

Carrollton-Farmers Branch Independent School District

Davis Elementary

2023-2024 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: May 10, 2023

Demographics

Demographics Summary

Davis Elementary is a 48-year-old, K-5th grade Title 1 campus in Carrollton Farmers Branch ISD 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 located on the town's edge. 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 a diverse student body comprised of African American (10.98%), Hispanic (77.26%), White (5.39%), Asian (4.43%), and Two or More Races (0.96%) students.

The last published mobility rate of 16.46% for Davis Elementary is slightly below the district average of 16.60%. At 93.89%, the attendance rate is slightly higher than the average elementary school attendance rate in CFBISD at 93.57%. However, 23% of students had five or more unexcused absences. Kindergarten and 1st grade students comprise 46% of the total unexcused absences. There is an opportunity to educate parents on both the importance of consistent attendance and in the educational and legal consequences of excessive absences.

Davis Elementary serves 66.1% Emergent Bilinguals (EBs), 11.2% Gifted and Talented, and 19.7% Special Education. Additionally, 80.2% are economically disadvantaged.

Discipline data indicates that 66% of office referrals were due to physical aggression, which indicates an opportunity to teach conflict resolution and self-regulation. 64% of total office referrals were for students in 3rd and 5th grade. African American students are disproportionately represented in discipline data, with 51% of office referrals. 33% of office referrals were for African American boys, who only comprise 5% of the student body.

Davis Elementary employs highly motivated, trained, and talented staff. Teachers are provided meaningful ongoing professional development emphasizing meeting the needs of our diverse student body. To support new instructional staff, a comprehensive mentoring program will be implemented for SY23-24. According to the TAPR report, 42% of the staff has 6 or more years of experience; however, that percentage will likely decline due to staff turnover for the 22-23SY.

Demographics Strengths

- Student enrollment has remained above 500.
- With the reorganization of the PTA, most staff are active members.
- There has been an increase in the number of students identified as Gifted and Talented (GT).
- 100% of teachers positively endorse, "Teachers at my school build trusting relationships with parents." (Upbeat, SY22-23).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 66.1% of students are English learners and benefit from support in learning the English language to perform at a high level. **Root Cause:** Staff are not sufficiently trained to meet the linguistic needs of many learners.

Problem Statement 2: There was a significant increase in instructional staff turnover. **Root Cause:** Increased expectations related to student performance resulted in many choosing other career opportunities.

Problem Statement 3 (Prioritized): There is a lack of parental/stakeholder support related to student achievement and a lack of input in campus decision-making (PTA, CIC, etc.). **Root Cause:** Parents/stakeholders are intimidated by the formality of school processes.

Problem Statement 4: African American students are subject to suspension (in-school and out of school) at a disproportionate rate than peers. **Root Cause:** Staff is not sufficiently trained in cultural responsiveness, restorative practices, or explicit teaching of expected behavior.

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, Reading Levels, District Common Formative Assessments, STAAR (raw data), and teacher information, the Campus Improvement Committee was able to identify current strengths and needs in our student achievement.

Reading MAP Data 2022-2023 - English

Grade Level	Did Not Meet Growth	Met Growth
K	39%	61%
1	40%	60%
2	57%	43%
3	44%	56%
4	47%	53%
5	36%	64%
Campus	44%	56%

Reading MAP Data 2022-2023 - Spanish

Grade Level	Did Not Meet Growth	Met Growth
K	64%	46%
1	71%	29%
2	62%	38%
3	32%	68%
4	29%	71%
5	28%	72%
Campus	46%	54%

Math MAP 2022-2023

Grade Level	Did Not Meet Growth	Met Growth
K	39%	61%
1	40%	60%
2	57%	43%
3	44%	56%
4	62%	38%
5	56%	44%
Campus	50%	50%

MAP Reading Achievement

	Low		Low Avg.		Avg.		High Avg.		High		Total Avg. +	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
K	18	33	29	14	21	18	17	24	15	11	53	53
1	36	40	23	9	15	22	16	16	10	13	41	51
2	36	35	15	18	19	11	17	21	13	15	49	47
3	24	26	19	20	21	19	20	18	16	17	57	54
4	24	24	17	14	28	18	19	29	12	15	59	62
5	20	18	18	14	31	23	20	28	11	17	62	68

