

Carrollton-Farmers Branch Independent School District

Davis Elementary

2025-2026 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

CFBISD BELIEVES IN...

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

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: August 1, 2025

Demographics

Demographics Summary

Please note that changes to campus enrollment boundaries and campus consolidations will take effect during the 2025-26 school year, potentially impacting some areas of the Campus Improvement Plan.

Davis Elementary, a cornerstone of the Carrollton-Farmers Branch ISD (CFBISD) community, celebrated its 50th year of educational excellence in 2025. Our Kindergarten through 5th-grade campus is situated in Carrollton, Texas, a well-established suburb within the bustling DFW metroplex, boasting a population exceeding 132,000 residents. As a neighborhood school, Davis Elementary's proximity to its student population means that the majority of its students reside within close walking distance of the campus.

Student Demographics

| Student Demographics | Count | Percent |
|------------------------------------|-------|---------|
| Gender | | |
| Female | 202 | 44.79% |
| Male | 249 | 55.21% |
| Ethnicity | | |
| Hispanic-Latino | 376 | 83.37% |
| Race | | |
| American Indian - Alaskan Native | 3 | 0.67% |
| Asian | 16 | 3.55% |
| Black - African American | 21 | 4.66% |
| Native Hawaiian - Pacific Islander | 0 | 0.00% |
| White | 24 | 5.32% |
| Two-or-More | 11 | 2.44% |

| Student Programs | Count | Percent |
|--|-------|---------|
| Dyslexia | 20 | 4.43% |
| Gifted and Talented | 43 | 9.53% |
| Regional Day School Program for the Deaf | 0 | 0.00% |
| Section 504 | 5 | 1.11% |
| Special Education (SPED) | 78 | 17.29% |
| Bilingual/ESL | | |
| Emergent Bilingual (EB) | 330 | 73.17% |
| Bilingual | 122 | 27.05% |
| English as a Second Language (ESL) | 31 | 6.87% |
| Alternative Bilingual Language Program | 182 | 40.35% |
| Alternative ESL Language Program | 5 | 1.11% |

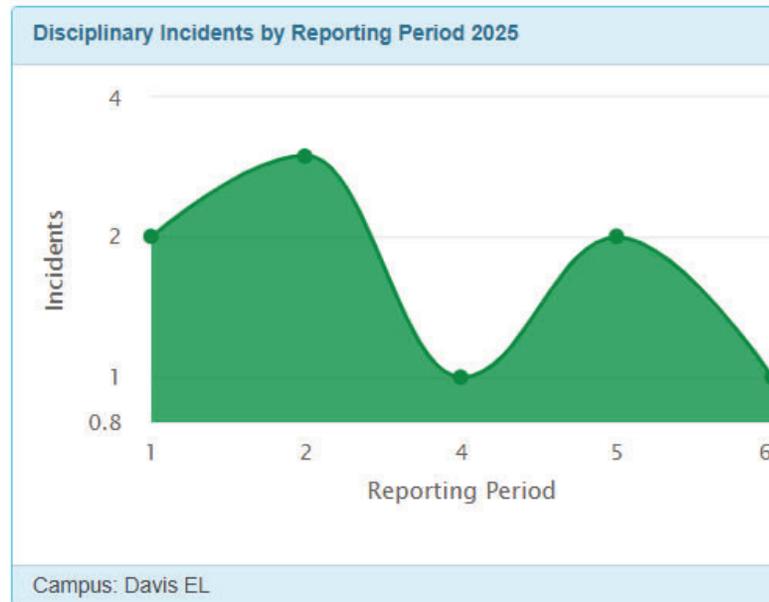
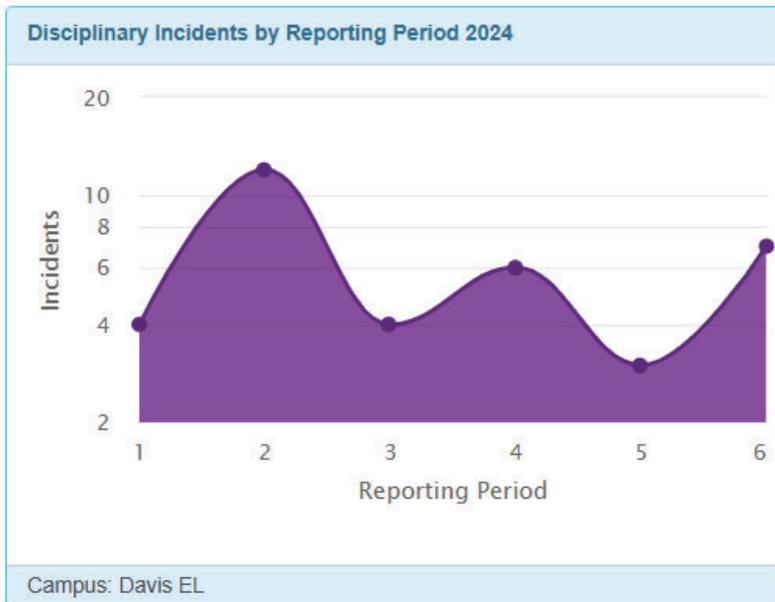
| Student Indicators | Count | Percent |
|---|-------|---------|
| At-Risk | 383 | 84.92% |
| Foster Care | 2 | 0.44% |
| IEP Continuer | 0 | 0.00% |
| Immigrant | 94 | 20.84% |
| Intervention Indicator | 116 | 25.72% |
| Migrant | 0 | 0.00% |
| Military Connected | 0 | 0.00% |
| Transfer In Students | 13 | 2.8825% |
| Unschoolled Asylee/Refugee | 0 | 0% |
| Economic Disadvantage | | |
| Economic Disadvantage Total | 363 | 80.49% |
| Free Meals | 326 | 72.28% |
| Reduced-Price Meals | 37 | 8.20% |
| Other Economic Disadvantage | 0 | 0.00% |
| Homeless and Unaccompanied Youth | | |
| Homeless Status Total | 4 | 0.89% |
| Shelter | 0 | 0.00% |
| Doubled Up | 2 | 0.44% |
| Unsheltered | 0 | 0.00% |
| Hotel/Motel | 2 | 0.44% |
| Not Unaccompanied Youth | 4 | 0.89% |
| Is Unaccompanied Youth | 0 | 0.00% |

Special Education

Davis Elementary offers comprehensive special education programming, encompassing speech therapy, behavioral support, and a full range of academic support services. The campus features two self-contained Academic Bridging Classes (ABC), which deliver intensive social skills instruction, behavior modification strategies, and focused academic instruction customized to the individual needs of identified students. Notably, the proportion of students receiving special education services at Davis Elementary exceeds the typical average based on enrollment data. Further consideration should be made in identifying the causal factors influencing overrepresentation.

Student Discipline

The 2024-2025 school year discipline data reflect a decrease in state-reported office referrals, as shown below. Other data points reflect an overrepresentation of African American and special education students in the number of suspensions (days out of placement).



**Scales are not equivalent.*

Student Attendance

Campus attendance rates increased from 94.7% to 95.4% (24- 25SY) when compared to the 23-24 data, as shown below.

Campus Attendance for Years: 2024, 2025 for All Campuses

| Campus | Total Days Absent | Total Eligible Days Present | Total Ineligible Days Present | Membership (Abs + Pres) | Average Daily Attendance | Percent In Attendance | Total Days Absent | Total Eligible Days Present | Total Ineligible Days Present | Membership (Abs + Pres) | Average Daily Attendance | Percent In Attendance |
|------------------------|-------------------|-----------------------------|-------------------------------|-------------------------|--------------------------|-----------------------|-------------------|-----------------------------|-------------------------------|-------------------------|--------------------------|-----------------------|
| | 2023 - 2024 | 2023 - 2024 | 2023 - 2024 | 2023 - 2024 | 2023 - 2024 | 2023 - 2024 | 2024 - 2025 | 2024 - 2025 | 2024 - 2025 | 2024 - 2025 | 2024 - 2025 | 2024 - 2025 |
| (057903113) - Davis EL | 4,391.0 | 77,930.0 | 0.0 | 82,321.0 | 450.499 | 94.7% | 3,575.0 | 73,979.0 | 0.0 | 77,554.0 | 437.439 | 95.4% |
| Campus Total | 4,391.0 | 77,930.0 | 0.0 | 82,321.0 | 450.499 | 94.7% | 3,575.0 | 73,979.0 | 0.0 | 77,554.0 | 437.439 | 95.4% |

Staff Composition

Davis employs 31 teachers, four paraprofessionals, and seven administrative staff members. Additionally, instructional coaches and special education staff allow for comprehensive campus support.

