Carrollton-Farmers Branch Independent School District

Davis Elementary

2022-2023 Campus Improvement Plan

Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: April 13, 2022

Demographics

Demographics Summary

Davis Elementary is a 48 -year-old, K-5th grade Title 1 campus in Carrollton Farmers Branch ISD located in Carrollton, TX. Carrollton, an established suburb centrally located in the DFW metroplex, is a diverse community and residents report that it is a great place to live and raise a family. Davis Elementary is a neighborhood school that is located on the edge of the town. Due to its location in the neighborhood, the majority of students live close enough to walk to school. Additionally, CFB offers school choice, which contributes to the enrollment of out-of-district students. Throughout the years, student enrollment at Davis Elementary has held an average of 505 students. Davis celebrates the diversity of its students and staff. The African American (10.9%), Hispanic (76%), White (6.5%), Asian (4.2%), and Two or More Races (1.8%) student populations are what make the school very diverse.

The last published mobility rate of 15.5% for Davis Elementary is slightly above the state average of 13.8%. Attendance rates were high at the end of the year, in spite of COVID and the transitions with remote learning. Attendance rates have traditionally been high. At 93.57%, the attendance rate is lower than the district percentage of 97.8%. Davis Elementary serves 64.6% Emergent Bilinguals (EBs), 7.5% Gifted and Talented, and 15.1% Special Education. Additionally, 78.6% are economically disadvantaged.

In recent years the school became a Coding academy that incorporates Coding into the core classrooms. The school is currently undergoing bond renovations to add on to prior renovations. These renovations will enhance the Coding program throughout the campus.

Davis Elementary employs highly motivated, trained and talented staff. Teachers are provided meaningful professional development and strong mentorship for new teachers. According to the TAPR report, 42% of the staff has 6 or more years of experience.

Demographics Strengths

- The percentage of Hispanic teachers increased by 5% to 46.4%.
- Students are offered instruction in coding to increase critical thinking.
- Students utilize technology on an ongoing basis to interact with content.
- Even with a change in principal, the staff remained fairly stable.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance is well below the district average. **Root Cause:** School attendance has not been emphasized and incentivized in the past few years.

Problem Statement 2: Teacher retention has suffered in the past few years. **Root Cause:** Inconsistent expectations were held.

Student Learning

Student Learning Summary

Members of the CIC met to disaggregate data for the Campus Needs Assessment. Various forms of data were used for small group instruction, intervention, and goal setting for students and campus-wide goals.

After reviewing various students' achievement data points such as MAP, CIP, TAPR, Reading Levels, District Common Formative Assessments, and teacher information, the CNA committee was able to identify current strengths and needs in our student achievement.

Reading MAP Data 2021-2022 - English

Grade Level	Did Not Meet Growth	Met Growth
K	59%	41%
1	55%	45%
2	55%	45%
3	56%	54%
4	38%	62%
5	50%	50%
Campus	51%	49%

Reading MAP Data 2021-2022 - Spanish

Grade Level	Did Not Meet Growth	Met Growth
K	64%	36%
1	68%	32%
2	64%	36%
3	23%	77%
4	24%	76%
5	n/a	n/a
Campus	50%	50%

Math MAP 2021-2022

Grade Level	Did Not Meet Growth	Met Growth
K	50%	50%
1	42%	58%
2	55%	45%
3	36%	64%
4	37%	63%

Grade Level	Did Not Meet Growth	Met Growth
5	47%	53%
Campus	45%	55%

STAAR Reading Preliminary - English

May 2022 STAAR Grade 3 Reading Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters
Davis Elementary	37	1429	75.68%	40.54%	27.03%
Economic Disadvantage	27	1421	81.48%	37.04%	22.22%
Asian	2	1557	100%	100%	50%
Black/African American	9	1293	44.44%	0%	0%
Hispanic	19	1445	84.21%	42.11%	26.32%
Two or More Races					
White	7	1521	85.71%	71.43%	57.14%
Currently Emergent Bilingual	16	1432	75%	43.75%	31.25%
Special Ed Indicator	11	1292	36.36%	0%	0%