MAP Spanish Reading Achievement

	Low		Low Avg.		Avg.		High Avg.		High		Total Avg. +	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
K	15	8	13	19	25	30	17	32	30	11	72	73
1	8	12	6	23	21	13	27	25	38	27	86	65
2	5	12	17	7	7	27	37	22	34	32	78	81

MAP Spanish Reading Achievement

3	2	6	13	9	21	19	28	23	36	43	85	85
4	0	0	8	2	6	10	44	42	42	46	92	98
5	17	6	11	19	16	17	39	30	17	28	72	75

MAP Math Achievement

	Low		Low Avg.		Avg.		High Avg.		High		Total Avg. +	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
K	16	20	30	10	21	26	16	29	17	15	54	70
1	28	30	21	19	24	13	16	13	11	25	51	51
2	32	32	17	28	25	10	12	14	14	16	51	40
3	19	20	27	16	19	18	22	29	13	17	54	64
4	21	22	7	7	7	20	36	33	29	18	72	71
5	25	24	13	13	23	29	18	13	21	21	62	63

Davis Reading Level Data			Kinder 2022-2023											
			NW1 (22-23)			NW2 (22-23)			NW3 (22-23)			NW4 (22-23)		
			Meets	Masters		Meets	Masters	43%	Meets	Masters	37%	Meets	Masters	59%
			N/A	N/A		23%	20%		15%	22%		29%	30%	
Kinder 2021-2022			1st Grade 2022-2023											
NW4 (21-22)			NW1 (22-23)			NW2 (22-23)			NW3 (22-23)			NW4 (22-23)		
Meets	Masters	50%	Meets	Masters	41%	Meets	Masters	51%	Meets	Masters	49%	Meets	Masters	58%
18%	32%		9%	32%		7%	44%		18%	31%		26%	32%	
1st Grade			2nd Grade 2022-2023											

Davis Reading Level Data			Kinder 2022-2023											
NW4 (21-22)			NW1 (22-23)			NW2 (22-23)			NW3 (22-23)			NW4 (22-23)		
Meets	Masters	64%	Meets	Masters	43%	Meets	Masters	43%	Meets	Masters	37%	Meets	Masters	59%
43%	21%		N/A	N/A		23%	20%		15%	22%		29%	30%	
2nd Grade			3rd Grade 2022-2023											
NW4 (21-22)			NW1 (22-23)			NW2 (22-23)			NW3 (22-23)			NW4 (22-23)		
Meets	Masters	65%	Meets	Masters	34%	Meets	Masters	33%	Meets	Masters	52%	Meets	Masters	56%
42%	23%		21%	13%		28%	5%		34%	18%		24%	32%	
3rd Grade			4th Grade 2022-2023											
NW4 (21-22)			NW1 (22-23)			NW2 (22-23)			NW3 (22-23)			NW4 (22-23)		
Meets	Masters	47%	Meets	Masters	72%	Meets	Masters	67%	Meets	Masters	43%	Meets	Masters	47%
36%	11%		33%	39%		34%	33%		15%	28%		22%	25%	
4th Grade			5th Grade 2022-2023											
NW4 (21-22)			NW1 (22-23)			NW2 (22-23)			NW3 (22-23)			NW4 (22-23)		
Meets	Masters	52%	Meets	Masters	44%	Meets	Masters	51%	Meets	Masters	46%	Meets	Masters	42%
19%	33%		8%	36%		19%	32%		22%	24%		17%	25%	

Student Learning Strengths

- MAP: An average of 56% of students Met Growth in English Reading in all grade levels (K-5).
- MAP: Over 55% of students Met Growth in Math in Grades K, 1, and 3.
- MAP: Spanish Reading Met Growth levels surpassed 65% in grades 3, 4, and 5.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a progressive decline in the percentage of students reading on grade level, at the end of NW4, incrementally from Kinder to 5th grade.

