

Carrollton-Farmers Branch Independent School District

Davis Elementary

2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

CFBISD BELIEVES IN...

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

Motto

High Expectations for ALL

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	18
Perceptions	20

Priority Problem Statements	22
Comprehensive Needs Assessment Data Documentation	24
Guiding Objectives	26
Guiding Objective 1: Optimize Engaging and Diverse Learning	26
Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs	33
Guiding Objective 3: Optimize Community Engagement	34
Guiding Objective 4: Optimize Social and Emotional Health of all students	35
Guiding Objective 5: Optimize All Available Resources	36
State Compensatory	38
Budget for Davis Elementary	38
Title I - Previous	39
1.1: Comprehensive Needs Assessment	39
2.1: Campus Improvement Plan developed with appropriate stakeholders	39
2.2: Regular monitoring and revision	39
2.3: Available to parents and community in an understandable format and language	39
2.4: Opportunities for all children to meet State standards	39
2.5: Increased learning time and well-rounded education	39
2.6: Address needs of all students, particularly at-risk	39
3.1: Annually evaluate the schoolwide plan	39
4.1: Develop and distribute Parent and Family Engagement Policy	40
4.2: Offer flexible number of parent involvement meetings	40
5.1: Determine which students will be served by following local policy	40
Title I - Updated	40
Campus Improvement Committee	41
Policies, Procedures, and Requirements	42

Comprehensive Needs Assessment

Revised/Approved: May 15, 2024

Demographics

Demographics Summary

Davis Elementary, a Kindergarten through 5th grade campus in Carrollton Farmers Branch ISD (CFBISD), celebrates 50 years of excellence in 2025. The community is located in Carrollton, TX, an established suburb in the DFW metroplex with over 132,000 residents. Davis Elementary is a neighborhood school located on the town's edge. Due to its location in the community, most students live in close proximity to the campus. The campus celebrates a racially and ethnically diverse student body comprised of African American (5.39%), Hispanic (84.02%), White (4.56%), Asian (3.73%), and two or more races (1.87%) students. Davis Elementary has maintained an average student enrollment of approximately 500 and employs seven administrative staff, 34 instructional staff, two paraprofessionals, with district-level staff to support student achievement.

The last published mobility rate of 16% for Davis Elementary is slightly below the district average (17%). At 94%, the attendance rate is slightly lower than the average elementary school attendance rate in CFBISD (96%). Kindergarten and 1st-grade students comprise 36% of the total unexcused absences, indicative of the opportunity to educate parents on the importance of consistent attendance of primary-aged students and the ramifications of failing to comply with compulsory attendance laws.

Davis Elementary serves a campus of 77% Emergent Bilinguals (EBs), 12% gifted and talented, and 17% special education students. Additionally, 80% of students are economically disadvantaged, designating Davis as a schoolwide Title 1 campus. Davis is proud to offer qualifying learners a bilingual education through the one-way dual language program with the goal of producing bilingual and biliterate students. During the 2023-24 school year, Davis Elementary enrolled a record number (approximately 45) of newcomer students (students in their first year in the United States classified as non-English speakers or at the beginning level of language proficiency). Unlike prior migrant newcomers, most recent enrollees were unschooled in their native country, creating unique challenges for the campus in meeting their academic and social-emotional needs.

Discipline data indicates that most office referrals were related to minor acts of physical aggression. Minor rule infractions (i.e., inappropriate language) are appropriately responded to by staff through classroom behavior management systems. African American and special education students remain disproportionately represented in the discipline data.

Demographics Strengths

- Enrollment has remained stable over recent years.
- Diversity of student representation.
- Davis is a neighborhood school with strong parent visibility.
- On the Upbeat Survey (staff respondents), 100% of staff positively endorsed the following statement: "Administrators at my school respect staff, students, and families of all backgrounds."

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The campus has enrolled an increasing number of newcomer students who demand academic and social-emotional support beyond the needs of typically enrolling students.

Root Cause: Ongoing global migration patterns have resulted in an increasing number of newcomer enrolled students and the campus has been challenged to implement a comprehensive system of supports.

Problem Statement 2: The campus continues to experience challenges related to recruiting and retaining highly qualified bilingual educators.

Root Cause: Bilingual educators are in high demand, and a limited pool of qualified bilingual educators is available.

Problem Statement 3: African American and special education students are disproportionately represented in discipline data.

Root Cause: The campus has not implemented effective behavior support and responses for African American students and special education students who chronically experience emotional dysregulation.

Student Learning

Student Learning Summary

Student progress is continually monitored using both formal and informal strategies. Leveraging data protocols, student strengths and needs are identified, and plans are developed. A recently implemented progress monitoring spreadsheet (PMS) captures student data with calendared checkpoints for all grades, facilitating discussion of student progress. Improving district Response to Intervention (RtI) protocols that support identifying and tracking student progress using research-based interventions is needed.

Along with achievement data, Davis students offer input on their assessment of campus learning. Based on responses to the Panorama Survey, students favorably responded to questions related to classroom rigorous expectations. Students note a culture of encouragement, persistence, and support from instructional staff to achieve high levels. Students also report a high degree of pedagogical effectiveness. However, the Panorama data suggests opportunities for students to engage in discussion and communication to promote understanding and build relevancy of the instructional content.

After reviewing various students' achievement data points, including Measures of Academic Progress (MAP), reading levels, district assessments, State of Texas Assessment of Academic Readiness (STAAR), and teacher information, current strengths and needs related to student achievement were identified. Triangulation of data points is warranted to account for the perceived discrepancy in achievement (i.e., reading level correlation to STAAR performance).

Student Learning Strengths

Panorama Survey (student respondents):

- 87% favorably responded to, "When you feel like giving up, how likely is it that this teacher will make you keep trying?"
- 89% favorably responded to, "How much does this teacher encourage you to do your best?"
- 94% favorably responded to, "How much have you learned from this teacher?"

Measures of Academic Progress (MAP):

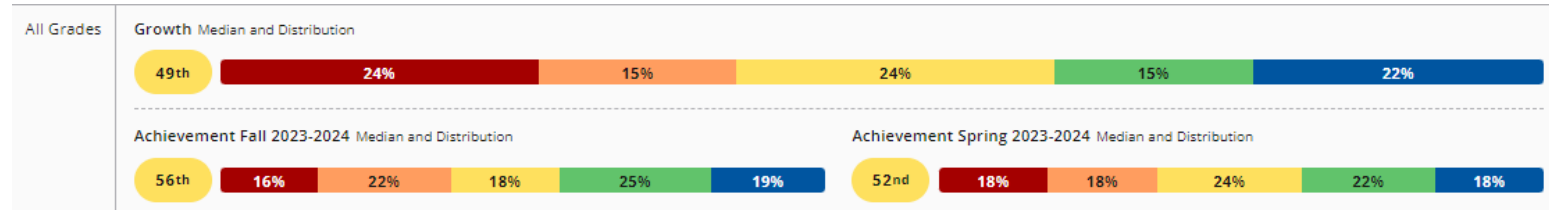
- 77% of all campus Spanish MAP Language Arts testers scored in the 40th percentile or higher.
- As students gain mastery of the English language in grades K-2, campus performance on the English MAP Language Arts assessment improves in grades 3-5.
- On the Math MAP, 4th and 5th grade Math testers met district growth expectations (50% of students meet or exceed projected growth).

State of Texas Assessment of Academic Readiness (STAAR):

- 3rd and 4th grade English Language Arts STAAR testers outperformed the district, region, and state at the Approaches grade level or above.
- 5th grade Spanish and English Language Arts STAAR testers outperformed the district, region, and state at the Approaches grade level or above.
- 3rd and 4th grade Math STAAR testers outperformed the district, region, and state at the Approaches grade level or above.
- 5th-grade Math testers performed at a level equal to or beyond the state and region at the Approaches grade level.

