

Wylie Independent School District
Davis Intermediate School
2024-2025 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: 41%

African American: 17%

Hispanic: 17%

Two or More Races: 6.25%

Asian: 18%

Economically Disadvantaged: 26.2%

At-Risk: 19%

Special Education 19%

504: 14%

LEP: 10%

Gifted and Talented: 14%

Total Student Count as of 9/23/24: 950

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

Demographics Strengths

See the results below for Academic Achievement for students of Asian descent, with a focus on Math:
Performance 23-24 STAAR Test - 79%
2024 Indicator 1: Achievement Status Target - 72%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Asian subpopulation did not meet State Target in Academic Achievement or Growth Status for Math for the long term 2037-2038 Target. (Academic Achievement 79%, needed 86%) for Davis' last STAAR exam. **Root Cause:** Lower performing with a limited number of students and high long-term target goal from the State.

Student Learning

Student Learning Summary

Davis Intermediate School earned a B in State Accountability on Davis' last STAAR Assessment for the 23-24 school year.

Distinctions:

not released as of September 2024

2024 STAAR:

- 5th Reading - 2nd highest domain 1 score on campus with a 68. 2nd highest percentage of masters on campus with a 42.
- 5th Math - Performed well above the state in approaches (+11), meets (+15), and masters (+12)
- 5th Science - Performed well above the state in approaches (+20), meets (+19), and masters (+12).
- 6th Reading - Exceeded their goal for meets (goal 72, scored 74). Only 1 point off from domain 1 score (goal 70, scored 69)
- 6th Math - Performed well above the state in approaches (+17), meets (+23), and masters (+15).
- Davis outscored the state in all areas, ranging from +11 to +23.

2024 BOY MAP Data:

- 5th Reading: Approaches 95 / Meets 78 / Masters 41
- 5th Math: Approaches 93 / Meets 78 / Masters 39
- 5th Science: Approaches 79 / Meets 33 / Masters 9
- 6th Reading: Approaches 93 / Meets 76 / Masters 38
- 6th Math: Approaches 94 / Meets 65 / Masters 24

Student Learning Strengths

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Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Masters scores across the board on campus can use some improvement, especially in the following areas. 6th Math scored at 28%, 5th Science scored at 23%, 5th Math scored at 31%. **Root Cause:** Need for more Intentionality with Power Standards, Frequent Intentional Assessments (CFAs), and Taking Action from results (4 Critical Question Focus).

School Processes & Programs

School Processes & Programs Summary

Davis Intermediate School serves approximately 950 students in grades 5 and 6. A co-teaching model is utilized with the Math and ELA classes that consist of a special education teacher and a general education teacher that are paired to collaboratively teach the class together. There is Professional Learning Time (Wednesday CLT Meetings with grade level academic teams) built into the day to discuss Curriculum, Instruction, and Learning. New this year is CLT times for our Special Education Department, as well as our Fine Arts Department.

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 practices, analyze data, and 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 Marauder Minds time, 42 minutes a day, along with MM+2 time 20 minutes a day.

All teachers are highly qualified. The school is involved in the district's 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 available to support and enhance the use of technology on campus.

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:** Tighter systems are being implemented. 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: Masters scores across the board on campus can use some improvement, especially in the following areas. 6th Math scored at 28%, 5th Science scored at 23%, 5th Math scored at 31%.

Root Cause 1: Need for more Intentionality with Power Standards, Frequent Intentional Assessments (CFAs), 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: Tighter systems are being implemented. 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.

Accountability Data

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

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

- 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: Foster a strong sense of community & 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	Formative Reviews		
Strategy 1: Positive behavior management strategies will be used in all classrooms, along with a consistent campus discipline plan. Staff Responsible for Monitoring: Teachers and Administrators	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: RTI time (Marauder Minds) added to Master Schedule where Wylie Way/SEL Lessons can be given the time needed to be taught. Staff Responsible for Monitoring: Administrators and Teachers	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Foster a strong sense of community & ethical values in our students.

Performance Objective 2: Increase yearly attendance to be in Q1 as compared to our comparison group in the state.