May 2022 STAAR Grade 4 Reading Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters
Davis Elementary	35	1545	82.86%	51.43%	31.43%
Economic Disadvantage	24	1530	83.33%	45.83%	29.17%
Asian	4	1565	75%	75%	50%
Black/African American	7	1570	85.71%	57.14%	28.57%
Hispanic	19	1527	84.21%	42.11%	26.32%
Two or More Races	2	1574	100%	50%	50%
White	3	1561	66.67%	66.67%	33.33%
Currently Emergent Bilingual	11	1519	90.91%	36.36%	27.27%
Special Ed Indicator	5	1448	80%	20%	0%

May 2022 STAAR Grade 5 Reading Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters
Davis Elementary	52	1593	75%	55.77%	34.62%
Economic Disadvantage	41	1568	73.17%	53.66%	26.83%
Asian	2	1652	100%	50%	50%
Black/African American	7	1570	85.71%	42.86%	14.29%

May 2022 STAAR Grade 5 Reading Preliminary					
Hispanic	38	1580	71.05%	55.26%	31.58%
Two or More Races	1	1705	100%	100%	100%
White	4	1694	75%	75%	75%
Currently Emergent Bilingual	27	1564	70.37%	51.85%	29.63%
Special Ed Indicator	10	1470	40%	20%	10%

STAAR Reading Preliminary - Spanish

May 2022 STAAR Grade 3 Reading Preliminary - Spanish					
	Total Students	Scale Score	Approaches	Meets	Masters
Davis Elementary	46	1435	84.78%	36.96%	23.91%
Economic Disadvantage	37	1444	86.49%	40.54%	24.32%
Hispanic	46	1435	84.78%	36.96%	23.91%
Currently Emergent Bilingual	45	1440	86.67%	37.78%	24.44%
Special Ed Indicator	2	1308	50%	0%	0%

May 2022 STAAR Grade 4 Reading Preliminary - Spanish					
	Total Students	Scale Score	Approaches	Meets	Masters
Davis Elementary	30	1480	73.33%	33.33%	16.67%
Economic Disadvantage	22	1456	68.18%	22.73%	13.64%
Hispanic	30	1480	73.33%	33.33%	16.67%
Currently Emergent Bilingual	28	1473	71.43%	32.14%	14.29%
Special Ed Indicator					

May 2022 STAAR Grade 5 Reading Preliminary - Spanish					
	Total Students	Scale Score	Approaches	Meets	Masters
Davis Elementary	12	1528	75%	50%	8.33%

May 2022 STAAR Grade 5 Reading Preliminary - Spanish				
Economic Disadvantage	11	1524	72.73%	45.45%	9.09%
Hispanic	12	1528	75%	50%	8.33%
Currently Emergent Bilingual	12	1528	75%	50%	8.33%
Special Ed Indicator	5	1380	0%	0%	0%

STAAR Math Preliminary

	May 2022 STAAR Grade 3 Mathematics Preliminary				
	Total Students	Scale Score	Approaches	Meets	Masters
Davis Elementary	81	1467	75.31%	53.09%	28.4%
Economic Disadvantage	64	1474	76.56%	53.12%	29.69%
Asian	2	1604	100%	100%	50%
Black/African American	9	1321	33.33%	33.33%	11.11%
Hispanic	63	1477	77.78%	53.97%	28.57%
Two or More Races	n/a	n/a	n/a	n/a	n/a
White	7	1523	100%	57.14%	42.86%
Currently Emergent Bilingual	59	1479	76.27%	59.32%	32.2%
Special Ed Indicator	13	1296	30.77%	7.69%	0%