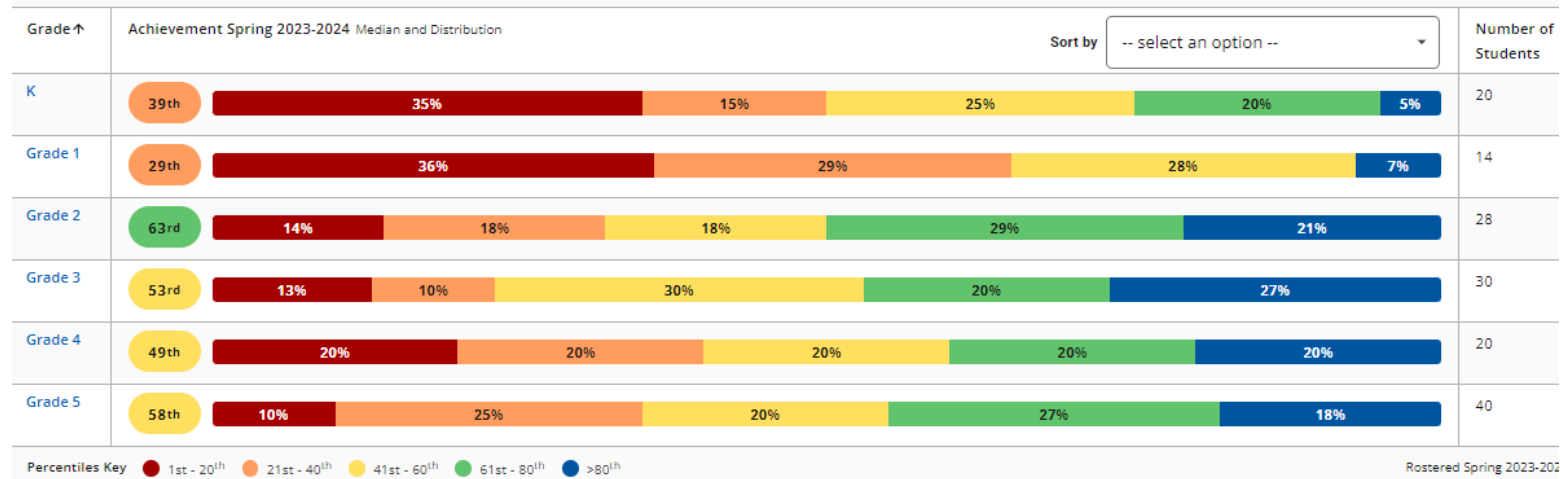
The referenced data for MAP and STAAR Strengths and Problem Statements are below.

MAP Reading Achievement English (L1)

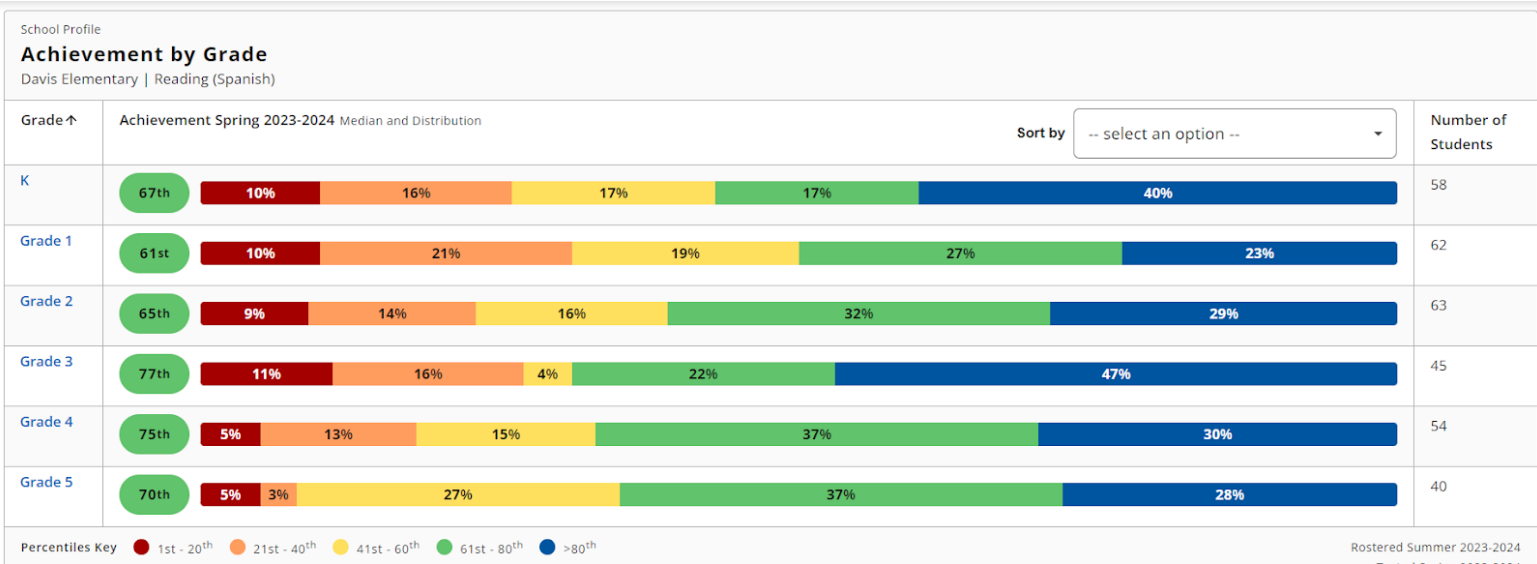
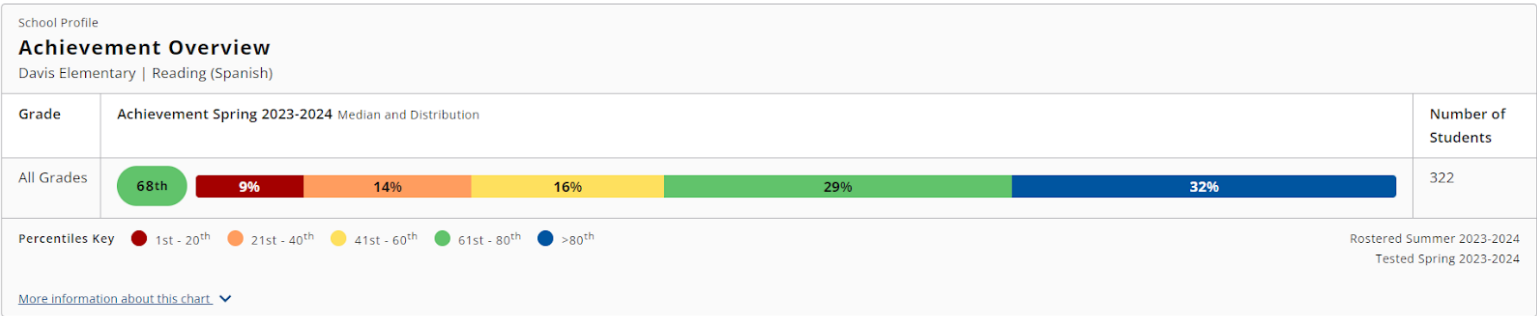


