is fully resolved and documented.
- When appropriate, create a safety & support plan for students or employees harmed by incidents of bullying, harassment and/or discrimination.
- Ensure that students who are experiencing food insecurity and/or homelessness have access to teen centers, food pantries, pantry packs or other food supply resources.
- Provide a clear explanation to all stakeholders surrounding the administration of the Panorama Surveys and the ways in which educators and others can use the data to better support students.
- Encourage and support groups such as Student Government in planning events with a focus to include students who may not be involved elsewhere and/or create and sustain student groups focused on improving school culture.
- Encourage students to be involved in clubs, groups, athletics, etc.

### **Educators, Counselors and Education Support Professionals will**

- Model and promote a school-wide culture of high expectations for safety and belonging.
- Adopt and promote the dignity mindset: Each one of us is born with inherent worth, so we treat everyone with dignity--no matter what.
- Employ the following district-wide dignity and inclusion practices:
  - Extend grace and treat others with kindness and respect.
  - Model active listening to better understand others' emotions and effectively resolve conflicts.
  - Treat others fairly and acknowledge their unique needs.
  - Employ an empathetic approach to help build trust with others.
  - Celebrate the diverse backgrounds of those within the school community.
  - Establish expectations that encourage school community members to treat each other with dignity and respect, listen to others' points of view and avoid offensive language and sarcasm.
- Ensure classrooms and interaction areas are safe and inviting spaces for all students:
  - Provide opportunities for questions and respond to them seriously and thoughtfully.
  - Ensure that everyone can hear and see what is happening.
  - Showcase student work and achievements with a bulletin board.
  - Offer collaboration areas such as a rug spot, group seating area or large tables.
- Employ the following district-wide relational practices:
  - Greet students at the doors daily making eye contact and saying their names.
  - Be highly visible in hallways and common areas.
  - Interact with students throughout the day.
- Use strategies such as the 2x10, [60-Second Relate Break](#), [2-Minute Connections](#), [90-Second Spark](#), [Treatment Agreement](#), Pulse Meter, etc. to build relationships with identified students and to foster positive peer relationships..
- Report and appropriately address instances of bullying, harassment and/or discrimination.
- Ensure that students who are experiencing food insecurity and/or homelessness have access to teen centers, food pantries, pantry packs or other food supply resources.

- Provide a clear explanation to all stakeholders surrounding the administration of the Panorama Surveys and the ways in which educators and others can use the data to better support students.
- Strive to meet and support the basic needs of all students enabling them to learn and grow.
- Encourage students to be involved in clubs, groups, athletics, etc.

**Goal #4 Strategies:**

**District Leaders will**

- Model and promote a district-wide culture of high expectations for safety and belonging.
- Adopt and promote the dignity mindset: Each one of us is born with inherent worth, so we treat everyone with dignity--no matter what.
- Employ the following district-wide dignity and inclusion practices:
  - Extend grace to and treat others with kindness and respect.
  - Model active listening to better understand others' emotions and effectively resolve conflicts.
  - Treat others fairly and acknowledge their unique needs.
  - Employ an empathetic approach to help build trust with others.
  - Celebrate the diverse backgrounds within the district and departmental teams.
  - Establish norms within departmental teams that encourage team members to treat each other with dignity and respect, listen to others' points of view and avoid offensive language and sarcasm.
- Engage with students and families in small focus groups to better understand their experiences and perceptions about the district/school climate and to promote empathy.
- Provide ongoing professional learning and support for counselors and school leaders relative to relational, dignity, inclusion, trauma-informed and restorative practices.
- Provide ongoing training and support to school leaders on investigative/response procedures for effectively addressing instances of bullying, harassment and discrimination.
- Ensure that students will have access to high school-based Teen Centers.

### School Leaders will

- Model and promote a school-wide culture of high expectations for safety and belonging.
- Adopt and promote the dignity mindset: Each one of us is born with inherent worth, so we treat everyone with dignity--no matter what.
- Employ the following district-wide dignity and inclusion practices:
  - Extend grace and treat others with kindness and respect.
  - Model active listening to better understand others' emotions and effectively resolve conflicts.
  - Treat others fairly and acknowledge their unique needs.
  - Employ an empathetic approach to help build trust with others.
  - Celebrate the diverse backgrounds of those within the school community.
  - Establish expectations that encourage school community members to treat each other with dignity and respect, listen to others' points of view and avoid offensive language and sarcasm.
- Ensure that office areas are safe and inviting spaces for all students.
- Employ the following district-wide relational practices:
  - Greet students at the doors daily making eye contact and saying their names.
  - Be highly visible in hallways and common areas.
  - Interact with students throughout the day.
- Use strategies such as the 2x10, [60-Second Relate Break](#), [2-Minute Connections](#), [90-Second Spark](#), [Treatment Agreement](#), Pulse Meter, etc. to build relationships with identified students and to foster positive peer relationships.
- Engage with students and families in small focus groups to better understand their experiences and perceptions about the school climate and to promote empathy.
- Contact their supervisor and the Student Access Director. In all instances involving harassment and/or discrimination.
- Facilitate appropriate investigative/response procedures for effectively addressing instances of bullying, harassment and/or discrimination.
- Ensure that students or employees harmed by incidents of bullying, harassment and/or discrimination are provided the appropriate level of support and that the issue is fully resolved and documented.

- When appropriate, create a safety & support plan for students or employees harmed by incidents of bullying, harassment and/or discrimination.
- Ensure that students will have access to high school-based Teen Centers.
- Ensure that students who are experiencing food insecurity and/or homelessness have access to food pantries, pantry packs or other food supply resources.
- Provide a clear explanation to all stakeholders surrounding the administration of the Panorama Surveys and the ways in which educators and others can use the data to better support students.
- Encourage and support groups such as Student Government in planning events with a focus to include students who may not be involved elsewhere and/or create and sustain student groups focused on improving school culture.
- Encourage students to be involved in clubs, groups, athletics, etc.

#### **Educators, Counselors and Education Support Professionals will**

- Model and promote a school-wide culture of high expectations for safety and belonging.
- Adopt and promote the dignity mindset: Each one of us is born with inherent worth, so we treat everyone with dignity--no matter what.
- Employ the following district-wide dignity and inclusion practices:
  - Extend grace and treat others with kindness and respect.
  - Model active listening to better understand others' emotions and effectively resolve conflicts.
  - Treat others fairly and acknowledge their unique needs.
  - Employ an empathetic approach to help build trust with others.
  - Celebrate the diverse backgrounds of those within the school community.
  - Establish expectations that encourage school community members to treat each other with dignity and respect, listen to others' points of view and avoid offensive language and sarcasm.
- Ensure classrooms and interaction areas are safe and inviting spaces for all students:
  - Provide opportunities for questions and respond to them seriously and thoughtfully.
  - Ensure that everyone can hear and see what is happening.

- Invite students with disabilities and/or learning challenges to discuss their accommodations with you.
- Provide students opportunities to share their stories and to get appropriate feedback from peers.
- Showcase student work and achievements with a bulletin board.
- Offer collaboration areas such as a rug spot, group seating area or large tables.
- Employ the following district-wide relational practices:
  - Greet students at their doors daily by making eye contact and saying student names.
  - Be highly visible in hallways and common areas.
  - Interact with students throughout the day.
- Use strategies such as the 2x10, [60-Second Relate Break](#), [2-Minute Connections](#), [90-Second Spark](#), [Treatment Agreement](#), Pulse Meter, etc. to build relationships with identified students and to foster positive peer relationships.
- Report and appropriately address instances of bullying, harassment and/or discrimination.
- Ensure that students will have access to high school-based Teen Centers.
- Ensure that students who are experiencing food insecurity and/or homelessness have access to food pantries, pantry packs or other food supply resources.
- Strive to meet and support the basic needs of all students enabling them to learn and grow.
- Encourage students to be involved in clubs, groups, athletics, etc.