Demographics Strengths

- Enrollment has remained stable over recent years.
- Diversity of student representation.
- Improved attendance rate
- Davis is a neighborhood school with strong parent visibility.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The campus is experiencing a sustained increase in the identification and referral rate for special education services, with the current rate of 17.29% significantly exceeding the state average of 15%.

Root Cause: The general education instruction may not be sufficiently differentiated or provide effective Tier 1 and Tier 2 academic and/or behavioral interventions.

Problem Statement 2 (Prioritized): African American and special education students are disproportionately represented in discipline data.

Root Cause: Current systems and interventions have failed to effectively support and respond to African American students and special education students who experience emotional dysregulation.

Student Learning

Student Learning Summary

At Davis Elementary, our guiding principle is encapsulated in our mission and vision: "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." This statement isn't just a declaration; it's a deeply held conviction shared by our committed campus staff.

We believe that fostering a culture of shared leadership is paramount to achieving our goals. We empower all stakeholders, recognizing their invaluable contributions and delegating collective responsibility for student success. Through dedicated initiatives focused on enhancing collaboration and deepening the internalization of instructional practices, our teachers and staff have cultivated increased confidence, a profound understanding of the curriculum, and the ability to deliver content with exceptional effectiveness. To ensure every student thrives, we employ a rigorous system of continuous progress monitoring, utilizing both formal and informal strategies. This commitment to data-driven decision-making allows us to leverage comprehensive data protocols to accurately identify student strengths and areas for growth, leading to the development of tailored and impactful educational plans.

STAAR Performance Date (Spring 2025)

Performance Celebrations

- Strong Performance in 4th Grade Reading Language Arts: With 79.55% approaching grade level, 56.82% meeting, and 25% mastering, 4th-grade RLA stands out as a significant strength.
- Solid Performance in 5th Grade Reading Language Arts: 80.88% of 5th graders approached grade level in RLA, with 66.18% meeting and 33.82% mastering. This is another strength, particularly at the "Meets" and "Masters" levels.
- High "Approaches Grade Level" in 3rd Grade Reading Language Arts: 87.18% of 3rd graders approached grade level, which is the highest "Approaches" percentage across all tested subjects and grades. This indicates a strong performance in reading for the earliest STAAR-tested grade.

Areas for Targeted Improvement

- Critical Need for Improvement in 5th Grade Science: This is the most significant area of concern. Only 36.9% of students approached grade level, with a very low 9.52% meeting and a mere 2.38% mastering. This subject requires prioritized and comprehensive intervention.
- Significant Gaps in 3rd Grade Mathematics: While 56.44% approached grade level, only 32.67% met and a very low 11.88% mastered. This suggests a need to strengthen foundational math skills at this crucial early grade level.
- Developing Mastery in 5th Grade Mathematics: While 59.52% approached grade level, only 36.9% met and 14.29% mastered. This indicates an opportunity to push more students from "Approaches" and "Meets" to the "Masters" level.

The following Spring 2025 STAAR test results reflect student performance, highlighting both areas of significant achievement and opportunities for targeted growth.

| Student Scores | | | | | | | | | | |
|-----------------------------|---|---|-------------------------------------|---|---|-------------------------------------|---|---|-------------------------------------|---------------------------------|
| | May 2025 STAAR Reading Language Arts, Grade 3 | May 2025 STAAR Reading Language Arts Spanish, Grade 3 | May 2025 STAAR Mathematics, Grade 3 | May 2025 STAAR Reading Language Arts, Grade 4 | May 2025 STAAR Reading Language Arts Spanish, Grade 4 | May 2025 STAAR Mathematics, Grade 4 | May 2025 STAAR Reading Language Arts, Grade 5 | May 2025 STAAR Reading Language Arts Spanish, Grade 5 | May 2025 STAAR Mathematics, Grade 5 | May 2025 STAAR Science, Grade 5 |
| Davis Elementary | | | | | | | | | | |
| Total Students | 39 | 63 | 101 | 44 | 26 | 64 | 68 | 19 | 84 | 84 |
| Raw Score | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Scale Score | 1520 | 1378 | 1409 | 1530 | 1472 | 1538 | 1622 | 1461 | 1596 | 3469 |
| Percent Score | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Approaches Grade Level (TX) | 87.18% | 69.84% | 56.44% | 79.55% | 80.77% | 57.81% | 80.88% | 68.42% | 59.52% | 36.9% |
| Meets Grade Level (TX) | 58.97% | 33.33% | 32.67% | 56.82% | 80.77% | 39.06% | 66.18% | 26.32% | 36.9% | 9.52% |
| Masters Grade Level (TX) | 33.33% | 15.87% | 11.88% | 25% | 30.77% | 17.19% | 33.82% | 0% | 14.29% | 2.38% |

MAP Data (Spring 2025)

Performance Celebrations

- Strong Math Growth in Kindergarten: With 78% of Kindergarteners meeting their projected growth in Mathematics, this is a clear strength, indicating a strong start in foundational math skills.
- Excellent Math Growth in 1st Grade: 77.42% of 1st graders met their projected growth in Mathematics, building on the Kindergarten success and showing consistent early math development.
- Notable Reading/Spanish Growth in 3rd Grade: An impressive 84.62% of 3rd graders in Reading/Spanish met their projected growth, which is the highest "Yes" percentage across all subjects and grades. This indicates highly effective instruction for Spanish-speaking students in reading.
- Solid Reading/Spanish Growth in Kindergarten and 4th Grade: Both Kindergarten (70.37%) and 4th Grade (75%) show strong performance in Reading/Spanish, suggesting effective early language acquisition support and continued development.
- Good Reading/ELA Growth in 3rd and 4th Grade: Over 60% of students in 3rd (61.73%) and 4th (68.57%) grade met projected growth in Reading/ELA (monolingual testers), indicating positive progress in reading for this demographic.

Areas for Targeted Improvement

- Significant Opportunity in 5th Grade Mathematics: Only 35.37% of 5th graders met their projected growth in Mathematics, which is the lowest "Yes" percentage across all subjects and grades. This indicates a critical need for intervention and targeted support to ensure students are on track for middle school math.
- Major Opportunity in 5th Grade Reading/ELA (monolingual testers): A low 41.38% of 5th graders met their projected growth in Reading/ELA. This suggests students may be plateauing or struggling to make the necessary growth in this crucial subject as they approach middle school.
- Addressing Reading/Spanish Growth in 5th Grade: Only 48.15% of 5th graders met their projected growth in Reading/Spanish, indicating a challenge in continuing language development for these students as they near the end of elementary school.
- Improve Reading/ELA Growth in 1st Grade: With 53.19% of 1st graders *not* meeting projected growth in Reading/ELA, this early grade needs attention to ensure a strong reading foundation is established for monolingual testers.
- Focus on Mathematics Growth in 2nd, 3rd, and 4th Grades: While not as critical as 5th grade, the "No" percentages for projected growth in Mathematics for 2nd (43.84%), 3rd (35.71%), and 4th (38.46%) grades indicate that a substantial portion of students are not making expected progress. There's an opportunity to increase the percentage of students meeting growth targets in these grades.