Achievement by Grade

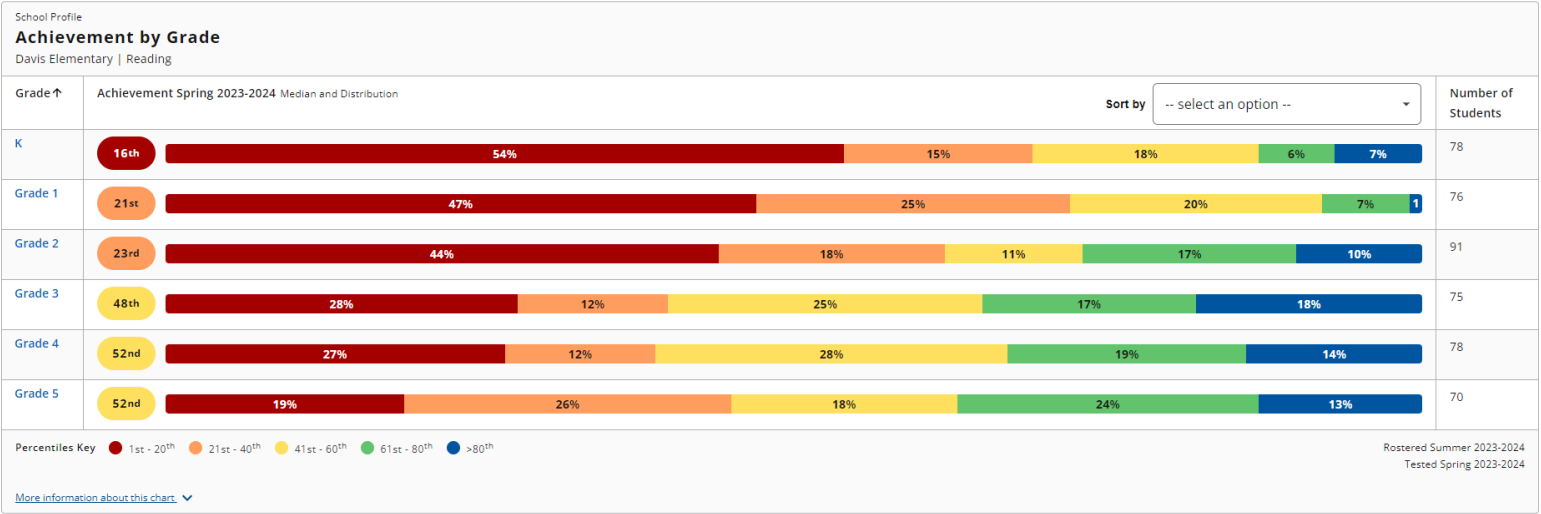
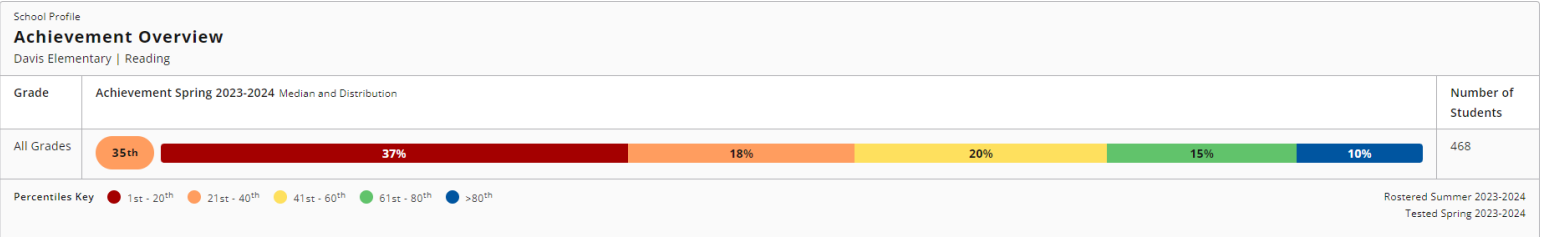
Davis Elementary | Reading



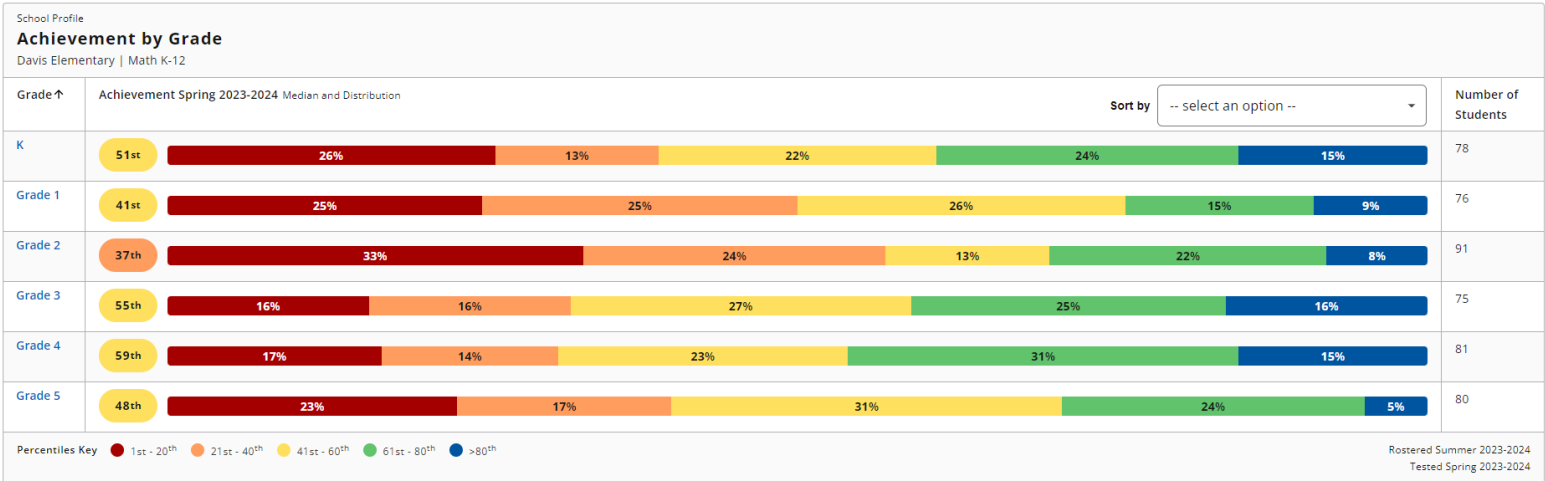
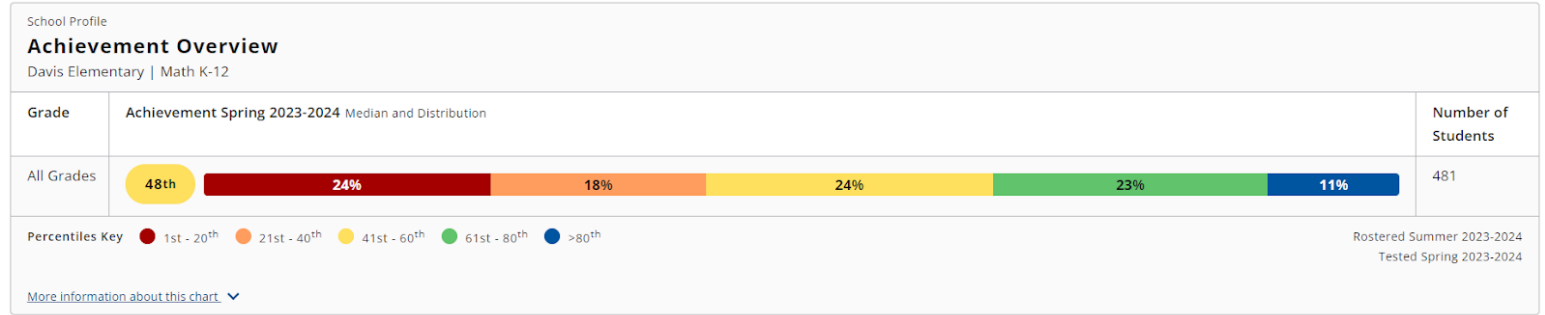
MAP Reading Achievement Spanish (L1)



MAP Reading Achievement (L1 & L2)



MAP Math Achievement



MAP Science Achievement

School Profile		
Achievement Overview		
Davis Elementary Science K-12		
Grade	Achievement Spring 2023-2024 Median and Distribution	Number of Students
All Grades	<div><div>52nd</div><div><div>22%</div><div>18%</div><div>18%</div><div>25%</div><div>17%</div></div></div>	157
Percentiles Key <div><div></div> 1st - 20th <div></div> 21st - 40th <div></div> 41st - 60th <div></div> 61st - 80th <div></div> >80th</div>		Rostered Summer 2023-2024 Tested Spring 2023-2024
More information about this chart.		

