

Comprehensive Progress Report

Mission: Marie G. Davis, a K-8 school, aspires to create active, curious citizens who are passionate about making the world a better place, and serving all of its inhabitants. Through working with our community leaders, international organizations, and government education systems we will design and facilitate learning systems and opportunities that will develop the whole child. These learning systems and opportunities will ultimately help to create a better and more peaceful world through intercultural understanding.

Vision: Vision Statement: We inquire, we learn, we grow, we lead - MGD the PREMIER IB!

- Goals:**
- The percentage of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy, as measured by DIBELS, will increase from 40% in SY2024-25 to 60% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)
 - The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 14.6% in SY2024-25 to 30% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)
 - The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 42.9% in SY2024-25 to 60% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)
 - The percent of students scoring Grade Level Proficient (GLP), on math End of Grade assessments in grades 3-8 will increase from 39% in SY 2024-25 to 60% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)
 - The number of OSS/ISS incidents will decrease from 219 in SY 2024-25 to 175 in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2)
 - The percent of Chronic Absenteeism will decrease from 39.8% in SY 2024-25 to 30.0% in SY 2025-26
 - The school will retain 90% of its highly effective classroom teachers throughout the 2025-26 school year. (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency				
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>				No Development		

Biweekly leadership team meetings became central to monitoring implementation of strategies, walkthrough data, and instructional coaching efforts. The meetings were structured with standing agendas aligned to key indicators, and responsibilities were distributed among members. Reflection showed an increase in shared accountability and improved timeliness in implementing decisions. The use of data dashboards helped track progress and informed decision-making. Instructional adjustments were made more efficiently, contributing to greater leadership capacity and a more responsive school culture.

The impact resulted in the following below:

Goal 1: The percentage of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 1)

As of June 2025, we did not meet the kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. DIBELS percentage results of students at or above benchmark level was at 40.8%.

Goal 2: The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)

As of June 2025, we did not meet the College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. College and Career Ready (CCR) on reading End of Grade percentage results were at 14.6%.

Goal 3: The percentage of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. (Math I was not offered during the SY 2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 3)

As of June 2025, we did not meet the College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. College and Career Ready (CCR) on Math 1 End of Course percentage results were at 42.9%.

The SIP goals that aligns to this indicator are:

Goal 1: The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- in English Language Arts (ELA) will increase from 5.4% in SY2021-22 to 27.7% in SY2022-23 and 50% in SY 2023-24.

As of June 2024, we did not meet the 3rd Grade ELA goal. Unofficial EOG data shows 13.8% of 3rd grade students are Grade Level Proficient and 3.4% scored in the College and Career Ready level. Grade 3 DIBELS percentage of students at or above benchmark level was at 37.9%. The success we experienced related to this indicator in meeting parts of this goal was providing planning time within the master schedule for teachers to create lessons and track student progress based on the curriculum implementation. The challenges were onboarding novice staff that had not been through the traditional teacher prep programs. The opportunities that exist to address these challenges for the 2024-20225 school year include continuing to plan daily creating instructional units for Literacy.

Goal 2: The percentage of 8th grade students who score at the College and Career (CCR) level - 4 or 5 - on the Grade 8 Mathematics EOG will increase from 4.8% in 2021-2022 to 16.4% in 2022-2023 to 28% in 2023-2024. 8th Grade Math 8 (12.8%) CCR targets.

As of June 2024, we did not meet Math 8 CCR had an increase of 12.8 points.

The challenges were onboarding novice staff that had not been through the traditional teacher prep programs. We will continue during the 2024-2025 school year to plan daily creating instructional units for Math and Literacy. Teachers in grades 6 – 8 will plan three times per week on instructional units for Math and Literacy with support from content specialists. Additional opportunities to address challenges will be to continue internalization/model lessons based on 2023-2024 walkthrough data.

The success we experienced related to this indicator in meeting parts of this goal was providing planning time within the master schedule for teachers to create lessons and track student progress based on the curriculum implementation. The challenges were onboarding novice

staff that had not been through the traditional teacher prep programs. The opportunities that exist to address these challenges for the 2024-20225 school year include continuing to plan daily creating instructional units for Math.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

Instructional Leadership Team (ILT) and School Leadership Team (SLT) will become instructional leaders and expert trainers in our core actions strategies. ILT and SLT will be a sustained collaborative group that will continue to foster teacher leaders and enhance student outcomes. The data point(s) identify successful implementation are:

-The percent of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25.

-The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25.

-The percentage of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. (Math I was not offered during the SY 2023-24.

-The percent of students scoring Grade Level Proficient (GLP), African American students, on Math End of Grade assessments in grades 3-8 will increase from 16.1% in SY 2023-24 to 50% in SY 2024-25.

-The percent of students scoring Grade Level Proficient (GLP), African American students, on Science End of Grade assessments in grades 3-8 will increase from 23.7% in SY 2023-24 to 75% in SY 2024-25.

Sandra Ross

06/30/2026

Actions

0 of 2 (0%)

9/14/22 The leadership team will meet to discuss data trends, attendance, and areas for growth, with the goal of ensuring the school is progressing toward its School Improvement Plan objectives (Goal 1, Goal 2, and Goal 3)

Rebecca Crawford

06/30/2026

Notes: Action is still in progress. The principal did meet month to analyze data.

9/14/22	The leadership team will provide teachers with all necessary district curriculum materials before PLC sessions dedicated to unpacking, reviewing, practicing, modeling, and internalizing each lesson's core concepts. Teachers will be trained to effectively use classroom curriculum materials. PLC agendas will include data analysis to ensure appropriate planning for students who are struggling, approaching grade level, and those who are above grade level (Goal 1, Goal 2, and Goal 3)			Rebecca Crawford	06/30/2026
<i>Notes:</i> Action is still in progress. Meeting was held with families and the Leadership Team continued to encourage teachers to meet with these families.					
Implementation:			06/24/2025		
	Evidence	6/24/2025			
	Experience	6/24/2025			
	Sustainability	6/24/2025			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>B2.03 – Instructional Team Planning Structures</p> <p>Dedicated time was allocated for PLCs at each grade and subject level to unpack standards and engage in data-driven instructional planning. Early implementation challenges, such as uneven planning quality, were addressed through administrative support and structured protocols. By mid-year, teams had developed stronger collaboration habits, and teachers appreciated the consistency of the planning process. These efforts were reflected in improved classroom instruction and student engagement, particularly in math and reading. Student outcomes rose in areas where PLCs operated with fidelity, supporting the belief that structured collaboration leads to results.</p> <p>The impact resulted in the following below:</p> <p>Goal 1: The percentage of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 1)</p> <p>As of June 2025, we did not meet the kindergarten through 2nd grade</p>	No Development 09/15/2022		

students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. DIBELS percentage results of students at or above benchmark level was at 40.8%.

Goal 2: The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)

As of June 2025, we did not meet the College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. College and Career Ready (CCR) on reading End of Grade percentage results were at 14.6%.

Goal 3: The percentage of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. (Math I was not offered during the SY 2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 3)

As of June 2025, we did not meet the College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. College and Career Ready (CCR) on Math 1 End of Course percentage results were at 42.9%.

The SIP goal that aligns to this indicator is: We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

As of June 2024, Tiered intervention data showed that for Reading BOY to EOY Tier 2 & 3 students decreased from 61% to 56%; while Tier 1 students increased from 37% to 42%. Tiered intervention data showed that for Math BOY to EOY Tier 2 & 3 students increased from 54% to 55%; while Tier 1 students decreased from 45% to 44%. Tiered

intervention data showed that for SEL BOY to EOY Tier 2 & 3 students decreased from 41% to 40%; while Tier 1 students data maintained 58% throughout the year. The success we experienced related to this indicator in meeting our goal include the implementation creating a schedule that includes an intervention block for teachers to use the Standard Treatment Protocol (STP) to track the effectiveness of tiered interventions based on assessment and screener data results. The challenges that we are facing in meeting our 2023-2024 SIP goal target aligned to the indicator include scheduled monthly to address school-wide, grade level, subgroup, and individual needs through data review with integrity. The opportunities that exist to address these challenges for the 2024-2025 school year include creating professional learning opportunities for staff to monitor student data and placement in and out of Tier 2 and Tier 3.

Priority Score: 2

Opportunity Score: 3

Index Score: 6

<p>How it will look when fully met:</p>	<p>When fully met, instructional coaches will meet with teachers during designated, uninterrupted planning blocks and days, enabling teachers to design and internalize lessons effectively to enhance student outcomes. The data point(s) identify successful implementation are:</p> <ul style="list-style-type: none"> -The percent of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. -The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. -The percentage of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. (Math I was not offered during the SY 2023-24. -The percent of students scoring Grade Level Proficient (GLP), African American students, on Math End of Grade assessments in grades 3-8 will increase from 16.1% in SY 2023-24 to 50% in SY 2024-25. -The percent of students scoring Grade Level Proficient (GLP), African American students, on Science End of Grade assessments in grades 3-8 will increase from 23.7% in SY 2023-24 to 75% in SY 2024-25. 		<p>Sandra Ross</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>9/15/22</p>	<p>The leadership team will establish systems and processes for Professional Learning Communities (PLCs) to foster collaboration among staff. Each PLC will develop norms and objectives to guide their planning and ensure consistency. These norms and objectives will be documented in their team planning notes, supporting effective collaboration and continuous improvement. (Goal 1, Goal 2, and Goal 3)</p>		<p>Sandra Ross</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>9/15/22</p>	<p>The leadership team will design the master schedule to include weekly Instructional Leadership Team meetings during the 45–90-minute instructional planning block, five days per week. These meetings will concentrate on teacher support and data analysis. Additional resources, such as position allocations and Title I funding, will be leveraged to maximize the impact and efficiency of these sessions (Goal 1, Goal 2 and Goal 3).</p>		<p>Rebecca Crawford</p>	<p>06/30/2026</p>

Notes:

Implementation:		09/05/2025		
<i>Evidence</i>	6/24/2025			
<i>Experience</i>	6/24/2025			
<i>Sustainability</i>	6/24/2025			

Core Function:	Domain 1: Turnaround Leadership
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Effective Practice:	Practice 1B: Monitor short-and long-term goals
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KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

B3.03 – Principal Instructional Feedback and Monitoring

Using the Get Better Faster framework, the principal and instructional leadership team implemented weekly observation and feedback cycles, especially targeting Tier B and C teachers. Coaching conversations focused on rigor and management trajectories. Reflections showed that teachers appreciated timely, actionable feedback, and those receiving more frequent coaching demonstrated greater instructional growth. Instruction in early grades showed marked improvement, contributing to the increase in K–3 literacy benchmarks and a 26.3-point rise in Grade 4 ELA GLP. This indicator underscored the importance of consistent, personalized instructional feedback.

