

**Wylie Independent School District**  
**Davis Intermediate School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Davis Intermediate School, in partnership with families and the community, will build relationships to empower all students and staff through collaborative and engaging experiences to meet individual needs and encourage lifelong learning

## Vision

Reaching our highest potential, together!

## Value Statement

"Education opens the door to opportunity." Bill F. Davis

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

White: 46%

African American: 18%

Hispanic: 20%

Two or More Races: 7%

Economically Disadvantaged: 19%

At-Risk: 16%

Special Education 16%

504: 12%

LEP: 9%

Gifted and Talented: 15%

80 plus full-time staff and 70 plus full time certified educators

### Demographics Strengths

For Reading 7 of 9 of our Subpopulations met Target with Academic Achievement

For Math 8 of 9 of our Subpopulations met Target with Academic Achievement

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Asian subpopulation did not meet State Target in Academic Achievement (M 74% and R 66%) for Davis' last STAAR exam. **Root Cause:** Low performing limited number of students and high target goal.

# Student Learning

## Student Learning Summary

### Davis Intermediate School would have earned a B in State Accountability on Davis' last STAAR Assessment

- **19-20 STAAR Comparison:**

5th Reading maintained from prior to covid in the areas of Approaches (at 89%) and Masters (at 43%)

5th Reading Domain 1 score of 64 was only one off of their Goal of 65

6th Reading improved from prior to covid in the area of Masters (29%, up 4%points)

#### **Comparison Groups:**

6th Reading 1 off of the top 10 (out of 44 schools) to receive Q1 in Master Scores

5th Math 2 off of top 10 (out of 43 schools) to receive Q1 in Masters Scores

#### **2021 BOY MAP Data:**

5th Reading BOY MAP Domain 1 Score of 60 only 5 off of goal of 65 for STAAR at the end of the year

6th Reading BOY MAP Domain 1 Score of 58 only 3 off of goal of 61 for STAAR at the end of the year

## Student Learning Strengths

### Davis Intermediate School would have earned a B in State Accountability on Davis' last STAAR Assessment

#### **19-20 STAAR Comparison:**

5th Reading maintained from prior to covid in the areas of Approaches (at 89%) and Masters (at 43%)

5th Reading Domain 1 score of 64 was only one off of their Goal of 65

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**Comparison Groups:**

6th Reading 1 off of the top 10 (out of 44 schools) to receive Q1 in Master Scores

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**2021 BOY MAP Data:**

5th Reading BOY MAP Domain 1 Score of 60 only 5 off of goal of 65 for STAAR at the end of the year

6th Reading BOY MAP Domain 1 Score of 58 only 3 off of goal of 61 for STAAR at the end of the year

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 5th Grade Science and 6th Grade ELA fell below 60 (both at 53) in Domain 1 Student Achievement. **Root Cause:** Need for more Intentionality with Power Standards, Frequent Intentional Assessment, and Taking Action from results (4 Critical Question Focus).

# School Processes & Programs

## School Processes & Programs Summary

Davis Intermediate School serves approximately 840 students in grades 5 and 6. Academic teaming is utilized as a way to organize student schedules and to best meet student needs. A co-teaching model is utilized with the Math and ELA classes that consists of a special education teacher and general education teacher that are paired to collaboratively teach the class together. There is Professional Learning Time (Tuesday CLT Meetings with grade level academic teams) built into the day to discuss Curriculum and Instruction and Learning.

Davis Intermediate School follows the district scope and sequence by utilizing the Year at a Glance and Instructional Focus Documents. District Unit Assessments are administered, along with short cycle common formative assessments, and assessment data is reviewed regularly with adjustments in instruction taking place as needed. Instructional specialist support is utilized for all four content areas to seek resources, discuss best instructional practice, analyze data and to develop common assessments. Read 180 and System 44 will be a resource utilized to support struggling readers in Special Education. MAP data is analyzed allowing teachers and students to set goals for improvement. Focused small group learning will be utilized to individualize instruction for all students in class and during RTI time the last 30 minutes of each day.