School Profile		
Achievement by Grade		
Davis Elementary Science K-12		
Grade	Achievement Spring 2023-2024 Median and Distribution	Number of Students
	Sort by <div>-- select an option --</div>	
Grade 4	<div><div>48th</div><div><div>23%</div><div>16%</div><div>19%</div><div>25%</div><div>17%</div></div></div>	79
Grade 5	<div><div>52nd</div><div><div>20%</div><div>20%</div><div>17%</div><div>26%</div><div>17%</div></div></div>	78
Percentiles Key <div><div></div> 1st - 20th <div></div> 21st - 40th <div></div> 41st - 60th <div></div> 61st - 80th <div></div> >80th</div>		Rostered Summer 2023-2024 Tested Spring 2023-2024

STAAR Language Arts

Language Arts (English), Grade 3, 2024 STAAR											
	Total Students	Percent Score	Approaches	Meets	Masters	DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
Davis Elementary	38	55%	87%	58%	21%	11%	3%	11%	18%	37%	21%
Economic Disadvantage	22	55%	86%	59%	23%	14%	0%	14%	14%	36%	23%
Asian	6	51%	83%	50%	17%	17%	0%	0%	33%	33%	17%
Black/African American	3	53%	100%	67%	0%	0%	0%	33%	0%	67%	0%
Hispanic	23	58%	87%	61%	26%	13%	0%	9%	17%	35%	26%
Two or More Races	2	61%	100%	50%	50%	0%	0%	0%	50%	0%	50%
White	4	45%	75%	50%	0%	0%	25%	25%	0%	50%	0%
Currently Emergent Bilingual	16	46%	75%	38%	6%	25%	0%	13%	25%	31%	6%
Special Ed Indicator	8	33%	38%	13%	13%	50%	13%	13%	13%	0%	13%
Language Arts (Spanish), Grade 3, 2024 STAAR											
	Total Students	Percent Score	Approaches	Meets	Masters	DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
Davis Elementary	37	46%	62%	19%	8%	27%	11%	24%	19%	11%	8%
Economic Disadvantage	34	48%	68%	21%	9%	21%	12%	26%	21%	12%	9%
Hispanic	36	45%	61%	19%	8%	28%	11%	25%	17%	11%	8%
White	1	60%	100%	0%	0%	0%	0%	0%	100%	0%	0%
Currently Emergent Bilingual	37	46%	62%	19%	8%	27%	11%	24%	19%	11%	8%

Language Arts (English), Grade 4, 2024 STAAR											
	Total Students	Percent Score	Approaches	Meets	Masters	DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
Davis Elementary	44	61%	86%	70%	36%	7%	7%	5%	11%	34%	36%
Economic Disadvantage	35	59%	83%	66%	31%	9%	9%	6%	11%	34%	31%
Asian	5	56%	80%	80%	20%	20%	0%	0%	0%	60%	20%
Black/African American	3	56%	100%	67%	0%	0%	0%	33%	0%	67%	0%
Hispanic	30	61%	87%	67%	37%	3%	10%	3%	17%	30%	37%
Two or More Races	2	88%	100%	100%	100%	0%	0%	0%	0%	0%	100%
White	4	63%	75%	75%	50%	25%	0%	0%	0%	25%	50%
Currently Emergent Bilingual	24	61%	88%	71%	33%	8%	4%	4%	13%	38%	33%
Special Ed Indicator	11	48%	64%	45%	27%	18%	18%	9%	9%	18%	27%

Language Arts (Spanish), Grade 4, 2024 STAAR											
	Total Students	Percent Score	Approaches	Meets	Masters	DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
Economic Disadvantage	36	52%	61%	36%	11%	11%	28%	17%	8%	25%	11%
Hispanic	37	51%	59%	35%	11%	14%	27%	16%	8%	24%	11%
Currently Emergent Bilingual	37	51%	59%	35%	11%	14%	27%	16%	8%	24%	11%
Special Ed Indicator	5	38%	20%	0%	0%	0%	80%	20%	0%	0%	0%

Language Arts (English), Grade 5, 2024 STAAR											
	Total Students	Percent Score	Approaches	Meets	Masters	DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
Davis Elementary	60	61%	90%	65%	37%	5%	5%	12%	13%	28%	37%
Economic Disadvantage	40	59%	93%	65%	30%	3%	5%	13%	15%	35%	30%
Asian	2	79%	100%	100%	50%	0%	0%	0%	0%	50%	50%
Black/African American	7	42%	43%	29%	14%	29%	29%	14%	0%	14%	14%
Hispanic	45	61%	96%	67%	38%	2%	2%	13%	16%	29%	38%
Two or More Races	1	52%	100%	0%	0%	0%	0%	0%	100%	0%	0%
White	5	75%	100%	100%	60%	0%	0%	0%	0%	40%	60%
Currently Emergent Bilingual	42	61%	93%	67%	38%	5%	2%	12%	14%	29%	38%
Special Ed Indicator	14	43%	57%	29%	7%	21%	21%	29%	0%	21%	7%

Language Arts (Spanish), Grade 5, 2024 STAAR											
	Total Students	Percent Score	Approaches	Meets	Masters	DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
Davis Elementary	20	61%	85%	60%	10%	5%	10%	15%	10%	50%	10%
Economic Disadvantage	15	58%	80%	53%	0%	7%	13%	13%	13%	53%	0%
Hispanic	20	61%	85%	60%	10%	5%	10%	15%	10%	50%	10%
Currently Emergent Bilingual	20	61%	85%	60%	10%	5%	10%	15%	10%	50%	10%

STAAR Math

Math (English), Grade 3, 2024 STAAR											
	Total Students	Percent Score	Approaches	Meets	Masters	DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
Davis Elementary	63	56%	79%	46%	13%	3%	17%	6%	27%	33%	13%
Economic Disadvantage	47	57%	83%	49%	13%	2%	15%	9%	26%	36%	13%
Asian	6	54%	67%	50%	17%	17%	17%	0%	17%	33%	17%
Black/African American	3	42%	67%	0%	0%	0%	33%	33%	33%	0%	0%
Hispanic	47	58%	85%	47%	13%	2%	13%	6%	32%	34%	13%
Two or More Races	2	46%	50%	50%	0%	0%	50%	0%	0%	50%	0%
White	5	58%	60%	60%	20%	0%	40%	0%	0%	40%	20%
Currently Emergent Bilingual	41	55%	83%	44%	7%	5%	12%	7%	32%	37%	7%
Special Ed Indicator	8	42%	50%	13%	0%	25%	25%	13%	25%	13%	0%
Math (Spanish), Grade 3, 2024 STAAR											
	Total Students	Percent Score	Approaches	Meets	Masters	DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
Davis Elementary	12	33%	33%	8%	0%	50%	17%	17%	8%	8%	0%
Economic Disadvantage	9	38%	44%	11%	0%	33%	22%	22%	11%	11%	0%
Hispanic	12	33%	33%	8%	0%	50%	17%	17%	8%	8%	0%
Currently Emergent Bilingual	12	33%	33%	8%	0%	50%	17%	17%	8%	8%	0%