	May 2022 STAAR Grade 4 Mathematics Preliminary				
	Total Students	Scale Score	Approaches	Meets	Masters
Davis Elementary	60	1541	70%	40%	18.33%
Economic Disadvantage	44	1523	70.45%	36.36%	13.64%
Asian	4	1602	75%	75%	50%
Black/African American	7	1499	57.14%	28.57%	14.29%
Hispanic	44	1534	72.73%	36.36%	13.64%
Two or More Races	2	1678	50%	50%	50%
White	3	1577	66.67%	66.67%	33.33%
Currently Emergent Bilingual	34	1530	73.53%	35.29%	14.71%
Special Ed Indicator	5	1380	0%	0%	0%

	May 2022 STAAR Grade 5 Mathematics Preliminary				
	Total Students	Scale Score	Approaches	Meets	Masters

		May 2022 STAAR Grade 5 Mathematics Preliminary				
Davis Elementary	60	1555	63.33%	26.67%	8.33%
Economic Disadvantage	48	1550	60.42%	25%	8.33%
Asian	2	1561	100%	0%	0%
Black/African American	7	1488	42.86%	0%	0%
Hispanic	46	1555	63.04%	28.26%	8.7%
Two or More Races	1	1546	100%	0%	0%
White	4	1664	75%	75%	25%
Currently Emergent Bilingual	35	1551	62.86%	22.86%	8.57%
Special Ed Indicator	10	1482	30%	20%	0%

STAAR Science Preliminary

	May 2022 STAAR Grade 5 Science Preliminary				
	Total Students	Scale Score	Approaches	Meets	Masters
Davis Elementary	60	3670	45%	26.67%	10%
Economic Disadvantage	48	3617	41.67%	20.83%	6.25%
Asian	2	3301	0%	0%	0%
Black/African American	7	3436	28.57%	0%	0%
Hispanic	46	3663	45.65%	26.09%	8.7%
Two or More Races	1	4263	100%	100%	0%
White	4	4199	75%	75%	50%
Currently Emergent Bilingual	35	3634	40%	20%	8.57%
Special Ed Indicator	10	3420	20%	20%	10%

TELPAS

	TELPAS								
		Yearly Progress Indicator				TELPAS Composite Rating			
	Total Students	Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher	Beginning	Intermediate	Advanced	Advanced High
Kinder	51	n/a	n/a	n/a	n/a	49.02%	39.22%	11.76%	0%
1st	52	21.43%	47.62%	23.81%	7.14%	17.31%	50%	21.15%	11.54%
2nd	60	56.14%	38.6%	5.26%	0%	8.33%	36.67%	43.33%	10%
3rd	60	50%	50%	0%	0%	6.67%	23.33%	65%	5%
4th	39	84.38%	15.62%	0%	0%	5.13%	35.9%	51.28%	7.69%
5th	39	65.38%	34.62%	0%	0%	7.69%	28.21%	46.15%	17.95%

- TELPAS: Emergent Bilingual students remain at the same level or decline a level more than 50% of the time in grades 2-5.

- TELPAS: Less than 20% of students reach the Advanced High Level in grades K-5.
- STAAR: 50% or more of students in the following grades/subjects scored at the Meets level or above (3rd Math, 4th Reading English, 5th English Reading).
- STAAR: Students taking the Spanish Reading test received fewer scores of Meets or Masters compared to students taking the English Reading test.
- STAAR: Special Education students scored lower than the Emergent Bilingual or Economically Disadvantaged subpopulations.

Student Learning Strengths

- TELPAS: Approximately 50% of 4th and 5th grade students achieved a score of Advanced.
- MAP: Greater than 40% of students Met Growth in English Reading in all grade levels (K-5).
- MAP: While Met Growth scores for Spanish Reading ere less than 40% in grades K-2, growth in 3rd and 4th grades are at 77% and 76% respectively. (Note: 5th grade students do not test in Spanish.)
- MAP: Math Met Growth levels surpassed 50% in grades K, 1, & 5), and topped 60% in grades 3 & 4.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 35.15% of all students grades K-5 did not meet expected reading level standards at the third 9 weeks grading period during the 2021-22 school year. **Root Cause:** 1. Teachers lack training to effectively provide small group instruction in reading.