The following Spring MAP data reflects the percentage of MAP test takers, by test and grade level, meeting projected growth ("YES").

| Reading/ELA (monolingual testers only) Fall to Spring Met Projected Growth | | | | Reading/Spanish Fall to Spring Met Projected Growth | | | | Mathematics Fall to Spring Met Projected Growth | | | |
|---|---------------|--------|--------|--|---------------|--------|--------|--|---------------|--------|--------|
| | Total Testers | Yes | No | | Total Testers | Yes | No | | Total Testers | Yes | No |
| K | 23 | 50% | 50% | K | 34 | 70.37% | 29.63% | K | 56 | 78% | 22% |
| 1st | 50 | 46.81% | 53.19% | 1st | 48 | 42.22% | 57.78% | 1st | 67 | 77.42% | 22.58% |
| 2nd | 21 | 52.63% | 47.37% | 2nd | 63 | 43.86% | 56.14% | 2nd | 82 | 56.16% | 43.84% |
| 3rd | 84 | 61.73% | 38.27% | 3rd | 67 | 84.62% | 15.38% | 3rd | 102 | 64.29% | 35.71% |
| 4th | 36 | 68.57% | 31.43% | 4th | 38 | 75% | 25% | 4th | 69 | 61.54% | 38.46% |
| 5th | 30 | 41.38% | 58.62% | 5th | 57 | 48.15% | 51.85% | 5th | 87 | 35.37% | 64.63% |

TELPAS Data (Spring 2025)

Performance Celebrations

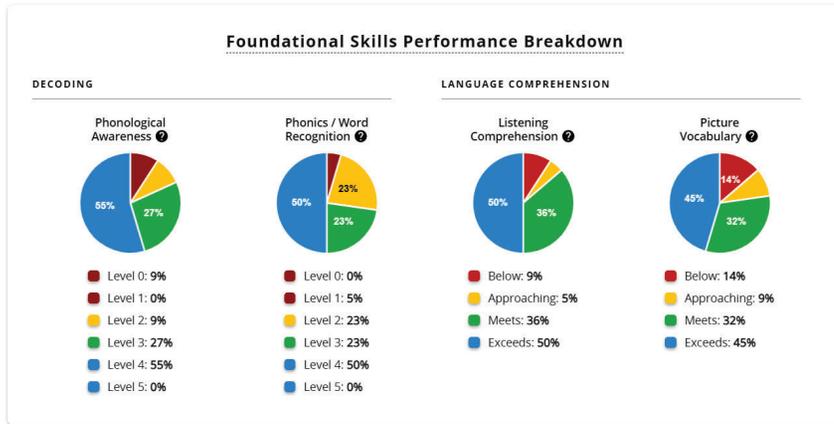
- Overall TELPAS Composite Growth: A significant portion of students (27.81% - 1 Level Higher, 6.21% - 2 Levels Higher, 0.30% - 3 Levels Higher) demonstrated yearly progress, indicating that current EL support programs are having a positive impact on language acquisition. Only 46.75% remained at the same or lower level.
- Solid Intermediate TELPAS Composite Rating: The largest group of students (35.21%) fall into the "Intermediate" category for the TELPAS Composite Rating, which is a good foundation for moving towards higher proficiency levels.
- Notable Advanced and Advanced High in Composite: Over one-third of the students (28.11% Advanced, 9.76% Advanced High) reached the higher proficiency levels in the overall TELPAS Composite, showcasing successful language development for a substantial portion of the EB population.

Areas for Targeted Improvement

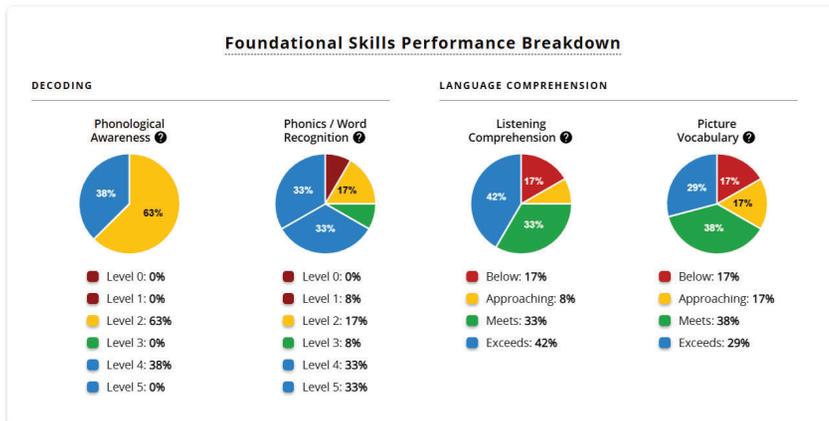
- Targeted Support for "Same/Lower Level" Growth: While many students grew, nearly half (46.75%) remained at the same or a lower proficiency level.
- Speaking Proficiency Development: Speaking shows the highest percentage of students at the "Beginning" level (35.21%) and the lowest percentage at "Advanced High" (8.28%) among all four domains.
- Writing: The "Beginning" category is the largest (48.22%) in Writing, with another 23.37% at "Intermediate." This is the domain with the most students at lower proficiency levels, indicating a need for enhanced writing instruction and support.

| Yearly Progress Indicator | | | | TELPAS Composite Score | TELPAS Composite Rating (338 testers) | | | | |
|------------------------------|----------------|-----------------|-----------------|------------------------|---------------------------------------|-----------|--------------|----------|---------------|
| Lower/Same Level | 1 Level Higher | 2 Levels Higher | 3 Levels Higher | | No Rating | Beginning | Intermediate | Advanced | Advanced High |
| 46.75% | 27.81% | 6.21% | 0.30% | 2.21 | 0% | 26.92% | 35.21% | 28.11% | 9.76% |
| Listening Proficiency Rating | | | | | Speaking Proficiency Rating | | | | |
| No Rating | Beginning | Intermediate | Advanced | Advanced High | No Rating | Beginning | Intermediate | Advanced | Advanced High |
| 0% | 18.93% | 23.67% | 25.74% | 31.66% | 0% | 35.21% | 36.09% | 20.41% | 8.28% |
| Reading Proficiency Rating | | | | | Writing Proficiency Rating | | | | |
| No Rating | Beginning | Intermediate | Advanced | Advanced High | No Rating | Beginning | Intermediate | Advanced | Advanced High |
| 0% | 36.69% | 27.22% | 19.23% | 16.86% | 0% | 48.22% | 23.37% | 20.41% | 7.99% |

MAP Fluency (Spring 2025) Kindergarten- English



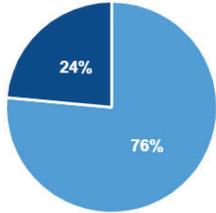
Kindergarten- Spanish



First Grade- English

Benchmark Summary

17 student results

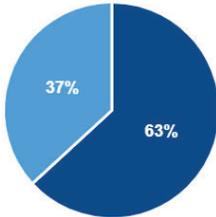


- 13 students have Foundational Skills scores
- 4 students have Oral Reading scores

First Grade- Spanish

Benchmark Summary

38 student results

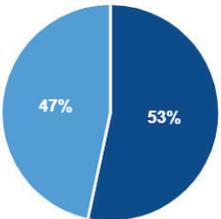


- 24 students have Oral Reading scores
- 14 students have Foundational Skills scores

2nd Grade- English

Benchmark Summary

15 student results

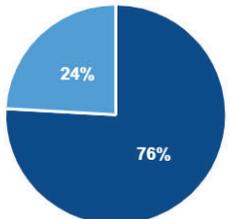


- 8 students have Oral Reading scores
- 7 students have Foundational Skills scores

2nd Grade Spanish

Benchmark Summary

58 student results



- 44 students have Oral Reading scores
- 14 students have Foundational Skills scores

Performance Celebrations

- 74% of bilingual kindergartners meet proficiency standards based on the MAP fluency indicators for phonics and word recognition.
- 73% of monolingual kindergartners meet proficiency standards based on the MAP fluency indicators for phonics and word recognition.
- 63% of bilingual first-grade students meet proficiency standards based on the MAP fluency indicators for oral reading fluency.
- 76% of bilingual second-grade students meet proficiency standards based on the MAP fluency indicators for oral reading fluency.

Areas for Targeted Improvement

24% of monolingual first-graders and 53% of monolingual second-graders met the proficiency for oral reading fluency. The following improvement plan is to focus on foundational skills and fluency for incoming second-grade students.