Math (English), Grade 4, 2024 STAAR

	Total Students	Percent Score	Approaches	Meets	Masters	DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
Davis Elementary	73	55%	74%	42%	18%	4%	22%	14%	18%	25%	18%
Economic Disadvantage	64	53%	70%	39%	17%	5%	25%	14%	17%	22%	17%
Asian	5	59%	100%	60%	0%	0%	0%	20%	20%	60%	0%
Black/African American	3	43%	33%	33%	0%	33%	33%	0%	0%	33%	0%
Hispanic	59	55%	75%	39%	19%	3%	22%	15%	20%	20%	19%
Two or More Races	2	78%	100%	100%	50%	0%	0%	0%	0%	50%	50%
White	4	56%	50%	50%	25%	0%	50%	0%	0%	25%	25%
Currently Emergent Bilingual	53	55%	77%	43%	17%	4%	19%	13%	21%	26%	17%
Special Ed Indicator	15	41%	40%	20%	7%	20%	40%	13%	7%	13%	7%

Math (Spanish), Grade 4, 2024 STAAR

	Total Students	Percent Score	Approaches	Meets	Masters	DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
Davis Elementary	8	23%	13%	0%	0%	75%	13%	0%	13%	0%	0%
Economic Disadvantage	7	24%	14%	0%	0%	71%	14%	0%	14%	0%	0%
Hispanic	8	23%	13%	0%	0%	75%	13%	0%	13%	0%	0%
Currently Emergent Bilingual	8	23%	13%	0%	0%	75%	13%	0%	13%	0%	0%
Special Ed Indicator	1	18%	0%	0%	0%	100%	0%	0%	0%	0%	0%

Math (English), Grade 5, 2024 STAAR

	Total Students	Percent Score	Approaches	Meets	Masters	DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
Davis Elementary	74	23%	81%	43%	12%	7%	12%	16%	22%	31%	12%
Economic Disadvantage	50	22%	78%	38%	8%	8%	14%	20%	20%	30%	8%
Asian	2	33%	100%	100%	50%	0%	0%	0%	0%	50%	50%
Black/African American	7	25%	43%	14%	0%	57%	0%	0%	29%	14%	0%
Hispanic	59	24%	83%	42%	12%	2%	15%	19%	22%	31%	12%
Two or More Races	1	19%	100%	0%	0%	0%	0%	100%	0%	0%	0%
White	5	29%	100%	80%	20%	0%	0%	0%	20%	60%	20%
Currently Emergent Bilingual	56	24%	86%	48%	14%	4%	11%	20%	18%	34%	14%
Special Ed Indicator	14	16%	50%	14%	0%	36%	14%	7%	29%	14%	0%

Math (Spanish), Grade 5, 2024 STAAR

	Total Students	Percent Score	Approaches	Meets	Masters	DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
Davis Elementary	6	31%	17%	0%	0%	33%	50%	17%	0%	0%	0%
Economic Disadvantage	5	30%	20%	0%	0%	40%	40%	20%	0%	0%	0%
Hispanic	6	31%	17%	0%	0%	33%	50%	17%	0%	0%	0%
Currently Emergent Bilingual	6	31%	17%	0%	0%	33%	50%	17%	0%	0%	0%
Special Ed Indicator	-	-	-	-	-	-	-	-	-	-	-

STAAR Science

Science, Grade 5, 2024 STAAR											
	Total Students	Percent Score	Approaches	Meets	Masters	DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
Davis Elementary	73	42%	38%	8%	1%	19%	42%	19%	11%	7%	1%
Economic Disadvantage	50	40%	34%	6%	2%	20%	46%	24%	4%	4%	2%
Asian	2	53%	100%	0%	0%	0%	0%	50%	50%	0%	0%
Black/African American	7	30%	0%	0%	0%	57%	43%	0%	0%	0%	0%
Hispanic	58	42%	38%	9%	2%	17%	45%	22%	7%	7%	2%
Two or More Races	1	44%	0%	0%	0%	0%	100%	0%	0%	0%	0%
White	5	55%	80%	20%	0%	0%	20%	0%	60%	20%	0%
Currently Emergent Bilingual	55	43%	40%	9%	2%	15%	45%	20%	11%	7%	2%
Special Ed Indicator	14	33%	14%	7%	0%	50%	36%	0%	7%	7%	0%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: On the Panorama Survey, only 65% of students favorably endorsed the statement, "How often does this teacher make you explain your answers?"

Root Cause: There is a lack of opportunity for structured conversations in classrooms.

Problem Statement 2 (Prioritized): On the Panorama Survey, only 41% of students favorably endorsed the statement, "When you are not in class, how often do you talk about ideas from class?"

Root Cause: Students do not explicitly understand the learning targets (what they are expected to learn and be able to do) and how the learning fosters real-world relevance.

Problem Statement 3 (Prioritized): Campus-wide, the majority of students do not meet expected growth or achievement on the Math MAP assessment.

Root Cause: Students' lack of English language proficiency and academic vocabulary impact their ability to respond to math instruction provided in the language of instruction (English).

Problem Statement 4 (Prioritized): For most STAAR tests, the campus has performed at levels equal to or greater than the district, region, and state at the Approaches level but has generally not remained competitive at higher performance levels (Meets and beyond) on STAAR (exception 4th and 5th grade language arts testers).

Root Cause: The number of students performing below level impedes the staff's ability to provide grade-level instruction with enrichment opportunities to promote Meets/Masters level performance.

Problem Statement 5 (Prioritized): 5th-grade STAAR Math testers performed below the district average at the Approaches grade level.

Root Cause: Lack of fact fluency (understanding + automaticity) adversely impacts students' ability to perform increasingly complex mathematical processes.

Problem Statement 6: 5th-grade STAAR Science testers performed significantly below the district average at the Approaches grade level.

Root Cause: Instructional staff often forego science instruction, focusing on math and reading, which creates insurmountable student gains.

Problem Statement 7 (Prioritized): Special education students are not making adequate progress in math and reading.

Root Cause: Special education students often lack the comprehensive support (academic and social) needed to realize gains.

School Processes & Programs

School Processes & Programs Summary

Davis Elementary has committed to a mission statement that embraces the collective belief of campus staff. The Mission and Vision statement reads, "Davis Elementary provides equitable and inclusive opportunities through collaboration and high-quality instruction to create independent life-long learners who grow into responsible, respectable, and successful upstanding citizens." The delegation of collective responsibility for student success fosters a culture of shared leadership where all stakeholders are viewed as contributing members.

In December 2023, the campus shifted the language arts curriculum to pilot Houghlin Mifflin Harcourt (HMH): HMH Into Reading and the Spanish program ¡Arriba la Lectura! Though early in implementation, teachers were favorable in their assessment of the instructional platform. Teachers frequently complimented the organization, ease of delivery, and resource library of HMH. Students described the HMH content as far more engaging and of higher interest.

Campus staff espouse a need for more targeted professional development, especially suited to meet the needs of special populations. Instructional staff vocalizes a need for support for Newcomer students and students with learning differences (i.e., Special Education). Instructional staff also desire strengthened district-level professional development opportunities that are more comprehensive and tailored to meet the unique challenges the campus/teacher may face.