Problem Statement 2 (Prioritized): 2nd grade students had lower growth in mathematics than other grade levels as identified through MAP. **Root Cause:** Students struggle with number, operations and quantitative reasoning due to inadequate foundational skills.

Problem Statement 3 (Prioritized): Students are not reaching the advanced high levels in TELPAS by the end of 5th grade. **Root Cause:** Students lack the opportunity to have meaningful academic classroom conversations.

School Processes & Programs

School Processes & Programs Summary

In the 2021-2022 school year, an Upbeat Campus-Based Survey was given to all staff to assess the campus process and programs. Survey results showed great gains across the campus as a whole but still identified two school-wide processes needing improvement: Autonomy and Teacher Voice and Leadership.

For the Spring of 2021-2022 school year, the campus reinforced its work on small group reading and Professional Learning Communities (PLCs). The team began looking at common formative assessments and how to conduct an effective assessment analysis of the campus data. During the Summer of 2021, staff attended PLC training to create a guiding coalition focusing on the importance of data dialogues and essential standards to create effective common assessments.

According to the 2020-2021 TAPR:

- 11 teachers had less than one year of experience.

- 10 teachers with 1 to 5 years experience.

- 7.5 teachers with 6-10 years of experience.

- 5 teachers with 11-20 years of experience.

- 1 teacher with over 20 years of experience.

- 7.5 teachers hold a Master's Degree.

- 1 teacher has a Doctorate.

School Processes & Programs Strengths

- The campus offers coding instruction to cultivate critical thinking.
- The staff and students transitioned well to an interim principal.
- Implementation of CFBs curriculum increased over the 2nd semester.
- Staff increased use of data to guide instructional practices.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers and staff do not feel that they have a voice in school policies. **Root Cause:** Teachers and staff have received inconsistent messaging about campus expectations. Teachers do not feel ownership for campus-wide decisions.

Perceptions

Perceptions Summary

At Davis Elementary, the staff recognizes the importance of students' attendance. The attendance rate for the campus was 93.68%, down from 96.55% in 2021.

Conflicts are reduced through restorative practices and guidance lessons. In the fall Panorama survey, 68% of students in grades 3-5 reported that their class had a positive classroom climate. This was a decrease of 8% points from the Fall of 2021. 68% of students report feeling overall positive energy in their classes and 80% of students report that their classroom rules are fair. The question which elicited the lowest response rate was "How comfortable are you asking this teacher questions about what you are learning in his/her class? 62% of the students responded favorably to this question which was a decrease of 7% from the Fall of 2021. In addition, 66% of students responded favorably to "How focused are you on the activities in class?"

Fifty-three referrals were documented in TEAMS for the 2021-2022 school year. Of those, 42% dealt with students using physical aggression.

On the annual Upbeat Survey, the staff at Davis report positively on parent communication at 89% and self-efficacy. Principal/teacher trust is 81% positive and this was an increase from 2020-2021. Instructional Leadership is 86% positive, and 95% of the staff report that the environment is safe for staff and students alike.

The areas to address centered around work-life balance and professional development.

Perceptions Strengths

- 100% of the staff understands the vision for the school.
- 90% of the staff recommend the district as a good place to work, although that number drops to 71% in regard to the campus
- 95% feel loyal to their team.
- 95% feel that they are supported by their teammates, yet 76% shared that they have a high level of trust for one another
- 95% feel that the school is safe for staff and students
- There is a high level of compliance with the Student Code of Conduct and behavior expectations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student attendance has not rebounded after Covid. **Root Cause:** Systems for monitoring attendance need to be reviewed and strengthened.

Problem Statement 2 (Prioritized): Students are not comfortable asking questions in class. **Root Cause:** Language proficiency and/or classroom climate may prohibit students from feeling comfortable.

Problem Statement 3 (Prioritized): Almost half of the discipline referrals were for students using aggressive behaviors to solve disputes. **Root Cause:** Emotional regulation and/or having the verbal skills to solve the problem in another way.

