

MARGARET FISCHER DAVIS EL

Campus Improvement Plan 2024/2025

The mission of Margaret Fischer Davis Elementary is to ensure high levels of learning for all students in a safe and nurturing environment.



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Margaret Fischer Davis Elementary

MISSION

The mission of Margaret Fischer Davis Elementary is to ensure high levels of learning for all students in a safe and nurturing environment.

VISION

The vision of Margaret Fischer Davis Elementary is committed to providing an inclusive support system that fosters the love of learning for all students and staff. We envision a school in which staff:

- Work together in collaborative teams to ensure high levels of learning
- Monitor each student's progress on a frequent basis
- Establish a personal commitment to the academic success, general well-being, and safety of each student
- Provide a guaranteed and viable curriculum
- Create strong partnerships with parents/guardians to support the learning of their child

COLLECTIVE COMMITMENTS

In order to achieve the shared vision of our school, we commit to the following:

- Being a positive, contributing member of a collaborative team
- Creating common formative assessments and define administration expectations
- Analyze data and provide targeted interventions and extensions based on a variety of data.
- Identifying and teaching curriculum with a focus on agreed-upon priority standards and their specificity
- Seeking out research based practices to support student learning and needs
- Providing parents with resources, strategies, and information to help students succeed



Shared Beliefs

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How can we extend & enrich the learning for students who have demonstrated proficiency?

Site-Based Decision-Making Committee

Name	Position
Beaird, Brittany	Principal
Jameson, Patty	District Non-Teaching Staff
Head, Lindsey	Teacher
Davis, Amanda	Teacher
Hedrick, Jenni	Parent
Craig, Lyndsey	Parent
Musgraves, Jessica	Teacher
Frost, Lisa	Teacher
Patterson, Mary Lynn	Teacher
Mitchell, Candice	Advisory Member
Thomas, Melissa	Counselor
Pace, Cathy	Teacher
Roberts, Autumn	Teacher
Wright, Juli	Teacher
Rochelle, Suzanne	Community Member
Granado, Anne	Assistant Principal
Shambarger, Sandra	Business Member
Marracino, Torrin	Business Member
Dorris, Jan	Paraprofessional

Resources

Resource	Source	Amount
IDEA B Preschool Funds	Federal	\$6,837
IDEA-B Special Education	Federal	\$68,737
Title I, Part A	Federal	\$177,812
Regular Ed Program	State	\$2,461,140
Special Education	State	\$234,202
State Compensatory	State	\$197,305.26
State Compensatory FTEs	State	2

Comprehensive Needs Assessment Summary

Margaret Fischer Davis Elementary 2024-2025

Comprehensive Needs Assessment Summary

Margaret Fischer Davis Elementary 2023-2024

Focus Areas

The mission of Margaret Fischer Davis Elementary (MFDE) is to ensure high levels of learning for all students in a safe and nurturing environment.

- **Intentional instructional program**
- **Multi tiered learning opportunities through a professional learning community model**
- **Safe and conducive learning environment**

Demographics

Demographics Summary

Margaret Fischer Davis Elementary was established in 1916. Approximately 515 students in grades Pre-K, Kindergarten, 1st grade, and 2nd grade compose the campus student group. The student population is approximately 66.6% White, 11.6% African American, 9.9% Hispanic, 9.8% Multi-Race, 2.8% Asian, less than 1% other races. Staff demographics include 63 total staff members. MFDE is comprised of a head principal, an assistant principal, a counselor, a campus learning coordinator, 41 appropriately certified teachers, two speech pathologists, an occupational therapist, a nurse aide, two secretaries, nine highly qualified paraprofessionals, and three food production employees.

Demographics Strengths

- Recognition of individual differences among students

Demographic Needs

- Transfer students into the district may not have the same educational background as students who have been educated in the district for several years.
- Ensure each student achieves growth among each demographic group.

Student Achievement

Student Achievement Summary

Curriculum, instruction, assessments, and professional practices are monitored and adjusted systematically in response to student information and data from multiple sources. Upon reviewing the Texas Education Agency 2022 Accountability Reports, Margaret Fischer Davis Elementary Met Standard. MFDE received six distinctions when compared to our comparison group of 40 schools. Distinctions earned were:

Academic Achievement in ELA/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, and Postsecondary Readiness, comparative closing the gaps, and post secondary readiness.