The Davis campus has added a number of extracurricular activities for students, allowing for greater participation in clubs and organizations. A concerted effort has been made to foster a culture of inclusivity and prosocial behavioral responses by creating a campus-wide expectation of morning meetings and reinforcing desired behaviors. The campus celebrates academic, behavior, and attendance through our Dolphins of the Week and 9-week awards assemblies. Under the leadership of our fifth-grade students, monthly "Rise and Shine Assemblies" bring all learners together to celebrate the Davis family.

Through evidence-based positive behavior interventions and supports (PBIS), Davis has implemented C.H.A.M.P.S. The C.H.A.M.P.S. program helps students learn and respect socially appropriate behaviors throughout the school. Though gains have been realized, based on student and staff responses, the campus should strengthen the enforcement of behavior expectations for all students, with an emphasis on curtailing behavior defined by students as "disrespectful."

School Processes & Programs Strengths

Upbeat Survey (staff respondents):

- 100% of staff positively endorse the following statements:
 - There are opportunities for teachers to take on leadership roles at this school.
 - My school provides the instructional materials I need.
 - I feel successful at supporting my student's social-emotional development.
- 94% of staff positively endorse the following statements:
 - Administrators at my school view teachers as experts.
 - The work environment at my school supports teachers' ongoing professional growth.

Panorama Survey (student respondents):

- 88% of students responded favorably to the question, "How much support do the adults at your school give to you?"
- 77% of students responded favorably to the question, "Overall, how much do you feel like you belong at your school?"

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): On the Upbeat Survey, only 71% of staff favorably endorse the statement, "The professional development available to me is a good use of my time," and only 68% favorably endorse the statement, "The professional development available to me helps me improve my teaching."

Root Cause: Professional development is global and lacks the specificity necessary to meet learners' unique learning needs.

Problem Statement 2: On the Panorama survey, 56% of students indicated that people are almost always, frequently, or sometimes disrespectful to others at school.

Root Cause: Students need explicit teaching and modeling of appropriate social skills, including how to communicate respectfully with peers and adults.

Problem Statement 3: On the Upbeat Survey, only 71% of staff favorably endorsed the statement, "Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes."

Root Cause: Student behavior expectations are not consistently and uniformly enforced using the PBIS model.

Perceptions

Perceptions Summary

Davis Elementary continues to evolve as a learning community. A recent assessment of the campus professional learning community (PLC) highlighted celebrations and continued growth opportunities. There was an overwhelming consensus that data drives decision-making; however, staff expressed a need to move beyond assessing what students have/have not mastered to responding to the data (i.e., what are the next steps in moving students forward). Staff echo positive sentiments regarding the campus vision for teaching and learning as well as effective instructional leadership. Moving forward, a greater emphasis will be placed on observation and feedback to improve understanding of the process and strengthen the pedagogical effectiveness of staff in support of student achievement.

With the revitalization of the Parent Teacher Association (PTA), the campus looks to strengthen and bridge the school-to-home/community network. Though there is significant parent attendance at campus outreach events and activities, opportunity rests in parents understanding of how to support students academically. The active recruitment of community businesses and civic organizations has strengthened the support offered to students and staff. The Campus Improvement Committee (CIC) has expanded and offers a greater voice from a myriad of stakeholders.

Safety and security are considered a campus priority, and vigilant monitoring remains a responsibility owned by all staff. Davis has the support of a full-time security specialist who fervently monitors campus practices to ensure compliance with protocols. While the staff overwhelmingly report feeling physically safe and describe the campus as a physically safe environment, student sentiments differ significantly. Over half of students express worry about violence at school. Student responses may be indicative of a need to better educate and familiarize students by offering education and counseling to mitigate unhealthy and exaggerated fear while maintaining fidelity to safety standards.

Perceptions Strengths

Upbeat Survey (staff respondents):

- 100% of staff positively endorse the following statements:
 - The principal at my school communicates a clear vision for teaching and learning.
 - The principal at my school is an effective instructional leader.
 - The principal at my school uses data to monitor student progress.
- 97% of staff positively endorse the following statements:
 - Teachers at my school build trusting relationships with parents.
 - Parents at my school have confidence in teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The focus of the professional learning community has become "stuck" at Professional Learning Community (PLC) Question #2 - "How will we know if students learned it?".

Root Cause: Hyperfocus on assessment has created a data-rich but information-poor culture, impeding meaningful data responses. Instructional staff lack the opportunity to collaborate meaningfully around strengths and opportunities for growth.

Problem Statement 2 (Prioritized): On the Upbeat Survey, only 68% of teachers favorably endorsed the statement, "The teacher evaluation system used at my school is fair."

Root Cause: Teachers have few opportunities to interact with the Texas Teacher Evaluation and Support System rubric and understand the performance levels referenced by

appraisers during observation.

Problem Statement 3 (Prioritized): On the Panorama Survey, 54% of students indicated they "almost always, frequently, or sometimes worry about violence at school."

Root Cause: There is a lack of counseling and education for students on preventive campus safety measures to curtail violent acts.

Problem Statement 4 (Prioritized): Parents/guardians are often reluctant to provide academic support and guidance to promote achievement.

Root Cause: Parents/guardians often lack a strong educational foundation and are unfamiliar with instructional content and how to support learners meaningfully.

Priority Problem Statements

Problem Statement 1: The campus has enrolled an increasing number of newcomer students who demand academic and social-emotional support beyond the needs of typically enrolling students.

Root Cause 1: Ongoing global migration patterns have resulted in an increasing number of newcomer enrolled students and the campus has been challenged to implement a comprehensive system of supports.

Problem Statement 1 Areas: Demographics

Problem Statement 2: On the Panorama Survey, only 41% of students favorably endorsed the statement, "When you are not in class, how often do you talk about ideas from class?"

Root Cause 2: Students do not explicitly understand the learning targets (what they are expected to learn and be able to do) and how the learning fosters real-world relevance.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Campus-wide, the majority of students do not meet expected growth or achievement on the Math MAP assessment.

Root Cause 3: Students' lack of English language proficiency and academic vocabulary impact their ability to respond to math instruction provided in the language of instruction (English).

Problem Statement 3 Areas: Student Learning

Problem Statement 4: For most STAAR tests, the campus has performed at levels equal to or greater than the district, region, and state at the Approaches level but has generally not remained competitive at higher performance levels (Meets and beyond) on STAAR (exception 4th and 5th grade language arts testers).

Root Cause 4: The number of students performing below level impedes the staff's ability to provide grade-level instruction with enrichment opportunities to promote Meets/Masters level performance.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 5th-grade STAAR Math testers performed below the district average at the Approaches grade level.

Root Cause 5: Lack of fact fluency (understanding + automaticity) adversely impacts students' ability to perform increasingly complex mathematical processes.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Special education students are not making adequate progress in math and reading.

Root Cause 6: Special education students often lack the comprehensive support (academic and social) needed to realize gains.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: On the Upbeat Survey, only 71% of staff favorably endorse the statement, "The professional development available to me is a good use of my time," and only 68% favorably endorse the statement, "The professional development available to me helps me improve my teaching."

Root Cause 7: Professional development is global and lacks the specificity necessary to meet learners' unique learning needs.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: The focus of the professional learning community has become "stuck" at Professional Learning Community (PLC) Question #2 -"How will we know if students learned it?".

Root Cause 8: Hyperfocus on assessment has created a data-rich but information-poor culture, impeding meaningful data responses. Instructional staff lack the opportunity to collaborate meaningfully around strengths and opportunities for growth.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: On the Upbeat Survey, only 68% of teachers favorably endorsed the statement, "The teacher evaluation system used at my school is fair."

Root Cause 9: Teachers have few opportunities to interact with the Texas Teacher Evaluation and Support System rubric and understand the performance levels referenced by appraisers during observation.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: On the Panorama Survey, 54% of students indicated they "almost always, frequently, or sometimes worry about violence at school."