Priority Problem Statements

Problem Statement 4: Student attendance is well below the district average.
Root Cause 4: School attendance has not been emphasized and incentivized in the past few years.
Problem Statement 4 Areas: Demographics

Problem Statement 1: 35.15% of all students grades K-5 did not meet expected reading level standards at the third 9 weeks grading period during the 2021-22 school year.
Root Cause 1: 1. Teachers lack training to effectively provide small group instruction in reading.
Problem Statement 1 Areas: Student Learning

Problem Statement 5: Teachers and staff do not feel that they have a voice in school policies.
Root Cause 5: Teachers and staff have received inconsistent messaging about campus expectations. Teachers do not feel ownership for campus-wide decisions.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Student attendance has not rebounded after Covid.
Root Cause 6: Systems for monitoring attendance need to be reviewed and strengthened.
Problem Statement 6 Areas: Perceptions

Problem Statement 2: 2nd grade students had lower growth in mathematics than other grade levels as identified through MAP.
Root Cause 2: Students struggle with number, operations and quantitative reasoning due to inadequate foundational skills.
Problem Statement 2 Areas: Student Learning

Problem Statement 7: Students are not comfortable asking questions in class.
Root Cause 7: Language proficiency and/or classroom climate may prohibit students from feeling comfortable.
Problem Statement 7 Areas: Perceptions

Problem Statement 3: Students are not reaching the advanced high levels in TELPAS by the end of 5th grade.
Root Cause 3: Students lack the opportunity to have meaningful academic classroom conversations.
Problem Statement 3 Areas: Student Learning

Problem Statement 8: Almost half of the discipline referrals were for students using aggressive behaviors to solve disputes.
Root Cause 8: Emotional regulation and/or having the verbal skills to solve the problem in another way.
Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Guiding Objectives

Revised/Approved: August 4, 2022

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: 85% of K-5 students will read on grade level by the end of the 2022-2023 school year.

HB3 Guiding Objective

Evaluation Data Sources: F&P

Strategy 1 Details	Reviews			
Strategy 1: Train reading teachers on the Reading Workshop model.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have strategies & tools to help them perform at high levels in reading and reading comprehension as measured by the Fountas and Pinnell reading inventory. **Staff Responsible for Monitoring:** Reading Instructional Coach, Principal, Asst. Principal **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Kidney shaped tables in every class - 199 General Budget - $5,000, Classroom libraries/Decodable texts - 211 Title I - $20,000, Instructional Coaches - 211 Title I - $79,982, Teacher books/Materials - 211 Title I - $8,000	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Implement the readers workshop model with fidelity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have strategies & tools to help them perform at high levels in reading and reading comprehension as measured by the Fountas and Pinnell reading inventory. **Staff Responsible for Monitoring:** Reading Instructional Coach, Principal, Asst. Principal **Problem Statements:** Student Learning 1	**Oct**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: 35.15% of all students grades K-5 did not meet expected reading level standards at the third 9 weeks grading period during the 2021-22 school year. **Root Cause**: 1. Teachers lack training to effectively provide small group instruction in reading.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2023, TELPAS Advanced High scores will increase by 10% for students in 1st and 2nd grades, and by 20% in grades 3-5.

HB3 Guiding Objective

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Plan for EBs by implementing the English Language Proficiency Standards and linguistic accommodations across subject areas. Interventions for Emergent Bilinguals will be provided based on need during RTI for reading and writing.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increased performance of EB students evident in reading levels, MAP data and monthly ISIP scores. **Staff Responsible for Monitoring:** Principal, Asst. Principal **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - Perceptions 2				

Strategy 2 Details	Reviews			
Strategy 2: Implement campus-wide Accountable Talk strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student discourse throughout the instructional day resulting in increase in student achievement for all subject areas.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal & Assistant Principal **Problem Statements:** Student Learning 3				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 3: Students are not reaching the advanced high levels in TELPAS by the end of 5th grade. **Root Cause**: Students lack the opportunity to have meaningful academic classroom conversations.

Perceptions
Problem Statement 2: Students are not comfortable asking questions in class. **Root Cause**: Language proficiency and/or classroom climate may prohibit students from feeling comfortable.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2023, STAAR Math scores will increase by 10% at the Meets and Masters level in grades 3, 4, & 5.