Student Achievement Strengths

- 6 out of 6 Distinctions (Based on the most recent STAAR test from Spring 2021)
- A rating from most recent STAAR testing
- Continue to utilize Professional Learning Communities (PLC's) and Data Room
- 100% appropriately certified professional staff

Student Achievement Needs

- Transfer students into the District may not have the same educational background as students who have been educated in the district for several years
- Student Attendance - (95.64%)
- Ensure progress for each student to achieve Advanced Academic Performance in Student Achievement, Student Progress, and Closing Performance Gaps and Post-secondary Readiness among each demographic group.
- Improve student achievement and monitor student progress in grades K through 2nd in core subjects of the state Texas Essential Knowledge and Skills (TEKS)
- Implement Leveled Literacy Intervention program along with progress monitoring and scheduling students.

Culture & Climate

Culture & Climate Summary

At Margaret Fischer Davis Elementary we have high family and community involvement. We have approximately 400 parents attend Meet the Teacher night at the beginning of the school year. We also have a built-in day in the calendar for Parent/Teacher conferences in October. We emphasize Hawk pride throughout the year during morning announcements, during special programs and in good character recognition. Students and teachers alike support and check behaviors to encourage good choices. Teachers understand building relationships with

PGISD students is imperative to their success. This is achieved through ongoing communication with both students and parents/guardians. We invite grandparents to visit our school, where students share donuts and tour the school in celebration of Grandparents Day. Parent volunteers are readily available and are welcomed to assist in daily activities. We also encourage parents to eat lunch with their child during lunchtime. Our district nurse team has provided general training for Diabetes, allergens, general care and assistance to teachers for safely dealing with common medical issues at school. PGES drills will be built into the school crisis drill schedule. Margaret Fischer Davis Elementary is a brand new building, with a protected security system for student safety. The custodial staff takes pride in its appearance. We are thankful for our partnerships with parents and the community. According to parent surveys the students are safe and happy.

Culture & Climate Strengths

- Bully-free initiative
- Installed Security System makes teachers, parents, and students feel safe
- Counseling
- Relationships between teachers and students
- Character Trait building activities
- Project wisdom counseling curriculum

Culture & Climate Needs

- Provide more opportunity to seek student/parent input
- Further opportunities to seek staff input
- Building and sustaining Leadership capacity among staff and students

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Summary

Currently we have 63 employees at Margaret Fischer Davis Elementary. Our campus employees are currently appropriately certified. Teachers are evaluated using T-TESS data from formal and informal observations. Data from walk throughs will also be used to measure and maintain high quality instruction. Professional development is encouraged and supported in specific areas of need for students/subjects assigned. Professional development is provided for areas of concern as well as current and innovative strategies provided for all staff for continuous improvement. Teachers will also continue to use the Region VIII Service Center in order to grow as leaders in the field of education. Our new teachers have multiple layers of support beginning with partner teachers in grade level/subject areas. Planning/strategy support is provided through weekly Collaborative Team Meetings. District Administration provides a New Teacher training that communicates with new staff members to ensure a successful integration into their position. MFDE maintains a teacher/student ratio of 22:1.

Staff Quality, Recruitment and Retention Strengths

- New Teacher training and assigned mentors
- Collaborative team meetings
- Growing and promoting within our district
- Leadership and Master's Degree stipends
- Quality Professional Development

Staff Quality, Recruitment and Retention Needs

- Keep teachers current on the latest instructional techniques through professional learning opportunities
- Building leadership capacity

Curriculum and Instruction

Curriculum and Instruction Summary

Pleasant Grove ISD is responsible for ensuring fidelity in the implementation of the Texas Essential Knowledge and Skills (TEKS) in the foundation and enrichment curriculum. The curriculum is in a state of continuous study and revision, readily adaptable to meet the changing needs of children and provide a basis of knowledge. In addition, the TEKS Resource System is an available resource for our teachers. This is used as the scope and sequence of our curriculum. This system allows teachers to gauge the effectiveness of their curriculum, ensure proper pacing, and provides access to rigorous questioning strategies and assessments. Margaret Fischer Davis Elementary is implementing the first key elements of Balanced Literacy within their reading/language arts curriculum. Teachers use Eduphoria, a data software, to disaggregate assessments and drive instruction. Teachers attend workshops provided by Region VIII to enhance curriculum. Additionally, they attend weekly CTM meetings and set goals through T-TESS. All staff members receive yearly updates in content areas, Gifted and Talented, and technology. Special services teachers are available in the areas of Gifted and Talented, Dyslexia, English as a Second Language (ESL), Reading Interventionist, and Special Education. These programs assist with response to intervention within the school day as remediation for all students.