All teachers are highly qualified. The school is involved in the district new hire mentor program to support first-year teachers. The program also utilizes campus teachers to support zero-year teachers and new hires.

All students are assigned a Chromebook, and teachers are provided a range of technology tools (along with tech support) to enhance learning in the classroom.

## School Processes & Programs Strengths

Teachers reflect on prior year(s) data and seek new and innovative ways to present low SE's. Students have the opportunity for tutorials and reassessment based on need weekly

CLT is utilized each week to analyze, discuss, and implement the district curriculum as well as support professional learning and growth. A collaborative work environment is the norm. Unpacking documents have been updated by each academic team to dig deeper into the learning for our students.

Technology continues to be a strength for Davis. All students have Google accounts and the campus has initiated a 1:1 Chromebook initiative. Google Drive is consistently used by the staff to communicate collaboratively. Students are also learning how to communicate and collaborate using Google applications. Our Media Specialist is also Google Certified and regularly leads PD to enhance the use of technology on campus and within the district.

Bullying and Suicidal outcries are addressed quickly by teachers and administration. Systems are in place to address these needs, from Assistant Principals that focus on specific grade levels, to our Counselors having testing and 504 responsibilities taken away so they can focus primarily on student needs.

## Problem Statements Identifying School Processes & Programs Needs



**Problem Statement 1 (Prioritized):** Response to Intervention system needs to continue to be "tightened" to better serve the learning needs of our students **Root Cause:** Lack of systems in place. Scheduling adjustments and utilizing a teacher's strengths are being implemented to address this root cause.

# Perceptions

## Perceptions Summary

Welcome to Davis Intermediate School, home of the Marauders! Student engagement in learning is the focus at Davis Intermediate School. We pride ourselves on creating and providing a safe and secure learning environment that supports creativity, problem solving, collaboration, communication and critical thinking. We believe that we must provide students with a quality educational experience that prepares them for their future. Sparking a child's curiosity to pursue future independent learning is what excites us. On our last end of the year survey students responses were favorable in all categories. Parents also responded favorably in the areas of Teacher Effectiveness, Principal Leadership, Community Involvement and School Pride and Recognition. Responses were on par with district averages. The areas of focus this year will continue to be Communication, Recognition and Family Involvement. Our school has a strong PTA that encourages family involvement, achievement character education, and school pride.

## Perceptions Strengths

Character Strengths: Respect and Courtesy, Responsibility, Addressing Bullying, Trustworthiness

Climate Strengths: Teacher Effectiveness, Community Involvement, and Collaboration

PTA Membership, Leadership, and Activities are a strength

Students are also joining PTA at a high rate.

Mentor and PAL Program and after school clubs that are available for students.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Communication to encourage more involvement and tighter systems in place to improve student learning and engagement. **Root Cause:** systems and communication tools that are too loose and not as focused.

# Priority Problem Statements

**Problem Statement 1:** 5th Grade Science and 6th Grade ELA fell below 60 (both at 53) in Domain 1 Student Achievement.

**Root Cause 1:** Need for more Intentionality with Power Standards, Frequent Intentional Assessment, and Taking Action from results (4 Critical Question Focus).

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Response to Intervention system needs to continue to be "tightened" to better serve the learning needs of our students

**Root Cause 2:** Lack of systems in place. Scheduling adjustments and utilizing a teacher's strengths are being implemented to address this root cause.

**Problem Statement 2 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**





- Other additional data

# Goals

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 1:** Wylie Way core values will be taught throughout the school year.