Root Cause: Instructional staff lacks the skills and resources for the delivery of effective instruction (Tier 1, Tier 2 and Tier 3).

Problem Statement 2 (Prioritized): For students in grades 1st, 2nd, 4th and 5th, overall achievement on the Math MAP declined (percentile) from Fall administration to Spring administration.

Root Cause: Instructional staff lacks the skills and resources for the delivery of effective instruction (Tier 1, Tier 2 and Tier 3).

School Processes & Programs

School Processes & Programs Summary

Davis Elementary has committed to a mission statement that embraces the collective belief of campus staff. The Mission and Vision statement reads, "*Davis Elementary provides equitable and inclusive opportunities through collaboration and high-quality instruction to create independent life-long learners who grow into responsible, respectable, and successful upstanding citizens.*"

Davis continues to recruit high-caliber teachers using a myriad of strategies and invites teachers to participate in recruitment and retention efforts actively. As reflected in the UpBeat Survey, 83% of teachers believe they influence hiring professional staff. Additionally, 93% report that Davis proactively recruits teachers from diverse backgrounds. For the 23-24 SY, a robust onboarding experience will be offered to all new instructional staff members.

Davis Elementary continues to evolve as a learning community. With the continued leadership of the PLC Guiding Coalition, the campus worked to improve collaborative efforts by improving fidelity to the PLC four guiding questions. The campus allowed for a double block every other week to support the PLC's work. Also, a Principal Guiding Coalition was established to help bridge communication between the campus and the principal and help facilitate a smooth transition in leadership.

The campus established a Safety and Security Committee, which was instrumental in reviewing and evaluating campus practices. We also employ a full-time security officer who monitors and ensures compliance with district and campus protocols. While 62% of students (Panorama, SP 22-23) report feeling safe (4% higher than the district and national average), many express concern about the occurrence and resolution of acts identified as bullying. During the 22-23SY, nine alleged bullying incidents were reported to and investigated by the administration, four of which were found to be bullying.

School Processes & Programs Strengths

The 22-23 Upbeat survey yielded a 64% faculty participation rate. The data highlights are reflected below:

- 82% positively endorse professional development opportunities.
- 88% positively endorse teacher voice and leadership
- 90% positively endorse parent/teacher communication
- 87% positively endorse instructional leadership
- 97% positively endorse "I feel physically safe at my school."
- 90% positively endorse "My school is a physically safe environment for students"

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Only 60% of staff positively endorse, "Rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes." (Upbeat Survey, SY22-23) **Root Cause:** All staff members do not explicitly state, rehearse, and enforce student conduct expectations.

Perceptions

Perceptions Summary

Davis Elementary remains committed to supporting students academically, emotionally and physically. Student and staff survey results are generally favorable in response to the aforementioned areas. Parental and community involvement has increased through campus-wide events, such as Fall Festival, Career Day, Popsicles with the Principal, four All Pro Dads meetings, Open House/ Book Fair, Sneak-a-Peek, Kinder Welcome, Parent Orientations, Cultural Fair, Awards Ceremonies, Spelling Bee, Kinder & 5th grade graduations, and Teacher Appreciation Week. Community members serve as mentors to struggling students. Parents are invited to have lunch with their children each week. However, there continue to be opportunities to increase parent and community involvement.

Perceptions Strengths

- Panorama Results (SY 22-23)
 - 79% of students believe teachers hold them to high expectations academically and behaviorally.
 - 84% of students report that teachers encourage them to do their best.
- UpBeat Results (SY 22-23)
 - 81% of teachers report having satisfaction and purpose in their professional lives.
 - 97% of teachers report having someone to whom they can turn when having a difficult time.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only 63% of staff positively endorse, "Administrators at my school let me know when I am doing great work."(Upbeat Survey, SY22-23) **Root Cause:** Staff contribution and positive gains are not adequately acknowledged and celebrated.

Problem Statement 2: Only 73% of staff positively endorse, "Teachers at my school trust each other." (Upbeat Survey, SY22-23) **Root Cause:** There is a lack of meaningful team building and collaboration (content and vertical alignment).