Curriculum and Instruction Strengths

- Campus visits from Region VIII Education Service Center Specialists who coach, model, observe, and provide feedback on instructional delivery and resources
- Continue to deconstruct TEKS and review/utilize scope and sequence
- TEKS Resource System to assist core teachers with pacing, vertical alignment, sequencing, and rigorous assessments

- Goals of our campus are achieved through thoughtful planning, which thoroughly aligned with the district's mission.
- All classrooms are equipped with interactive panels, document cameras, and other educational software, all of which contribute to the production of high- achieving students
- Continue to use Aware as a new data management program.
- Continue to use Google Drive, for housing lesson plans.
- Continue to implement and utilize Collaborative Team Meetings
- Provide support as we begin to roll out the PGISD Literacy Plan and new ELAR adoptions.

Curriculum and Instruction Needs

- Expand a STEAM-based curriculum and collaborative approach
- Challenge and prepare students for the next level of education and beyond to meet their full potential, utilizing a well-balanced and appropriate curriculum.
- Increase progress monitoring for all students for the purpose of RTI
- Increase in progress measure for all SPED in all subpopulations

Family and Community Involvement

Family and Community Involvement Summary

PGISD’s mission statement and other vital information is disseminated to all stakeholders through school websites, school publications, in-service programs, and student/parent orientations. PG Education Foundation, PG Connection, Campus-Level Planning and Decision-Making Committee, all provide meaningful roles in the support and educational impact on our students. Students and parents have access to all grade-related policies, procedures, and a “live” gradebook that is accessible by students and parents. Classroom teachers, counselors, and other campus organizations utilize social media to showcase and share upcoming events. Margaret Fischer Davis Elementary provides many programs throughout the year to share appreciation, joy, and academic growth with parents and community members.

Family and Community Involvement Strengths

- PG Education Foundation
- PG Connection
- Open House - Texas Public School Week
- Parent Notification System

- 2nd Grade Choir Performances
- Christmas Tree Lighting Program
- Veterans Program
- Online Gradebook
- PreK Family Night
- Kindergarten Adventure
- Grade level parent meetings
- Family curriculum nights

Family and Community Involvement Needs

- Further partnerships between students, parents, the community, and business
- Maintain all methods of school communication

School Organization

School Organization Summary

Margaret Fischer Davis Elementary's kindergarten through 2nd grade are self-contained classrooms. The master schedule allows for RtI (response to intervention) at Tier 2 and 3 within the school day as remediation for all students. This time allows for remediation and small group pull outs in the area of reading and math. Dyslexia programs are served during this time as well. Teachers are allowed to work with a small group of academically weak students while a large portion of their class attends other academic challenges to enhance the performance of all students. This creative schedule resulted in teacher recommendations for grouping and instructing. The groups are evaluated after each universal assessment BOY, MOY, and EOY for adjustments and fluid student instruction. Collaborative Team Meetings (CTMS), are daily, which allow teachers to disaggregate data, reflect on lesson plans, and use data to drive instruction.

School Organization Strengths

- Master schedule that maximizes instructional time and provides for flexible scheduling of special programs.
- Commitment of teachers to classrooms
- RTI period allows the opportunity for student specific instruction based on individual data

School Organization Needs

- Continue the use of data to accelerate and drive instruction
- Implement an elaborate STEAM project to share with parents

Technology

Technology Summary

The elementary school currently has interactive panels and document cameras in every classroom. Classrooms also have teacher workstations. The campus has approximately 120 chrome books, 300 ipads and multiple access points to provide wireless connectivity. All teachers and staff have access to Impero Education Pro for network management, online safety, and classroom technology management.