The impact resulted in the following below:

Goal 1: The percentage of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 1)

As of June 2025, we did not meet the kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. DIBELS percentage results of students at or above benchmark level was at 40.8%.

Goal 2: The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)

As of June 2025, we did not meet the College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. College and Career Ready (CCR) on reading End of Grade percentage results were at 14.6%.

Goal 3: The percentage of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. (Math I was not offered during the SY 2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 3)

As of June 2025, we did not meet the College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. College and Career Ready (CCR) on Math 1 End of Course

Limited Development
08/08/2024

percentage results were at 42.9%.

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), African American students, on Math End of Grade assessments in grades 3-8 will increase from 16.1% in SY 2023-24 to 50% in SY 2024-25.

As of June 2025, we did not meet our goal of increasing the percentage of African American students scoring Grade Level Proficient (GLP) on the Math End-of-Grade (EOG) assessments in grades 3–8 from 16.1% in SY2023–24 to 50% in SY2024–25. However, the percentage improved to 32.8%, reflecting notable growth and progress toward the target.

As of June 2024, we did not meet CCR goal. The success we experienced related to this indicator in meeting parts of this goal was using Title I funds to create an additional teaching position to support teaching and learning for curriculum implementation; developing a walkthrough and observation schedule in order track and monitor standard aligned instructional based on the core actions standards. Providing prompt coaching and feedback to teachers in a timely manner. The challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator include every teacher assigned an instructional coach to support standard-aligned instruction to all subject areas; every teacher provided coaching and feedback from the instructional coaches based on the core actions look-for's during classroom instruction. The opportunities that exist to address these challenges for the 2024-20225 school year include continuing to develop a professional learning plan based on results from informal and formal observational data and coaching to build the instructional capacity of teachers and work to increase teacher retention of highly effective teachers.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

The SIP goals that align to this indicator are:

Goal 1: The percentage of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Rebecca Crawford

06/30/2026

As of June 2025, we did not meet the kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. DIBELS percentage results of students at or above benchmark level was at 40.8%.

The success we experienced in relation to this indicator was the implementation of structured literacy blocks and the use of progress monitoring tools to track student growth. Teachers began using data to make instructional decisions more frequently, and targeted small-group instruction became more consistent across classrooms. We also expanded professional development around the science of reading and provided additional resources aligned with foundational literacy skills.

The challenges included inconsistent fidelity of phonics-based instruction, especially in grades K and 1, due to varied teacher experience and comfort with the instructional shifts required. Additionally, gaps in Tier 2 and Tier 3 intervention systems made it difficult to close learning gaps for students who were significantly below benchmark. There were also issues with daily attendance for some of our most vulnerable students, which hindered consistent instruction and progress.

The opportunities for the 2025–2026 school year include strengthening our Multi-Tiered System of Support (MTSS) by clearly defining Tier 2 and Tier 3 intervention protocols and progress monitoring checkpoints. We will continue building teacher capacity through job-embedded coaching focused on explicit phonics instruction and structured literacy routines. Embedding regular data meetings into the instructional calendar and using DIBELS progress monitoring more strategically will help ensure timely instructional adjustments

Goal 2: The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)

As of June 2025, we did not meet the College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. College and Career Ready (CCR) on reading End of Grade percentage results were at 14.6%.

The success we experienced related to this indicator in meeting parts of the goal was the strategic implementation of EL Education’s curriculum, which helped build student capacity in close reading, evidence-based

writing, and academic vocabulary. In addition, the use of i-Ready diagnostic and instructional tools supported the identification of student learning gaps and provided personalized learning paths to strengthen reading comprehension.

The challenges included inconsistent implementation of the EL modules and protocols across classrooms, which limited student exposure to rigorous text and collaborative literacy routines. Furthermore, while i-Ready data was collected, it was not always fully leveraged to drive instructional grouping and targeted intervention. Another key challenge was addressing unfinished learning and building reading stamina in students who were multiple grade levels below proficiency, especially in upper elementary and middle grades.

The opportunities that exist to address these challenges for the 2025–2026 school year include enhancing teacher capacity through ongoing professional development on EL Education’s instructional routines, text complexity, and writing scaffolds. Expanding the use of i-Ready instructional data to drive differentiated small group instruction and progress monitoring can better support personalized learning. Creating a school-wide literacy walk-through protocol aligned to EL instructional expectations and reinforcing accountability during collaborative planning can ensure consistency. Additionally, embedding literacy across content areas and using exemplar student work during PLCs can help align instructional rigor to the CCR level needed on Reading EOGs.

Goal 3: The percentage of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. (Math I was not offered during the SY 2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 3)

As of June 2025, we did not meet the College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. College and Career Ready (CCR) on Math 1 End of Course percentage results were at 42.9%.

The success in working toward this goal was the development and implementation of data protocols and procedures to routinely analyze student outcomes. These structures allowed instructional teams to identify performance trends, group students by need, and begin to make data-informed decisions regarding instructional next steps. This created a foundation for more strategic planning and intervention conversations among staff.

The challenges included ensuring that all teachers consistently

implemented the data protocols and were equipped to use the insights to inform daily instruction. Many teachers struggled with translating assessment data into differentiated strategies that addressed specific student learning gaps. Foundational math deficiencies among students also made it difficult for them to access grade-level Math 1 content, and limited time for targeted remediation further constrained progress. Additionally, a lack of alignment between classroom instruction and assessment rigor contributed to gaps in college and career readiness.

The opportunities to address these challenges in the 2025–2026 school year, we have the opportunity to implement a targeted intervention block that directly supports Math 1 students, based on real-time data and skill-level groupings. We can also embed Math 1-focused instructional coaching cycles, provide ongoing PD centered on data-driven instruction, and use lesson modeling to improve rigor and alignment. Strengthening the use of formative assessments and student conferencing can increase student ownership of learning, while regular progress monitoring tied to CCR standards will help track gains and make necessary instructional pivots throughout the year.

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), African American students, on Math End of Grade assessments in grades 3-8 will increase from 16.1% in SY 2023-24 to 50% in SY 2024-25.

As of June 2025, we did not meet our goal of increasing the percentage of African American students scoring Grade Level Proficient (GLP) on the Math End-of-Grade (EOG) assessments in grades 3–8 from 16.1% in SY2023–24 to 50% in SY2024–25. However, the percentage improved to 32.8%, reflecting notable growth and progress toward the target.

The success we experienced related to this indicator was the implementation of targeted instructional planning using data from i-Ready diagnostic assessments and regular checkpoints aligned with OpenUp Math. Teachers began using structured lesson internalization and student discourse routines from OpenUp to deepen mathematical understanding. In addition, tiered intervention planning using i-Ready data allowed us to group students for more targeted support, which contributed to growth.

The challenges were ensuring consistent instructional delivery of grade-level content with appropriate scaffolds, especially for students who were multiple grade levels behind. While OpenUp Math emphasizes conceptual understanding and discourse, some teachers needed additional support in balancing pacing with the depth of instruction.

Inconsistent use of i-Ready’s prescribed intervention tools and limited time for remediation also contributed to gaps in proficiency. Additionally, maintaining student engagement and confidence in math remained an ongoing hurdle, especially among students with long-standing struggles.

The opportunities for the 2025–2026 school year include embedding dedicated math intervention blocks that use i-Ready instructional groupings and targeted lessons. Strengthening PLC structures to focus on unpacking OpenUp Math lessons and modeling effective math discourse strategies can build instructional capacity. Frequent data dives using i-Ready growth reports and EOG-aligned formative assessments will help guide reteach opportunities. Coaching cycles can also support teachers with instructional planning that prioritizes both rigorous grade-level tasks and personalized scaffolds. Finally, celebrating student growth and creating goal-setting routines can increase student agency and motivation in math learning.

The principal will enhance instructional practices and student learning by focusing on regular coaching and improvement for all instructional support staff. The Instructional Leadership Team (ILT) supports the principal by using the observation and feedback form aligned with Get Better Faster/Relay to increase instructional time. The principal fosters strong relationships with teachers through close coaching, ensuring a deep connection to classroom activities. This approach strengthens accountability as instructional practices improve. The school will continue implementing school-wide coaching to gain a detailed understanding of each classroom's dynamics. The entire instructional leadership team, including the principal, one assistant principal, and three instructional coaches, will conduct weekly 15–20-minute coaching and feedback sessions for all instructional staff. Data points that would make this implementation a success - School composite score of 67%.