Student Learning Strengths

STAAR Performance Date (Spring 2025)

Performance Celebrations

- 3rd Grade Reading Language Arts
- 4th Grade Reading Language Arts
- 5th Grade Reading Language Arts

MAP Data (Spring 2025)

Performance Celebrations

- Kindergarten Math Growth
- Kindergarten Reading/ Spanish Growth
- First Grade Math Growth
- 3rd Grade Reading/Spanish Growth
- 4th Grade Reading/Spanish Growth
- 4th Grade Reading/ELA Growth

TELPAS Data (Spring 2025)

Performance Celebrations

- Overall TELPAS Composite Growth.
- Solid Intermediate (and beyond) TELPAS Composite Rating

MAP Fluency (Spring 2025)

- Students in the bilingual program demonstrate strengths in the MAP Fluency indicators.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 36.9% of students achieved the 'approaches grade level' standard on the Science State of Texas Assessments of Academic Readiness (STAAR)

examination.

Root Cause: Students entering 5th grade may lack foundational knowledge and skills from previous grade levels, resulting in cumulative learning deficits that hinder their ability to grasp 5th-grade concepts.

Problem Statement 2 (Prioritized): Mathematics performance reflects underachievement among students, as evidenced by significantly lower scores on the State of Texas Assessments of Academic Readiness (STAAR) exam and insufficient academic growth across multiple grade levels on the Measure of Academic Progress (MAP) assessment.

Root Cause: Some staff members lack the necessary content knowledge and/or pedagogical skills to effectively teach mathematics, resulting from limited training on data-driven instruction, a lack of ongoing coaching and feedback, and an insufficient understanding of best practices in mathematics instruction.

Problem Statement 3 (Prioritized): A significant number of students in kindergarten through second grade are consistently performing below expected growth targets on the Measures of Academic Progress (MAP) assessment, leading to the development of foundational learning gaps.

Root Cause: Many K-2 classrooms may not be effectively implementing differentiated instructional strategies to address the diverse learning needs and readiness levels of young students, thereby impeding the delivery of challenging or supportive instruction.

Problem Statement 4 (Prioritized): 46.75% of TELPAS (Texas English Language Proficiency Assessment System) test takers did not demonstrate growth in their English language proficiency as measured by the yearly progress indicator.

Root Cause: The instructional strategies employed in the ELD program are not consistently implemented across all classrooms, resulting in gaps in students' language acquisition.

Problem Statement 5 (Prioritized): A systemic deficiency exists in providing staff with structured opportunities to engage in peer-to-peer observation and feedback, specifically concerning the observation of highly effective instructional practices (e.g., instructional rounds).

Root Cause: The campus lacks a clearly defined, implemented, and regularly scheduled program for peer observations and instructional rounds.

School Processes & Programs

School Processes & Programs Summary

Davis Elementary operates under a clearly defined Mission and Vision statement: "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." This statement serves as the cornerstone of our educational philosophy, reflecting a collective commitment among campus staff to foster a supportive and challenging learning environment for all students. The shared belief in this mission promotes a culture of collective responsibility, where all stakeholders are empowered as contributing members in the pursuit of student success through shared leadership.

In alignment with our commitment to continuous improvement, campus staff have identified a critical need for more targeted professional development opportunities. A particular emphasis has been placed on training designed to address the unique academic and social-emotional needs of special populations, especially students within Special Education. Furthermore, efforts have been concentrated on strengthening Response to Intervention (RtI) practices and enhancing the Professional Learning Community (PLC) experience, ensuring a robust framework for instructional support and collaborative growth among educators.

Beyond academic instruction, Davis Elementary continues to leverage its robust extracurricular offerings. A diverse array of clubs and activities remains a significant campus strength, providing unique opportunities for student engagement and holistic development. Complementing these experiences, the routine recognition and celebration of students for both academic achievements and exemplary behavior serve to reinforce positive norms and further strengthen the overall campus culture.

School Processes & Programs Strengths

- Clearly Defined Mission and Vision
- Culture of Collective Responsibility and Shared Leadership
- Robust Extracurricular Offerings
- Routine Student Recognition and Celebration

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff perceive the Response to Intervention (RtI) process as an area that necessitates ongoing refinement and development.

Root Cause: A dearth of structured opportunities exists for staff to provide feedback on the RtI process, share best practices, or collaboratively problem-solve challenges.

Problem Statement 2 (Prioritized): Staff vocalize a need for targeted professional development and collaboration.

Root Cause: The existing professional development programs do not adequately align with the specific skills gaps, emerging challenges, or individual growth aspirations of the staff.

Perceptions

Perceptions Summary

Davis Elementary is committed to its continuous evolution as a dynamic learning community, with a strong focus on enhancing professional practices and fostering a collaborative environment. Recent assessments of our Professional Learning Communities (PLCs) indicate significant areas of celebration, particularly the widespread consensus among staff that data effectively drives instructional decision-making. Building upon this strength, a key growth opportunity identified is the need to transition from merely assessing student mastery to actively responding to data, thereby guiding precise next steps for student advancement. Professional consultation with Solution Tree has notably supported the sustained growth of our PLC framework, with staff consistently expressing positive endorsement of the resulting improvements.

Furthermore, the campus has prioritized the use of observation and feedback protocols as a vital tool for professional growth. These protocols enable both teachers and administrators to collaboratively identify areas of instructional strength and areas warranting further development. The emphasis on peer-to-peer mentoring and frequent, constructive feedback has proven highly beneficial in deepening understanding of pedagogical processes and significantly strengthening staff effectiveness in promoting student achievement.

Davis Elementary values its staff as integral contributing members, ensuring their active participation in decision-making processes whenever feasible. Concurrent efforts are being directed towards fortifying community partnerships, recognizing the potential for even more impactful collaborations. While basic parent involvement is established, a clear opportunity exists to elevate this to more meaningful parent engagement, fostering deeper partnerships that directly support student learning. Looking ahead, a critical focus will be placed on the retention of highly effective teachers, which is paramount to ensuring instructional continuity and sustained student achievement.

Student feedback overwhelmingly reflects a positive perception of overall academic growth and instruction on campus. Our students' more favorable reporting on these aspects, compared to national averages, indicates strong foundational teaching practices and effective academic support. While generally positive, student feedback identifies opportunities for growth in two key areas: student engagement within the learning environment and the perceived effectiveness of campus safety practices.

Perceptions Strengths

- Data-Driven Decision Making
- Positive Impact of Professional Consultation and Professional Learning Communities
- Effective Observation and Feedback Protocols
- Empowered and Engaged Staff
- Student feedback is generally favorable (Panorama Survey)

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although family and community engagement continues to increase, some families are not fully engaged in their child(ren)'s education.

Root Cause: There is a need to increase parent communication regarding opportunities for parental involvement as well as ensure multiple ways for parents to become engaged.

Problem Statement 2 (Prioritized): A systemic deficiency exists in providing staff with structured opportunities to engage in peer-to-peer observation and feedback, specifically concerning the observation of highly effective instructional practices (e.g., instructional rounds).

Root Cause: The campus lacks a clearly defined, implemented, and regularly scheduled program for peer observations and instructional rounds.

Problem Statement 3 (Prioritized): Student perceptions of school safety, specifically concerns related to "school violence," continue to be reported on the Panorama Survey, indicating a need for ongoing reinforcement of safety measures and a positive school climate.

Root Cause: Students might not "see" or perceive that existing safety protocols (e.g., locked doors, security cameras, staff presence in hallways, clear visitor procedures) are effectively protecting them.

Priority Problem Statements

Problem Statement 1: Mathematics performance reflects underachievement among students, as evidenced by significantly lower scores on the State of Texas Assessments of Academic Readiness (STAAR) exam and insufficient academic growth across multiple grade levels on the Measure of Academic Progress (MAP) assessment.

Root Cause 1: Some staff members lack the necessary content knowledge and/or pedagogical skills to effectively teach mathematics, resulting from limited training on data-driven instruction, a lack of ongoing coaching and feedback, and an insufficient understanding of best practices in mathematics instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 46.75% of TELPAS (Texas English Language Proficiency Assessment System) test takers did not demonstrate growth in their English language proficiency as measured by the yearly progress indicator.

Root Cause 2: The instructional strategies employed in the ELD program are not consistently implemented across all classrooms, resulting in gaps in students' language acquisition.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: A significant number of students in kindergarten through second grade are consistently performing below expected growth targets on the Measures of Academic Progress (MAP) assessment, leading to the development of foundational learning gaps.