Root Cause 10: There is a lack of counseling and education for students on preventive campus safety measures to curtail violent acts.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Parents/guardians are often reluctant to provide academic support and guidance to promote achievement.

Root Cause 11: Parents/guardians often lack a strong educational foundation and are unfamiliar with instructional content and how to support learners meaningfully.

Problem Statement 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- School safety data

- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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




Guiding Objectives







Revised/Approved: August 7, 2024











Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: For grades 1st through 5th, on the Spring 2025 (end-of-year) Measure of Academic Progress (MAP) assessment, each grade-level cohort will demonstrate a 6-point percentile gain in achievement for reading and math on the Growth & Achievement Overview Report compared to the Spring 2024 (end-of-year) MAP performance.

Evaluation Data Sources: Measure of Academic Progress (MAP)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Develop (by October 1, 2024) with the instructional coach's support, a grade-level action plan incorporating the Building Fact Fluency Toolkit to support gains in mathematical achievement with quarterly monitoring to evaluate student progress.</p> <p>Strategy's Expected Result/Impact: Students improved fluency (automaticity + understanding) facilitates efficient problem-solving, supports deeper conceptual understanding, and empowers students to apply mathematical skills in various contexts, subsequently improving achievement.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 5</p> <p>Funding Sources: Building Fact Fluency Toolkit - 211 Title I - 211-11-6329-00-113-99-000 - \$1,308, Math manipulatives - 211 Title I - 211-11-6399-00-113-99-000 - \$1,588, Imagine Math Facts - 211 Title I - 211-11-6399-00-113-99-000 - \$2,854</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct learning walks in 25% of classrooms each week (September 2024-April 2025) with a focus on communication (Texas Teacher Evaluation and Support System, Dimension 2.3) and visible learning targets (Texas Teacher Evaluation and Support System, Dimension 2.1) supportive of the student's ability to effectively articulate the "what" and "why" of the learning task with immediate feedback offered to the teacher by the administrator.</p> <p>Strategy's Expected Result/Impact: Learning walks contribute to school-wide improvement efforts, promoting a culture of inquiry and continuous improvement by collectively examining teaching practices, student engagement, and learning outcomes.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Custom carbon document for feedback - 211 Title I - 211-23-6299-00-113-99-000 - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Identify and support students with research-based intervention and enrichment using documented campus-wide protocols by appropriately trained staff.</p> <p>Strategy's Expected Result/Impact: Response to Intervention (RtI) supports student achievement by identifying learning needs early, providing tiered instruction and intervention, using data-driven decision-making, promoting personalized learning, taking a preventative and proactive approach, fostering collaboration and teamwork, and increasing accountability for all stakeholders.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 4</p> <p>Funding Sources: Targeted Interventionist/Tutors - 211 Title I - 211-11-6117-00-113-30-000 - \$30,887, Instructional Coaches - 211 Title I - 211-13-6119-00-113-30-000 - \$58,863</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Provide students and staff with resources and materials (print and digital) to support read-aloud, guided reading, shared reading, independent reading, word study practices, and test preparation. Strategy's Expected Result/Impact: Access to high-quality reading material is essential for promoting literacy, fostering a love of reading, supporting academic achievement, and cultivating critical thinking. Staff Responsible for Monitoring: Principal, Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 4 Funding Sources: Instructional consumables (i.e., ThinkUp, Mentoring Minds) - 211 Title I - 211-11-6329-00-113-99-000 - \$3,000, Print/electronic media (i.e., Raz Kids, Scholastic, Student Planners) - 211 Title I - 211-11-6399-00-113-99-000 - \$2,900, Classroom libraries/decodable text - 211 Title I - 211-11-6329-00-113-99-000 - \$0	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide ongoing support and resources for students identified as at risk of not meeting grade-level standards based on MAP/STAAR performance. Strategy's Expected Result/Impact: Improved achievement on state and local assessments. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Supplemental programs and services to support at risk students. - 199-SCE State Comp Ed (SCE) - \$324,400	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

Demographics
Problem Statement 1: The campus has enrolled an increasing number of newcomer students who demand academic and social-emotional support beyond the needs of typically enrolling students. Root Cause: Ongoing global migration patterns have resulted in an increasing number of newcomer enrolled students and the campus has been challenged to implement a comprehensive system of supports.

Student Learning

Problem Statement 2: On the Panorama Survey, only 41% of students favorably endorsed the statement, "When you are not in class, how often do you talk about ideas from class?" **Root Cause:** Students do not explicitly understand the learning targets (what they are expected to learn and be able to do) and how the learning fosters real-world relevance.

Problem Statement 3: Campus-wide, the majority of students do not meet expected growth or achievement on the Math MAP assessment. **Root Cause:** Students' lack of English language proficiency and academic vocabulary impact their ability to respond to math instruction provided in the language of instruction (English).








Problem Statement 4: For most STAAR tests, the campus has performed at levels equal to or greater than the district, region, and state at the Approaches level but has generally not remained competitive at higher performance levels (Meets and beyond) on STAAR (exception 4th and 5th grade language arts testers). **Root Cause:** The number of students performing below level impedes the staff's ability to provide grade-level instruction with enrichment opportunities to promote Meets/Masters level performance.

Problem Statement 5: 5th-grade STAAR Math testers performed below the district average at the Approaches grade level. **Root Cause:** Lack of fact fluency (understanding + automaticity) adversely impacts students' ability to perform increasingly complex mathematical processes.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: On the end-of-year MAP assessment, 70% of special education students in the general education setting for at least 50% of the school day will achieve their projected growth on the MAP reading and math assessments compared to the beginning-of-year MAP performance.

Evaluation Data Sources: Measures of Academic Progress (MAP)

Strategy 1 Details	Reviews			
Strategy 1: Develop, by October 2024, mutually agreed upon by the special education and general education teacher, instructional plans for special education students in grades K-5th, targeting specific skill deficits in reading. Strategy's Expected Result/Impact: A targeted plan provides individualized support tailored to each student's unique needs, strengths, and challenges, which the general education teacher can leverage to promote achievement. Staff Responsible for Monitoring: Special Education Teachers, Reading Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 4, 7 Funding Sources: Targeted curriculum and test preparation materials - 211 Title I - 211-11-6399-00-113-99-000 - \$0	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Identify, by October 2024, three special education students, or students performing below the 20th percentile on MAP/DNM on STAAR, to routinely track and monitor progress and offer support to achieve projected growth in math or reading based on end-of-year MAP growth data.* Strategy's Expected Result/Impact: *Each staff member will identify three students. A collective commitment by all staff to ensuring the growth of special education students increases awareness and the likelihood that strategies will be implemented to support the growth of all students. Staff Responsible for Monitoring: Principal, Special Education Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 4, 7 Funding Sources: Data tracking materials (digital and print) to support progress monitoring - 211 Title I - 211-11-6299-00-113-99-000 - \$0	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2 Problem Statements:

Student Learning








Problem Statement 4: For most STAAR tests, the campus has performed at levels equal to or greater than the district, region, and state at the Approaches level but has generally not remained competitive at higher performance levels (Meets and beyond) on STAAR (exception 4th and 5th grade language arts testers). **Root Cause:** The number of students performing below level impedes the staff's ability to provide grade-level instruction with enrichment opportunities to promote Meets/Masters level performance.

Problem Statement 7: Special education students are not making adequate progress in math and reading. **Root Cause:** Special education students often lack the comprehensive support (academic and social) needed to realize gains.