Actions		1 of 7 (14%)		
8/8/24	The principal will create a weekly walkthrough calendar featuring strategic look-fors to evaluate the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management (Goal 1, Goal 2, Goal 3, FAM-S 3).	Complete 06/10/2025	Phillip Johnson	06/30/2025
<i>Notes:</i>				

9/16/25	Assistant principal will create a Beginning Teacher Coaching and Development Plan outlining our mentor/mentee program to support new teachers as they are in their first three years of the teaching profession. (Fam-S lines 29, 30 and 31; Guardrail 4)		Sandra Ross	10/01/2025
<i>Notes:</i>				
9/16/25	During the first quarter, Admin and MCLs will adhere to the coaching schedule and expectations to provide specific feedback on classroom management/physical space setup and quality of instruction to ensure all students have an environment conducive for learning. (FAM-S lines 29 and 30; Guardrail 2)		Rebecca Crawford	11/01/2025
<i>Notes:</i>				
9/16/25	The principal will create a coaching schedule and expectations to provide specific feedback to teachers to ensure all students have equal access to a quality education. (FAM-S lines 29 and 30; Guardrail 2)		Rebecca Crawford	11/01/2025
<i>Notes:</i>				
8/8/24	The principal carries out weekly targeted, informal classroom observations and provides specific, timely, and supportive feedback. The focus of these observations will be on instructional strategies across all classes. Meetings to discuss trends, data, and staffing needs will be held every Monday from 8:45 to 9:45 (Goal 1, Goal 2, Goal 3, FAM-S 3).		Rebecca Crawford	06/30/2026
<i>Notes:</i>				
8/8/24	The principal will enhance leadership capacity within the Instructional Leadership Team (ILT) by providing weekly coaching sessions for all members. Each ILT member will follow a coaching protocol with their assigned teachers. These coaching sessions will include teacher-led demonstrations of effective delivery and instructional strategies, with regular discussions on data (Goal 1, Goal 2, Goal 3, FAM-S 3).		Rebecca Crawford	06/30/2026
<i>Notes:</i>				
2/18/25	Teachers will be provided instructional supply materials to support academic strategies such as guided discourse, anchor charts for reviewing (silent instruction). The materials needed are pencils, folders, poster note, hanging folders, etc. The total \$1,610.10 from Forms and Supplies. This will also support adopted materials that all students and teachers will have equal access to for driving instruction in the classroom (Goal 1, Goal 2, Goal 3, FAM-S 29).		Sandra Ross	06/30/2026

Notes:

Implementation:			06/23/2025		
	<i>Evidence</i>	6/23/2025			
	<i>Experience</i>	6/23/2025			
	<i>Sustainability</i>	6/23/2025			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>D1.02 – Disaggregation of Data to Close Achievement Gaps</p> <p>In alignment with CMS Guardrail 1, the school prioritized the use of disaggregated data to identify and address achievement gaps, especially for African American students, English Learners (ELs), and students with disabilities (SWDs). The leadership team systematically examined subgroup performance through iReady diagnostics, EOG benchmarks, and formative assessments. Weekly data meetings and quarterly reflection sessions were used to examine disparities and plan targeted interventions.</p> <p>A key action tied to this indicator was the design of tiered tutoring groups based on subgroup performance. African American students were prioritized for intervention in Math and Science, following a notable performance gap identified in the 2023–24 data. Strategic use of Title I funds supported access to aligned materials and extended learning opportunities, ensuring these students received targeted, high-quality instruction. Additionally, the school leveraged subgroup breakdowns during PLCs to drive lesson modifications, scaffolding strategies, and student groupings.</p> <p>Reflections from instructional coaches and classroom teachers emphasized a growing awareness of equity-based planning. Teachers began to plan with specific subgroups in mind, using disaggregated data to inform questioning strategies, anchor charts, and support structures. The implementation of culturally responsive teaching resources was piloted in several classrooms.</p> <p>The elaboration of results highlighted gains in the performance of African American students across subjects. For example, in Grade 3 Math, African American student GLP improved from 42.9% to 55.6%,</p>	Limited Development 09/25/2023		

and CCR from 7.1% to 22.2%. However, the outcomes were uneven in Reading and Science, where SWD and EL groups continued to lag behind. The leadership team acknowledged that while progress was made, a multi-year approach with more intensive differentiation and inclusion support would be necessary to sustain and scale equity gains.

Ultimately, D1.02 has become a foundational element of the school's turnaround strategy—driving how instructional time is allocated, how students are grouped, and how leadership monitors growth. Moving forward, the school plans to intensify progress monitoring and ensure subgroup data remains central to instructional planning and accountability.

The impact resulted in the following below:

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), African American students, on Math End of Grade assessments in grades 3-8 will increase from 16.1% in SY 2023-24 to 50% in SY 2024-25.

As of June 2025, we did not meet our goal of increasing the percentage of African American students scoring Grade Level Proficient (GLP) on the Math End-of-Grade (EOG) assessments in grades 3–8 from 16.1% in SY2023–24 to 50% in SY2024–25. However, the percentage improved to 32.8%, reflecting notable growth and progress toward the target.

The SIP goals that aligns to this indicator are:

Goal 1: The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- in English Language Arts (ELA) will increase from 5.4% in SY2021-22 to 27.7% in SY2022-23 and 50% in SY 2023-24

Goal 2: The percentage of 8th grade students who score at the College and Career (CCR) level - 4 or 5 - on the Grade 8 Mathematics EOG will increase from 4.8% in 2021-2022 to 16.4% in 2022-2023 to 28% in 2023-2024.

As of June 2024, we did not meet 3rd Grade ELA, unofficial EOG data shows we have 13.8% of 3rd grade students are Grade Level Proficient and 3.4% scored in the College and Career Ready level 3.4%. Grade 3 DIBELS percentage of students at or above benchmark level was at 37.9%.

The successes we experienced related to this indicator in meeting our goal include identified the following resource inequity, Human Resources, as a result, our school plans to mitigate this inequity by leveraging the professional development program to increase access for students to highly effective teachers and coaches; and identified the following resource inequity, Instruction/Training, as a result, our school plans to mitigate this inequity by implementing the Out of School Time Tutoring program to provide additional instructional time to students based on need.

The challenges were onboarding novice staff that had not been through the traditional teacher prep programs. We will continue during the 2024-2025 school year to plan daily creating instructional units for Math and Literacy. Teachers in grades K – 8 will plan three times per week on instructional units for Math and Literacy with support from content specialists. Additional opportunities to address challenges will be to continue internalization/model lessons based on 2023-2024 walkthrough data.

Priority Score: 2

Opportunity Score: 3

Index Score: 6

How it will look when fully met:

The current state of this indicator at Marie G. Davis is working towards full implementation. At full implementation, we will see noteworthy improvements in grade level literacy rates for our students with disabilities. To this end, we have partnered with after school tutoring providers to extend learning for many of our students. Additionally, we will continue to grow our professional development for staff to bolster each of our grade levels with effective daily instructional support and meaningful feedback cycles.

Link to CNA:

<https://drive.google.com/file/d/1x8nAvJ957czvOM9hLrv0oylHNuFHsai/view?usp=sharing>

The data point(s) identify successful implementation are:

-The percent of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25.

-The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25.

-The percentage of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. (Math I was not offered during the SY 2023-24.

-The percent of students scoring Grade Level Proficient (GLP), African American students, on Math End of Grade assessments in grades 3-8 will increase from 16.1% in SY 2023-24 to 50% in SY 2024-25.

-The percent of students scoring Grade Level Proficient (GLP), African American students, on Science End of Grade assessments in grades 3-8 will increase from 23.7% in SY 2023-24 to 75% in SY 2024-25.

Rebecca Crawford

06/30/2026

Actions		0 of 3 (0%)		
9/16/25	Deans of students will be purchased through ADM exchanges to support students in the classrooms through targeted small group instruction.		Rebecca Crawford	09/30/2025
<i>Notes:</i>				
9/16/25	Principal will hire a BMT to support student behavior and ensure teaching and learning can continue to happen in the classroom		Rebecca Crawford	09/30/2025
<i>Notes:</i>				
9/25/23	Within the 2025-26 school year, our school identified the following resource inequity, Human Resources, as a result, our school plans to mitigate this inequity by leveraging the professional development program to increase access for students to highly effective teachers and coaches. (Guardrail 1)		Rebecca Crawford	06/30/2026
<i>Notes:</i> Link to CNA: https://drive.google.com/file/d/1x8nAvJ957czvOM9hLrv0oylHNuFHsa_y/view?usp=sharing				
Implementation:		06/24/2025		
Evidence	6/24/2025			
Experience	6/24/2025			
Sustainability	6/24/2025			

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:		C3.04 – Recruitment, Evaluation, and Retention To improve staffing stability, the school expanded recruitment efforts through early contracts, university partnerships, and job fairs. Mid-year teacher check-ins and evaluation training were implemented to support retention. While challenges in high-need subjects persisted, early contracting helped secure talent before peak hiring seasons. Reflections showed that staff appreciated improved onboarding	No Development 09/15/2022		

processes and the transparent evaluation system. Teacher turnover decreased from the previous year, and mid-year evaluations were completed with high fidelity. The enhanced HR system contributed to a more stable and supported teaching force.

The impact resulted in the following below:

Goal 1: The percentage of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 1)

As of June 2025, we did not meet the kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. DIBELS percentage results of students at or above benchmark level was at 40.8%.

Goal 2: The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)

As of June 2025, we did not meet the College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. College and Career Ready (CCR) on reading End of Grade percentage results were at 14.6%.

Goal 3: The percentage of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. (Math I was not offered during the SY 2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 3)

As of June 2025, we did not meet the College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. College and Career Ready (CCR) on Math 1 End of Course percentage results were at 42.9%.

Guardrail 4: The school will retain 95% of licensed classroom teachers throughout 2024-25.

As of June 2025, we did not meet our goal; the retention rate was 62%.