**Resources:**

- [Panorama Playbook](#)
- [National Educators for Restorative Practices](#)
- [Restorative Practices Guide Book for Educators](#)
- **Culture of Connection & Belonging Training Site**
- [The Dignity Index](#)
- [Narrative 4 - Teaching Compassion & Empathy Through Storytelling](#)





## Priority 2: Community Engagement

<p><b>Goal #1</b></p>	<p>100% of schools and the District Office will share and celebrate positive news involving students, families, employees and the community at least quarterly.</p> <p><b>Measure:</b> The Communications Team will develop a form for school leaders to document positive publicity and will monitor results quarterly.</p>
<p><b>Goal #2</b></p>	<p>100% of schools will plan, carry out and document community events (literacy nights, loved-one (VIP) lunches, family nights, etc.) at least twice per year and parent/guardian seminars related to the health and welfare of students to engage families at least once per year.</p> <p><b>Measure:</b> The Communications Team will develop a form for school leaders to document community events and will monitor results quarterly.</p>
<p><b>Goal #3</b></p>	<p>Schools will enhance the curb appeal of the buildings, provide signage and will ensure school entrances and grounds offer a welcoming and positive perception for students and patrons.</p> <p><b>Measure:</b> School leaders will solicit input from students and families relative to curb appeal, welcoming nature and positive perception via a survey or questions embedded in an existing survey or other tool.</p>

<p><b>Strategies &amp; Resources</b></p>	<p><b>Goal #1 Strategies:</b></p> <p><b>District Leaders will</b></p> <ul style="list-style-type: none"> <li>• Create a Communications Team charged with telling the WSD story, celebrating successes and recognizing employees, students, achievements, growth and milestones.</li> <li>• Enhance the District and school websites and social media footprints.</li> <li>• Develop a photo library for WSD employees.</li> <li>• Build a production space at Weber Innovation High School to be used in creating positive messaging.</li> <li>• Facilitate the delivery of regular District and Board updates via podcasts or newsletters.</li> <li>• Ensure students and families are well informed with respect to</li> </ul>
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available awards, including graduation cords, and the processes for earning those recognitions.

**School Leaders will**

- Regularly communicate positive news regarding students, families and employees at least quarterly and report those communications to the Communications Team.
- Enhance the school's website and social media footprint.
- Ensure that advanced video productions students (CTE Caps Program) participate on the Communications Team.
- Ensure students and families are well informed with respect to available awards, including graduation cords, and the processes for earning those recognitions.

**Educators will**

- Regularly communicate positive news regarding students, families and employees at least quarterly and report those communications to their school leaders.

**Goal #2 Strategies:**

**District Leaders will**

- Increase and enhance School Community partnerships - Weber Adult Education, Boys & Girls Club, United Way of Northern Utah (Community Schools Grant, Youth Programs), AmeriCorps, Purple Star Schools/Military Families, Communities That Care (CTC), Weber Human Services, Weber-Morgan Health Dept., Teen Centers, Family Resource Centers, food pantries, Special Olympics Unified Sports, Student Services prevention nights, Title I Parent Nights.

**School Leaders will**

- Involve families and community patrons in school improvement planning and initiatives.
- Encourage ALL families to be invited to and welcomed at Parent-Teacher Conferences.
- Commit to providing concise, regular communication to families using a variety of means.
- Increase and enhance School Community partnerships -Weber Adult Education, Boys & Girls Club, United Way of Northern Utah (Community Schools Grant, Youth Programs), Purple Star Schools/Military Families, Communities That Care (CTC), Weber Human Services, Weber-Morgan Health Dept., Teen Centers, Family

Resource Centers, food pantries, Special Olympics Unified Sports, Student Services prevention nights, Title I Parent Nights.

- Share information relative to student involvement in: gaming, social media, screen time, instant reinforcement and digital literacy in order to increase student and community participation.
- Provide parent seminars, as per [Utah Code 53G-9-703](#) (Parent Education- Mental Health, Suicide Prevention, Bullying, Safety), that meet the following requirements:
  - Seminars will be offered at no cost to families.
  - Seminars will begin at or after 6:00 pm or on Saturdays
  - School may utilize the curriculum developed by the state board or develop its own curriculum for the seminar to cover any of the following topics:
    - Substance abuse, including illegal drugs and prescription drugs and prevention;
    - Bullying;
    - Mental health, depression, suicide awareness and prevention, including education on limiting access to fatal means;
    - Internet safety, including pornography and addiction; or
    - SafeUT and Crisis Line
  - To increase engagement and participation in Parent Seminars schools will/may:
    - Focus on a topic of interest to families
    - Provide food
    - Provide childcare
    - Provide a virtual option to participate
    - Keep the event brief
    - Involve students in the planning, promotion and facilitation of the seminar
    - Combine the event with parent educator conferences or literacy nights
    - Feature a guest speaker  
(Utah Suicide Prevention Coalition)

#### **Educators will**

- Involve families and community patrons in school and community events.
- Encourage ALL families to be invited to and welcomed at Parent-Teacher Conferences.
- Commit to providing concise, regular communication to families

using a variety of means.

- Attend parent seminars and school/community events, where possible.
- Communicate regularly with school leaders to ensure each child's needs are being met to the best of our abilities.

### **Goal #3 Strategies:**

#### **District Leaders will**

- Support school leaders and custodial crews in completing necessary maintenance work.
- Conduct school visits to assess curb appeal, signage and overall positive perception.
- Celebrate and share school-based examples of positive, welcoming physical facilities.

#### **School Leaders will**

- Regularly walk the building and grounds to identify areas of need and will work with the custodial crew to address the concerns. If there is a safety issue, the building leader will work with Facilities and Maintenance to correct the problem.
- Frequently update signage and messaging to reflect the current priorities and goals and the stakeholders served.
- Seek feedback from stakeholders regarding the inviting atmosphere of the school.

#### **Educators will**

- Ensure their classrooms are welcoming, visually stimulating and well-organized safe spaces.
- Assist in keeping the overall building and grounds clean and well-kept.

#### **Custodians will**

- Demonstrate pride in the facilities they oversee.
- Consistently look for ways in which they can improve the appearance and welcoming nature of the campus.
- Ensure regular maintenance and upkeep of equipment, the building and the grounds.
- Work collaboratively with school and district leaders to provide a safe, welcoming learning environment.

**Resources:**

- [Utah Code 53G-9-703](#)
- [Boys & Girls Clubs of Weber-Davis](#)
- [United Way of Northern Utah](#)
- [Communities that Care](#)
- [Purple Star Schools](#)
- [Special Olympics](#)
- [New Leaders](#) - How Celebrating Your School's Wins Leads to More Wins
- [Weber Human Services](#)
- [Weber Morgan Health Department](#)

**Priority 3: Safe & Secure Campuses**

**Goal #1**

100% of all schools will be fully equipped with Audio Enhancement EPIC/Security Alert System and/or wearable panic buttons (for educators) as per 53G-8-805 by 2028.

**Measure:**

Technical Services will conduct an annual audit to assess progress toward the goal, to identify areas of need and to establish a timeline for completion of the work.

**Goal #2**

75% of all schools will be upgraded to include push-button interior locking mechanisms on all classroom doors.

**Measure:**

Facilities and Operations will conduct an annual audit to assess progress toward the goal, to identify areas of need and to establish a timeline for completion of the work.

**Goal #3**

100% of all District buildings will have a single-point entry with a secure vestibule.

**Measure:**

Facilities and Operations will conduct an annual audit to assess progress toward the goal, to identify areas of need and to establish a timeline for completion of the work.

**Strategies & Resources**

**Goal #1 Strategies:**

**District Leaders will**

- Draft and get Board approval for a District policy relative to Audio Enhancement/panic alert devices that includes safety events such

as badge access, cameras, door locks, etc. based on the Standard Response Protocol.

- Provide training on the protocol and appropriate use of the panic alert device before the school year begins.
- Conduct professional learning for school personnel, school resource officers and first responders who will respond to the panic alerts centered on appropriate protocols and procedures.
- Provide a process for management of the Audio Enhancement/panic alert system, including such items as replacement of damaged or lost devices, routine testing of the system, programming and integration of the system at each school, training, etc. (Technical Services)
- Collaborate (Technical Services, School Safety & Security Director and Facilities & Operations) to ensure intercom safety systems are functioning during the change-over.
- Continue to seek grant opportunities to fund the implementation and ongoing expenses associated with Audio Enhancement/panic alert devices.

#### **School Leaders will**

- Participate in training on the protocol and appropriate use of the panic alert device before the school year begins.
- Participate in professional learning for school personnel, school resource officers and first responders who will respond to the panic alerts centered on appropriate protocols and procedures.

#### **Educators will**

- Participate in training on the protocol and appropriate use of the panic alert device before the school year begins.
- Participate in professional learning for school personnel, school resource officers and first responders who will respond to the panic alerts centered on appropriate protocols and procedures.

#### **Goal #2 Strategies:**

##### **District Leaders will**

- Conduct a site security assessment along with the annual Maintenance Budget Walks at each school to assess the overall needs with respect to classroom door locks.
- Conduct regular school safety meetings chaired by the School Safety & Security Director.

- Be responsible (Facilities & Operations Department) for upgrading all identified door locks based on the results of each assessment
- Allocate funds from the Capital Improvement Security Budget to cover the costs of all door upgrades.

**School Leaders will**

- Work collaboratively with the Facilities and Operations Department to ensure there is a process/timeframe for lock installation.

**Educators will**

- Follow all safety and security protocols and work to ensure student and staff safety.