Root Cause 3: Many K-2 classrooms may not be effectively implementing differentiated instructional strategies to address the diverse learning needs and readiness levels of young students, thereby impeding the delivery of challenging or supportive instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Staff perceive the Response to Intervention (RtI) process as an area that necessitates ongoing refinement and development.

Root Cause 4: A dearth of structured opportunities exists for staff to provide feedback on the RtI process, share best practices, or collaboratively problem-solve challenges.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The campus is experiencing a sustained increase in the identification and referral rate for special education services, with the current rate of 17.29% significantly exceeding the state average of 15%.

Root Cause 5: The general education instruction may not be sufficiently differentiated or provide effective Tier 1 and Tier 2 academic and/or behavioral interventions.

Problem Statement 5 Areas: Demographics

Problem Statement 6: African American and special education students are disproportionately represented in discipline data.

Root Cause 6: Current systems and interventions have failed to effectively support and respond to African American students and special education students who experience emotional dysregulation.

Problem Statement 6 Areas: Demographics

Problem Statement 7: 36.9% of students achieved the 'approaches grade level' standard on the Science State of Texas Assessments of Academic Readiness (STAAR) examination.

Root Cause 7: Students entering 5th grade may lack foundational knowledge and skills from previous grade levels, resulting in cumulative learning deficits that hinder their ability to grasp 5th-grade concepts.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Staff vocalize a need for targeted professional development and collaboration.

Root Cause 8: The existing professional development programs do not adequately align with the specific skills gaps, emerging challenges, or individual growth aspirations of the staff.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Although family and community engagement continues to increase, some families are not fully engaged in their child(ren)'s education.

Root Cause 9: There is a need to increase parent communication regarding opportunities for parental involvement as well as ensure multiple ways for parents to become engaged.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: A systemic deficiency exists in providing staff with structured opportunities to engage in peer-to-peer observation and feedback, specifically concerning the observation of highly effective instructional practices (e.g., instructional rounds).

Root Cause 10: The campus lacks a clearly defined, implemented, and regularly scheduled program for peer observations and instructional rounds.

Problem Statement 10 Areas: Student Learning - Perceptions

Problem Statement 11: Student perceptions of school safety, specifically concerns related to "school violence," continue to be reported on the Panorama Survey, indicating a need for ongoing reinforcement of safety measures and a positive school climate.

Root Cause 11: Students might not "see" or perceive that existing safety protocols (e.g., locked doors, security cameras, staff presence in hallways, clear visitor procedures) are effectively protecting them.

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)
- Campus/District improvement plans (current and prior years)
- 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
- Teacher/Student Ratio
- Campus leadership 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: July 14, 2025

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: Davis Elementary will increase the percentage of students meeting growth measures from beginning-of-year to end-of-year assessments on the Reading MAP by 5% in all grade levels.

Evaluation Data Sources: Measure of Academic Progress (MAP)

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Instructional staff will participate in a minimum of three peer observations and feedback cycles per academic year, specifically focused on highly effective instructional practices that promote a safe, orderly, and academically rigorous learning environment.</p> <p>Strategy's Expected Result/Impact: Enhanced Instructional Skills Improved Classroom Management and Environment Development of a Shared Understanding of Effective Practice Promotion of Collaborative Culture Improved Student Outcomes</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Problem Statements: Student Learning 1, 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Campus staff will engage in professional development opportunities that are highly relevant to their professional growth and directly support their classroom and student support needs.</p> <p>Strategy's Expected Result/Impact: Enhanced Knowledge and Skills Improved Teaching Practices Increased Confidence and Efficacy Professional Growth and Advancement Better Understanding of Student Needs Increased Collaboration and Support</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 2 - Perceptions 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 3: Engage instructional staff in ongoing collaboration, professional development, planning, data analysis, and coaching.</p> <p>Strategy's Expected Result/Impact: PLC meetings enhance teaching effectiveness and student outcomes by providing a structured framework for continuous improvement.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Substitute coverage for planning, professional development, and data disaggregation. - 211 Title I - 211-11-6112-00-113-30-000 - \$7,600</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Implement a multi-tiered system of academic and behavioral interventions, as well as coaching supports.</p> <p>Strategy's Expected Result/Impact: Improved student performance.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Title I Instructional Coaches - 211 Title I - 211-13-6119-00-113-30-000 - \$85,863, Supplemental support to meet the needs of students identified as at-risk - 199-SCE State Comp Ed (SCE) - \$324,400</p> | Formative | | | Summative |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 1 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 1: 36.9% of students achieved the 'approaches grade level' standard on the Science State of Texas Assessments of Academic Readiness (STAAR) examination. Root Cause: Students entering 5th grade may lack foundational knowledge and skills from previous grade levels, resulting in cumulative learning deficits that hinder their ability to grasp 5th-grade concepts.</p> <p>Problem Statement 3: A significant number of students in kindergarten through second grade are consistently performing below expected growth targets on the Measures of Academic Progress (MAP) assessment, leading to the development of foundational learning gaps. Root Cause: Many K-2 classrooms may not be effectively implementing differentiated instructional strategies to address the diverse learning needs and readiness levels of young students, thereby impeding the delivery of challenging or supportive instruction.</p> <p>Problem Statement 5: A systemic deficiency exists in providing staff with structured opportunities to engage in peer-to-peer observation and feedback, specifically concerning the observation of highly effective instructional practices (e.g., instructional rounds). Root Cause: The campus lacks a clearly defined, implemented, and regularly scheduled program for peer observations and instructional rounds.</p> |

School Processes & Programs

Problem Statement 2: Staff vocalize a need for targeted professional development and collaboration. **Root Cause:** The existing professional development programs do not adequately align with the specific skills gaps, emerging challenges, or individual growth aspirations of the staff.

Perceptions

Problem Statement 2: A systemic deficiency exists in providing staff with structured opportunities to engage in peer-to-peer observation and feedback, specifically concerning the observation of highly effective instructional practices (e.g., instructional rounds). **Root Cause:** The campus lacks a clearly defined, implemented, and regularly scheduled program for peer observations and instructional rounds.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: Davis Elementary will increase the percentage of students meeting growth measures from beginning-of-year to end-of-year assessments on the Math MAP by 5% in all grade levels.

Evaluation Data Sources: Measure of Academic Progress (MAP)

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Tutors will provide targeted, small-group instruction to students identified through Math MAP data as performing below grade level or not meeting growth expectations.</p> <p>Strategy's Expected Result/Impact: An increase of at least 5% of students in grade levels 3rd- 5th meeting or exceeding their projected growth measure on the Math MAP from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Problem Statements: Student Learning 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Campus staff will engage in professional development opportunities that are highly relevant to their professional growth and directly support their classroom and student support needs.</p> <p>Strategy's Expected Result/Impact: Enhanced Knowledge and Skills Improved Teaching Practices Increased Confidence and Efficacy Professional Growth and Advancement Better Understanding of Student Needs Increased Collaboration and Support</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Problem Statements: Student Learning 2, 3, 5 - Perceptions 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 3: Staff will leverage high-quality instructional materials, curriculum supports, and learning aids to meet the diverse needs of students.</p> <p>Strategy's Expected Result/Impact: Equitable Learning Opportunities Efficient Resource Allocation Consistency Across Classrooms</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Targeted Interventionist Tutors - 211 Title I - 211-11-6117-00-113-30-000 - \$19,417</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Implement a multi-tiered system of academic and behavioral interventions, as well as coaching supports.</p> <p>Strategy's Expected Result/Impact: Improved student performance.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches</p> <p>Problem Statements: Student Learning 2</p> | Formative | | | Summative |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 2 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 2: Mathematics performance reflects underachievement among students, as evidenced by significantly lower scores on the State of Texas Assessments of Academic Readiness (STAAR) exam and insufficient academic growth across multiple grade levels on the Measure of Academic Progress (MAP) assessment. Root Cause: Some staff members lack the necessary content knowledge and/or pedagogical skills to effectively teach mathematics, resulting from limited training on data-driven instruction, a lack of ongoing coaching and feedback, and an insufficient understanding of best practices in mathematics instruction.</p> |
| <p>Problem Statement 3: A significant number of students in kindergarten through second grade are consistently performing below expected growth targets on the Measures of Academic Progress (MAP) assessment, leading to the development of foundational learning gaps. Root Cause: Many K-2 classrooms may not be effectively implementing differentiated instructional strategies to address the diverse learning needs and readiness levels of young students, thereby impeding the delivery of challenging or supportive instruction.</p> |
| <p>Problem Statement 5: A systemic deficiency exists in providing staff with structured opportunities to engage in peer-to-peer observation and feedback, specifically concerning the observation of highly effective instructional practices (e.g., instructional rounds). Root Cause: The campus lacks a clearly defined, implemented, and regularly scheduled program for peer observations and instructional rounds.</p> |

Perceptions

Problem Statement 2: A systemic deficiency exists in providing staff with structured opportunities to engage in peer-to-peer observation and feedback, specifically concerning the observation of highly effective instructional practices (e.g., instructional rounds). **Root Cause:** The campus lacks a clearly defined, implemented, and regularly scheduled program for peer observations and instructional rounds.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By the end of the 2025-2026 school year, Davis Elementary will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Reading-English from 60% to 65%, and STAAR Reading- Spanish from 33% to 38%.