Problem Statement 3 (Prioritized): 69% of students indicated it is "slightly difficult, somewhat difficult, quite difficult, or extremely difficult" for a bullied student to get help from an adult (Panorama Survey, Sp. SY 22-23). **Root Cause:** Students do not have meaningful and/or trusting relationships with staff.

Priority Problem Statements

Problem Statement 1: 66.1% of students are English learners and benefit from support in learning the English language to perform at a high level.

Root Cause 1: Staff are not sufficiently trained to meet the linguistic needs of many learners.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a progressive decline in the percentage of students reading on grade level, at the end of NW4, incrementally from Kinder to 5th grade.

Root Cause 2: Instructional staff lacks the skills and resources for the delivery of effective instruction (Tier 1, Tier 2 and Tier 3).

Problem Statement 2 Areas: Student Learning

Problem Statement 3: For students in grades 1st, 2nd, 4th and 5th, overall achievement on the Math MAP declined (percentile) from Fall administration to Spring administration.

Root Cause 3: Instructional staff lacks the skills and resources for the delivery of effective instruction (Tier 1, Tier 2 and Tier 3).

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Only 60% of staff positively endorse, "Rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes." (Upbeat Survey, SY22-23)

Root Cause 4: All staff members do not explicitly state, rehearse, and enforce student conduct expectations.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a lack of parental/stakeholder support related to student achievement and a lack of input in campus decision-making (PTA, CIC, etc.).

Root Cause 5: Parents/stakeholders are intimidated by the formality of school processes.

Problem Statement 5 Areas: Demographics

Problem Statement 6: 69% of students indicated it is "slightly difficult, somewhat difficult, quite difficult, or extremely difficult" for a bullied student to get help from an adult (Panorama Survey, Sp. SY 22-23).

Root Cause 6: Students do not have meaningful and/or trusting relationships with staff.

Problem Statement 6 Areas: Perceptions





Guiding Objectives







Revised/Approved: August 7, 2023

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: The number of students reading on/above grade level will increase by 3% for each grade level (K-5) at each semester end (December 2023 & May 2024).

Evaluation Data Sources: F&P Reading Levels

Strategy 1 Details	Reviews			
<p>Strategy 1: Train all language arts teachers on administering the Fountas and Pinnell reading inventory with calibration through random sampling of students by ICs once per grading period with debrief.</p> <p>Strategy's Expected Result/Impact: Consensus in the evaluation of student reading and ongoing monitoring of progress will accelerate reading level growth.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Instructional Staff</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Coaches - 211 Title I - 211-11-6119-00-113-30-000 - \$86,987</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide students and staff with resources and materials (print and digital) to support read-aloud, guided reading, shared reading, independent reading, and word study practices.</p> <p>Strategy's Expected Result/Impact: Students will experience improved mastery of literacy components.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Instructional Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Print/Electronic Media (i.e., Raz Kids, Scholastic) - 211 Title I - 211-11-6299-00-113-99-000 - \$4,524, Classroom Libraries/Decodable Texts - 211 Title I - 211-11-6329-00-113-99-000 - \$16,274</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Assess informally the reading level of students performing below grade level every 4.5 weeks (minimum), and record on the 23-24 SNAP Matrix.</p> <p>Strategy's Expected Result/Impact: Students are more likely to make gains with ongoing assessment and monitoring.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Instructional Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	 20%	 70%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				







Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a progressive decline in the percentage of students reading on grade level, at the end of NW4, incrementally from Kinder to 5th grade. Root Cause : Instructional staff lacks the skills and resources for the delivery of effective instruction (Tier 1, Tier 2 and Tier 3).</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: The number of students identified as Tier 2 and Tier 3 will be reduced by a combined 10% in both reading and math.