Technology Strengths

- Campus administrators are proponents of using technology in the classroom as an instructional resource to improve student learning.
- Staff is motivated to explore new digital resources and how they can be used for differentiation among learners.
- The campus embraces technology for parent and stakeholder communication.
- Teachers utilize web-based assessment and data management tools to monitor student learning and to make instructional decisions.
- All students and staff have access to the G Suite for K-12 Education tools.
- Instructional staff and leadership have access to web-based TEKS Resources for curriculum management and planning.
- District-wide use of web-based Eduphoria streamlines professional learning, student data, Technology Help Desk and Maintenance/Travel requests
- Access to ipad and chromebook carts
- Guest wireless access
- Mobile teacher devices for collaborative learning

Technology Needs

- Professional learning to support teacher growth and development and to build capacity about how to use digital tools for instructional support.
- 1 to 1 chromebook or ipads for all classrooms to provide access to 21st century tools and resources for learning.
- Content-specific digital tools and resources to support core and elective classes.

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Goal 1. Increase academic achievement for all students, while closing the gap between student populations in the areas of Math and ELAR.

Objective 1. 80% of students will meet or exceed local performance standards in all core subjects in grades Pre-K through 2nd grade.

Objective 2. 85% of 1st and 2nd graders will be reading on grade level by June 2024.

Objective 3. Through the use of a well-balanced curriculum and multi-tiered system of interventions, 85% of students will demonstrate growth in the areas of Math and ELAR.

Objective 4. 100% of Margaret Fischer Davis Elementary will be appropriately certified.

Objective 5. Monitor and ensure a 96% attendance rate.

Goal 2. Increase student, teacher, parent, and community engagement to 90% through communication and participation.

Objective 1. Parents and community will demonstrate a proactive involvement in Margaret Fischer Davis Elementary according to the Title I Compact and the Parent and Family Engagement Policy.

Objective 2. Provide a welcoming environment where timely information and communication is provided to increase parent and family engagement for all students.

Goal 3. Provide a healthy, safe, physical and emotional environment with a goal of no safety violations.

Objective 1. Increase campus safety for all students/staff.

Objective 2. Campus counselor will provide character education instruction at least once a month.

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Goal 1. Increase academic achievement for all students, while closing the gap between student populations in the areas of Math and ELAR.

Objective 1. 80% of students will meet or exceed local performance standards in all core subjects in grades Pre-K through 2nd grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A comprehensive needs assessment will be conducted by the Campus Site-Based Committee to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. F7, F1, S3, S2 (Title I SW: 1) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,3,5,6,7)	Assistant Principal(s), Principal	Twice a Year	(L)Regular Ed Program(L)	
2. Increase scores for all student groups including: special education, emergent bilingual students, gifted and talented, at-risk, homeless, and students in foster care, by analyzing progress monitoring data to provide targeted support, enrichment and accelerated learning opportunities. F6, S5 (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	504 Coordinator, Assistant Principal(s), Assistant Superintendent of Learning Services, Counselor(s), Director of Special Programs, Principal		(F)IDEA-B Special Education, (L)Regular Ed Program(L), (S)Special Education	
3. MClass will be administered to K-2nd at the beginning of the year to identify instructional needs for all learners. The assessment will be administered again at middle of year and end of year and used to adjust instruction to meet the instructional needs of all learners, to enhance the reading curriculum and vertically align with 3rd grade. S4 (Target Group: All,K,1st,2nd) (CSFs: 1,2)	Assistant Principal(s), Principal	BOY, MOY, EOY	(L)Regular Ed Program(L)	
4. Collaborative teams will meet daily to disaggregate and analyze data to determine student instructional needs and plan for instruction so all student populations meet the challenging state academic standards. S6, S10, F3, (Title I SW: 1,8) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2)	Assistant Principal(s), Counselor(s), Principal		(L)Local Funds	Summative - Data will be used to determine and document progress, PLCs, SLO
5. Utilize RTI period for all students including SPED, Dyslexia, EBS, GT, At-Risk, Homeless,	Assistant Principal(s), Principal		(L)Regular Ed Program(L), (L)Special Education(L),	