HB3 Guiding Objective

Evaluation Data Sources: State of Texas Assessment of Academic Readiness (STAAR).

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Instructional staff will participate in a minimum of three peer observations and feedback cycles per academic year, specifically focused on highly effective instructional practices that promote a safe, orderly, and academically rigorous learning environment.</p> <p>Strategy's Expected Result/Impact: Enhanced Instructional Skills Improved Classroom Management and Environment Development of a Shared Understanding of Effective Practice Promotion of Collaborative Culture Improved Student Outcome</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Problem Statements: Student Learning 5 - Perceptions 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Campus staff will engage in professional development opportunities that are highly relevant to their professional growth and directly support their classroom and student support needs.</p> <p>Strategy's Expected Result/Impact: Enhanced Knowledge and Skills Improved Teaching Practices Increased Confidence and Efficacy Professional Growth and Advancement Better Understanding of Student Needs Increased Collaboration and Support</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Problem Statements: Student Learning 5 - Perceptions 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 3 Problem Statements:

| Student Learning |
|---|
| Problem Statement 5: A systemic deficiency exists in providing staff with structured opportunities to engage in peer-to-peer observation and feedback, specifically concerning the observation of highly effective instructional practices (e.g., instructional rounds). Root Cause: The campus lacks a clearly defined, implemented, and regularly scheduled program for peer observations and instructional rounds. |
| Perceptions |
| Problem Statement 2: A systemic deficiency exists in providing staff with structured opportunities to engage in peer-to-peer observation and feedback, specifically concerning the observation of highly effective instructional practices (e.g., instructional rounds). Root Cause: The campus lacks a clearly defined, implemented, and regularly scheduled program for peer observations and instructional rounds. |

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By the end of the 2025-2026 school year, Davis Elementary will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Math from 33% to 38%.

HB3 Guiding Objective

Evaluation Data Sources: State of Texas Assessment of Academic Readiness (STAAR).

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Instructional staff will participate in a minimum of three peer observations and feedback cycles per academic year, specifically focused on highly effective instructional practices that promote a safe, orderly, and academically rigorous learning environment.</p> <p>Strategy's Expected Result/Impact: Enhanced Instructional Skills Improved Classroom Management and Environment Development of a Shared Understanding of Effective Practice Promotion of Collaborative Culture Improved Student Outcome</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 2 - Perceptions 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Campus staff will engage in professional development opportunities that are highly relevant to their professional growth and directly support their classroom and student support needs.</p> <p>Strategy's Expected Result/Impact: Enhanced Knowledge and Skills Improved Teaching Practices Increased Confidence and Efficacy Professional Growth and Advancement Better Understanding of Student Needs Increased Collaboration and Support</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 2 - Perceptions 2</p> <p>Funding Sources: Professional Development - 211 Title I - 211-13-6411-00-113-30-000 - \$12,000</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 4 Problem Statements:

Student Learning

Problem Statement 5: A systemic deficiency exists in providing staff with structured opportunities to engage in peer-to-peer observation and feedback, specifically concerning the observation of highly effective instructional practices (e.g., instructional rounds). **Root Cause:** The campus lacks a clearly defined, implemented, and regularly scheduled program for peer observations and instructional rounds.

School Processes & Programs

Problem Statement 2: Staff vocalize a need for targeted professional development and collaboration. **Root Cause:** The existing professional development programs do not adequately align with the specific skills gaps, emerging challenges, or individual growth aspirations of the staff.

Perceptions

Problem Statement 2: A systemic deficiency exists in providing staff with structured opportunities to engage in peer-to-peer observation and feedback, specifically concerning the observation of highly effective instructional practices (e.g., instructional rounds). **Root Cause:** The campus lacks a clearly defined, implemented, and regularly scheduled program for peer observations and instructional rounds.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By the end of the 2025-2026 school year, Davis will increase a minimum of 3% in the percentage of Grade 5 students at Meets Grade Level or above on STAAR Math from 36% to 39%.

High Priority

Evaluation Data Sources: STAAR, DCFA, MAP, Classroom Assessment Data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Walkthrough feedback cycles to monitor instruction and use of multilingual instructional strategies will include coaching from district level administrators, campus administrators and instructional coaches. Specific monitoring on Tier 1 expectations, Fundamental 5,ELPS, visuals and curriculum alignment will be tracked, monitored and reinforced through staff development.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual students will increase in meets grade level by a minimum of 3%.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: Davis Elementary will increase the percentage, by 5%, of kindergarten - second grade students who perform at meets grade level on foundational skills mastery on MAP Reading Fluency Literacy screener in phonics and phonological awareness.

Evaluation Data Sources: MAP Fluency/Amira

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Instructional staff will participate in a minimum of three peer observations and feedback cycles per academic year, specifically focused on highly effective instructional practices that promote a safe, orderly, and academically rigorous learning environment.</p> <p>Strategy's Expected Result/Impact: Enhanced Instructional Skills Improved Classroom Management and Environment Development of a Shared Understanding of Effective Practice Promotion of Collaborative Culture Improved Student Outcomes</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Campus staff will engage in professional development opportunities that are highly relevant to their professional growth and directly support their classroom and student support needs.</p> <p>Strategy's Expected Result/Impact: Enhanced Knowledge and Skills Improved Teaching Practices Increased Confidence and Efficacy Professional Growth and Advancement Better Understanding of Student Needs Increased Collaboration and Support</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: By 2026, students will increase by 5% (from 53% to 58%) the of emergent bilingual students advancing at least one TELPAS proficiency level.

Evaluation Data Sources: Texas English Language Proficiency Assessment (TELPAS) data.

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Instructional staff will participate in a minimum of three peer observations and feedback cycles per academic year, specifically focused on highly effective instructional practices that promote a safe, orderly, and academically rigorous learning environment.</p> <p>Strategy's Expected Result/Impact: Enhanced Instructional Skills Improved Classroom Management and Environment Development of a Shared Understanding of Effective Practice Promotion of Collaborative Culture Improved Student Outcomes</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Problem Statements: Student Learning 4, 5 - School Processes & Programs 2 - Perceptions 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Campus staff will engage in professional development opportunities that are highly relevant to their professional growth and directly support their classroom and student support needs.</p> <p>Strategy's Expected Result/Impact: Enhanced Knowledge and Skills Improved Teaching Practices Increased Confidence and Efficacy Professional Growth and Advancement Better Understanding of Student Needs Increased Collaboration and Support</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 2 - Perceptions 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 7 Problem Statements:

Student Learning

Problem Statement 4: 46.75% of TELPAS (Texas English Language Proficiency Assessment System) test takers did not demonstrate growth in their English language proficiency as measured by the yearly progress indicator. **Root Cause:** The instructional strategies employed in the ELD program are not consistently implemented across all classrooms, resulting in gaps in students' language acquisition.

Problem Statement 5: A systemic deficiency exists in providing staff with structured opportunities to engage in peer-to-peer observation and feedback, specifically concerning the observation of highly effective instructional practices (e.g., instructional rounds). **Root Cause:** The campus lacks a clearly defined, implemented, and regularly scheduled program for peer observations and instructional rounds.