HB3 Guiding Objective

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Implement small group instruction based on student data.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The number of students who read on or above grade level will increase.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coach - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 **Funding Sources:** Title 1 Small Group Teachers - 211 Title I - $20,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3 Problem Statements:

Student Learning
Problem Statement 2: 2nd grade students had lower growth in mathematics than other grade levels as identified through MAP. **Root Cause**: Students struggle with number, operations and quantitative reasoning due to inadequate foundational skills.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: For the 2022-2023 school year, Davis will complete 100% of the required security and safety drills established by the district.

    Evaluation Data Sources: Drill data; Informal feedback; Discipline and Safety committee

Strategy 1 Details			Reviews			
Strategy 1: Schedule all drills on the Davis Master calendar for the year.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the percentage of staff who respond favorably in the Upbeat survey about working at a safe campus. **Staff Responsible for Monitoring:** Principal, Asst. Principal			**Oct**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Guiding Objective 3: Optimize Community Engagement

Goal 1: During the 2022-23 school year, parent & community engagement events will be offered quarterly to support community relations and student achievement with 80% favorably endorsement on an end-of-year survey related to engagement opportunities.

Evaluation Data Sources: Sign in sheets
Parent Survey

Strategy 1 Details			Reviews		
Strategy 1: Survey parents & staff to identify areas of interest & need.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents and community members will be more invested in student achievement. Community partnerships will strengthen.	**Oct**	**Jan**	**Mar**		**June**
Staff Responsible for Monitoring: Principal, Assistant Principal					
Funding Sources: Parent Materials - 211 Title I - $5,548					
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By May 2023, the number of office referrals will decrease by 10%.

    Evaluation Data Sources: Discipline referral data

Strategy 1 Details		Reviews			

Strategy 1: Teach and practice school-wide and classroom systems and routines during the first 15 days of school, and revisit as needed.
 	
    Strategy's Expected Result/Impact: Increased behavior support by clarifying expectations. All Davis staff is able to hold every student accountable for meeting campus expectations.
    Staff Responsible for Monitoring: Principal, Assistant Principal
		Formative			**Summative**

		Oct	Jan	Mar	June
Strategy 2 Details		**Reviews**			

Strategy 2: Utilize ISS, OSS, and DAEP as a last resort. Data will be monitored at the end of each 9 weeks for over-represented subgroups.
 	
    Strategy's Expected Result/Impact: Lower counts of students missing classroom instruction due to out-of-class suspensions. The Discipline and Behavior committee will meet at the end of each 9 weeks to analyze data and make recommendations.
    Staff Responsible for Monitoring: Principal, Assistant Principal
 	
    Problem Statements: Student Learning 1
		Formative			**Summative**

		Oct	Jan	Mar	June
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: 35.15% of all students grades K-5 did not meet expected reading level standards at the third 9 weeks grading period during the 2021-22 school year. **Root Cause**: 1. Teachers lack training to effectively provide small group instruction in reading.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 2: By May 2023, the student attendance rate will increase to at least 97%.

    Evaluation Data Sources: Attendance data from 2021-2022 compared to 2022-2023

Strategy 1 Details	Reviews			
Strategy 1: Implement a school-wide incentive and recognition program and include the attendance clerk contacting parents for every absence.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Implement a school-wide incentive and recognition program and include the attendance clerk contacting parents for every absence. **Staff Responsible for Monitoring:** Attendance clerk, Principal, Asst. Principal **Problem Statements:** Demographics 1 **Funding Sources:** Attendance Incentives - 211 Title I - $3,000				

Strategy 2 Details	Reviews			
Strategy 2: Monitor and inform administration regarding students reaching 3 or more absences. Administrators will utilize letters, home visits, phone calls, attendance contracts, and the court system as needed to promote attendance.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase attendance rate to at least 97%. **Staff Responsible for Monitoring:** Attendance clerk, Principal, Assistant Principal **Problem Statements:** Demographics 1				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: Student attendance is well below the district average. **Root Cause**: School attendance has not been emphasized and incentivized in the past few years.