**Evaluation Data Sources:** Discipline referrals and District Calendar (Wylie Way Days)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Positive behavior management strategies will be used in all classrooms, along with a consistent campus discipline plan. <b>Staff Responsible for Monitoring:</b> Teachers and Administrators	Formative			Summative
	Nov	Feb	June	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Academic teaming will be used when building the master schedule. RTI time added to Master Schedule where Wylie Way Lessons can be given the time needed to be taught as well <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Feb	June	Aug
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**Goal 1:** Instill community and ethical values in our students

**Performance Objective 2:** Increase yearly attendance to remain in Q1





**Evaluation Data Sources:** attendance data from school and state

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Recognize perfect attendance students each 9 weeks. <b>Staff Responsible for Monitoring:</b> Registrar, teachers, administrators.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Tighten campus procedures with communication and the development and implementation of attendance plans as a means to address excessive unexcused absences. <b>Staff Responsible for Monitoring:</b> Registrar, teachers, administrators.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Parents contacted after consecutive days of absence. <b>Staff Responsible for Monitoring:</b> Teachers and Registrar and Administrators	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
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**Goal 1:** Instill community and ethical values in our students

**Performance Objective 3:** Increase the opportunity for parents and other community members to be a part of the school environment.

**Evaluation Data Sources:** PTA Membership count and WatchDOG and MODsquad attendance





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Work with PTA to maintain membership of 100%, so that each student has representation. <b>Staff Responsible for Monitoring:</b> PTA Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Support PTA's WatchDOGS/MOD Squad parent involvement program. <b>Staff Responsible for Monitoring:</b> PTA, Teachers, Administrators, Front Office Staff	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
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**Goal 1:** Instill community and ethical values in our students

**Performance Objective 4:** 100% of DIS students will have access and education in guidance lessons on Character Development and Anti-Bully Education.





**Evaluation Data Sources:** Counselor Communication and Wylie Way Lessons

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide training for all staff in accordance with board policy. <b>Staff Responsible for Monitoring:</b> Administrators	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide learning to all students in accordance with board policy including reporting and response. <b>Staff Responsible for Monitoring:</b> Administrators and Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement Character Development, Drug Resistance, and Anti Bully Education training for all students through classroom guidance and counseling programs. <b>Staff Responsible for Monitoring:</b> Counselor and Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Lunch Groups will be formed to work on social skills and to address life challenges. <b>Staff Responsible for Monitoring:</b> Counselor	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
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**Goal 1:** Instill community and ethical values in our students

**Performance Objective 5:** Davis is committed to being a Restorative Campus with every class having agreed upon Community Agreements along with a Formal Circle at least once a month.

**Evaluation Data Sources:** Campus-wide implementation and teacher teams planning weeks of each month to have their Formal Circles.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Each Class will create agreed-upon Community Agreements <b>Strategy's Expected Result/Impact:</b> Positive classroom accountability <b>Staff Responsible for Monitoring:</b> Teachers and Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Each Class will conduct a formal circle at least one time per month <b>Strategy's Expected Result/Impact:</b> Relationship building <b>Staff Responsible for Monitoring:</b> Classroom teachers and Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
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**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs

TEA Strategic Priority#2: Build a foundation of reading and math

**Performance Objective 1:** Increase performance of at-risk students





**Evaluation Data Sources:** Academic Data (MAP, Grades, STAAR)  
Skyward

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Tighten Response to Intervention system that will meet on a regular basis to review student needs and develop individual intervention plans. <b>Staff Responsible for Monitoring:</b> RTI team and Administrators <b>Funding Sources:</b> - State Comp Ed - \$7,000	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Administer MAP assessment BOY and MOY and EOY, use the data to drive targeted instruction and learning <b>Staff Responsible for Monitoring:</b> Teachers, RTI Team, MAP Implementation Team, and Administrators	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Multiple At Risk students will participate in an after school "Boys/Girls Club" sponsored by teachers at Davis that offers tutorials and a team building experience, along with other clubs as Covid restrictions allow. <b>Staff Responsible for Monitoring:</b> Teachers, Counselor and Administrators	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
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**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Strategic Priority#2: Build a foundation of reading and math