**Goal #3 Strategies:**

**District Leaders will**

- Conduct a site security assessment, along with the annual Maintenance Budget Walks, at each school to assess the overall needs with respect to secure, single-point entries and secure vestibules. This will also be coordinated with Technical Services,
- Coordinate (School Safety & Security Director, Technical Services and Facilities and Operations Departments) to address necessary improvements identified during the site safety assessments.

**School Leaders will**

- Follow all safety and security protocols and work to ensure student and staff safety.

**Educators will**

- Follow all safety and security protocols and work to ensure student and staff safety.

**Resources:**

- [H.B. 84 \(H.B. 84 Summary\)](#)
- [Utah Code 53G-8-805](#)
- [Utah Code 53G-8-803](#)
- [I Love U Guys Foundation](#)
- [Emergency Operations Plans](#)



## Character Competence

A system of Positive Behavior Intervention and Supports (PBIS) in a school or district is crucial in providing a proactive and preventative approach to behavior management. By focusing on positive reinforcement, clear expectations and consistent strategies, PBIS creates a school culture that promotes a respectful and inclusive learning environment. This approach not only addresses behavioral challenges effectively but also fosters a sense of belonging, improves overall student well-being and enhances the overall quality of education. PBIS empowers educators to teach and reinforce positive behaviors, helping students develop character, social-emotional skills and resilience, leading to more successful, productive student learners and leaders. Ultimately, this will create contributing citizens and more harmonious school communities.

Digital citizenship plays a pivotal role in modern education, reflecting the necessity of preparing students to responsibly navigate the digital landscape. In today's interconnected world, where technology permeates nearly every aspect of daily life, fostering digital citizenship skills is essential for students to thrive and contribute positively to society. Digital citizenship encompasses a range of competencies, including digital literacy, online safety, responsible use of technology, ethical behavior and respectful communication in digital spaces. By integrating digital citizenship education into the curriculum, schools equip students with the knowledge and skills to critically evaluate online information, protect their privacy and security, engage in constructive online interactions and uphold ethical standards in their digital interactions. Moreover, promoting digital citizenship empowers students to become responsible digital leaders who leverage technology to create positive change and promote digital equity. In essence, digital citizenship education is not just about using technology; it's about empowering students to become responsible, ethical and empowered citizens in an increasingly digital world.

### Portrait of a Graduate Competencies Addressed

<b>Wellness</b>	Develop self-awareness, self-advocacy skills and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental and social-emotional well-being.
<b>Collaboration and Teamwork</b>	Contribute ideas, perspectives and experiences to cultivate a community of shared accountability and leadership.

<b>Communication</b>	Communicate effectively through reading, writing, speaking and listening to understand information in a variety of contexts, media and languages.
<b>Creativity and Innovation</b>	Imagine, visualize and demonstrate creative practices, innovative solutions and artistic expression.
<b>Critical Thinking and Problem Solving</b>	Access, evaluate and analyze information to make informed decisions, recognize bias and find solutions.
<b>Digital Literacy</b>	Adapt, create, consume and connect in productive, responsible ways to utilize technology in social, academic and professional settings.
<b>Hard Work and Resilience</b>	Set personal goals, apply best efforts to achieve them and persevere when faced with challenges and setbacks. Have a well-rounded sense of confidence, optimism and self-efficacy.
<b>Lifelong Learning and Personal Growth</b>	Continue to seek knowledge and develop skills in all settings.
<b>Service</b>	Seek opportunities to help when assistance is needed and act without expecting compensation or recognition.
<b>Respect</b>	Acknowledge differences by looking for the good in everyone, including oneself, and show due regard for feelings, rights, cultures and traditions.

*All goals are to be accomplished by 2028.*

## Priority 1: Positive Behavior Systems Development

### Goal #1

100% of schools will have implemented Positive Behavior Interventions and Supports (PBIS) System at an 80% fidelity rate **OR** will show a 10% annual improvement as measured by Tiered Fidelity Inventory (TFI).

#### Measure:

Each school will participate in an annual administration of the Tiered Fidelity Inventory. The Student Services Department will collect, analyze and report the resulting data.



<b>Strategies &amp; Resources</b>	<p><b>Goal #1 Strategies:</b></p> <p><b>District Leaders will</b></p> <ul style="list-style-type: none"> <li>• Provide ongoing PBIS training and support, differentiated to respond to the unique needs of each school.</li> </ul> <p><b>School Leaders will</b></p> <ul style="list-style-type: none"> <li>• Lead and empower a school-level PBIS team/facilitator.</li> <li>• Implement training content with faculty and staff with the support of their PBIS Building Facilitator and Instructional Coach.</li> <li>• Actively participate in ongoing PBIS training.</li> </ul> <p><b>Educators and Counselors will</b></p> <ul style="list-style-type: none"> <li>• Implement PBIS strategies with fidelity.</li> <li>• Actively participate in ongoing PBIS training (PBIS Building Facilitators and Instructional Coaches).</li> </ul>
	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Center on PBIS</a></li> <li>• <a href="#">Utah State Board of Education</a></li> <li>• <a href="#">What Works Clearinghouse</a></li> </ul>

## Priority 2: Skills for Student Success

<b>Goal #1</b>	<p>100% of elementary schools will implement a once-weekly, evidence-based social skills curriculum and/or strategies based on identified Tier 1 social skills needs and <i>Portrait of a Graduate</i> competencies in grades K-3.</p> <p><b>Measures:</b> School counselors and Student Services will collect data on the number of lessons and the specific skills taught in each school quarterly.</p>
<b>Goal #2</b>	<p>100% of elementary schools will implement a twice-monthly, evidence-based social skills curriculum and/or strategies based on identified Tier 1 social skills needs and <i>Portrait of a Graduate</i> competencies in grades 4-6.</p> <p><b>Measures:</b> School counselors and Student Services will collect data on the number of lessons and the specific skills taught in each school quarterly. Student Services will evaluate relative data from Panorama Surveys twice per year.</p>

<p><b>Goal #3</b></p>	<p>100% of secondary schools will implement a once-monthly, evidence-based social skills curriculum and/or strategies based on identified Tier 1 social skills needs and <i>Portrait of a Graduate</i> competencies.</p> <p><b>Measures:</b> School counselors and Student Services will collect data on the number of lessons and the specific skills taught in each school quarterly. Student Services will evaluate relative data from Panorama Surveys twice per year.</p>
<p><b>Goal #4</b></p>	<p>100% of K-12 schools will embed evidence-based digital citizenship curriculum topics into planned lessons at least monthly focusing on age-appropriate topics such as internet safety, digital footprint awareness, online communication &amp; cell phone etiquette and copyright principles.</p> <p><b>Measures:</b> The Digital Teaching and Learning Department will conduct annual educator surveys to assess the implementation and delivery of the digital citizenship topics.</p>

<p><b>Strategies &amp; Resource</b></p>	<p><b>Goal #1 Strategies:</b></p> <p><b>District Leaders will</b></p> <ul style="list-style-type: none"> <li>• Ensure that school leaders and counselors are trained with respect to PBIS structures and understand their responsibilities.</li> <li>• Make the Social Skills curriculum available to the community on the district website.</li> <li>• Provide a quarterly social skills strategy, tip or general information to the community through multiple methods.</li> <li>• Promote the district-wide importance and value of instruction on social skills and the Portrait of a Graduate competencies.</li> </ul> <p><b>School Leaders will</b></p> <ul style="list-style-type: none"> <li>• Promote the school-wide importance and value of instruction on social skills and the Portrait of a Graduate competencies.</li> <li>• Ensure that restorative practices techniques are employed and explicitly embedded into the PBIS structure to build educator-to-student and student-to-student relationships.</li> <li>• Facilitate training for educators on trauma-informed practices designed to regulate student and adult behaviors and the practices will be used school-wide.</li> </ul>
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- Support school staff working with grades K-3 to ensure the physical needs of students are continually met.
- Distribute the quarterly social skills strategy, tip or general information to the community through multiple methods.

**Educators will**

- Ensure that restorative practices techniques are employed and explicitly embedded into the PBIS structure to build educator-to-student and student-to-student relationships.
- Actively participate in training relative to trauma-informed practices designed to regulate student and adult behaviors and the practices will be used school-wide.
- Ensure the physical needs of students in grades K-3 are continually met.
- Support the Social Skills curriculum in regular instruction, where possible.

**Counselors will**

- Teach lessons once weekly in grades K-3 based on identified Tier I needs and Portrait of a Graduate competencies.

**Counselors and Mental Health Therapists will**

- Provide training for educators and support staff relative to trauma-informed practices designed to regulate student and adult behaviors and will ensure that the practices are used school-wide with fidelity.