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Objective 1. 80% of students will meet or exceed local performance standards in all core subjects in grades Pre-K through 2nd grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Foster Care, direct Tier 2 and Tier 3 instruction. F4 (Target Group: All)			(S)Regular Ed Program, (S)Special Education	
6. Arrange for Pre-K and Kindergarten teachers to visit each other's classrooms. F5 (Title I SW: 4,7) (Target Group: PRE K,K) (CSFs: 7)	Assistant Principal(s), Dept. Chairs, Principal, Teacher(s)		(L)Local Funds	
7. Provide future kindergarten teachers with student post-tests and report cards from Pre-K. F5 (Title I SW: 7) (Target Group: PRE K,K) (CSFs: 2)	Dept. Chairs, Teacher(s)	May	(L)Local Funds	Summative - Kindergarten teachers will be given Pre-K data.
8. Provide additional support for ESL to ensure they have the foundational skills needed to meet challenging academic standards and learn grade level curriculum. F3, F2 (Target Group: ESL) (Strategic Priorities: 2)	Principal		(F)Title I, Part A, (S)Bilingual/ESL	Criteria: mClass Data
9. Students who are identified as not making satisfactory progress on grade level curriculum will be provided with intensive reading intervention by campus interventionists during the school day to meet challenging academic standards. (Target Group: All)	Principal	Quarterly	(F)Title I, (S)State Compensatory	
10. Utilize Tier 3 instruction time for students identified with dyslexia characteristics for dyslexia therapy. (Title I SW Elements: 2.6) (Target Group: Dys,504,K,1st,2nd)	504 Coordinator, Assistant Principal(s), Director of Special Programs, Principal	Quarterly	(S)Dyslexia Allotment	

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Objective 2. 85% of 1st and 2nd graders will be reading on grade level by June 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will be assessed three times a year with Star Renaissance and MClass. S9 (Target Group: K,1st,2nd) (Strategic Priorities: 2)	Principal	August, January, April	(L)Regular Ed Program(L), (S)Regular Ed Program	Criteria: Formative
2. Implement a phonological awareness program for prekindergarten through second grade. S7 (Target Group: All) (Strategic Priorities: 2)	Principal	Quarterly	(L)Regular Ed Program(L), (S)Regular Ed Program	Criteria: Formative
3. Implement an explicit phonics program. S7 (Target Group: K,1st,2nd) (Strategic Priorities: 2)	Principal	Quarterly	(L)Regular Ed Program(L), (S)Regular Ed Program	Criteria: Formative
4. Kindergarten students will be assessed two times per year, first and second grade students will be assessed 3 times per year using a standard test, MAP Growth. Results will be used to assign students to extension or enrichment math groups to enhance and advance students' math knowledge. (Title I SW Elements: 1.1) (Target Group: GT,K,1st,2nd)	Principal	BOY, MOY. EOY	(F)Title IV	Criteria: Assessment results, math group lesson plans, small group student rosters

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Goal 1. Increase academic achievement for all students, while closing the gap between student populations in the areas of Math and ELAR.

Objective 3. Through the use of a well-balanced curriculum and multi-tiered system of interventions, 85% of students will demonstrate growth in the areas of Math and ELAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use of emerging technologies and innovative practices will be implemented to enhance instruction. F8 (Title I SW: 1,2,3,5) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2)	Assistant Principal(s), Principal		(F)IDEA-B Special Education, (F)Title I, Part A, (F)Title III Bilingual / ESL, (L)Local Funds	Summative - Istation Reading and Istation Math
2. Intensive instructional efforts (including supplies and personnel needed to support this including reading level identification tool) will be focused on specific target groups needing improvement campus-wide and will include differentiated grouping (with small group assistance from paraprofessionals) for targeted intervention needs. S8 (Title I SW: 3) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2)	Assistant Principal(s), Principal	Quarterly	(F)Title I, Part A, (F)Title IV, (L)Local Funds, (S)Special Education	Summative - Gather data to evaluate progress monitoring of academic growth
3. Collaborative Team meetings with staff stakeholders will be conducted to ensure proper level of support for all students. S1 (Title I SW: 2,8) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,6,7)	Assistant Principal(s), Principal		(L)Regular Ed Program(L)	Summative - Summative Assessment, Agendas, Sign In Sheet, notes
4. A quality prekindergarten program will continue to teach the prekindergarten guidelines established by TEA in order to fully prepare students for kindergarten. (Title I SW: 3,8) (Target Group: PRE K) (Strategic Priorities: 2,4) (CSFs: 1,2)	Assistant Principal(s), Principal	Quarterly	(F)IDEA B Preschool Funds, (F)Title I, Part A, (F)Title III Bilingual / ESL, (L)Local Funds	Summative - Pre-K results of pre-tests and post-tests, CLI Engage
5. Explore the utilization of the CLI Engage assessment program in Pre-Kindergarten. (Title I SW: 7,8) (Target Group: PRE K) (Strategic Priorities: 2,4) (CSFs: 1,2,7)	Assistant Principal(s), Director of Instruction, Principal	September, May	(L)PreK Funding	Summative - CLI Engage Data
6. Utilize TEKS Resource System to ensure the development of equitable curriculum, instruction, and assessments and ensure horizontal and vertical alignment. (Title I SW: 2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal(s), Principal	Quarterly	(L)Regular Ed Program(L)	Summative - TEKS Resource System