**Performance Objective 2:** Provide programs preventing students from dropping out





**Evaluation Data Sources:** PTA Events  
 Counseling Sessions  
 Relationship Building PD

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> One hour of tutorials will be provided each week for each content area to ensure mastery of grade level content. <b>Staff Responsible for Monitoring:</b> Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Build a weekly 30 minute RTI time into the master schedule that can be used for tutorials and social skills development for all students. <b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Administrators.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Partner At Risk students with a community mentor or PAL who meet on a regular schedule; weekly, bi-monthly, or monthly. <b>Staff Responsible for Monitoring:</b> Counselor	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
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**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Strategic Priority#2: Build a foundation of reading and math

**Performance Objective 3:** Provide dyslexia services for students identified with dyslexia 30 minutes per day in most cases.

**Evaluation Data Sources:** Skyward Scheduling  
 Data from Dyslexia Specialist

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Read Naturally, Lexia and Phonics Blitz will be utilized with fidelity to teach reading decoding skills to dyslexic students <b>Staff Responsible for Monitoring:</b> Language Therapist, Counselor, Teachers and Administrators <b>Funding Sources:</b> Materials - State Comp Ed - \$1,000	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
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**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Strategic Priority#2: Build a foundation of reading and math

**Performance Objective 4:** We will experience growth in the areas of "Meets" and "Masters" on STAAR Reading, Math and Science.

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will develop seed questions within their unpacking documents that meet and exceed the level of the "verb" within the TEKS/SEs per each unit of instruction that will be used to enhance for frequent small group purposeful talk and critical writing during daily lessons. <b>Staff Responsible for Monitoring:</b> Teachers and Administrators Learning Specialists	Formative			Summative
	Nov	Feb	June	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will use MAP data to identify students that need and would benefit from intervention or extension activities. Targeted Support Strategy <b>Staff Responsible for Monitoring:</b> Teachers and Administrators	Formative			Summative
	Nov	Feb	June	Aug
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Read 180 for Resource ELAR instruction for students reading below grade level. <b>Staff Responsible for Monitoring:</b> Teachers, Learning Specialists, Administrators	Formative			Summative
	Nov	Feb	June	Aug
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Students will engage in the Claim Evidence and Reasoning strategy to explain and interpret information in science. <b>Staff Responsible for Monitoring:</b> Science Teachers, Learning Specialist and Administrators	Formative			Summative
	Nov	Feb	June	Aug
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Tighter PLC processes in the areas of identifying power standards, frequent common assessments, and taking action on results. <b>Strategy's Expected Result/Impact:</b> Academic Growth <b>Staff Responsible for Monitoring:</b> Teachers and Administrators	Formative			Summative
	Nov	Feb	June	Aug
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Professional Learning continued for ELAR Teachers on Balanced Literacy approach to reading and writing instruction. Targeted Support Strategy <b>Staff Responsible for Monitoring:</b> Teachers, Learning Specialist, Curriculum and Instruction Department,	Formative			Summative
	Nov	Feb	June	Aug

Administrators



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Strategic Priority#2: Build a foundation of reading and math

**Performance Objective 5:** Meet all federal targets for all student groups on Reading and Math STAAR for 20-21 school year.

**Evaluation Data Sources:** BoY and MoY MAP  
 Checkpoint  
 STAAR





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create monitor groups for each student group. Targeted Support Strategy <b>Staff Responsible for Monitoring:</b> Dr. Davis Mr. Summers <b>Funding Sources:</b> Reading and/or Math Resources - State ELL Allotment - \$1,100	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Focus conversations during weekly CLTs about monitor groups and interventions. Targeted Support Strategy <b>Staff Responsible for Monitoring:</b> Mr. Summers Mrs. Keller Mrs. White	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
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**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Strategic Priority#2: Build a foundation of reading and math