Guiding Objective 1: Optimize Engaging and Diverse Learning

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

Evaluation Data Sources: Meeting Agendas

Strategy 1 Details		Reviews			
Strategy 1: Engage instructional staff in ongoing collaboration, professional development, planning, data analysis, and coaching. Strategy's Expected Result/Impact: PLC meetings enhance teaching effectiveness and student outcomes by providing a structured framework for continuous improvement. Staff Responsible for Monitoring: Principal, Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: Supplies and Materials for Facilitation of Campus Professional Development - 211 Title I - 211-13-6329-00-113-99-000 - \$500, Lodging, Incidentals, Registration and Travel for Professional Development/Conference Attendance (i.e., NABE, Seidlitz, AVID, MAP, etc) - 211 Title I - 211-13-6411-00-113-99-000, PLC Training Materials (i.e., Solution Tree) - 211 Title I - 211-13-6399-00-113-99-000 - \$0, Substitute Coverage for Planning, Professional Development and Data Disaggregation - 211 Title I - 211-11-6112-00-113-30-000 - \$6,000		Formative			Summative
		Oct	Jan	Mar	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					








Goal 3 Problem Statements:

School Processes & Programs
Problem Statement 1: On the Upbeat Survey, only 71% of staff favorably endorse the statement, "The professional development available to me is a good use of my time," and only 68% favorably endorse the statement, "The professional development available to me helps me improve my teaching." Root Cause: Professional development is global and lacks the specificity necessary to meet learners' unique learning needs.
Perceptions
Problem Statement 1: The focus of the professional learning community has become "stuck" at Professional Learning Community (PLC) Question #2 -"How will we know if students learned it?". Root Cause: Hyperfocus on assessment has created a data-rich but information-poor culture, impeding meaningful data responses. Instructional staff lack the opportunity to collaborate meaningfully around strengths and opportunities for growth.

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

Goal 1: On the Spring 2025 Panorama survey, less than 20% percent of students (3rd-5th) will endorse the question "How often do you worry about violence at your school?" with a response of "frequently" or "almost always."

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Present at least three collaboratively coordinated (student council and staff) presentations on campus safety practices, culminating in submission for the CFBISD Sentinel of Safety Award in Spring 2025. Strategy's Expected Result/Impact: Promoting a culture of safety and well-being on campus empowers students to take ownership of their safety and contribute to a safer campus environment. Staff Responsible for Monitoring: Security Specialist, School Counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3 Funding Sources: Materials and supplies for campus presentation - 211 Title I - 211-11-6399-00-113-99-000 - \$300	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				








Goal 1 Problem Statements:

Perceptions
Problem Statement 3: On the Panorama Survey, 54% of students indicated they "almost always, frequently, or sometimes worry about violence at school." Root Cause: There is a lack of counseling and education for students on preventive campus safety measures to curtail violent acts.

Guiding Objective 3: Optimize Community Engagement

Goal 1: Davis Elementary will promote family and community engagement through quarterly campus events.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide family engagement opportunities to include All Pro Dads, Math/Literacy Nights, Parent Orientation, and other campus activities. Strategy's Expected Result/Impact: Participation and engagement with students at campus events to build knowledge on strategies to support academic growth and social-emotional well-being. Staff Responsible for Monitoring: Principal, Counselor Problem Statements: Perceptions 4 Funding Sources: Parent and Family Engagement Outreach Presentation - 211 Title I - 211-61-6299-00-113-99-000 - \$4,800	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 70%	 90%	
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 1 Problem Statements:

Perceptions
Problem Statement 4: Parents/guardians are often reluctant to provide academic support and guidance to promote achievement. Root Cause: Parents/guardians often lack a strong educational foundation and are unfamiliar with instructional content and how to support learners meaningfully.

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

Goal 1: Within ten school days of their start, each enrolling student/family will receive a campus orientation that provides information and resources necessary to support the student's academic and behavioral success, with monthly reporting submitted to the campus principal highlighting progress toward the related goal.

Evaluation Data Sources: Monthly Counselor Report

Strategy 1 Details	Reviews			
Strategy 1: Develop a welcome team to onboard any new enrolling family and support students acclimating to campus academic and behavioral expectations. Strategy's Expected Result/Impact: Understanding campus supports, resources, and expectations facilitates a more positive experience for all stakeholders. Staff Responsible for Monitoring: Assistant Principal, Counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: Print materials and supplies to create orientation portfolio - 211 Title I - 211-11-6399-00-113-99-000 - \$300, Staff compensation for orientation facilitation - 211 Title I - 211-61-6117-00-113-30-000 - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				











Goal 1 Problem Statements:

Demographics
Problem Statement 1: The campus has enrolled an increasing number of newcomer students who demand academic and social-emotional support beyond the needs of typically enrolling students. Root Cause: Ongoing global migration patterns have resulted in an increasing number of newcomer enrolled students and the campus has been challenged to implement a comprehensive system of supports.

Guiding Objective 5: Optimize All Available Resources

Goal 1: 75% of staff evaluated under the Texas Teacher Evaluation and Support System (T-TESS) will positively endorse "The teacher evaluation tool used at my school is fair" on the 2025 Upbeat Survey.

Evaluation Data Sources: Upbeat Survey

Strategy 1 Details	Reviews			
Strategy 1: Promote clarity by having staff evaluated under the Texas Teacher Evaluation and Support System participate in scoring one recorded lesson using resources provided by the Texas Education Agency by October 18, 2024. Strategy's Expected Result/Impact: Acting as an evaluator will offer clarity and transparency to the system and foster greater familiarity with the Texas Teacher Evaluation and Support System Rubric. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Calibrate (Principal and Assistant Principal) at least two Texas Teacher Evaluation and Support System formal observations by October 31, 2024. Strategy's Expected Result/Impact: Calibration between appraisees will promote consistency and validity in the evaluation process. Staff Responsible for Monitoring: Principal, Assistant Principal Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Complete a minimum of one formal Texas Teacher Evaluation and Support System appraisal, including the post-conference, before December 16, 2024, for employees hired before September 2024. Strategy's Expected Result/Impact: Appraised employees will benefit from completing the T-TESS formal evaluation before the Upbeat survey date to fully attest to the "fairness" of the evaluation system. Staff Responsible for Monitoring: Principal, Assistant Principal Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1 Problem Statements:

Perceptions

Problem Statement 2: On the Upbeat Survey, only 68% of teachers favorably endorsed the statement, "The teacher evaluation system used at my school is fair." **Root Cause:** Teachers have few opportunities to interact with the Texas Teacher Evaluation and Support System rubric and understand the performance levels referenced by appraisers during observation.

State Compensatory

Budget for Davis Elementary

Total SCE Funds: \$324,400.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

Title I - Previous

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

3.1: Annually evaluate the schoolwide plan

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

4.1: Develop and distribute Parent and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

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

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

N/A

Title I - Updated

Campus Improvement Committee

Committee Role	Name	Position
Parent	Johanna Jimenez	Parent
Parent	Anthony Sosa	Parent
Parent	Amy Anderson	Parent
Community Representative	Rob Lane	Community Member
Community Representative	Jesus Prieto	Community Member
Classroom Teacher	Lesly Garcia	Specials Area Team Leader
Non-classroom Professional	Julia Pena	Counselor
Classroom Teacher	Kashayla Anthony	Special Education Team Leader
Classroom Teacher	Jessica Ransom	4th Grade Team Leader
Classroom Teacher	Ashton Harwood	5th Grade Team Leader
Classroom Teacher	Alejandra Carmona	3rd Grade Team Leader
Classroom Teacher	Katlyn Nelms	2nd Grade Team Leader
Classroom Teacher	Victoria Slosted	1st Grade Team Leader
Classroom Teacher	Ana Bautista	KG Team Leader
Administrator	Lauren Hall	Assistant Principal
Administrator	Tracey Battle	Principal

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024