Evaluation Data Sources: SNAP Matrix

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify and provide Tier 2 and Tier 3 students with ongoing research-based intervention and support documented using campus-wide protocols.</p> <p>Strategy's Expected Result/Impact: Increase the number of students performing at/above grade level in reading and math.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Dyslexia Interventionist, ESSER staff</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Targeted Intervention/Tutoring - 211 Title I - 211-11-6117-00-113-30-000 - \$15,200, Digital Learning Tools (i.e., Imagine Math Facts/Imagine Learning). - 211 Title I - 211-11-6299-00-113-99-000 - \$3,000, Supplemental interventions and resources to support at-risk students - 199-SCE State Comp Ed (SCE) - \$324,400, Instructional Consumables (i.e., ThinkUp, Mentoring Minds) - 211 Title I - 211-11-6299-00-113-99-000 - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


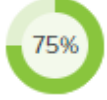




Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a progressive decline in the percentage of students reading on grade level, at the end of NW4, incrementally from Kinder to 5th grade. Root Cause : Instructional staff lacks the skills and resources for the delivery of effective instruction (Tier 1, Tier 2 and Tier 3).</p>
<p>Problem Statement 2: For students in grades 1st, 2nd, 4th and 5th, overall achievement on the Math MAP declined (percentile) from Fall administration to Spring administration. Root Cause: Instructional staff lacks the skills and resources for the delivery of effective instruction (Tier 1, Tier 2 and Tier 3).</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: As a professional learning community (PLC), instructional staff will participate in weekly professional learning team (PLT) meetings.

Evaluation Data Sources: PLT meeting agenda

Strategy 1 Details	Reviews			
<p>Strategy 1: Engage instructional staff in ongoing collaboration, professional development, planning, data analysis, and coaching.</p> <p>Strategy's Expected Result/Impact: Enhancement of instructional practices to create a learning environment where all students can achieve at high levels.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p> <p>Funding Sources: Lodging, Incidentals, Registration and Travel for Professional Development/ Conference Attendance (i.e., NABE, Seidlitz, AVID, MAP, etc). - 211 Title I - 211-13-6411-00-113-99-000 - \$7,800, Substitute Coverage for Planning, Professional Development and Data Disaggregation - 211 Title I - 211-11-6112-00-113-30-000 - \$5,000, Supplies and Materials for Facilitation of Campus Professional Development. - 211 Title I - 211-13-6399-00-113-99-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3 Problem Statements:

Demographics
<p>Problem Statement 1: 66.1% of students are English learners and benefit from support in learning the English language to perform at a high level. Root Cause: Staff are not sufficiently trained to meet the linguistic needs of many learners.</p>
Student Learning
<p>Problem Statement 1: There is a progressive decline in the percentage of students reading on grade level, at the end of NW4, incrementally from Kinder to 5th grade. Root Cause : Instructional staff lacks the skills and resources for the delivery of effective instruction (Tier 1, Tier 2 and Tier 3).</p>







Student Learning

Problem Statement 2: For students in grades 1st, 2nd, 4th and 5th, overall achievement on the Math MAP declined (percentile) from Fall administration to Spring administration.
Root Cause: Instructional staff lacks the skills and resources for the delivery of effective instruction (Tier 1, Tier 2 and Tier 3).

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

Goal 1: Students' favorable response to "If a student is bullied in school, how difficult is it for him/her to get help from an adult?", will increase by at least 4%, from 53% to 57%, on the 2023- 2024 Spring Panorama Survey.

Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Complete the strategies in the Panorama Playbook, the " My Trusted Person Plan" within the first 30 school days by all staff/students.</p> <p>Strategy's Expected Result/Impact: Bullying incidents will decrease, and if/when bullying occurs, students will have a trusted adult from whom to seek help.</p> <p>Staff Responsible for Monitoring: Counselor, Asst. Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
	 80%	 90%		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 1 Problem Statements:

Perceptions
<p>Problem Statement 3: 69% of students indicated it is "slightly difficult, somewhat difficult, quite difficult, or extremely difficult" for a bullied student to get help from an adult (Panorama Survey, Sp. SY 22-23). Root Cause: Students do not have meaningful and/or trusting relationships with staff.</p>

Guiding Objective 3: Optimize Community Engagement

Goal 1: Davis Elementary will actively recruit a minimum of three new community stakeholders (parent, business, and/or civic) to participate in the ongoing campus improvement planning (CIP) process by December 2023.