**Goal #2 Strategies:**

**District Leaders will**

- Ensure that school leaders and counselors are trained with respect to PBIS structures and understand their responsibilities.
- Make the Social Skills curriculum available to the community on the district website.
- Provide a quarterly social skills strategy, tip or general information to the community through multiple methods.
- Promote the district-wide importance and value of instruction on social skills and the Portrait of a Graduate competencies.

**School Leaders will**

- Promote the school-wide importance and value of instruction on social skills and the Portrait of a Graduate competencies.

- Ensure that restorative practices techniques are employed and explicitly embedded into the PBIS structure to build educator-to-student and student-to-student relationships.
- Facilitate training for educators on trauma-informed practices designed to regulate student and adult behaviors and the practices will be used school-wide.
- Support school staff working with grades 4-6 to ensure the physical needs of students are continually met.
- Distribute the quarterly social skills strategy, tip or general information to the community through multiple methods.

**Educators will**

- Ensure the physical needs of students in grades 4-6 are continually met.
- Ensure that restorative practices techniques are employed and explicitly embedded into the PBIS structure to build educator-to-student and student-to-student relationships.
- Actively participate in training relative to trauma-informed practices designed to regulate student and adult behaviors and the practices will be used school-wide.
- Support the Social Skills curriculum in regular instruction, where possible.

**Counselors will**

- Teach social skills lessons based on identified Tier I needs and Portrait of a Graduate competencies twice monthly in grades 4-6.

**Counselors and Mental Health Therapists will**

- Provide training for educators and support staff relative to trauma-informed practices designed to regulate student and adult behaviors and will ensure that the practices are used school-wide.

**Goal #3 Strategies:**

**District Leaders will**

- Provide professional learning on restorative practices techniques and help ensure they are employed and explicitly embedded into the PBIS structure to build educator-to-student and student-to-student relationships.

- Provide and facilitate training for educators and counselors on trauma-informed practices designed to regulate student and adult behaviors and the practices will be used school-wide.
- Ensure that school staff working with secondary students have the resources necessary to meet the physical needs of students.
- Make the Social Skills curriculum available to the community on the district website.
- Provide a quarterly social skills strategy, tip or general information to the community through multiple methods.
- Promote the district-wide importance and value of instruction on social skills and the Portrait of a Graduate competencies.

#### **School Leaders will**

- Promote the school-wide importance and value of instruction on social skills and the Portrait of a Graduate competencies.
- Ensure that restorative practices techniques are employed and explicitly embedded into the PBIS structure to build educator-to-student and student-to-student relationships.
- Facilitate training for educators on trauma-informed practices designed to regulate student and adult behaviors and the practices will be used school-wide.
- Support school staff working with secondary students to ensure the physical needs of students are continually met.
- Distribute the quarterly social skills strategy, tip or general information to the community through multiple methods.

#### **Educators will**

- Ensure the physical needs of secondary students are continually met.
- Ensure that restorative practices techniques are employed and explicitly embedded into the PBIS structure to build educator-to-student and student-to-student relationships.
- Actively participate in training relative to trauma-informed practices designed to regulate student and adult behaviors and the practices will be used school-wide.
- Support the Social Skills curriculum in regular instruction, where possible.

#### **Counselors will**

- Teach social skills lessons based on identified Tier I needs and Portrait of a Graduate competencies once a month in grades 7-12.

### **Counselors and Mental Health Therapists will**

- Provide training for educators and support staff relative to trauma-informed practices designed to regulate student and adult behaviors and ensure that the practices are used school-wide.

### **Goal #4 Strategies:**

#### **District Leaders will**

- Create a comprehensive digital citizenship curriculum, including guidelines and expected outcomes to be embedded into teaching lesson plans throughout the year.
- Establish a district-wide monitoring system to track progress on the implementation of digital citizenship education.
- Regularly review and assess the effectiveness of the curriculum and training programs to ensure they meet learning objectives and adjust as necessary.
- Make the Digital Citizenship curriculum available to the community on the district website.
- Provide a quarterly article, tip, suggestion, podcast, etc. related to Digital Citizenship.

#### **School Leaders will**

- Work with teachers to integrate digital citizenship into existing curricula and ensure alignment with educational standards and Portrait of a Graduate competencies.
- Utilize professional development time, as appropriate, to provide support for ongoing curriculum development and implementation.
- Encourage staff participation in digital citizenship workshops and provide opportunities for sharing best practices within the school.
- Organize and promote school-level training sessions led by Library Technology Specialists and EdTech coaches (supported by Digital Teaching & Learning Specialists).
- Distribute the quarterly article, tip, suggestion, podcast, etc. related to Digital Citizenship to all families.

#### **Educators will**

- Actively integrate, as appropriate, digital citizenship lessons into their teaching, tailored to the age and maturity levels of their

students and will utilize provided resources and training to enhance lesson effectiveness.

- Regularly engage students in discussions and activities related to digital citizenship to reinforce learning.
- Actively engage in professional learning opportunities relative to the integration of digital citizenship skills into existing curriculum.
- Use assessments to gauge student understanding and adjust instruction as needed to address gaps in knowledge.
- Support the Digital Citizenship curriculum, where possible, in regular instruction.

#### **Library Technology Specialists will**

- Curate a collection of digital citizenship resources suitable for various age groups.
- Support teachers by co-facilitating sessions and providing expert guidance on the safe and responsible use of technology.
- Organize and lead initiatives such as Internet Safety Week or Digital Wellness campaigns.
- Conduct workshops for students, staff and parents to deepen the community's understanding of digital citizenship.

#### **Resources:**

- [Leader in Me](#)
- [Maslow's Hierarchy of Needs](#)
- [CASEL](#)
- [Second Step](#)
- [Creating Trauma Informed Learning Environments - WestEd](#)
- [Adverse Childhood Experiences \(ACEs\)](#)



# Talent Engagement



Recruiting and retaining highly effective employees in a school district is essential for fostering a dynamic and enriching educational environment. Exceptional educators and staff not only elevate the quality of teaching but also inspire and positively impact student outcomes. The continuity of a skilled and committed workforce contributes to institutional knowledge, enhances collaboration and promotes a culture of excellence. Investing in recruiting and retaining top talent is an investment in the future success of both educators and students, ensuring a sustained and positive impact on the entire school community.

Educational research supports the fact that educators make the most significant difference in student learning. Weber School District recognizes the need to continually improve pedagogical theory and practice. Expert skills and a high level of dedication to “craft” are critical factors in student learning. Developing employee talent in a school district is pivotal for nurturing a culture of continuous improvement and innovation. Investing in professional development not only enhances the skills and expertise of educators and staff but also strengthens their commitment to fostering a dynamic learning environment. Empowering employees to grow and evolve in their roles not only improves job satisfaction but also directly translates into elevated student experiences and outcomes. A culture of ongoing talent development is the key to ensuring that every member of the school community reaches their full potential, contributing to the overall success and excellence of the district.

We believe employee engagement and support are the cornerstones of a thriving school district, creating a positive work environment where educators and staff are motivated, empowered and invested in their roles. High engagement fosters innovation, collaboration and a shared commitment to student success. Providing robust support systems ensures that employees feel valued, acknowledged and equipped to navigate the challenges of education. A well-supported and engaged workforce not only elevates morale but also directly translates into improved teaching quality, staff retention and ultimately, the overall success of the school district.

***“We celebrate the indefatigable employees who courageously persist, adapt and do whatever it takes to care for our learners. We believe our educators, leaders and support staff are an extremely talented collective of human beings, who benevolently strive to elevate their students and schools. We salute our employees!”***

***- Superintendent Gina Butters***



## Priority 1: Recruit and Retain Highly Effective Employees

<b>Goal #1</b>	<p>90% of non-retiring, licensed educators will be retained.</p> <p><b>Measure:</b> The Assistant Director of Human Resources will calculate this value annually using educator separation data from the beginning of each school year to the day before the next school year begins.</p>
<b>Goal #2</b>	<p>95% of educators with an LEA or Associate Educator License will be on-track to earn their Professional Educator License within three years of their hire date.</p> <p><b>Measure:</b> The Human Resources Department will monitor educator progress toward the Professional Educator License annually by cohort and will provide additional support as indicated by the data.</p>
<b>Goal #3</b>	<p>Increase the number of professional educator programs through which we recruit and hire.</p> <p><b>Measure:</b> The Assistant Director of Human Resources will annually track the number of programs/agencies with which WSD engages.</p>
<b>Goal #4</b>	<p>We will create and implement a <i>Leadership Training Framework</i> aimed at developing the capacity, knowledge, skills of our school leaders.</p> <p><b>Measure:</b> The Director of Elementary and Secondary Education will track the number of professional learning opportunities and the topics annually.</p>
<b>Goal #5</b>	<p>90% of certified and 80% of classified positions will be filled with a qualified candidate by the first contract day of each school year.</p> <p><b>Measure:</b> The Human Resources Department will document the number of unfilled positions on the first contract day of each year.</p>

*All goals are to be accomplished by 2028.*

**Goal #1 Strategies:**

**District Leaders will:**

- Add specialized leadership support in Human Resources (Director of HR over Classified Employees and Assistant Director over Educator Support).
- Strive to have competitive salaries and benefits, including the potential adoption of a paid/personal time off (PTO) model.
- Provide training on clear, equitable pathways and opportunities for career advancement.
- Provide access to specialized services such as: employee assistance program, retirement planning, employee wellness, benefit explanation, etc.
- Contract with an employee substitute staffing service to ensure high fill rates for employees who need to take leave.
- Create and regularly distribute feedback surveys to all employees, including topics such as: school culture, morale, career satisfaction, etc.
- Offer an Exit Survey to each employee who separates and the data will be analyzed regularly to make improvements.
- Conduct targeted surveys with employee groups as they move from provisional to career status to assess job satisfaction and the reasons for which they are continuing their employment with Weber School District (HR).