The SIP goals that aligns to this indicator are:

Goal 1: The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- in English Language Arts (ELA) will increase from 5.4% in SY2021-22 to 27.7% in SY2022-23 and 50% in SY 2023-24.

As of June 2024, we did not meet 3rd Grade ELA, unofficial EOG data shows we have 13.8% of 3rd grade students are Grade Level Proficient and 3.4% scored in the College and Career Ready level 3.4%. Grade 3 DIBELS percentage of students at or above benchmark level was at 37.9%.

The success we experienced related to the indicator in meeting our goal included the administrative team conducting over 300 walkthroughs this year. This supported our professional learning tier system for all staff. The challenges were onboarding novice staff that had not been through the traditional teacher prep programs. The opportunities that exist to address these challenges for the 2024-2025 school year include creating and assigning leadership to the teacher support team and ensuring new teachers have mentors; creating a Beginning Teacher Support Program. Each Beginning teacher will have a mentor to support the teacher's new career path. The mentor will focus on instructional practices to enhance teaching and learning. The principal will support BT by utilizing New Teacher support facilitators from various agencies and departments. New Teacher support facilitator will focus on Tier 1 teachers in classroom management and instructional delivery

Goal 2: The percentage of 8th grade students who score at the College and Career (CCR) level - 4 or 5 - on the Grade 8 Mathematics EOG will increase from 4.8% in 2021-2022 to 16.4% in 2022-2023 to 28% in 2023-2024. 8th Grade Math 8 (12.8%) CCR targets.

As of June 2024, we did not meet Math 8 CCR had an increase of 12.8 points.

The success we experienced related to the indicator in meeting our goal included the administrative team conducting over 300 walkthroughs this year. This supported our professional learning tier system for all staff. The challenges were onboarding novice staff that had not been through the traditional teacher prep programs. The opportunities that exist to address these challenges for the 2024-2025 school year include creating and assigning leadership to the teacher support team and ensuring new teachers have mentors; creating a Beginning Teacher Support Program. Each Beginning teacher will have a mentor to support

the teacher’s new career path. The mentor will focus on instructional practices to enhance teaching and learning. The principal will support BT by utilizing New Teacher support facilitators from various agencies and departments. New Teacher support facilitator will focus on Tier 1 teachers in classroom management and instructional delivery.

Priority Score: 3

Opportunity Score: 1

Index Score: 3

How it will look when fully met:

When fully met, Marie G. Davis will collaborate with the Instructional Leadership Team to provide professional development on interviewing and recruiting new teachers. The School Leadership Team (SLT) will partner with team leads to establish a reward system recognizing staff members considered irreplaceable. Instructional coaches and facilitators will be integrated into all classroom instruction, and all classroom teachers will receive ongoing training and coaching in data-driven instruction and planning. The data point(s) identify successful implementation are:

-The percent of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25.

-The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25.

-The percentage of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. (Math I was not offered during the SY 2023-24.

-The percent of students scoring Grade Level Proficient (GLP), African American students, on Math End of Grade assessments in grades 3-8 will increase from 16.1% in SY 2023-24 to 50% in SY 2024-25.

-The percent of students scoring Grade Level Proficient (GLP), African American students, on Science End of Grade assessments in grades 3-8 will increase from 23.7% in SY 2023-24 to 75% in SY 2024-25.

Rebecca Crawford

06/30/2026

2/26/25	Teachers will be provided instructional supply materials to support academic strategies such as guided discourse, anchor charts for reviewing (silent instruction). The materials needed are pencils, folders, poster note, hanging folders, etc. The total \$1,610.10 from Forms and Supplies. This will also support adopted materials that all students and teachers will have equal access to for driving instruction in the classroom (Goal 1, Goal 2, Goal 3, FAM-S 29).	Complete 06/10/2025	Phillip Johnson	06/30/2025
<i>Notes:</i>				
9/15/22	The leadership team will establish and assign leadership to a teacher support team, ensuring that new teachers are paired with mentors. (Guardrail 4).		Sandra Ross	06/30/2026
<i>Notes:</i>				
9/15/22	The Instructional Leadership Team (ILT) will provide ongoing feedback and coaching through walkthroughs and formal observations aligned with core action standards, ensuring consistent high-leverage feedback for staff. (Guardrail 4).		Sandra Ross	06/30/2026
<i>Notes:</i>				
9/15/22	The leadership team will establish a Beginning Teacher Support Program, where each new teacher will be paired with a mentor to support their career path. The mentor will focus on enhancing teaching and learning through effective instructional practices. The principal will support beginning teachers by utilizing New Teacher Support Facilitators from various agencies and departments, focusing on Tier 1 teachers to improve classroom management and instructional delivery. (Guardrail 4).		Sandra Ross	06/30/2026
<i>Notes:</i>				
Implementation:		06/24/2025		
Evidence	6/24/2025			
Experience	6/24/2025			
Sustainability	6/24/2025			

Core Function:	Domain 2: Talent Development
Effective Practice:	Practice 2B: Target professional learning opportunities

	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	<p>C2.01 – Data-Driven Instructional Decision Making</p> <p>The school embraced biweekly data review protocols using iReady, MVPA, and walkthrough metrics to guide instructional decision-making. Leadership used this data to regroup students, adjust instructional pacing, and determine reteach priorities. Teachers reported greater confidence in using data to target deficits. These reviews led to the development of mini-assessments and responsive instructional calendars. Elaborated success was seen in grade-level growth patterns, especially in reading and math. Adjustments driven by data were correlated with improved EOG preparation and student performance.</p> <p>The impact resulted in the following below:</p> <p>Goal 1: The percentage of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 1)</p> <p>As of June 2025, we did not meet the kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. DIBELS percentage results of students at or above benchmark level was at 40.8%.</p> <p>Goal 2: The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>As of June 2025, we did not meet the College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. College and Career Ready (CCR) on reading End of Grade percentage results were at 14.6%.</p> <p>Goal 3: The percentage of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. (Math I was not offered during the SY 2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 3)</p>	No Development 09/15/2022		

As of June 2025, we did not meet the College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. College and Career Ready (CCR) on Math 1 End of Course percentage results were at 42.9%.

The SIP goals that aligns to this indicator are:

Goal 1: The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- in English Language Arts (ELA) will increase from 5.4% in SY2021-22 to 27.7% in SY2022-23 and 50% in SY 2023-24.

As of June 2024, we did not meet the 3rd Grade ELA goal. Unofficial EOG data shows 13.8% of 3rd grade students are Grade Level Proficient and 3.4% scored in the College and Career Ready level. Grade 3 DIBELS percentage of students at or above benchmark level was at 37.9%. The success we experienced related to this indicator in meeting parts of this goal was using Title I funds to create an additional teaching position to support teaching and learning for curriculum implementation; developing a walkthrough and observation schedule in order track and monitor standard aligned instructional based on the core actions standards. Providing prompt coaching and feedback to teachers in a timely manner. The challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator include every teacher assigned an instructional coach to support standard-aligned instruction to all subject areas; every teacher provided coaching and feedback from the instructional coaches based on the core actions look-for's during classroom instruction. The opportunities that exist to address these challenges for the 2024-20225 school year include continuing to develop a professional learning plan based on results from informal and formal observational data and coaching to build the instructional capacity of teachers; work to increase teacher retention of highly effective teachers; the administrative team will conference bi-weekly to discuss areas for improvement in classroom instruction and use this time to calibrate data collected using the core actions tool for alignment and support for teachers. The principal and administrative team will look over the behavioral referral data and assign our student services team to assist classroom teachers with professional development on ways to enhance classroom management and ways to engage families with support from home

Goal 2: The percentage of 8th grade students who score at the College and Career (CCR) level - 4 or 5 - on the Grade 8 Mathematics EOG will increase from 4.8% in 2021-2022 to 16.4% in 2022-2023 to 28% in 2023-2024. 8th Grade Math 8 (12.8%) CCR targets.

As of June 2024, we did not meet Math 8 CCR had an increase of 12.8 points. The success we experienced related to this indicator in meeting parts of this goal was using Title I funds to create an additional teaching position to support teaching and learning for curriculum implementation; developing a walkthrough and observation schedule in order track and monitor standard aligned instructional based on the core actions standards. Providing prompt coaching and feedback to teachers in a timely manner. The challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator include every teacher assigned an instructional coach to support standard-aligned instruction to all subject areas; every teacher provided coaching and feedback from the instructional coaches based on the core actions look-for during classroom instruction. The opportunities that exist to address these challenges for the 2024-20225 school year include continuing to develop a professional learning plan based on results from informal and formal observational data and coaching to build the instructional capacity of teachers; work to increase teacher retention of highly effective teachers; the administrative team will conference bi-weekly to discuss areas for improvement in classroom instruction and use this time to calibrate data collected using the core actions tool for alignment and support for teachers. The principal and administrative team will look over the behavioral referral data and assign our student services team to assist classroom teachers with professional development on ways to enhance classroom management and ways to engage families with support from home.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p>How it will look when fully met:</p>	<p>When fully met, the Instructional Leadership Team (ILT) will consistently collaborate using all available data sources, such as MAPS, benchmark assessments, classroom observation data, and student discipline data, to monitor school-wide progress toward goals. They will develop targeted plans for professional development and individual teacher support, ensuring that professional development is differentiated and specifically addresses teacher needs based on identified student needs. This practice will guide the administrative team in coaching the instructional leadership team and determining the next steps for school-wide focus and development. The data point(s) identify successful implementation are:</p> <ul style="list-style-type: none"> -The percent of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. -The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. -The percentage of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. (Math I was not offered during the SY 2023-24. -The percent of students scoring Grade Level Proficient (GLP), African American students, on Math End of Grade assessments in grades 3-8 will increase from 16.1% in SY 2023-24 to 50% in SY 2024-25. -The percent of students scoring Grade Level Proficient (GLP), African American students, on Science End of Grade assessments in grades 3-8 will increase from 23.7% in SY 2023-24 to 75% in SY 2024-25. 		<p>Rebecca Crawford</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>9/15/22</p>	<p>The administrative team will hold bi-weekly conferences to discuss areas for improvement in classroom instruction, using this time to calibrate data collected with the core actions tool for alignment and support for teachers (Goal 1, Goal 2 and Goal 3).</p>		<p>Rebecca Crawford</p>	<p>06/30/2026</p>
<p>Notes:</p>				