Evaluation Data Sources: CIC invitations, agendas, and minutes
Email and communication reflecting recruitment efforts

Strategy 1 Details	Reviews			
Strategy 1: Poll parents, teachers, and staff for possible partnerships Strategy's Expected Result/Impact: Greater stakeholder involvement in campus decision-making Staff Responsible for Monitoring: Principal, Counselor TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3	Formative			Summative
	Oct	Jan	Mar	June
	 50%	 80%		
 No Progress  Accomplished  Continue/Modify  Discontinue				







Goal 1 Problem Statements:

Demographics
Problem Statement 3: There is a lack of parental/stakeholder support related to student achievement and a lack of input in campus decision-making (PTA, CIC, etc.). Root Cause : Parents/stakeholders are intimidated by the formality of school processes.

Guiding Objective 3: Optimize Community Engagement

Goal 2: Davis Elementary will promote family and community engagement through quarterly campus events.

Evaluation Data Sources: Sign-in sheets
Event notification
Slides/handouts

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide family engagement opportunities to include All Pro Dads, Math/Literacy Nights, Parent Orientation, and other campus activities.</p> <p>Strategy's Expected Result/Impact: Participation and engagement with students at campus events to build knowledge on strategies to support academic growth and social-emotional well-being.</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: Parent and Family Engagement Supplies - 211 Title I - 211-61-6399-00-113-99-000 - \$2,315, Parent and Family Engagement Outreach Presentation - 211 Title I - 211-61-6299-00-113-99-000 - \$650</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2 Problem Statements:

Demographics
<p>Problem Statement 3: There is a lack of parental/stakeholder support related to student achievement and a lack of input in campus decision-making (PTA, CIC, etc.). Root Cause : Parents/stakeholders are intimidated by the formality of school processes.</p>

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

Goal 1: Panorama data will reflect an increase of 5% (from 67% to 72%) in the topic description "School Belonging" on the 2023-2024 Spring Panorama Survey.

Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement research-based, positive behavior strategies supportive of prosocial student behavior and fostering student belonging.</p> <p>Strategy's Expected Result/Impact: Students will be seen as valued and contributing members of the school community.</p> <p>Staff Responsible for Monitoring: Counselor, Asst. Principal, Principal, Positive Behavior Response Team (PBRT)</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Positive Behavior Intervention Support (PBIS) Implementation Materials - 211 Title I - 211-11-6399-00-113-99-000 - \$500, Rachel's Challenge Live Elementary Program (speaker w/curriculum) - 211 Title I - 211-11-6299-00-113-99-000 - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Embed social-emotional learning time into the daily master schedule with routine meeting attendance by the principal, assistant principal, and school counselor (min. 3 times weekly, for 85% of weeks in session) for semester one.</p> <p>Strategy's Expected Result/Impact: Students and staff will foster prosocial relationships and a sense of belonging within the classroom community.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Positive Behavior Response Team (PBRT)</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Only 60% of staff positively endorse, "Rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes." (Upbeat Survey, SY22-23) **Root Cause:** All staff members do not explicitly state, rehearse, and enforce student conduct expectations.







Perceptions

Problem Statement 3: 69% of students indicated it is "slightly difficult, somewhat difficult, quite difficult, or extremely difficult" for a bullied student to get help from an adult (Panorama Survey, Sp. SY 22-23). **Root Cause:** Students do not have meaningful and/or trusting relationships with staff.

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2024, the instructional staff retention rate will increase by 10% (to 80%) over the end of the year 2023 (70%).

Evaluation Data Sources: TEAMS

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a longitudinal calendar, with a minimum of seven meetings annually, to onboard, mentor and develop the capacity of new teachers by September 2023.</p> <p>Strategy's Expected Result/Impact: New-to-campus staff will have the needed support and mentorship to foster belonging, positively impacting staff retention.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 2: For students in grades 1st, 2nd, 4th and 5th, overall achievement on the Math MAP declined (percentile) from Fall administration to Spring administration.</p> <p>Root Cause: Instructional staff lacks the skills and resources for the delivery of effective instruction (Tier 1, Tier 2 and Tier 3).</p>

State Compensatory

Budget for Davis Elementary

Total SCE Funds: \$324,400.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, PreK-3rd Readiness Skill Tutorials, Core-Subject Small Group Instruction, Emergent Bilingual Support, and Summer School.