**School Leaders will:**

- Provide educators with timely, ongoing feedback, support and coaching through the evaluation process, including walk-through tools.
- Ensure that educators are provided with additional support through building-level Instructional Coaches and peer mentors.

**Goal #2 Strategies:**

**District Leaders will:**

- Hire an educator Licensing Specialist.
- Hire an additional educator Licensing Specialist to support such areas as Special Education, Career and Technical Education and Dual Language Immersion.
- Provide support for educators to fulfill the required components of their licensing.

- Collaborate (the educator Licensing Specialist and the Assistant Human Resources Director) with school leaders to support educators in obtaining their professional license.
- Provide educators with associate licenses with onboarding training from the educator Licensing Specialist. and sustained instructional support from building-level coaches and mentors.

**School Leaders will**

- Collaborate with the educator Licensing Specialist and the Assistant Human Resources Director to support educators in obtaining their professional license.

**Instructional Coaches will**

- Provide educators with associate licenses with sustained instructional support.

**Goal #3 Strategies:**

**District Leaders**

- The District will build relationships with additional university educator preparation programs and other state and local agencies.
- The Human Resources Department will strive to ensure prompt and thoughtful placement of student educators and those completing practicum experiences to provide a well-rounded, positive, high-quality experience.
- The District will continue to offer and grow an annual conference for prospective educator candidates.
- The Human Resources Department, in collaboration with the Student Access Department, will ensure those who hire attempt to have staff better represent the student population where possible and that those hires are provided with targeted support.
- Potential educator candidates in the Educators Rising pathway program (CTE) will be recognized, celebrated and offered opportunities to be mentored by current WSD educators and hired as substitute and student teachers in the district. Their progress through university educator certification programs will be tracked.

**School Leaders, Counselors & Educators will**

- Continue to build student participation in the *Educators Rising* educator pathway program.

#### **Goal #4 Strategies:**

##### **District Leaders will**

- Provide ongoing professional learning for school leaders relative to best practices for hiring.
- Provide resources for school leaders to use in supporting new educators ([School-Level Onboarding Document](#)).
- Provide ongoing professional learning experiences for school leaders relative to supporting educators through difficult situations (i.e., de-escalation, training on PBIS, disciplinary protocols, trauma-informed practices).
- Create a *WSD Leadership Framework* for school leaders, aligned to the Strategic Plan's initiatives.
- Prepare and facilitate professional development for school leaders relative to the *WSD Leadership Framework*.

##### **School Leaders will**

- Actively participate in professional development relative to the *WSD Leadership Framework*.
- Work to support educators by establishing and reinforcing shared expectations with regard to difficult situations.

#### **Goal #5 Strategies:**

##### **District Leaders will**

- Incentivize and move up the retirement declaration date for employees in order to better project the content and/or grade level of educators who will need to be hired.
- Determine a more accurate way to determine staffing needs earlier in the year.
- Offer early contracts to high-potential student educators during their student teaching experience.
- Ensure the onboarding process of substitute educators allows them to begin work quickly.

##### **School Leaders will**

- Prioritize hiring as early as possible to ensure positions are filled with quality candidates.
- Follow District hiring practices.

##### **Resources:**

- [School-Level Onboarding Document](#)
- [Educator Exit Survey](#)

- **Employee Exit Survey**
- [Employee Engagement Survey](#)
- [Weber School District Human Resources Department](#)

## Priority 2: Professional Collaboration & Innovation

### Goal #1

85% of employees (educators, support staff, leadership) will participate in annual, differentiated talent development to increase employee engagement, skill, knowledge of best practices, career development and advancement.

**Measure:**

School leaders will submit relevant data annually to the Human Resources Department and the Human Resources Department will analyze, evaluate and report the resulting data.

### Goal #2

100% of educators will be actively engaged in Professional Learning Communities either within their school or across the district at least two times per month.

85% of education support professionals will engage in structured, productive collaboration for professional growth at least three times per year.

**Measure:**

The Directors of Elementary and Secondary Education will collect data using the *Monitoring the Work of Teams* Document ([elementary](#), [junior high](#), [high school](#)), and will analyze and share the results.

Supervisors of the education support professionals will document collaboration opportunities and present them to their appropriate director.

### Strategies and Resources

**Goal #1 Strategies:**

**District Leaders will**

- Increase available time and frequency for professional learning, collaboration and end-of-quarter grading and preparation processes.
- Create and maintain a district-wide professional development calendar for all employee groups.

- Ensure that all District training is explicitly aligned with the Strategic Plan.
- Provide ongoing professional learning opportunities for all employees relative to educational technology tools such as: Google Suite, Canvas, Canva, Nearpod, Sora, Adobe, WeVideo, Blocks, etc. as they pertain to the employee's unique job duties.
- Ensure teachers have the skills and dispositions to teach effectively in a technology-rich classroom.
- Provide sustained learning opportunities for mental wellness, trauma-informed care and de-escalation strategies as they relate to both educators and students.
- Create opportunities for bidirectional feedback and personal and professional growth.
- Value employee professionalism and ensure organizational practices and processes that prioritize their choice and expertise.
- Prioritize and provide training for classified employee groups.
- Provide leadership training (hiring practices, employee management, etc.) for all staff supervisors.

#### **School Leaders will**

- Ensure that all school-level training is explicitly aligned with the Strategic Plan.
- Prioritize the time and frequency for professional learning, collaboration and end-of-quarter grading and preparation processes.
- Create opportunities for bidirectional feedback and personal and professional growth.
- Value employee professionalism and ensure organizational practices and processes that prioritize their choice and expertise.
- Ensure teachers have the skills and dispositions to teach effectively in a technology-rich classroom.
- Build and foster a school culture that understands and embraces the dynamic nature of teaching with technology.

#### **Educators and Education Support Professionals will**

- Work toward understanding how to effectively use technology as a tool to support high-quality, engaging instruction.
- Be part of a school culture that understands and embraces the dynamic nature of teaching with technology.
- Actively and regularly engage in professional development offerings such as those provided by Digital Teaching & Learning.

## Goal #2 Strategies:

### District Leaders will

- Provide educators with professional development opportunities and continuous support on *curriculum, model of instruction, data analysis, and the [PLC Collective Commitments](#), including trained Instructional Coaches for guidance and support.*
- Ensure that PowerSchool becomes a fully-functioning data dashboard that can easily and effectively support the work of teams in guiding instruction, intervention and extension.
- Prepare and present training centered on using PowerSchool to easily and effectively support the work of teams in guiding instruction, intervention and extension.
- Establish schedules and policies that set a vision for professional learning for all employee groups and collaboration that is aligned to the Strategic Plan and local improvement initiatives.
- Allocate time for collaboration relative to all employee groups and ensure that teams engage in meaningful collaboration centered on student learning and/or essential job responsibilities.

### School Leaders will

- Guarantee the existence of a *Collaborative Leadership Team* that includes both an *Academic Intervention Support Team* and a *Positive Behavior Intervention Support Team*.
- Support collaborative teams in successfully implementing the [PLC Collective Commitments](#).
- Ensure that collaborative teams from all employee groups gather and use data to establish goals, monitor progress, identify trends and patterns and support decision-making.
- Use data to celebrate the success of teams from all employee groups.
- Complete an annual School Improvement Plan, in collaboration with stakeholders, that includes SMART goals which align with the school goal and the Strategic Plan, where appropriate. The plan will include a series of short-term goals with assessment measures to monitor their progress toward meeting the goals.
- Facilitate the implementation of impactful, rigorous, standards-based, culturally responsive and inclusive instruction.
- Ensure that Instructional Coaches have the time and resources to support educators and teams in meeting instructional goals.
- Establish and support schedules and policies that set a vision for professional learning and collaboration that is aligned to the

- Strategic Plan and local improvement initiatives.
- Allocate time for collaboration across all employee groups and ensure that teams engage in meaningful collaboration centered on student learning and/or essential job responsibilities.