Evaluation Data Sources: attendance data from school and state

Strategy 1 Details	Formative Reviews		
Strategy 1: Recognize perfect attendance students each 9 weeks. Staff Responsible for Monitoring: Registrar, teachers, administrators.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Tighten campus procedures with communication and the development and implementation of attendance plans as a means to address excessive unexcused absences. Staff Responsible for Monitoring: Registrar, teachers, administrators.	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Parents contacted after consecutive days of absence. Staff Responsible for Monitoring: Teachers and Registrar and Administrators	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Foster a strong sense of community & 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	Formative Reviews		
Strategy 1: Work with PTA to maintain membership of 100%, so that each student has representation. Staff Responsible for Monitoring: PTA Administration	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Support PTA's WatchDOGS/MOD Squad parent involvement program. Staff Responsible for Monitoring: PTA, Teachers, Administrators, Front Office Staff	Formative		
	Dec	Mar	June
			

Goal 1: Foster a strong sense of community & 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	Formative Reviews		
Strategy 1: Provide training for all staff in accordance with board policy. Staff Responsible for Monitoring: Administrators	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide learning to all students in accordance with board policy including reporting and response. Staff Responsible for Monitoring: Administrators and Teachers	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Character Development, Drug Resistance, and Anti Bully Education training for all students through classroom guidance and counseling programs. Staff Responsible for Monitoring: Counselor and Teachers	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Lunch Groups will be formed to work on social skills and to address life challenges. Staff Responsible for Monitoring: Counselor	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Foster a strong sense of community & 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	Formative Reviews		
Strategy 1: Each Class will create and post agreed-upon Community Agreements Strategy's Expected Result/Impact: Positive classroom accountability Staff Responsible for Monitoring: Teachers and Administration	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Each student will be a part of at least 2 formal circles per month Strategy's Expected Result/Impact: Relationship building Staff Responsible for Monitoring: Classroom teachers and Administration	Formative		
	Dec	Mar	June
<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 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 1: Increase performance of at-risk students





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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tighten Response to Intervention system that will meet on a regular basis to review student needs and develop individual intervention plans.</p> <p>Staff Responsible for Monitoring: RTI team and Administrators</p> <p>Funding Sources: - State Comp Ed - \$7,000</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Administer MAP assessment BOY and MOY and EOY, use the data to drive targeted instruction and learning</p> <p>Staff Responsible for Monitoring: Teachers, RTI Team, MAP Implementation Team, and Administrators</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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 offered on campus.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor and Administrators</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 2: Provide programs preventing students from dropping out





Evaluation Data Sources: PTA Events
Counseling Sessions
Relationship Building PD

Strategy 1 Details	Formative Reviews		
Strategy 1: One hour of tutorials will be provided each week for each content area to ensure mastery of grade level content. Staff Responsible for Monitoring: Teachers	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Build a weekly Marauder Minds time into the master schedule that can be used for tutorials and social skills development for all students. Staff Responsible for Monitoring: Teachers, Counselor, Administrators.	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Partner At Risk students with a community mentor or PAL who meet on a regular schedule; weekly, bi-monthly, or monthly. Staff Responsible for Monitoring: Counselor	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 3: Provide dyslexia services for students identified with dyslexia 40 minutes per day in most cases.





Evaluation Data Sources: Skyward Scheduling
Data from Dyslexia Specialist

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Read Naturally, Lexia and Phonics Blitz will be utilized with fidelity to teach reading decoding skills to dyslexic students</p> <p>Staff Responsible for Monitoring: Language Therapist, Counselor, Teachers and Administrators</p> <p>Funding Sources: Materials - State Comp Ed - \$1,000</p>	Formative		
	Dec	Mar	June
<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 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

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	Formative Reviews		
<p>Strategy 1: 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.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators Learning Specialists</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will use team created CFAs and MAP data to identify students that need and would benefit from intervention or extension activities.</p> <p>Targeted Support Strategy</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Read 180 for Resource ELAR instruction for students reading below grade level.</p> <p>Staff Responsible for Monitoring: Teachers, Learning Specialists, Administrators</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Tighter PLC processes in the areas of identifying power standards, frequent common assessments, and taking action on results.</p> <p>Strategy's Expected Result/Impact: Academic Growth</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 5: Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and School-Based Activities.