Title I

1.1: Comprehensive Needs Assessment

The Campus Improvement Committee and key stakeholders convene to review and discuss data strengths and opportunities. From the discussion(s), campus needs are determined and prioritized.

2.1: Campus Improvement Plan developed with appropriate stakeholders

As a result of the needs assessment, a comprehensive plan is developed to support those areas deemed a priority and most likely to result in improved student achievement and campus growth based on the agreed-upon campus mission/vision.

2.2: Regular monitoring and revision

The Campus Improvement Plan (CIP) is viewed as a living document that is routinely revised by the Campus Improvement Committee based on identified campus needs. Where campus needs are met or newly identified, the CIC considers necessary revision.

2.3: Available to parents and community in an understandable format and language

Parents and community members are invited to be active members of the Campus Improvement Committee. The plan is often referenced during campus events such as Parent Orientation, PTA Meetings, and Math/Literacy Night(s). Spanish interpretation services (through technology or an individual) are often provided when the information is presented in English.

2.4: Opportunities for all children to meet State standards

Davis Elementary routinely monitors and responds to campus-wide data and subpopulations (EcoDis, SpEd, EL, etc) within the campus. Through the continuous practice of data disaggregation, underperforming groups or individuals are offered the needed support to meet and/or exceed state standards.

2.5: Increased learning time and well-rounded education

The campus develops a Master Schedule that guides the delivery of instruction. In conjunction with the suggested minutes (per content area) guidelines, there is also embedded time to ensure intervention and social-emotional support are offered to students to promote academic achievement.

2.6: Address needs of all students, particularly at-risk

Students who are not demonstrating growth, or not demonstrating mastery of agreed-upon essential standards, are offered research-based instructional interventions to support progress. The progress, or lack thereof, is monitored and recorded using a campus matrix. As warranted, additional support is offered during the school day and before/after.

3.1: Annually evaluate the schoolwide plan

The Campus Improvement Plan is reviewed throughout the school year, and progress is evaluated. Where goals are met, new ones are established. In/around May of each calendar year, the entire plan is evaluated, and a summative review is conducted. The Campus Improvement Committee determines goals that are met and to what extent. Continuing/discontinuing goals, and developing new goals, are also discussed for the subsequent school year.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually, or upon request, the Parent and Family Engagement Policy is shared with parents/guardians of all students via ParentSquare. It is also discussed in conjunction with a campus PTA meeting. The Policy is offered in both English and Spanish.

4.2: Offer flexible number of parent involvement meetings

The opportunity for parent involvement is offered at various times of the day and various days of the week. The campus offers opportunities in the morning (i.e., All Pro Dads) and evening (i.e., PTA). When possible, virtual meetings are also an option.

5.1: Determine which students will be served by following local policy

N/A

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Tracey Battle	Principal
Administrator	Lauren Evans	Assistant Principal
Classroom Teacher	Elizabeth Fletcher	KG Teacher
Classroom Teacher	Nayeli Ayala	1st Grade Teacher
Classroom Teacher	Viridiana Lopez	2nd Grade Teacher
Classroom Teacher	Gabriela Carmona	3rd Grade Teacher
Classroom Teacher	Megan Ledesma	5th Grade Teacher
Classroom Teacher	Alejandra Carmona	4th Grade Teacher
Classroom Teacher	Xzandria Turner	5th Grade Teacher
Classroom Teacher	Kashayla Anthony	SpEd Teacher
Non-classroom Professional	Julia Pena	Counselor
Classroom Teacher	Lesly Garcia	Art Teacher
Community Representative	Benita Gordon	Community Member
Community Representative	Sanil Sheriff	Community Member
Parent	Amy Anderson	Parent
Parent	Anthony Sosa	Parent