**Educators & Education Support Professionals will**

- Attend and actively participate in professional development opportunities to acquire and apply impactful best practices that are culturally responsive and inclusive.
- Collaborate with colleagues to address challenges and improve practices and student learning outcomes.

**Resources:**

- *Monitoring the Work of Teams* Document ([elementary](#), [junior high](#), [high school](#))
- **Team SMART Goal Action Plan Template**
- [Foundational Actions & Evidence of Success](#)

## Priority 3: Employee Wellness and Health, Support & Recognition

**Goal #1**

Employees will have access to monthly activities, learning opportunities or events related to wellness and mental health.

**Measure:**

A wellness platform will be implemented by the Human Resources Department to promote healthy monthly activities and resources. The platform will track employee participation and utilization of resources.

**Goal #2**

Each employee will have access to an on-site mentor for health and wellness support.

**Measure:**

Employees will participate in an annual survey and the data will be analyzed, evaluated and reported by the Human Resources Department.

**Goal #3**

A culture of connection, safety and wellness will be created among all employees across the district.

**Measure:**

An *Employee Engagement Survey*, based on Gallup's Q12+, will be facilitated once yearly and the data will be analyzed by the Human



Resources Department and/or the Assessment, School Improvement & Research Department.

## Goal #4

100% of schools and the District Office will share and celebrate positive news involving employees at least quarterly.

### Measure:

An *Employee Engagement Survey*, based on Gallup's Q12+, will be facilitated once yearly and the data will be analyzed by the Human Resources Department and/or the Assessment, School Improvement & Research Department.

## Strategies & Resources

### Goal #1 Strategies:

#### District Leaders will

- Provide training on strategies for emotional regulation and will build in time for implementation.
- Continue the *Weber on Wellness* initiative to provide and promote a wellness growth mindset with monthly activities, access to resources and wellness training opportunities.
- Prepare and provide training centered on emotional regulation, trauma, grief and the importance of relationships.
- Model and promote work-life balance.

#### School Leaders will

- Prepare and provide training centered on emotional regulation, trauma, grief and the importance of relationships.
- Model and promote work-life balance.

### Goal #2 Strategies:

#### District Leaders will

- Develop a template that will be completed yearly to document mentors and mentees and areas of mentorship.
- Model vulnerability by asking questions and sharing their stories.

#### School Leaders will

- Create a system for pairing educators and other school staff together to provide reciprocal support and mentoring.
- Provide opportunities (i.e., in faculty meetings) for paired employees to articulate and celebrate one another's strengths, expertise and talents.

- Model vulnerability by asking questions and sharing their stories.

#### **Instructional Coaches will**

- Provide training and side-by-side support for educators.

#### **Goal #3 Strategies:**

##### **District Leaders will**

- Adjust schedules and modify spaces within regulatory guidelines to help staff meet their physical and psychological regulation needs.
- Model and promote work-life balance.
- Maintain a district-wide commitment to dignity, inclusion, accessibility, well-being and care where all employees have access to brave/safe spaces.
- Actively seek and hire employees who reflect the rich diversity of the communities we serve, including our students, families and stakeholders.
- Ensure new educators (and employees, in general) are not overloaded with prep-buyouts and/or extra duties.
- A *District Wellness Team* will be created to provide employee training and school-site responsiveness on emotional regulation, relationship and connection, trauma-informed practices, compassion fatigue, grief and building resilience.
- A *Crisis Response Team*, comprised of district officials, will provide response, intervention, support and resources to employees when they face trauma/challenges that impact their professional and personal lives.
- Add weekly planning, collaboration, preparation, professional development time (Early-Out Wednesdays) to the school schedule at both the elementary and secondary levels.
- Institute a Paid Time Off (PTO) Model to increase flexibility and autonomy for leave-eligible employees.
- Contract with a substitute staffing agency to increase substitute fill rates so employees can take time off. Substitutes are now eligible for retirement benefits.
- Create and implement a district-wide Electronic Devices Policy to protect learning time in instructional settings.

##### **School Leaders will**

- Implement a “One Caring Adult” initiative to promote meaningful and supportive connections between educators, support staff and

leadership.

- Adjust schedules and modify spaces within regulatory guidelines to help staff meet their physical and psychological regulation needs.
- Use volunteers, where appropriate, to support teachers, ease workload, provide interventions/extensions and to foster a culture of caring and connection in each school setting.
- Model and promote work-life balance.
- Create intentional time to interact with staff members and for staff members to interact with one another.
- Consistently begin meetings with a warm up relational activity.
- Implement a district-wide Electronic Devices Policy to protect learning time in instructional settings.

#### **Goal #4 Strategies:**

##### **District Leaders will**

- Actively seek to find positive news/stories about educators and education support professionals.
- Establish an Employee Recognition Team to determine and facilitate regular recognitions, incentives and awards for nominated employees.

##### **School Leaders will**

- Actively seek to find and share positive news and stories about educators and education support professionals.
- Nominate employees for recognitions, incentives and awards.

##### **Employees will**

- Share positive news about their colleagues with school leaders as appropriate.

##### **Communications Team will**

- Create content and videos featuring employee's achievements, activities, career milestones, etc.
- Create an electronic process district-wide for employees to celebrate and recognize fellow colleagues.

##### **Resources:**

- [Creating a Culture of Care](#)
- [Employee Engagement Survey](#)
- Carrington, J. (2019). Kids These Days. Pembin, ND: Friesen Press.
- PTA/PTSA, Community Council, School Volunteers

# Our District



Weber School District's origins reach as far back as 1849, when Charilla Abbot became the first school educator in a one-room schoolhouse at Brown's Fort. In June 1905, the independent schools in Weber County outside of the Ogden City limits were combined into the Weber County School District. Weber High was the first school in the district, opening to students in 1926. Our enrollment has increased substantially with student counts of 6,235 in 1949, 19,234 students in 1969, 25,859 students in 1989 and 30,069 students in 2007. The projected school enrollment growth from 2007 to 2022 was 29.6% and we are the eighth largest school district in Utah. Our student to teacher ratio is approximately 20 to 1. Additionally, Weber School District is listed as one of the top six Utah counties that spend the most on education.

Today, Weber School District is home to 32,000+ students and approximately 5,400 employees. We now have 49 schools including 31 elementary schools, 11 junior highs, six high schools, one alternative high school and one special programs school for students with disabilities. We also offer an Adult Education Program that serves all residents of Weber County, as well as a preschool school program for three and four year olds from at-risk, special education and general education populations.

In August of 2018, Weber School District began a one-to-one technology initiative pairing a Chromebook with each student. Over the last six years, our students have utilized Chromebooks and other mobile devices as part of digital learning. Over 14,000 Chromebooks and 2,500 iPads are currently available for student use in classrooms across the district. Weber School District is also a [Google Reference District](#), which means students and staff have full access to a variety of G-Suite tools, such as Google Sheets, Docs, Classroom and the Chrome Internet browser.

In today’s world, the need for social-emotional and behavioral education alongside academic instruction is undeniable. While academics provide crucial knowledge and skills, social-emotional learning fosters emotional intelligence, empathy and interpersonal skills essential for navigating the complexities of life. By integrating social-emotional and behavioral education into the curriculum, we can cultivate well-rounded individuals who not only excel academically but also possess the resilience and interpersonal skills necessary for success in various personal and professional settings. These programs help students develop self-awareness, self-management, social awareness, relationship skills and responsible decision-making, empowering them to navigate challenges effectively and contribute positively to society. Ultimately, a holistic approach to education that encompasses both academic and social-emotional learning is vital for preparing students to thrive in an ever-evolving world.

Our annual operational budget is over \$300,000,000 which includes local, state, federal and grant dollars. According to the Department of Workforce Services, Weber School District is the second largest employer in Weber County for organizations of up to 6,999 employees.

<b>Certified Employees</b> Educators, Counselors, school leaders, Nurses, Mental Health Therapists, Speech & Language Pathologists, etc.	
Certified Full-Time (6+ hours)	1,715
Certified Part Time (4.0 - 5.99 hours)	132
Certified Part Time (Less than 4 hours)	16
Administrators	103
School	75
District	28
Nurses, Counselors, Certified Occupational Therapists, Mental Health Therapists	134
<b>Total</b>	<b>2,100</b>

## Classified Employees

Administrative Assistants, Food Service, Custodial,  
Paraprofessionals, Aides, etc.