**Performance Objective 6:** Davis will ensure compliance with the Local Wellness Policy through the implementation of the District Wellness Plan in the areas of Nutrition, Nutrition Education, Physical Activity, and School-Based Activities





**Evaluation Data Sources:** Campus Wellness Team  
 FitnessGram  
 Participation in School Community Wellness Events  
 Participation at Wellness Events

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Campus/District shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Healthy Lifesyles</p> <p><b>Staff Responsible for Monitoring:</b> Davis Administration and Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Campus/District shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through the integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible for nutrition education</p> <p><b>Strategy's Expected Result/Impact:</b> Healthy Lifesyles</p> <p><b>Staff Responsible for Monitoring:</b> Davis Administration and Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Campus/District shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity. The employees in order to promote enjoyable, life-long physical activity for District employees and students</p> <p><b>Strategy's Expected Result/Impact:</b> Healthy Lifesyles</p> <p><b>Staff Responsible for Monitoring:</b> Davis Administration and Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The District shall encourage students, parents, staff, and community members to use the Districts recreational facilities, such as tracks, playgrounds, and the like, that are available for use outside of the school day in accordance with district policy</p> <p><b>Strategy's Expected Result/Impact:</b> Healthy Lifesyles</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus Administration and Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Prepare students for a successful life beyond high school  
 TEA Strategic Priority #3: Connect High School to Career and College

**Performance Objective 1:** By June 2022, increase opportunities for all students to use technologies and web tools to express ideas, solve problems, share information and create products representative of their learning.

**Evaluation Data Sources:** Chromebook Usage  
 District Surveys





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will be exposed to Career Videos developed by the district. Video will highlight education needed for this career field. <b>Staff Responsible for Monitoring:</b> Teachers, Learning Specialist, Curriculum and Instruction Department	Formative			Summative
	Nov	Feb	June	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers and students will use Google Classroom for communication, collaboration of lesson activities. <b>Staff Responsible for Monitoring:</b> Teachers and Administrators	Formative			Summative
	Nov	Feb	June	Aug
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Science classes will visit a Maker Space area providing challenges that encourage collaboration, cooperation and problem solving. <b>Staff Responsible for Monitoring:</b> Teachers, Learning Specialist, Administrators	Formative			Summative
	Nov	Feb	June	Aug
<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 4:** Attract, retain, and value a quality staff

TEA Strategic Priority#1: Recruiting, supporting, and retaining teachers and principals

**Performance Objective 1:** Recruit, hire and retain highly effective teachers

**Evaluation Data Sources:** T-TESS





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct group interviews using district designed questions to help identify candidates that fit the district's profile of an effective "teacher." <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Feb	June	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensure each first year teacher and teachers new to the district are involved in a mentor program. <b>Staff Responsible for Monitoring:</b> Administrators and Human Resources	Formative			Summative
	Nov	Feb	June	Aug
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> First year teachers will be encouraged to observe other teachers. <b>Staff Responsible for Monitoring:</b> Mentor teacher, Administrators, Human Resources	Formative			Summative
	Nov	Feb	June	Aug
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Higher "Highly Qualified" teachers under state definition. <b>Staff Responsible for Monitoring:</b> Human Resources, Administrators	Formative			Summative
	Nov	Feb	June	Aug
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress                 </div> <div style="text-align: center;">  100% Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 4:** Attract, retain, and value a quality staff

TEA Strategic Priority#1: Recruiting, supporting, and retaining teachers and principals

**Performance Objective 2:** Provide employees tools, training and equipment necessary to do their jobs effectively in order to maintain high teacher retention.