9/15/22	The principal and administrative team will review the data analysis and action planning process for classroom visits and observations (Goal 1, Goal 2, and Goal 3).		Rebecca Crawford	06/30/2026
<i>Notes:</i>				
9/15/22	The principal will establish an environment that enables staff to analyze data and develop action plans for benchmark data, common assessments, MasteryConnect, Portal reports, and indicator reviews. (Goal 1, Goal 2, and Goal 3).		Rebecca Crawford	06/30/2026
<i>Notes:</i>				
2/18/25	Teachers will be provided instructional supply materials to support academic strategies such as guided discourse, anchor charts for reviewing (silent instruction). The materials needed are pencils, folders, poster note, hanging folders, etc. The total \$1,610.10 from Forms and Supplies. This will also support adopted materials that all students and teachers will have equal access to for driving instruction in the classroom (Goal 1, Goal 2, Goal 3, FAM-S 29).		Sandra Ross	06/30/2026
<i>Notes:</i>				
2/24/25	Marie G. Davis will use our Title I funds \$3,584.73 to provide standards aligned task using Laminating supplies to support student academic strategies such as guided discourse, anchor charts for reviewing (silent instruction). This will also support adopted materials that all students and teachers will have equal access (Goal 1, Goal 2, Goal 3, FAM-S 29).		Rebecca Crawford	06/30/2026
<i>Notes:</i>				
Implementation:		06/24/2025		
Evidence	6/24/2025			
Experience	6/24/2025			
Sustainability	6/24/2025			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:		A4.01 – Tiered Academic Intervention System	Limited Development 08/07/2024		

To address academic gaps, a targeted afterschool tutoring program was implemented, serving 168 students identified through iReady, MVPA, and EVAAS data. Instructional materials from EL and Open Up, as well as digital tools, supported these interventions. Despite minor attendance inconsistencies, diagnostic data reflected growth in foundational skills, particularly in early literacy and numeracy. Tutors observed increased student participation and confidence. These tiered supports led to CCR improvement in Grade 3 Math, where CCR increased from 21.4% to 29.4%. The initiative also strengthened teacher capacity in small-group differentiation.

The impact resulted in the following below:

Goal 1: The percentage of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 1)

As of June 2025, we did not meet the kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. DIBELS percentage results of students at or above benchmark level was at 40.8%.

Goal 2: The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)

As of June 2025, we did not meet the College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. College and Career Ready (CCR) on reading End of Grade percentage results were at 14.6%.

Goal 3: The percentage of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. (Math I was not offered during the SY 2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 3)

As of June 2025, we did not meet the College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. College and Career Ready (CCR) on Math 1 End of Course percentage results were at 42.9%.

Guardrail 1: The percent of students scoring Grade Level Proficient

(GLP), African American students, on Math End of Grade assessments in grades 3-8 will increase from 16.1% in SY 2023-24 to 50% in SY 2024-25.

As of June 2025, we did not meet our goal of increasing the percentage of African American students scoring Grade Level Proficient (GLP) on the Math End-of-Grade (EOG) assessments in grades 3–8 from 16.1% in SY2023–24 to 50% in SY2024–25. However, the percentage improved to 32.8%, reflecting notable growth and progress toward the target.

As of June 2024, Tiered intervention data showed that for Reading BOY to EOY Tier 2 & 3 students decreased from 61% to 56%; while Tier 1 students increased from 37% to 42%. Tiered intervention data showed that for Math BOY to EOY Tier 2 & 3 students increased from 54% to 55%; while Tier 1 students decreased from 45% to 44%. Tiered intervention data showed that for SEL BOY to EOY Tier 2 & 3 students decreased from 41% to 40%; while Tier 1 students data maintained 58% throughout the year. The success we experienced related to this indicator in meeting our goal include the implementation creating a schedule that includes an intervention block for teachers to use the Standard Treatment Protocol (STP) to track the effectiveness of tiered interventions based on assessment and screener data results. The challenges that we are facing in meeting our 2023-2024 SIP goal target aligned to the indicator include scheduled monthly to address school-wide, grade level, subgroup, and individual needs through data review with integrity. The opportunities that exist to address these challenges for the 2024-2025 school year include creating professional learning opportunities for staff to monitor student data and placement in and out of Tier 2 and Tier 3.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

<p>How it will look when fully met:</p>	<p>Teachers working with Tier I students will implement a research-based curriculum and classroom management system with fidelity. They will use informal assessments to evaluate instructional effectiveness and summative assessments to track student progress toward grade-level standards. If students are not meeting proficiency, teachers will develop Tier II plans and apply interventions based on the students' specific needs. Teachers will monitor student progress weekly. Students who do not show sufficient growth after consistent Tier II intervention implementation will be discussed at the next MTSS meeting. The team will decide whether the student requires a new Tier II plan with additional interventions or a Tier III plan. When a student qualifies for services beyond the general education setting, plans such as LEP, 504, or EC are developed based on the student's specific concerns or needs. The teachers supporting these plans collaborate with the general education teacher to ensure services, accommodations, and modifications are provided.</p> <p>By accomplishing this task and consistently applying the Data-Driven Instruction (DDI) process to monitor student learning and curriculum implementation, Marie G. Davis K8 should achieve the following outcomes:</p> <p>At least a 15-point increase in district and state assessments for Literacy, Math, and Science.</p> <p>Improvement in the Teacher EVAAS assessment, with more teachers exceeding growth expectations in Literacy, Math, and Science with an overall composite score of 39% proficiency.</p>		<p>Sandra Ross</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>1 of 8 (12%)</p>		
	<p>8/7/24 The leadership team will establish a multi-tiered system of support (MTSS) with teacher leaders and members of the Instructional Leadership Team (ILT) from each grade level. The team will delve into the core elements of an effective MTSS approach to teaching and learning, meeting regularly to discuss student outcomes and assess progress through tier-based monitoring. All team members will have a comprehensive understanding of the Standard Treatment Protocol (STP) and research-based practices to enhance student performance (Guardrail 1, FAM-S 3).</p>	<p>Complete 06/10/2025</p>	<p>Pamela Goines</p>	<p>06/30/2025</p>
<p>Notes:</p>				

9/16/25	Admin will meet biweekly with counselors to discuss current discipline data to determine students needing individualized behavior plans or additional behavior support. (Fam-S line 3; Guardrails 2 and 3)		Rebecca Crawford	09/30/2025
<i>Notes:</i>				
9/16/25	Q2: Each teacher will monitor standards from unit assessments and MVPA to develop action plans for small group instruction in reading, math and science. ILT will support teachers in their data analysis and action plan development. Implementation of plans will be monitored through weekly walkthroughs by ILT. (Goal 2, Guardrail 1)		Sandra Ross	11/01/2025
<i>Notes:</i>				
8/7/24	Teachers and support staff will employ multi-tiered interventions to address the academic, behavioral, and attendance needs of students. These interventions will be determined during weekly Multi-Tiered System of Support (MTSS) meetings. The master schedule at Marie G. Davis will include additional MTSS time for small group sessions across all grade levels and content areas. The Instructional Leadership Team and teacher assistants will support this initiative to meet individual student needs (Guardrail 1, FAM-S 3).		Pamela Goines	06/30/2026
<i>Notes:</i>				
8/7/24	Within the 2025-2026 school year, our TSI-LP school will implement the following evidenced-based interventions to increase overall student performance: I-Ready and Orton Gillingham to increase overall student performance (Guardrail 1, FAM-S 3).		Pamela Goines	06/30/2026
<i>Notes:</i>				
8/7/24	The leadership team will provide professional development opportunities for staff to utilize the Multi-Tiered System of Support (MTSS) and the Branching Minds platform to track student movement in and out of Tier 2 and Tier 3 (Guardrail 1, FAM-S 3).		Pamela Goines	06/30/2026
<i>Notes:</i>				
2/18/25	Teachers will be provided instructional supply materials to support academic strategies such as guided discourse, anchor charts for reviewing (silent instruction). The materials needed are pencils, folders, poster note, hanging folders, etc. The total \$1,610.10 from Forms and Supplies. This will also support adopted materials that all students and teachers will have equal access to for driving instruction in the classroom (Goal 1, Goal 2, Goal 3, FAM-S 29).		Sandra Ross	06/30/2026

<i>Notes:</i>				
2/24/25	Marie G. Davis will use our Title I funds \$3,584.73 to provide standards aligned task using Laminating supplies to support student academic strategies such as guided discourse, anchor charts for reviewing (silent instruction). This will also support adopted materials that all students and teachers will have equal access (Goal 1, Goal 2, Goal 3, FAM-S 29).		Sandra Ross	06/30/2026
<i>Notes:</i>				
Implementation:		06/24/2025		
<i>Evidence</i>	6/24/2025			
<i>Experience</i>	6/24/2025			
<i>Sustainability</i>	6/24/2025			

Core Function:	Domain 3: Instructional Transformation			
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction			
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KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

A1.07 – Classroom Management and Student Behavior Support

To improve student behavior and classroom conditions, teachers received professional development and coaching focused on reinforcing clear and proactive behavior expectations. The school implemented restorative practices through teacher modeling, administrative coaching, and student services. Early challenges stemmed from inconsistent enforcement of routines, which led to student disruptions. Over time, focused walkthroughs and modeling led to improved transitions and more student engagement in some classrooms. Despite these efforts, suspension rates remained high in Q2, suggesting a need for further SEL integration and tiered behavior supports. OSS and ISS incidents held steady around 40%, indicating partial success and room for systemic refinement.