Certified 6+ hours	672
Certified 4.00 - 5.99 hours	893
Certified less than 4 hours	783
Supervisors	7
Classified Substitute Teachers	994
Total	3,349



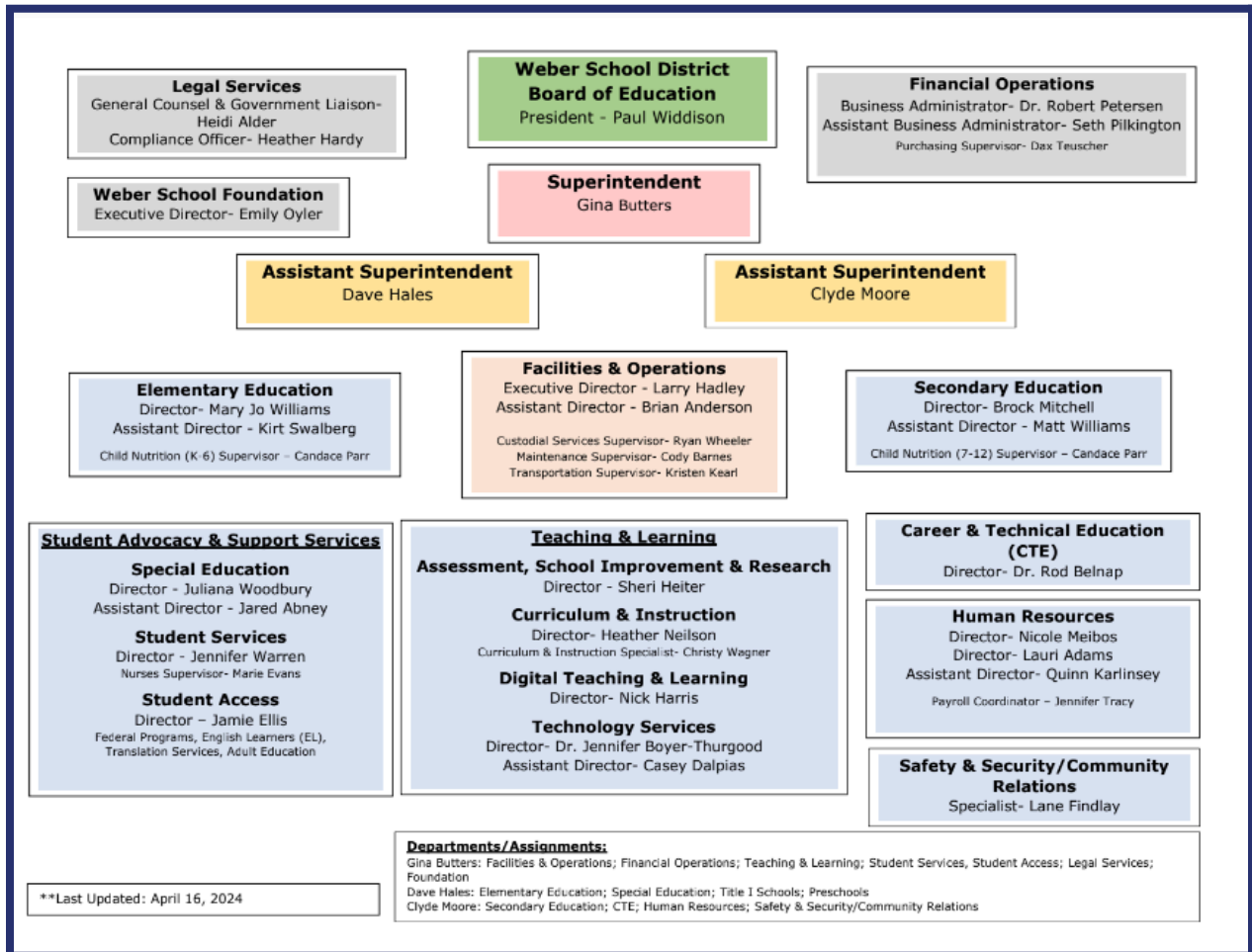
The original Weber High School was located between 11th and 12th Streets on the east side of Washington Boulevard. School was held for the first time here in the fall of 1926.



Taylor School is the last of more than 20 rural school houses that used to dot the landscape of Weber County. From 1909 to 1952, generations of Taylor farmers went to school here. Two classrooms were upstairs and lunch was served in the basement.



# Weber School District Organizational Flowchart



*"As a school board, our vision is to cultivate a nurturing educational environment where every student feels loved, valued, and supported. Through dedicated efforts, we inspire growth and success, fostering a community where each individual can thrive academically, socially, and emotionally. By prioritizing resiliency, empathy, and belonging, we aim to empower our students to reach their full potential and become compassionate leaders of tomorrow."* - Weber School District Board of Education

# Weber School District Cones & Schools

<b>Bonneville Cone</b>  Bonneville High School South Ogden Jr. T.H. Bell Jr. Burch Creek Elementary+ H. Guy Child Elementary Riverdale Elementary+ Roosevelt Elementary+ Uintah Elementary Washington Terrace Elementary+	<b>Fremont Cone</b>  Fremont High School *Mountain View Jr. *Orion Jr. Wahlquist Jr. Farr West Elementary *Kanesville Elementary *Majestic Elementary Pioneer Elementary Plain City Elementary Silver Ridge Elementary *West Weber Elementary	<b>Roy Cone</b>  Roy High School Roy Jr. *Sand Ridge Jr. Freedom Elementary Lakeview Elementary* Midland Elementary Municipal+ Elementary* *North Park Elementary+ Roy Elementary+ Valley View Elementary *West Haven Elementary	<b>Weber Cone</b>  Weber High School North Ogden Jr. *Orion Jr. Snowcrest Jr. Bates Elementary Green Acres Elementary Lomond View Elementary *Majestic Elementary North Ogden Elementary Orchard Springs Elementary Valley Elementary	<b>West Field Cone</b>  West Field High School *Mountain View Jr. Rocky Mountain Jr. *Sand Ridge Jr. Country View Elementary Haven Bay Elementary Hooper Elementary *Kanesville Elementary *North Park Elementary+ *West Weber Elementary *West Haven Elementary
<b>Key</b> +Title I Schools *Split Schools	  Weber Innovation High School Two Rivers High School Canyon View School Weber Adult Education Preschools  			
Swanson North Fork Environmental Center				



# Weber School District Demographic Information

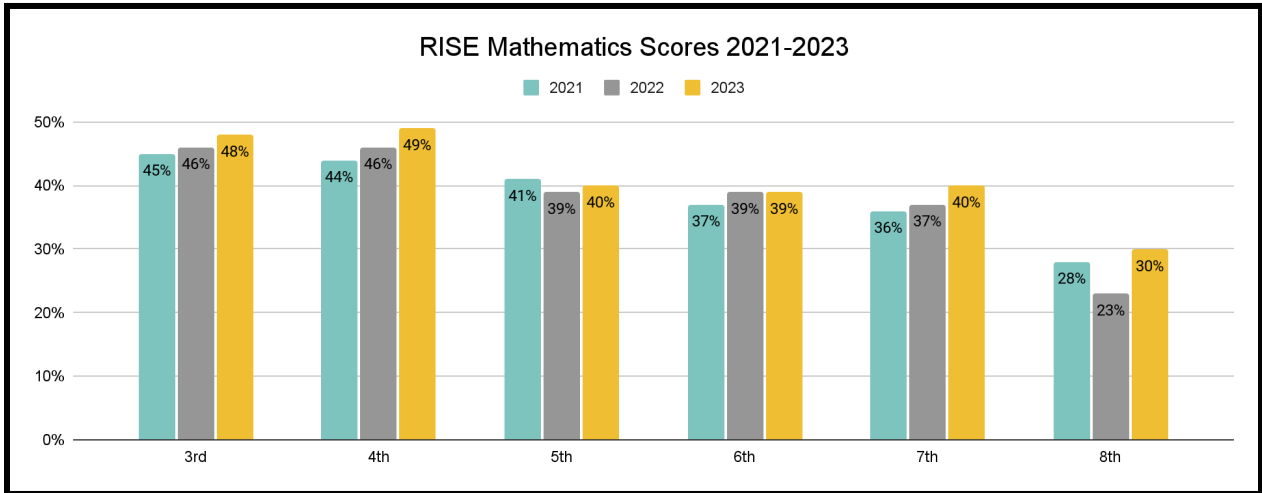
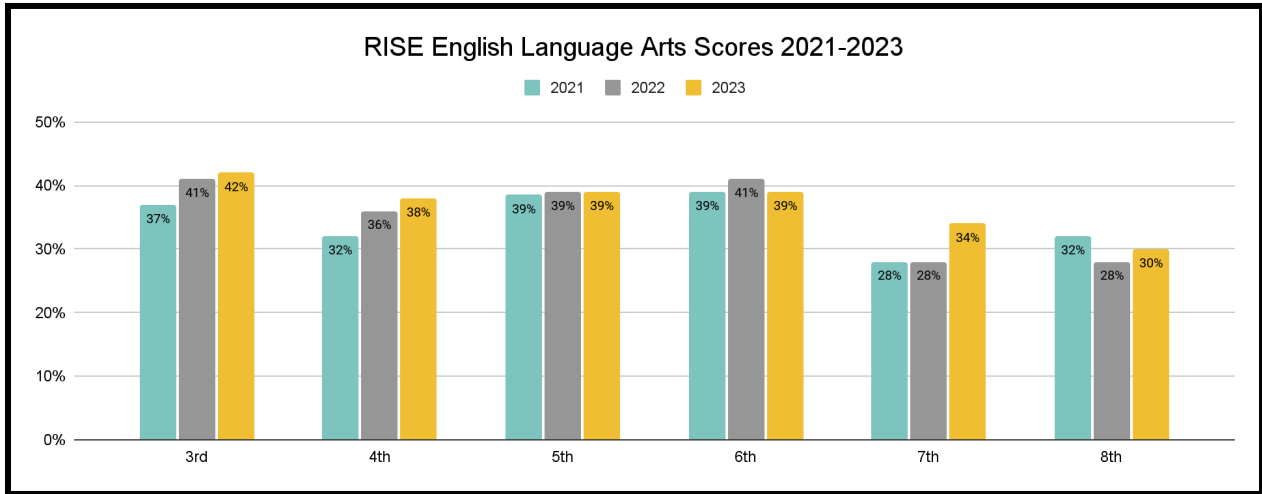
WSD Students by Race		
Asian	293	0.90%
Black	266	0.81%
Native Hawaiian/Pacific Islander	211	0.64%
Native American	111	0.34%
White	25,515	78.42%
Multi-Racial	960	2.95%
Hispanic	5,180	15.92%
Total Students	32,536	100%