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Goal 1. Increase academic achievement for all students, while closing the gap between student populations in the areas of Math and ELAR.

Objective 4. 100% of Margaret Fischer Davis Elementary will be appropriately certified.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recruit and maintain appropriately certified faculty and staff. F14 (Title I SW: 3,5) (Target Group: All) (CSFs: 6,7)	Assistant Principal(s), Principal	April, May, June	(F)Title I, Part A	Summative - Staff Certification Records, TTESS Evaluations
2. We will provide retention incentives such as leadership opportunities. (Target Group: All)	Assistant Principal(s), Principal	April, May, June	(L)Regular Ed Program(L)	Summative - Staff retention rate
3. Campus Learning Coordinator will provide job embedded ongoing professional learning and coaching for core content areas. S15 (Target Group: All)	Assistant Principal(s), Principal	BOY, MOY, EOY	(F)Title I, Part A, (F)Title II, Part A, (L)Regular Ed Program(L), (S)Special Education, (S)State Compensatory	Summative - Professional Development Certificates of training attended
4. Provide support through new teacher cohort. (Target Group: All)	Assistant Principal(s), Assistant Superintendent of Learning Services, Principal	Every 9 weeks	(L)Regular Ed Program(L)	Summative - Staff retention rate

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Objective 5. Monitor and ensure a 96% attendance rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to enforce Campus/District policy and procedures concerning attendance. (Title I SW: 1,6,9) (Target Group: All) (Strategic Priorities: 4) (CSFs: 4)	Assistant Principal(s), Principal	Every 9 weeks	(L)Regular Ed Program(L)	Summative - Attendance Data, Attendance Letters sent every six weeks
2. Monitor attendance reports and make parent connections when students have multiple absences. (Target Group: All)	Assistant Principal(s), Principal	Every 9 weeks	(L)Regular Ed Program(L)	

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Goal 2. Increase student, teacher, parent, and community engagement to 90% through communication and participation.

Objective 1. Parents and community will demonstrate a proactive involvement in Margaret Fischer Davis Elementary according to the Title I Compact and the Parent and Family Engagement Policy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Have kindergarten Adventure each April to introduce prospective students to our school. (Title I SW: 6,7) (Title I SW Elements: 2.1) (Target Group: K) (CSFs: 5,6)	Assistant Principal(s), Principal	April	(L)Local Funds	Summative - Number of parents/community members attending Kindergarten Adventure and enrollment forms.
2. Have "Meet the Teacher" before school starts so parents and students can meet and talk to their teacher. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Assistant Principal(s), Counselor(s), Principal	August	(L)Local Funds	Summative - Number of parents attending 'Meet the Teacher'
3. Have designated day so that parents can pick up their child's report card and conference with the teacher. (Title I SW: 3,6,9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,5,6)	Assistant Principal(s), Principal	October	(L)Local Funds	Summative - Parent sign in sheets, Report Cards
4. Continue to invite parent/community volunteers to assist with school activities, such as organizing the Book Fair, helping with teacher appreciation week, and assisting as needed within the campus (Title I SW: 6) (Target Group: All) (CSFs: 5)	Principal	March, May; Weekly	(L)Local Funds	Summative - Volunteer Attendance and Participation
5. Evaluate/develop and distribute the School-Parent Family Engagement Policy. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6)	Assistant Principal(s), Principal	August	(L)Local Funds	Summative - Parent sign in sheets.
6. Continue Veterans Day Program - where our students put on a program to honor our Veterans. Veterans are invited to attend. (Title I SW: 6) (Title I SW Elements: 3.1) (Target Group: 2nd) (CSFs: 5,6)	Assistant Principal(s), Counselor(s), Principal	November	(L)Regular Ed Program(L)	
7. Continue to have the 2nd grade choir perform at the Christmas Tree Lighting, nursing homes, Veterans Day program, and an evening performance at the end of the year. (Title I SW: 6) (Title I SW Elements: 3.1) (Target Group: 2nd) (CSFs: 5,6)	Assistant Principal(s), Counselor(s), Principal	November, May	(L)Regular Ed Program(L)	