**Evaluation Data Sources:** Provide needed and usable teacher resources  
District PD and Learn and Earns





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide ongoing embedded professional learning that focuses on the Big 3 PLC components and the 4 Critical Questions. <b>Staff Responsible for Monitoring:</b> Teachers, Learning Specialist and Administrators	Formative			Summative
	Nov	Feb	June	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide teachers 1 day/semester to work with content area team to analyze data and design instruction and learning activities to ensure mastery of content. <b>Staff Responsible for Monitoring:</b> Teachers, Learning Specialists, Administrators	Formative			Summative
	Nov	Feb	June	Aug
<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 4:** Attract, retain, and value a quality staff

TEA Strategic Priority#1: Recruiting, supporting, and retaining teachers and principals

**Performance Objective 3:** Evaluate staff using T-TESS and have staff set goals for continuous growth.

**Evaluation Data Sources:** T-TESS Teacher Goals and BoY and Summative Meetings to discuss them.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Goal setting conferences will be conducted for new staff, followed by observations, walkthroughs, and a post conference. A summative conference will also take place and goals redeveloped.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative			Summative
	Nov	Feb	June	Aug
<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 4:** Attract, retain, and value a quality staff

TEA Strategic Priority#1: Recruiting, supporting, and retaining teachers and principals

**Performance Objective 4:** By the end of the 21-22 school year, all language arts teachers who teach EL students will have their ESL Supplemental Certification.





**Evaluation Data Sources:** ESL Supplemental Certificates

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus administration team will audit their ELA teachers to determine who is in need of the ESL certification <b>Strategy's Expected Result/Impact:</b> Able to better serve EL Learners <b>Staff Responsible for Monitoring:</b> Davis Administration	Formative			Summative
	Nov	Feb	June	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Work in collaboration with Special Services for non-ESL certified teacher to obtain their ESL certification by covering the costs associated with the assesment <b>Strategy's Expected Result/Impact:</b> Able to better serve EL Learners <b>Staff Responsible for Monitoring:</b> District and Davis Administration	Formative			Summative
	Nov	Feb	June	Aug
<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 5:** Manage growth in a way that ensures functional equity

**Performance Objective 1:** Maintain 17.3 student to staff ratio.





**Evaluation Data Sources:** Staffing Allocations  
Master Schedule Adjustments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Report weekly student enrollment as a means of monitoring student growth and staffing needs. <b>Staff Responsible for Monitoring:</b> Registrar, Administration and Human Resources	Formative			Summative
	Nov	Feb	June	Aug
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 6:** Support student participation in extracurricular activities to promote character and academic achievement.

**Performance Objective 1:** The Davis Staff will offer a variety of after school clubs and encourage student participation.

**Evaluation Data Sources:** Clubs offered at Davis





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Multiple sources will be utilized to promote clubs that are offered after school for student participation and will also be posted on the Davis web page. <b>Staff Responsible for Monitoring:</b> Media Specialist, teachers, and administration	Formative			Summative
	Nov	Feb	June	Aug
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 7: Celebrate our excellence**

**Performance Objective 1:** Through multiple ways of recognition we strive to provide each student with at least one formal recognition for academic achievement, character and or attendance at a large school wide assembly or weekly mascot program.





**Evaluation Data Sources:** Mascot Data Sheet  
Assembly Agenda

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Recognize students on the A and AB honor roll , outstanding character and perfect attendance each 9 weeks, along with weekly (Mascots for Character). <b>Staff Responsible for Monitoring:</b> Staff Administration	Formative			Summative
	Nov	Feb	June	Aug
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 7:** Celebrate our excellence

**Performance Objective 2:** Recognize staff for outstanding performance and commitment to our students throughout the year.

**Evaluation Data Sources:** Assemblies  
Newsletters

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Nine week assembly recognition and bi-weekly newsletter recognition for staff. <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Nov	Feb	June	Aug
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# State Compensatory

## Budget for Davis Intermediate School

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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## Personnel for Davis Intermediate School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Sharon Jones	Teacher	1

# Campus Funding Summary

State ELL Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1	Reading and/or Math Resources		\$1,100.00
<b>Sub-Total</b>					\$1,100.00
<b>Budgeted Fund Source Amount</b>					\$1,100.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$1,100.00

# Addendums