Guiding Objective 5: Optimize All Available Resources

Goal 1: During the 2022-23 school year, teachers/ staff will play an active role in shaping school policies by offering input via quarterly surveys, monthly staff meetings, and monthly principal advisory council meetings with 80% favorable endorsement on the EOY Upbeat survey question- "Teachers at my school play an active role in shaping school policies."

Evaluation Data Sources: Upbeat Survey
Agendas, Minutes

Strategy 1 Details	Reviews			
Strategy 1: Develop Principal Advisory Committee that meets monthly to inform and advise Principal of concerns and possible solutions.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Upbeat Survey results will reflect that staff voices are represented and heard. **Staff Responsible for Monitoring:** Principal **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Increase recognition for teachers/staff members through highlights during Staff Meetings, Shout Outs in weekly SMORE, and descriptive feedback and recognitions given to teachers by administrators.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Retention of teacher/staff **Staff Responsible for Monitoring:** Administrators **Problem Statements:** School Processes & Programs 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers and staff do not feel that they have a voice in school policies. **Root Cause**: Teachers and staff have received inconsistent messaging about campus expectations. Teachers do not feel ownership for campus-wide decisions.

State Compensatory

Budget for Davis Elementary

Total SCE Funds: $267,864.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Students are provided with small group instruction and/or tutorials

Plan Notes

HB 3 Board Goals (Revised 2022)

Early Childhood Literacy Closing the Gaps Student Groups

Grade 3 Reading	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	44	30	*	26	*	*	*		*	*	30	26
2018 STAAR	44	47	*	51	*		*		*	*	45	55
2019 STAAR	43	38	40	36	50		38			33	37	32
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	36	31	27	35	*		*			31	28	26
2022 STAAR	39	34	32	36	50		38			33	32	29
2023 STAAR	42	38	38	38	51		39			34	36	32
2024 STAAR	46	41	43	39	53		41			36	40	35

Early Childhood Mathematics Closing the Gaps Student Groups

Grade 3 Math	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	48	39	*	38	*	*	*		*	*	35	36
2018 STAAR	46	53	*	54	*		*		*	*	52	53
2019 STAAR	48	54	60	52	67		63			33	53	49
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	25	39	27	40	*		*			31	38	44
2022 STAAR	33	45	39	45	67		63			33	44	47
2023 STAAR	41	51	51	50	68		65			34	50	49
2024 STAAR	48	57	63	55	70		66			36	56	52

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Tracey Battle	Principal
Administrator	Lauren Evans	Assistant Principal
Parent	Marleny Villalobos	Parent
Parent	Ruth Almazan	Parent
Parent	KaShayla Anthony	Parent
Parent	Alejandra Carmona	Parent
Classroom Teacher	Olga Bailon	Teacher
Classroom Teacher	Monica Godwin	Teacher
Classroom Teacher	Gabriela Carmona	Teacher
Classroom Teacher	Xzandria Turner	Teacher
Classroom Teacher	Jennifer Gastelum	Teacher
Non-classroom Professional	Michelle Phillips	Special Education Teacher
Non-classroom Professional	Susan Cox	Librarian
Community Representative	Sanil Sheriff	Community
Community Representative	LaCretia Lewis	Community

Campus Funding Summary

211 Title I					
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Coaches		$79,982.00
1	1	1	Classroom libraries/Decodable texts		$20,000.00
1	1	1	Teacher books/Materials		$8,000.00
1	3	1	Title 1 Small Group Teachers		$20,000.00
3	1	1	Parent Materials		$5,548.00
4	2	1	Attendance Incentives		$3,000.00
				Sub-Total	$136,530.00
				Budgeted Fund Source Amount	$136,530.00
				+/- Difference	$0.00
				Grand Total Budgeted	$136,530.00
				Grand Total Spent	$136,530.00
				+/- Difference	$0.00