WSD Students by Gender		
Male	16,654	51%
Female	15,967	49%

WSD Students by Special Program		
EL	1,602	4.90%
Special Education	4,803	14.74%
504	1,921	5.9%
Economically Disadvantaged	9,063	27.8%
Advanced Placement	1,253	3.8%
Concurrent Enrollment	3,435	10.5%
Dual Language Immersion	1,761	

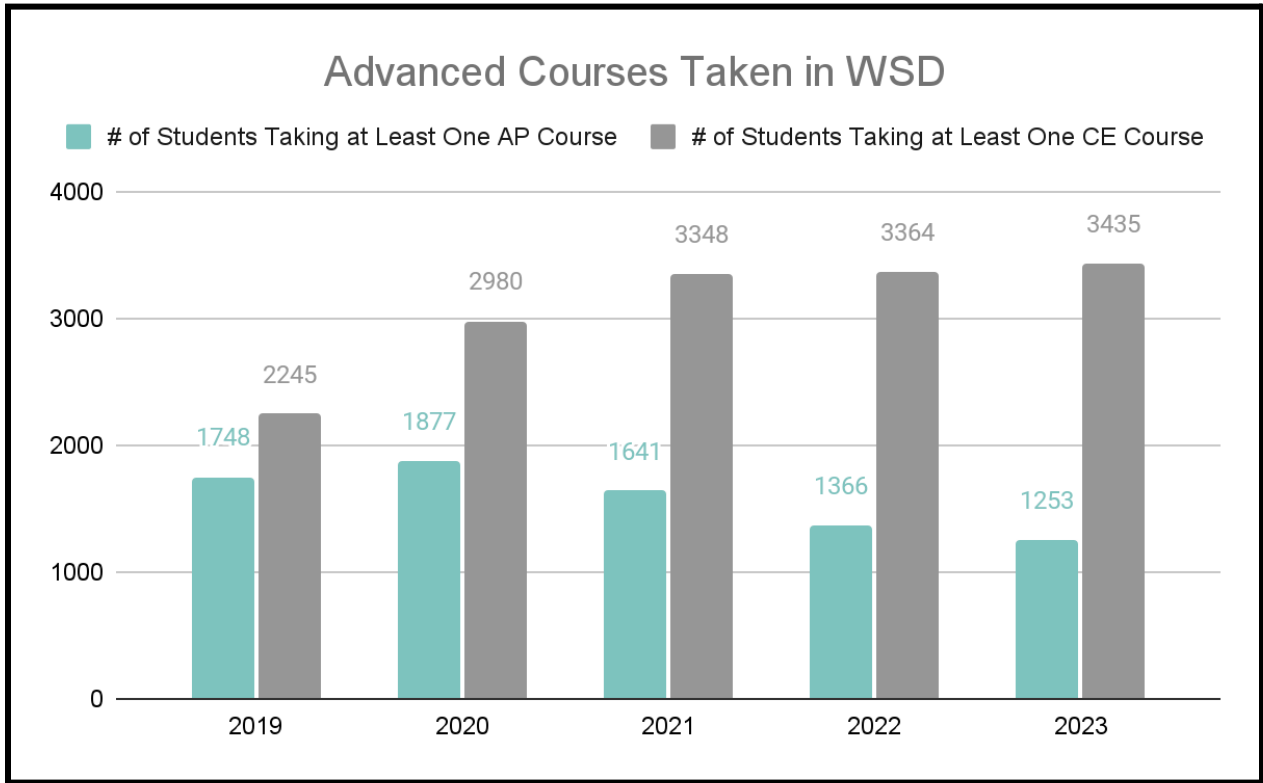
*"All of life is education and everybody is a teacher and everybody is forever a pupil." - Abraham Maslow*

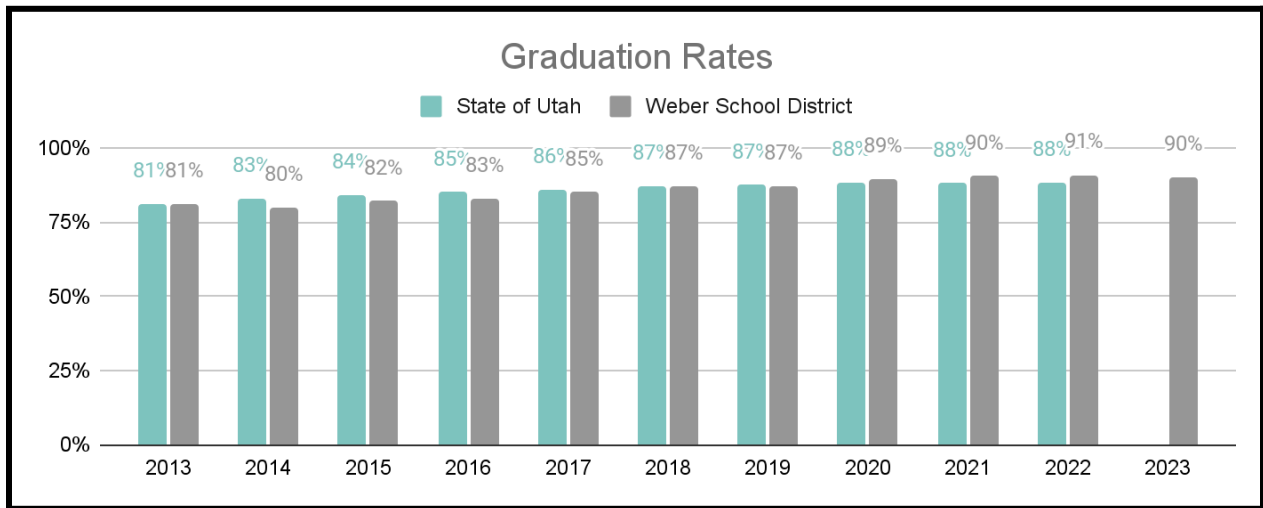
# Weber School District Performance Data



*"Our mission is to serve the public by providing measurable information about Utah students' core knowledge, skills, and abilities; acquired through high quality valid and reliable assessments." - Utah State Board of Education*

Weber School District ACT Data					
	English	Reading	Math	Science	Composite
2021	19.1	21	20	20.5	20.3
2022	18.3	20.8	19.4	19.6	19.7
2023	17.5	19.4	18.1	18.9	18.6





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## Appendix A: Alignment to the Governor's Office of Planning and Budget Strategic Plan Elements

In response to the Office of the Legislative Auditor General's review of Weber School District during the 2021-2022 school year, the newly appointed superintendent and Board of Education resolved to revise the district's strategic plan in direct alignment with the Eight Elements of a Strategic Plan provided by the Governor's Office of Planning and Budget (shown in Figure 1).

Figure 1: Strategic planning elements