Evaluation Data Sources: Master Schedule
Scheduled events

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The District shall encourage students, parents, staff, and community members to use the District's 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>Strategy's Expected Result/Impact: Better health and quality of life</p> <p>Staff Responsible for Monitoring: School and District Staff</p>	Formative		
	Dec	Mar	June
<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 3: Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce.

Performance Objective 1: 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	Formative Reviews		
Strategy 1: Students will be exposed to Career Videos developed by the district. Video will highlight education needed for this career field. Staff Responsible for Monitoring: Teachers, Learning Specialist, Curriculum and Instruction Department	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers and students will use Google Classroom for communication, collaboration of lesson activities. Staff Responsible for Monitoring: Teachers and Administrators	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Attract, retain, develop, and value a quality staff.

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





Evaluation Data Sources: T-TESS

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct group interviews using district designed questions to help identify candidates that fit the district's profile of an effective "teacher." Staff Responsible for Monitoring: Administrators	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure each first year teacher and teachers new to the district are involved in a mentor program. Staff Responsible for Monitoring: Administrators and Human Resources	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Higher "Highly Qualified" teachers under state definition. Staff Responsible for Monitoring: Human Resources, Administrators	Formative		
	Dec	Mar	June
			

Goal 4: Attract, retain, develop, and value a quality staff.

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	Formative Reviews		
Strategy 1: Provide ongoing embedded professional learning that focuses on the Big 3 PLC components and the 4 Critical Questions. Staff Responsible for Monitoring: Teachers, Learning Specialist and Administrators	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Staff Responsible for Monitoring: Teachers, Learning Specialists, Administrators	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Attract, retain, develop, and value a quality staff.

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	Formative Reviews		
<p>Strategy 1: 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>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Dec	Mar	June
<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, develop, and value a quality staff.

Performance Objective 4: By the end of the 24-25 school year, all language arts teachers who teach EL students will have their ESL Supplemental Certification.





Evaluation Data Sources: Teacher Certifications

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Work in collaboration with Special Services for non-ESL certified teachers to obtain their ESL certification by covering the costs associated with the assessment.</p> <p>Strategy's Expected Result/Impact: More knowledgeable staff working with students</p> <p>Staff Responsible for Monitoring: Special Services, Campus Administration, and Teachers</p>	Formative		
	Dec	Mar	June
<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 provides functional equity, financial responsibility, & assurance for all student needs.

Performance Objective 1: Work alongside the district to maintain 17.3 student to staff ratio.





Evaluation Data Sources: Staffing Allocations
Master Schedule Adjustments

Strategy 1 Details	Formative Reviews		
Strategy 1: Report weekly student enrollment as a means of monitoring student growth and staffing needs. Staff Responsible for Monitoring: Registrar, Administration and Human Resources	Formative		
	Dec	Mar	June
<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 6: Encourage involvement in extracurricular activities to enhance character development and academic success.

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	Formative Reviews		
<p>Strategy 1: 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.</p> <p>Staff Responsible for Monitoring: Media Specialist, teachers, and administration</p>	Formative		
	Dec	Mar	June
<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 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	Formative Reviews		
<p>Strategy 1: Recognize students on the A and AB honor roll , outstanding character and perfect attendance each 9 weeks, along with weekly (Mascots for Character).</p> <p>Staff Responsible for Monitoring: Staff Administration</p>	Formative		
	Dec	Mar	June
<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 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	Formative Reviews		
Strategy 1: Nine week assembly recognition and bi-weekly newsletter recognition for staff. Staff Responsible for Monitoring: Administration	Formative		
	Dec	Mar	June
<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 8: Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff.

Performance Objective 1: During the 2024-25 School Year, an armed security guard or School Resource Officer (SRO) will be on campus daily.

Evaluation Data Sources: SRO and security guard schedule

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Duties required by our security guard include safety officer on campus, interior and exterior door checks, along with monitoring halls and transitions.</p> <p>Strategy's Expected Result/Impact: Safer school environment</p> <p>Staff Responsible for Monitoring: District and Campus Administration</p>	Formative		
	Dec	Mar	June
<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>			

State Compensatory

Budget for Davis Intermediate School

Total SCE Funds: \$0.00

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>
Jessica Badgett	Teacher	1