The impact resulted in the following below:

Guardrail 2: The percentage of OSS/ISS incidents will decrease from 40% in SY 2023-24 to 20% in SY 2024-25.

As of June 2025, we did not meet the goal of decreasing the percentage of OSS/ISS incidents from 40% in SY2023–24 to 20% in SY2024–25. The actual results showed an increase to 43.75%.

Guardrail 3: The percent of Chronic Absenteeism will decrease from 37.91% in SY 2023-24 to 20% in SY 2024-25.

The percent of Chronic Absenteeism was set to decrease from 37.91% in SY2023–24 to 20% in SY2024–25. However, by June 2025, Chronic Absenteeism results were at 43.66%, which reflects an increase rather than the intended decrease.

The percent of Chronic Absenteeism was set to decrease from 37.91% in SY2023–24 to 20% in SY2024–25. However, by June 2025, Chronic Absenteeism results were at 43.66%, which reflects an increase rather than the intended decrease.

The success we experienced related to this indicator was the development of clear attendance monitoring systems, including weekly attendance reports, tiered intervention trackers, and outreach protocols that helped staff identify and respond to absentee trends

No Development
09/14/2022

earlier. We also established a dedicated attendance team and initiated family engagement events to increase awareness about the importance of daily attendance.

The challenges included a lack of consistent follow-up on intervention plans for Tier 2 and Tier 3 students, limited home-school communication for hard-to-reach families, and a need for stronger accountability measures for staff responsible for implementing attendance interventions. Additionally, external barriers such as transportation, health issues, and family-related responsibilities continued to impact student attendance, particularly among our most vulnerable populations.

The opportunities that exist to address these challenges for the 2025–2026 school year include strengthening our multi-tiered attendance intervention system with clear timelines, staff assignments, and progress monitoring tools. We will also expand home visits and partner with community organizations to address non-school-related barriers to attendance. Investing in a consistent attendance recognition program, leveraging student voice through peer attendance ambassadors, and increasing the frequency of personalized family communication will help build stronger school-family partnerships. Lastly, training teachers and staff to consistently reinforce attendance expectations and serve as advocates will help foster a more attendance-focused culture school-wide.

Currently, the successes we experienced related to this indicator in meeting our goal are all, but one classroom had created an IB inquiry board including learner profiles, contexts, and concepts.

-All teachers have the Caring Schools Curriculum, and initial meetings with counselors on how to implement the curriculum with fidelity.

-Successful implementation of the schoolwide behavior matrix to support classroom management.

-Out-of-School suspension number of suspensions decreased by 22.5%; Number of students w/More Than 1 OSS decreased by 17.86%.

Currently, the challenges that we are facing in meeting our 2024-2025 SIP goal targets aligned to the indicator is the student population who is chronically absent. Another challenge is the explicit incorporation of the IB learner profile language within classroom learning. Additionally, the continuation of training and classroom support with the Caring Schools Curriculum was difficult to sustain throughout the year.

Currently, the opportunity that exists to address these challenges for the 2024-2025 school year is to create and document the implementation of the Caring Schools Curriculum. Additional communication with the student services team and homeroom teachers will support the staff in identifying how to overcome challenges with the implementation of the curriculum. In addition, continued training for IB PYP and MYP will support teachers in monitoring and receiving feedback on IB unit planners.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

The SIP goal that aligns to this indicator is: Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 30.2% in SY2021-22 to 25.2% in SY2022-23 and 23.5% in SY2023-24.

We did decrease our number of black student suspensions (OSS) to 24.87%. ISS decreased by 60.87%. Chronic absenteeism data increased to 6.95%. With students in grades 3-5, the percent of students reporting a positive self-perception of their self-efficacy is 40% and grades 6-8, the percent of students reporting a positive self-perception of their self-efficacy is 37%. We did not meet our goals. Currently, the successes we experienced related to this indicator in meeting our goal are all, but one classroom had created an IB inquiry board including learner profiles, contexts, and concepts. Currently, the challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator is the student population who is chronically absent. Another challenge is the explicit incorporation of the IB learner profile language within classroom learning. Additionally, the continuation of training and classroom support with the Caring Schools Curriculum was difficult to sustain throughout the year. The opportunity that exists to address these challenges for the 2024-2025 school year is to create and document the implementation of the Caring Schools Curriculum.

Rebecca Crawford

06/30/2026

Actions

0 of 3 (0%)

9/14/22

The leadership team will implement a comprehensive School-wide system by developing processes and a Behavior Matrix, providing professional development for staff, modeling expectations for students, and utilizing established resources effectively (Guardrail 2 and Guardrail 3).

Carol Sims

06/30/2026

<i>Notes:</i>							
8/8/24		Principal will create a monitoring and accountability system to ensure the effective implementation of school-wide expectations using system and routines (Guardrail 2 and Guardrail 3).			Carol Sims	06/30/2026	
<i>Notes:</i>							
8/8/24		To enhance classroom management and reinforce rules and procedures, the principal will allocate additional resources, such as position allocations and Title I funding, to support teachers and staff (Guardrail 2 and Guardrail 3).			Carol Sims	06/30/2026	
<i>Notes:</i>							
Implementation:				06/24/2025			
<i>Evidence</i>		6/24/2025					
<i>Experience</i>		6/24/2025					
<i>Sustainability</i>		6/24/2025					
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)			Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>A2.04 – Standards-Aligned Instructional Planning</p> <p>A cornerstone of instructional improvement was the allocation of \$31,000 in extended-day funds for curriculum development and structured PLC collaboration. Teachers worked weekly to unpack standards and design lessons using aligned resources such as EL Education and Open Up. This collaborative model was especially beneficial for beginning teachers, fostering confidence and lesson coherence. Reflections indicated that co-planning improved instructional clarity and rigor across grades. The success of this effort was evident in student outcomes—Grade 3 Reading GLP rose from 13.8% to 29.4%, and Math GLP improved from 50% to 61.8%. These gains validated the focus on deep planning and instructional alignment.</p> <p>The impact resulted in the following below:</p> <p>Goal 1: The percentage of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 1)</p>			No Development 08/07/2024		

As of June 2025, we did not meet the kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. DIBELS percentage results of students at or above benchmark level was at 40.8%.

Goal 2: The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)

As of June 2025, we did not meet the College and Career Ready (CCR) reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. College and Career Ready (CCR) on reading End of Grade percentage results were at 14.6%.

Goal 3: The percentage of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. (Math I was not offered during SY 2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 3)

As of June 2025, we did not meet the College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. College and Career Ready (CCR) on Math 1 End of Course percentage results were at 42.9%.

As of June 2024, the success we experienced related to this indicator was increasing in proficiency 6 out of 14 tested subjects.

The challenges were onboarding novice staff that had not been through the traditional teacher prep programs. We will continue during the 2024-2025 school year to plan daily creating instructional units for Math and Literacy. Teachers in grades K – 8th will plan three times per week on instructional units for Math, Literacy and Science with support from content specialists. Additional opportunities to address challenges will be to continue internalization/model lessons based on 2023-2024 walkthrough data.

The opportunities that exist to address these challenges for the 2024-2025 school year include continuing to plan daily creating instructional units for grades 3rd – 8th.

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>When fully met, this objective will present plans for each standards-aligned unit of instruction, typically spanning three to six weeks of academic work in a specific subject area or grade level. These plans will be developed by instructional teams and shared with all teachers responsible for teaching the corresponding unit. The instructional team will pinpoint the most essential learning standards for the grade level from the complete set of relevant standards. End-of-year learning targets (or objectives) will be established, describing the performances students should be able to demonstrate by year's end; these are the performances every teacher will prioritize throughout the year. By accomplishing this task and consistently applying the Data-Driven Instruction (DDI) process to monitor student learning and curriculum implementation, Marie G. Davis K8 should achieve the following outcomes:</p> <p>At least a 15-point increase in district and state assessments for Literacy, Math, and Science.</p> <p>Improvement in the Teacher EVAAS assessment, with more teachers exceeding growth expectations in Literacy, Math, and Science with an overall composite score of 39% proficiency.</p>			Sandra Ross	06/30/2026
Actions			1 of 7 (14%)		
	8/7/24	The leadership team will incorporate three PLC planning sessions and two flex planning days into the master schedule. This will allow teachers to present their pre-planning work, internalize the most challenging lessons, and track student progress according to the curriculum implementation for all grade levels (Goal 1, Goal 2, Goal 3, FAM-S 29).	Complete 06/10/2025	Sandra Ross	06/30/2025
<i>Notes:</i>					