School Processes & Programs

Problem Statement 2: Staff vocalize a need for targeted professional development and collaboration. **Root Cause:** The existing professional development programs do not adequately align with the specific skills gaps, emerging challenges, or individual growth aspirations of the staff.

Perceptions

Problem Statement 2: A systemic deficiency exists in providing staff with structured opportunities to engage in peer-to-peer observation and feedback, specifically concerning the observation of highly effective instructional practices (e.g., instructional rounds). **Root Cause:** The campus lacks a clearly defined, implemented, and regularly scheduled program for peer observations and instructional rounds.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 8: By the end of the 2025-2026 school year, the campus's special education participation rate will decrease from 17.29% to 16.5% or below, as measured by the district's special education referral data, demonstrating a greater impact of differentiated general education instruction and effective Tier 1 and Tier 2 interventions.

Evaluation Data Sources: On Date Suite (ODS)/PEIMS Data

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Campus staff will engage in professional development opportunities that are highly relevant to their professional growth and directly support their classroom and student support needs.</p> <p>Strategy's Expected Result/Impact: Enhanced Knowledge and Skills Improved Teaching Practices Increased Confidence and Efficacy Professional Growth and Advancement Better Understanding of Student Needs Increased Collaboration and Support</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Instructional staff will participate in a minimum of three peer observations and feedback cycles per academic year, specifically focused on highly effective instructional practices that promote a safe, orderly, and academically rigorous learning environment.</p> <p>Strategy's Expected Result/Impact: Enhanced Instructional Skills Improved Classroom Management and Environment Development of a Shared Understanding of Effective Practice Promotion of Collaborative Culture Improved Student Outcomes</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 2 - Perceptions 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 8 Problem Statements:

Demographics

Problem Statement 1: The campus is experiencing a sustained increase in the identification and referral rate for special education services, with the current rate of 17.29% significantly exceeding the state average of 15%. **Root Cause:** The general education instruction may not be sufficiently differentiated or provide effective Tier 1 and Tier 2 academic and/or behavioral interventions.

Student Learning

Problem Statement 5: A systemic deficiency exists in providing staff with structured opportunities to engage in peer-to-peer observation and feedback, specifically concerning the observation of highly effective instructional practices (e.g., instructional rounds). **Root Cause:** The campus lacks a clearly defined, implemented, and regularly scheduled program for peer observations and instructional rounds.

School Processes & Programs

Problem Statement 2: Staff vocalize a need for targeted professional development and collaboration. **Root Cause:** The existing professional development programs do not adequately align with the specific skills gaps, emerging challenges, or individual growth aspirations of the staff.

Perceptions

Problem Statement 2: A systemic deficiency exists in providing staff with structured opportunities to engage in peer-to-peer observation and feedback, specifically concerning the observation of highly effective instructional practices (e.g., instructional rounds). **Root Cause:** The campus lacks a clearly defined, implemented, and regularly scheduled program for peer observations and instructional rounds.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 9: Fifth-grade students will demonstrate a 20 percentage point increase in performance at the "Approaches Grade Level" on the Science STAAR (Spring 2026), moving from a baseline of 37% Approaches to 57% Approaches.

Evaluation Data Sources: STAAR data, MAP data

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: 3rd- 5th grade Science teachers will meet monthly in Professional Learning Communities (PLCs) to collaboratively analyze STAAR interim and benchmark data, identifying specific student misconceptions and learning gaps in each reporting category</p> <p>Strategy's Expected Result/Impact: Collaborative planning and shared accountability within Professional Learning Communities (PLCs) will empower teachers with stronger instructional tools and a deeper understanding of curriculum and assessment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: Student Learning 1</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Staff will leverage high-quality instructional materials, curriculum supports, and learning aids to meet the diverse needs of students.</p> <p>Strategy's Expected Result/Impact: Equitable Learning Opportunities Efficient Resource Allocation Consistency Across Classrooms</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 1</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Implement a multi-tiered system of academic and behavioral interventions, as well as coaching supports.</p> <p>Strategy's Expected Result/Impact: Improved student performance.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches</p> <p>Problem Statements: Student Learning 1</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 9 Problem Statements:

Student Learning

Problem Statement 1: 36.9% of students achieved the 'approaches grade level' standard on the Science State of Texas Assessments of Academic Readiness (STAAR) examination.

Root Cause: Students entering 5th grade may lack foundational knowledge and skills from previous grade levels, resulting in cumulative learning deficits that hinder their ability to grasp 5th-grade concepts.

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

Goal 1: By May 2026, Davis Elementary will have achieved 100% completion of all district-mandated Safety Audits and will conduct all required security drills (e.g., fire, lockdown, severe weather) with 100% adherence to district safety and security protocols, followed by debriefing, as documented in official reports and drill evaluations.

Evaluation Data Sources: Official reports and drill evaluations.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Establish a dedicated Safety and Security Team and master drill calendar.</p> <p>Strategy's Expected Result/Impact: Safety protocols are consistently and fully implemented, regularly practiced, and meticulously documented, thereby significantly enhancing the overall safety and security of the campus for all students and staff.</p> <p>Staff Responsible for Monitoring: Security Officer, Principal</p> <p>Problem Statements: Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Conduct pre- and post-drill briefings with concerned staff to review protocols and clarify roles.</p> <p>Strategy's Expected Result/Impact: Safety protocols are consistently and fully implemented, regularly practiced, and meticulously documented, thereby significantly enhancing the overall safety and security of the campus for all students and staff.</p> <p>Staff Responsible for Monitoring: Security Officer, Principal</p> <p>Problem Statements: Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 1 Problem Statements:

| Perceptions |
|---|
| <p>Problem Statement 3: Student perceptions of school safety, specifically concerns related to "school violence," continue to be reported on the Panorama Survey, indicating a need for ongoing reinforcement of safety measures and a positive school climate. Root Cause: Students might not "see" or perceive that existing safety protocols (e.g., locked doors, security cameras, staff presence in hallways, clear visitor procedures) are effectively protecting them.</p> |

Guiding Objective 3: Optimize Community Engagement

Goal 1: By the end of the 2025-2026 school year, Davis Elementary will increase parent participation in school events and engagement opportunities by 10% as measured by event attendance logs, parent surveys, and volunteer sign-ins.

Evaluation Data Sources: Attendance logs and volunteer sign-ins.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Expand Communication Channels</p> <p>Strategy's Expected Result/Impact: Provide regular updates through newsletters, text messaging apps, social media, and the school website in English and Spanish.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Perceptions 1</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Identify and invite a diverse group of parents to join the advisory committee, ensuring representation from all student demographics, with meetings three times a year to facilitate input on school governance and decision-making.</p> <p>Strategy's Expected Result/Impact: Improved mechanism for key stakeholders to provide regular, structured input on school governance, policies, programs, and strategic decisions.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parent and Family Engagement Materials and Resources - 211 Title I - 211-61-6329-00-113-30-000 - \$1,680</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 1 Problem Statements:

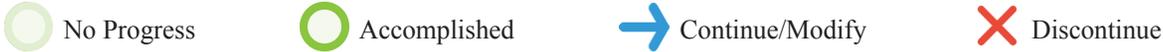
| Perceptions |
|---|
| <p>Problem Statement 1: Although family and community engagement continues to increase, some families are not fully engaged in their child(ren)'s education. Root Cause: There is a need to increase parent communication regarding opportunities for parental involvement as well as ensure multiple ways for parents to become engaged.</p> |

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

Goal 1: By the end of the 2025-2026 school year, the percentage of disciplinary referrals for African American students will decrease by 15%, and the percentage of disciplinary referrals for Special Education students will decrease by 15%, as measured by district discipline data, indicating improved effectiveness of campus-wide systems and interventions, including those aligned with the Safe and Civil Schools framework, in supporting emotional regulation and reducing disproportionate disciplinary actions for these student groups.