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Objective 1. Parents and community will demonstrate a proactive involvement in Margaret Fischer Davis Elementary according to the Title I Compact and the Parent and Family Engagement Policy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Host Night of the Arts on campus and allow families to come to the school to view their child's art work. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	February	(L)Local Funds, (L)Regular Ed Program(L), (S)Regular Ed Program	
9. Host family engagement nights such as Family Literacy Night and Family Math Night. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Assistant Superintendent of Learning Services, Counselor(s), Principal	Fall/Spring	(L)Local Funds, (L)Regular Ed Program(L), (S)Regular Ed Program	
10. Campus-level meetings will be held regularly to plan and evaluate the campus education program. S16, S18 (Title I SW Elements: 1.1,2.1,3.2) (Target Group: All)	Principal	Semester	(L)Regular Ed Program(L), (S)Regular Ed Program	

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Goal 2. Increase student, teacher, parent, and community engagement to 90% through communication and participation.

Objective 2. Provide a welcoming environment where timely information and communication is provided to increase parent and family engagement for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide media coverage of school events and accomplishments through the use of website, social media, local magazines, newspaper, and Seesaw. S17 (Title I SW: 6) (Target Group: All) (CSFs: 5)	Assistant Principal(s), Principal		(L)Regular Ed Program(L)	Summative - Views and likes on the web page
2. Continue to develop the process for clear communication between our campus and community through the use of social media, marquee, web page, parent notification system, and parent meetings. S17 (Title I SW: 6) (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Counselor(s), Principal	Semester	(L)Regular Ed Program(L), (S)Regular Ed Program	Summative - views and likes on web page
3. Systematic measures are in place to provide information to community members, parents, and staff regarding the campus site-based committee recommendations. (Target Group: All)	Assistant Principal(s), Principal	Every 9 weeks	(L)Regular Ed Program(L)	Summative - communication page

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Goal 3. Provide a healthy, safe, physical and emotional environment with a goal of no safety violations.

Objective 1. Increase campus safety for all students/staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All visitors will check in at the elementary office utilizing the door entry control system and Hall Pass ID System or Raptor system. Visitors will receive a visitors badge which must be displayed while on campus. (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Principal	Quarterly	(L)Local Funds	Summative - Hall pass will keep a record of daily entries
2. All elementary staff will wear ID badges. (Title I SW: 9) (Target Group: All) (CSFs: 6)	Assistant Principal(s), Principal	Quarterly	(L)Local Funds	Summative - Peer monitoring and classroom visits.
3. Conduct safety drills (tornado, fire, lock down). (Title I SW: 1,3) (Target Group: All) (CSFs: 6)	Assistant Principal(s), School Resource Officer	Monthly	(L)Local Funds	Summative - Timed drills documentation and drill observations
4. Federal, State, and Local services including the fire department and police department will be used for campus safety presentation. (Title I SW: 1) (Target Group: All) (CSFs: 6,7)	Principal, School Resource Officer	September, October	(L)Regular Ed Program(L)	Summative - School programs
5. The school will utilize the PikMyKid app for dismissal procedures. (Title I SW Elements: 3.1) (Target Group: All)	Assistant Principal(s), Principal	All year	(L)Local Funds, (L)Regular Ed Program(L), (S)Regular Ed Program	