9/16/25	2025-2026		Rebecca Crawford	09/30/2025
	MGD will have a tiered coaching model this year to support students and teachers. We have hired 3 deans of students who will support curriculum and instruction throughout the school. Coaches will meet with teachers twice per week during electives to review and model lesson plans and expectations. Coaches will submit schedules that have them aligned with teacher and student support. Get Better Faster protocols will be used to help guide and support teachers and their pedagogy.			
<i>Notes:</i>				
9/16/25	Every Friday, the Instructional Leadership team will meet to discuss walkthrough data and do core action walks together. Following the walks and our debrief, specific action steps will be noted and carried out for the following week.		Rebecca Crawford	10/01/2025
<i>Notes:</i>				
8/7/24	Through intentional PLC models, the Instructional Leadership Team (ILT) will facilitate collaboration among teachers, enabling them to model instructional practices during planning meetings and across classrooms. This collaboration aims to develop and implement high-leverage core instructional practices within and across grade levels (Goal 1, Goal 2, Goal 3, FAM-S 29).		Pamela Goines	06/30/2026
<i>Notes:</i>				
8/7/24	The leadership team will supply teachers with the necessary district-provided materials for professional learning meetings, enabling them to use standards-aligned common assessments to monitor student outcomes (Goal 1, Goal 2, Goal 3, FAM-S 29).		Sandra Ross	06/30/2026
<i>Notes:</i>				
2/18/25	Teachers will be provided instructional supply materials to support academic strategies such as guided discourse, anchor charts for reviewing (silent instruction). The materials needed are pencils, folders, poster note, hanging folders, etc. The total \$9,867.51 from Office Depot, Lakeshore, Forms and Supplies. This will also support adopted materials that all students and teachers will have equal access to for driving instruction in the classroom (Goal 1, Goal 2, Goal 3, FAM-S 29).		Rebecca Crawford	06/30/2026
<i>Notes:</i>				

2/24/25	Marie G. Davis will use our Title I funds \$3,584.73 to provide standards aligned task using Laminating supplies to support student academic strategies such as guided discourse, anchor charts for reviewing (silent instruction). This will also support adopted materials that all students and teachers will have equal access (Goal 1, Goal 2, Goal 3, FAM-S 29).		Rebecca Crawford	06/30/2026
<i>Notes:</i>				
Implementation:		06/24/2025		
Evidence	6/24/2025			
Experience	6/24/2025			
Sustainability	6/24/2025			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3C: Remove barriers and provide opportunities
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KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	A4.16 – Support for Student Transitions	<p>To ensure smoother academic and social transitions between school levels, the school conducted structured activities such as grade-level shadow days and family information sessions. Teachers and counselors collaborated on transition plans. Reflections suggested these events increased student confidence, though more follow-up was needed to ensure readiness for new academic expectations. Student and parent feedback was overwhelmingly positive, citing a better understanding of expectations. However, teachers noted some skill regression, particularly in math, among students transitioning from elementary to middle school, pointing to a need for more academic bridge supports.</p> <p>The impact resulted in the following below:</p> <p>Goal 1: The percentage of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 1)</p> <p>As of June 2025, we did not meet the kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured</p>	Limited Development 08/16/2022		

by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. DIBELS percentage results of students at or above benchmark level was at 40.8%.

Goal 2: The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)

As of June 2025, we did not meet the College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. College and Career Ready (CCR) on reading End of Grade percentage results were at 14.6%.

Goal 3: The percentage of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. (Math I was not offered during the SY 2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 3)

As of June 2025, we did not meet the College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. College and Career Ready (CCR) on Math 1 End of Course percentage results were at 42.9%.

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), African American students, on Math End of Grade assessments in grades 3-8 will increase from 16.1% in SY 2023-24 to 50% in SY 2024-25.

As of June 2025, we did not meet our goal of increasing the percentage of African American students scoring Grade Level Proficient (GLP) on the Math End-of-Grade (EOG) assessments in grades 3–8 from 16.1% in SY2023–24 to 50% in SY2024–25. However, the percentage improved to 32.8%, reflecting notable growth and progress toward the target.

As of June 2024, we met our goal aligned to this indicator. We implemented several events to support the transition from elementary to middle and from middle to high school.

The successes we experienced related to this indicator in meeting our goal hold multiple onboarding Beginners Day sessions for incoming kindergarten families in April 2024 that consist of curriculum

implementation, state standards, and social emotional learning; hold 4 international bacculaureate curriculum nights for families. These curriculum nights will help prepare families of 5th graders support for their exhibition projects and 8th grade families their upcoming community services projects.

The challenges that we are facing is how do we increase the number of students to advance course while maintaining the integrity of the curriculum. The opportunities that exist to address these challenges for the 2024-2025 school year include analyzing student performance data and increasing opportunities for teachers to create more rigorous tasks and questions to challenge student thinking.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

The SIP goals that align to this indicator are:

Goal 1: The percentage of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 1)

As of June 2025, we did not meet the kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. DIBELS percentage results of students at or above benchmark level was at 40.8%.

The success we experienced in relation to this indicator was the implementation of structured literacy blocks and the use of progress monitoring tools to track student growth. Teachers began using data to make instructional decisions more frequently, and targeted small-group instruction became more consistent across classrooms. We also expanded professional development around the science of reading and provided additional resources aligned with foundational literacy skills.

The challenges included inconsistent fidelity of phonics-based instruction, especially in grades K and 1, due to varied teacher experience and comfort with the instructional shifts required. Additionally, gaps in Tier 2 and Tier 3 intervention systems made it difficult to close learning gaps for students who were significantly below benchmark. There were also issues with daily attendance for some of our most vulnerable students, which hindered consistent

Rebecca Crawford

06/30/2026

instruction and progress.

The opportunities for the 2025–2026 school year include strengthening our Multi-Tiered System of Support (MTSS) by clearly defining Tier 2 and Tier 3 intervention protocols and progress monitoring checkpoints. We will continue building teacher capacity through job-embedded coaching focused on explicit phonics instruction and structured literacy routines. Embedding regular data meetings into the instructional calendar and using DIBELS progress monitoring more strategically will help ensure timely instructional adjustments

Goal 2: The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)

As of June 2025, we did not meet the College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. College and Career Ready (CCR) on reading End of Grade percentage results were at 14.6%.

The success we experienced related to this indicator in meeting parts of the goal was the strategic implementation of EL Education’s curriculum, which helped build student capacity in close reading, evidence-based writing, and academic vocabulary. In addition, the use of i-Ready diagnostic and instructional tools supported the identification of student learning gaps and provided personalized learning paths to strengthen reading comprehension.

The challenges included inconsistent implementation of the EL modules and protocols across classrooms, which limited student exposure to rigorous text and collaborative literacy routines. Furthermore, while i-Ready data was collected, it was not always fully leveraged to drive instructional grouping and targeted intervention. Another key challenge was addressing unfinished learning and building reading stamina in students who were multiple grade levels below proficiency, especially in upper elementary and middle grades.

The opportunities that exist to address these challenges for the 2025–2026 school year include enhancing teacher capacity through ongoing professional development on EL Education’s instructional routines, text complexity, and writing scaffolds. Expanding the use of i-Ready instructional data to drive differentiated small group instruction and progress monitoring can better support personalized learning. Creating a school-wide literacy walk-through protocol aligned to EL instructional

expectations and reinforcing accountability during collaborative planning can ensure consistency. Additionally, embedding literacy across content areas and using exemplar student work during PLCs can help align instructional rigor to the CCR level needed on Reading EOGs.

Goal 3: The percentage of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. (Math I was not offered during the SY 2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 3)

As of June 2025, we did not meet the College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. College and Career Ready (CCR) on Math 1 End of Course percentage results were at 42.9%.

The success in working toward this goal was the development and implementation of data protocols and procedures to routinely analyze student outcomes. These structures allowed instructional teams to identify performance trends, group students by need, and begin to make data-informed decisions regarding instructional next steps. This created a foundation for more strategic planning and intervention conversations among staff.

The challenges included ensuring that all teachers consistently implemented the data protocols and were equipped to use the insights to inform daily instruction. Many teachers struggled with translating assessment data into differentiated strategies that addressed specific student learning gaps. Foundational math deficiencies among students also made it difficult for them to access grade-level Math 1 content, and limited time for targeted remediation further constrained progress. Additionally, a lack of alignment between classroom instruction and assessment rigor contributed to gaps in college and career readiness.

The opportunities to address these challenges in the 2025–2026 school year, we have the opportunity to implement a targeted intervention block that directly supports Math 1 students, based on real-time data and skill-level groupings. We can also embed Math 1-focused instructional coaching cycles, provide ongoing PD centered on data-driven instruction, and use lesson modeling to improve rigor and alignment. Strengthening the use of formative assessments and student conferencing can increase student ownership of learning, while regular progress monitoring tied to CCR standards will help track gains and make necessary instructional pivots throughout the year.

To evaluate when this objective is fully met, we will focus on the

successful completion of end-of-year activities for transitional years, including the execution of parent information workshops during Quarters 3 and 4 and curriculum night events. The achievement of this objective will be demonstrated through various forms of evidence, such as parent meeting agendas, sign-in sheets, invitations for celebratory events, photos of transition activities, and promotional flyers for school events aimed at transitional year students.

In addition, by successfully accomplishing this task and consistently utilizing the Data-Driven Instruction (DDI) process to monitor student learning and curriculum implementation, Marie G. Davis K8 is expected to achieve the following outcomes:

A minimum 15-point increase in district and state assessments for Literacy, Math, and Science.

Improved Teacher EVAAS assessment results, with more teachers surpassing growth expectations in Literacy, Math, and Science, leading to an overall composite score of 39% proficiency.