Evaluation Data Sources: CFBISD disciplinary referral data.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Create and implement a multi-tiered system of reinforcement and incentives for positive student behavior, ranging from universal acknowledgements to individualized rewards.</p> <p>Strategy's Expected Result/Impact: A measurable decrease in behavioral incidents, referrals, and out-of-school suspensions, leading to a more orderly and productive learning environment.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Counselor</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: LiveSchool - 211 Title I - 211-11-6399-00-113-30-000 - \$4,800, Student Incentives for Behavior - 211 Title I - 211-11-6399-00-113-30-000 - \$4,000</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |



Goal 1 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 2: African American and special education students are disproportionately represented in discipline data. Root Cause: Current systems and interventions have failed to effectively support and respond to African American students and special education students who experience emotional dysregulation.</p> |

Guiding Objective 5: Optimize All Available Resources

Goal 1: By the end of the 2025-2026 school year, the percentage of staff who perceive the Response to Intervention (RTI) process as effective and well-supported will increase from (baseline percentage) to 80% or higher, as measured by the annual staff climate survey.

Evaluation Data Sources: Staff survey.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Conduct RtI review meetings at the end of each grading period to evaluate the effectiveness of the RtI process, leveraging feedback to make decisions for improvements.</p> <p>Strategy's Expected Result/Impact: Enhanced Data-Driven Decision Making Improved Intervention Fidelity and Effectiveness Increased Collaborative Practice Greater Understanding of the RtI Process Empowerment and Ownership More Efficient Identification of Student Needs</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1 Problem Statements:

| School Processes & Programs |
|---|
| <p>Problem Statement 1: Staff perceive the Response to Intervention (RtI) process as an area that necessitates ongoing refinement and development. Root Cause: A dearth of structured opportunities exists for staff to provide feedback on the RtI process, share best practices, or collaboratively problem-solve challenges.</p> |

State Compensatory

Budget for Davis Elementary

Total SCE Funds: \$324,400.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

The Campus Improvement Committee and stakeholders reviewed a range of data, including student performance (STAAR, MAP, TELPAS), survey data (Panorama, Upbeat), and subgroup performance. Needs were prioritized, with approval dated May 15, 2024. The CNA addresses areas including demographics, student achievement, school processes, and perceptions.

1.2: Location for Evidence of Multiple Meetings Held

Meeting documentation includes CIC participation (p. 43), planning committee input, and data referenced during events like PTA and Parent Orientation. These discussions also guided the development of problem statements and plan revisions.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The CNA was approved on May 15, 2025, and the CIP was approved on August 7, 2025. Monitoring and evaluation occur throughout the year with formal summative reviews in May.

2.2: Stakeholders 1114(b)(2)

The plan was developed with input from a broad group of stakeholders, including parents, teachers, administrators, and community members (see CIC member list on p. 43). Surveys, campus events, and committee meetings contributed to development.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The plan is shared during events such as Parent Orientation, Math/Literacy Night, and PTA meetings. It is made accessible in English and Spanish, with support via interpreters or technology.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Supports are coordinated among Title I, State Comp Ed, SPED, and EB services. Interventions are aligned with needs identified in data reviews, including targeted supports for newcomers, EB, and special education students.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

The CIP includes:

- Data-based academic interventions (MAP/STAAR)
- Extended learning time and SEL support (master schedule, Goal 1 Strategy 5)
- Supports for at-risk groups including SPED and EB students
- Professional learning and PLC development
- Family engagement strategies
- Safety and behavioral health education

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The CIP is reviewed throughout the year with quarterly updates and summative evaluation each May by the CIC. Data from MAP, STAAR, Panorama, and internal metrics are used to assess impact and guide revisions.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|----------------------------------|----------------|------------|
| Jordan Bryant | Title I Instructional Mach Coach | Title I | .5 |
| Lupita Solorzano | Title I RLA Bilingual Coach | Title I | .5 |

Campus Improvement Committee

| Committee Role | Name | Position |
|----------------------------|-------------------|-------------------------------|
| Parent | Johanna Jimenez | Parent |
| Parent | Enriqueta Larios | Parent |
| Parent | Liliana Gomez | Parent |
| Community Representative | Rob Lane | Community Member |
| Community Representative | Jesus Prieto | Community Member |
| Classroom Teacher | Arianna Flores | Specials Area Team Leader |
| Classroom Teacher | Kashayla Anthony | Special Education Team Leader |
| Classroom Teacher | Ana Bautista | KG Team Leader |
| Classroom Teacher | Maria Garcia | 1st Grade Team Leader |
| Classroom Teacher | Katlyn Nelms | 2nd Grade Team Leader |
| Classroom Teacher | Monica Godwin | 3rd Grade Team Leader |
| Classroom Teacher | Alejandra Carmona | 4th Grade Team Leader |
| Classroom Teacher | Ashton Harwood | 5th Grade Team Leader |
| Non-classroom Professional | Monica Archuleta | Counselor |
| Administrator | Julia Pena | Assistant Principal |
| Administrator | Reina Jaramillo | Principal |

Campus Funding Summary

| 199-SCE State Comp Ed (SCE) | | | | | |
|------------------------------------|------|----------|--|---------------------------|--------------|
| Guiding Objective | Goal | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 4 | Supplemental support to meet the needs of students identified as at-risk | | \$324,400.00 |
| Sub-Total | | | | | \$324,400.00 |
| Budgeted Fund Source Amount | | | | | \$324,400.00 |
| +/- Difference | | | | | \$0.00 |
| 211 Title I | | | | | |
| Guiding Objective | Goal | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | Substitute coverage for planning, professional development, and data disaggregation. | 211-11-6112-00-113-30-000 | \$7,600.00 |
| 1 | 1 | 4 | Title I Instructional Coaches | 211-13-6119-00-113-30-000 | \$85,863.00 |
| 1 | 2 | 3 | Targeted Interventionist Tutors | 211-11-6117-00-113-30-000 | \$19,417.00 |
| 1 | 4 | 2 | Professional Development | 211-13-6411-00-113-30-000 | \$12,000.00 |
| 3 | 1 | 2 | Parent and Family Engagement Materials and Resources | 211-61-6329-00-113-30-000 | \$1,680.00 |
| 4 | 1 | 1 | Student Incentives for Behavior | 211-11-6399-00-113-30-000 | \$4,000.00 |
| 4 | 1 | 1 | LiveSchool | 211-11-6399-00-113-30-000 | \$4,800.00 |
| Sub-Total | | | | | \$135,360.00 |
| Budgeted Fund Source Amount | | | | | \$135,360.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$459,760.00 |
| Grand Total Spent | | | | | \$459,760.00 |
| +/- Difference | | | | | \$0.00 |

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 | 8/26/2025 | Tracey Battle | 8/26/2025 |
| Child Abuse and Neglect | Executive Director of Counseling Services | 8/11/2025 | Victoria Cisneros | 8/11/2025 |
| Coordinated Health Program | Director of Athletics | | Jonathan Wilk | 8/11/2025 |
| Disciplinary Alternative Education Program (DAEP) | Assistant Superintendent of Student Services | 8/28/2025 | Tracey Battle | 8/28/2025 |
| Dropout Prevention | Executive Director of Mental Health and Behavior | | Victoria Cisneros | 8/11/2025 |
| Dyslexia Treatment Program | Director of Special Services | 8/11/2025 | Sara Roland | 8/12/2025 |
| Pregnancy Related Services | Director of Special Services | 8/11/2025 | Sara Roland | 8/12/2025 |
| Student Welfare: Crisis Intervention Programs and Training | Executive Director of Mental Health and Behavior | | Victoria Cisneros | 8/11/2025 |
| Student Welfare: Discipline/Conflict/Violence Management | Executive Director of Mental Health and Behavior | | Victoria Cisneros | 8/11/2025 |
| Texas Behavior Support Initiative (TBSI) | Assistant Superintendent of Support Services | 8/11/2025 | Sara Roland | 8/12/2025 |
| Technology Integration | Chief Technology Officer | | Robin Stout | 8/11/2025 |
| Job Description for Peace Officers, Resource Officers & Security Personnel | Executive Director of Safety & Security | | Rachael Freeman | 8/15/2025 |
| Title I Parent Involvement Policy | Director of Federal Programs | 8/11/2025 | Lori Traynham | 8/11/2025 |
| ESSA Program Descriptions | Director of Federal Programs | 8/11/2025 | Lori Traynham | 8/11/2025 |