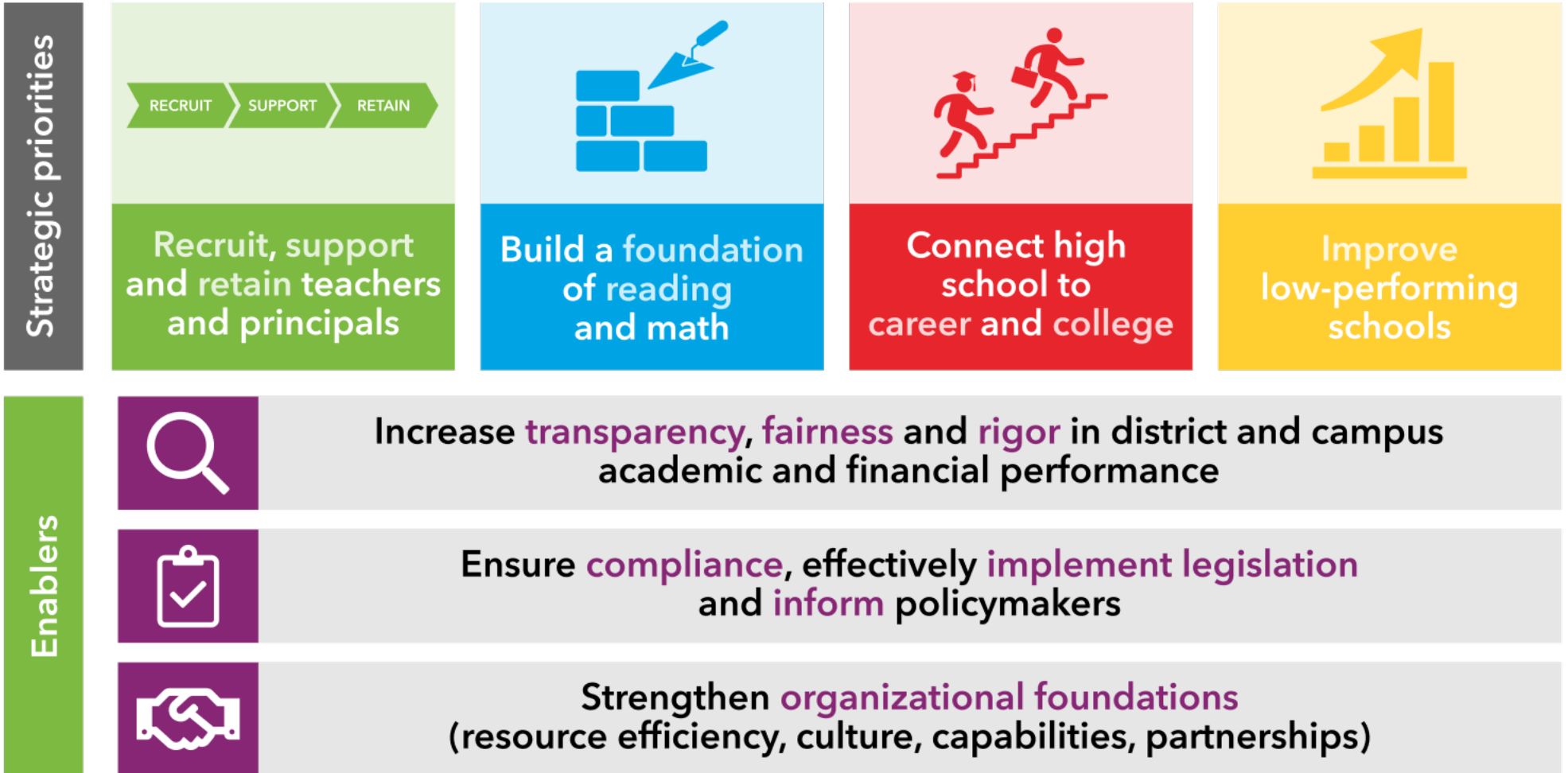
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Goal 3. Provide a healthy, safe, physical and emotional environment with a goal of no safety violations.

Objective 2. Campus counselor will provide character education instruction at least once a month.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate drug awareness into the campus curriculum (Red Ribbon Week). S13 (Target Group: All) (CSFs: 6)	Assistant Principal(s), Counselor(s), Principal	October	(L)Regular Ed Program(L)	Summative - Counselor will organize and implement information
2. Prevention instruction of bullying, violence prevention, and intervention strategies. (Title I SW: 3) (Target Group: All)	Counselor(s)	Monthly	(L)Regular Ed Program(L)	Summative - Counselor schedule of sessions

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*