Actions		1 of 2 (50%)		
9/12/22	The leadership team will take the lead in designing a master schedule and an EOS/Advanced Coursework Plan. This plan will strategically offer Honors Level courses (such as Honors/Math 1) and World Language courses (Spanish I Part A and B, French I Part A and B) to students based on their academic progress, ensuring broader access to advanced learning opportunities. (Goal 1, Goal 2, Goal 3, Guardrail 1, FAM-S 29).	Complete 06/10/2025	Rebecca Crawford	06/30/2025
<i>Notes:</i>				
9/12/22	The leadership team will support families in developing and implementing consistent, intentional, and ongoing plans for student transitions from grade to grade and level to level, the principal will organize a series of academic support sessions. These sessions will provide curriculum resources, guidance on addressing key state standards, and social-emotional learning support for families, all aimed at enhancing academic outcomes for students (Goal 1, Goal 2, Goal 3, Guardrail 1, FAM-S 29).		Eliza Dutcher	06/30/2026
<i>Notes:</i>				
Implementation:		06/24/2025		

<i>Evidence</i>	6/24/2025			
<i>Experience</i>	6/24/2025			
<i>Sustainability</i>	6/24/2025			

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	<p>A4.06 – Emotional and Social Support for Students</p> <p>Daily SEL routines, including morning check-ins and class circles, were introduced to help students regulate their emotions and build positive relationships. Teachers participated in trauma-informed practice training and were encouraged to implement empathy-based strategies. Reflections from the field indicated varying levels of fidelity, and some staff expressed a need for clearer behavior escalation procedures. Q2 data showed that while emotional support improved in some classrooms, overall behavioral incidents remained elevated. Student-teacher relationships improved where SEL practices were deeply embedded, but OSS/ISS rates held near 40%, indicating the need for schoolwide consistency and stronger SEL integration.</p> <p>The impact resulted in the following below:</p> <p>Guardrail 2: The percentage of OSS/ISS incidents will decrease from 40% in SY 2023-24 to 20% in SY 2024-25.</p> <p>As of June 2025, we did not meet the goal of decreasing the percentage of OSS/ISS incidents from 40% in SY2023–24 to 20% in SY2024–25. The actual results showed an increase to 43.75%.</p> <p>Guardrail 3: The percent of Chronic Absenteeism will decrease from 37.91% in SY 2023-24 to 20% in SY 2024-25.</p> <p>The percent of Chronic Absenteeism was set to decrease from 37.91% in SY2023–24 to 20% in SY2024–25. However, by June 2025, Chronic Absenteeism results were at 43.66%, which reflects an increase rather than the intended decrease.</p>	Limited Development 08/07/2024		
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As of June 2024, we have decreased our percentage of Black students suspended. The success we experienced related to this indicator in meeting our goal included developing and implementing a school-wide behavior matrix to support student instruction and core behavior practices across all grade levels. The challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to this indicator include tracking and monitoring student attendance, social and emotional learning of students. The opportunities that exist to address these challenges for the 2024-2025 school year include the leadership team creating an attendance plan that consists of tiered attendance practices that will demonstrate reduced attendance concerns and better student outcomes.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

<p>How it will look when fully met:</p>	<p>All students have embraced the behavior expectations established in our core positive reinforcement system. The plan is implemented by 100% of the staff to ensure no students require Tier 2 or Tier 3 support and intervention. The MTSS team actively participates in all Student Services PLC Meetings. Student data is analyzed with a focus on providing every student with positive reinforcement to eliminate unwanted behaviors. Students monitor and track their performance, reflect on their efforts and abilities, and set achievable goals based on their individual needs. Core Social-Emotional Learning (SEL) instruction is delivered by every teacher in response to data, and students engage in effective peer mediation practices.</p> <p>By accomplishing this task and consistently applying the Data-Driven Instruction (DDI) process to monitor student learning and curriculum implementation, Marie G. Davis K8 should achieve the following outcomes:</p> <p>At least a 15-point increase in district and state assessments for Literacy, Math, and Science.</p> <p>Improvement in the Teacher EVAAS assessment, with more teachers exceeding growth expectations in Literacy, Math, and Science with an overall composite score of 39% proficiency.</p> <p>The number of OSS/ISS incidents for African American students will decrease to 25% or below.</p>		<p>Sandra Ross</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>1 of 6 (17%)</p>		
	<p>8/7/24 Marie G. Davis has formed a Student Services Team, consisting of the Principal, AP, Counselors, Social Worker, BMT, and ISS Coordinator, to track and monitor student attendance and social-emotional learning. Attendance Plan link https://docs.google.com/document/d/1xS31kwC6gXjLmci5OJTeTdgotpCQmmNpiMGFTIAA7cA/edit (Guardrail 2, Guardrail 3, FAM-S 30, FAM-S 31).</p>	<p>Complete 06/10/2025</p>	<p>Toni Wheeler</p>	<p>06/30/2025</p>
<p>Notes:</p>				

9/16/25	All staff members will utilize our behavior matrix to hold all students accountable for school-wide behavior expectations in all areas of the school. (Fam-S lines 30 and 31; Guardrails 2 and 3)		Sandra Ross	09/30/2025
<i>Notes:</i>				
9/16/25	PLCs will plan weekly lessons and implement daily Morning Meeting lessons using the Caring Schools curriculum to establish positive classroom culture and build students' strategies for handling various situations. (Fam-S lines 30 and 31; Guardrail 3)		Toni Wheeler	09/30/2025
<i>Notes:</i>				
9/16/25	Administration and counselors will identify students needing additional social and emotional support to provide referrals for school-based mental health therapy. (Fam-S lines 30 and 31; Guardrail 3)		Eliza Dutcher	10/30/2025
<i>Notes:</i>				
8/7/24	The MTSS team will oversee the implementation of the SEL Caring School Curriculum and provide teachers with coaching and feedback on facilitating these lessons (Guardrail 2, Guardrail 3, FAM-S 30, FAM-S 31).		Eliza Dutcher and Carol Sims	06/30/2026
<i>Notes:</i>				
8/8/24	The leadership team will offer structured professional learning sessions for teachers on the MTSS process, behavior interventions, and other professional development programs, such as Capturing Kids' Hearts, to support students' social and emotional needs and improve school culture (Guardrail 2, Guardrail 3, FAM-S 30, FAM-S 31).		Eliza Dutcher and Carol Sims	06/30/2026
<i>Notes:</i>				
Implementation:		06/24/2025		
Evidence	6/24/2025			
Experience	6/24/2025			
Sustainability	6/24/2025			

Core Function:	Domain 4: Culture Shift
Effective Practice:	Practice 4C: Engage students and families in pursuing education goals

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>E1.06 – Family Engagement and Communication</p> <p>The school invested in family partnerships through six well-attended EOG Curriculum Nights and take-home resources designed to help parents support learning. Events were funded with Title I dollars and included meals and materials to ensure accessibility. Teachers and parents both reflected positively on the outcomes, with families asking for more engagement opportunities. These initiatives helped bridge gaps in home-to-school communication and provided academic resources directly to families. The impact was particularly evident in grades 3–5, where math scores improved in correlation with strong family participation.</p> <p>The impact resulted in the following below:</p> <p>Goal 1: The percentage of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 1)</p> <p>As of June 2025, we did not meet the kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 29% in SY2023-24 to 60% in SY2024-25. DIBELS percentage results of students at or above benchmark level was at 40.8%.</p> <p>Goal 2: The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>As of June 2025, we did not meet the College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 10.4% in SY2023-24 to 30% in SY2024-25. College and Career Ready (CCR) on reading End of Grade percentage results were at 14.6%.</p> <p>Goal 3: The percentage of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. (Math I was not offered during the SY 2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 3)</p>	Limited Development 08/08/2024		

As of June 2025, we did not meet the College and Career Ready (CCR) on Math 1 assessments will increase from N/A% in SY2023-24 to 100% in SY2024-25. College and Career Ready (CCR) on Math 1 End of Course percentage results were at 42.9%.

As of June 2024, the following data points show the progress we have made for this indicator: Over 316 families had registered for Parent Square. The success we experienced related to this indicator increased family communication. We would like to increase our utilization of Parent Square, Remind, House Systems as a means of two-way communication between school and home concerning student attendance. The challenges were getting 100% of families to participate in family engagement events at the school. The opportunities that exist to address these challenges in the 2024-2025 school year will be to increase home visitation to provide families resources and materials that will support student academics.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p>How it will look when fully met:</p>	<p>When fully implemented, the school will provide professional development for staff on effective home-school communication. The school will foster a culture where families and teachers engage in two-way communication through Parent Square. Families will participate in authentic, hands-on activities to experience the school's academic curriculum, enabling them to better support student learning at home. Families will often lead school activities and participate in school events. They will develop a partnership of shared commitment to their children's learning. Bilingual staff and district interpreters will ensure effective communication with non-English speaking families, providing them with equal access to their children's education. Families will share thoughts and solutions to community and school issues, with all stakeholders having a valued voice. The school community will be family-oriented, fostering long-term, positive relationships and a sense of pride. Families will feel supported, have a strong sense of belonging, and share in their children's whole-child development. Events will build a strong, solid, inclusive, and inviting bridge between home and school. The successful implementation would have a goal for families of 75% of student participate in family engagement events.</p>		<p>Sandra Ross</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>9/16/25</p>	<p>Administration will establish and communicate the attendance policy to our families and community to ensure a clear understanding of attendance expectations. (Fam-S line 3; Guardrail 3)</p>		<p>Sandra Ross</p>	<p>09/30/2025</p>
<p><i>Notes:</i></p>				
<p>9/16/25</p>	<p>The social worker will provide home visits and administrators will continue to make phone calls to support student attendance. (Guardrails 2-3)</p>		<p>Jessie Harris</p>	<p>10/30/2025</p>
<p><i>Notes:</i></p>				
<p>9/16/25</p>	<p>Administration will ensure all websites are updated with current information throughout the year to provide families and community members with relevant information about the school and their child's classroom. (Fam-S line 3; Guardrail 3)</p>		<p>Sandra Ross</p>	<p>10/30/2025</p>
<p><i>Notes:</i></p>				

8/8/24	Marie G. Davis will communicate with families through various platforms, including quarterly newsletters and in-person and virtual family engagement activities, to recruit and retain families in support of student outcomes and instructional events such as Curriculum Night and Title I & IV meetings (Goal 1, Goal 2, Goal 3 and FAM-S 3).		Sandra Ross	06/30/2026
<i>Notes:</i>				
Implementation:		06/24/2025		
Evidence	6/24/2025			
Experience	6/24/2025			
Sustainability	6/24/2025			