

Garland Independent School District



Davis Elementary School

2026-2027 Campus Improvement Plan

Mission Statement

Davis Mission:

Davis Elementary will provide a safe and engaging environment to build strong foundations in order to create independent, lifelong learners supported by home and community.

Davis Dragons Motto:

Lifelong learning begins today!

Vision

Reaching the future by driving excellence, one student at a time.

Value Statement

Core Values – Davis Elementary

Excellence – We hold high expectations for teaching and learning so that every student achieves academic success.

Equity – We provide fair and inclusive opportunities that honor the diverse needs, backgrounds, and strengths of all learners.

Integrity – We act with honesty, responsibility, and respect in every decision and action.

Collaboration – We partner with families, staff, and the community to create a united learning environment.

Growth Mindset – We believe every student and adult can learn, grow, and achieve through perseverance and reflection.

Compassion – We nurture the whole child by promoting kindness, empathy, and social-emotional well-being.

Table of Contents

Core Values – Davis Elementary	2
Comprehensive Needs Assessment	4
Demographics	5
Student Learning	8
School Processes & Programs	13
Perceptions	16
Priority Problem Statements	19
Data Documentation for CNA	22
Improvement Planning Data	23
Accountability Data	23
Student Data: Assessments	23
Student Data: Student Groups	23
Student Data: Behavior and Other Indicators	24
Employee Data	24
Parent/Community Data	24
Support Systems and Other Data	24
Goals	25
Goal 1 : Increase the percentage of students achieving Early, Mid, and Above Grad...	26
Goal 2 : Increase the percentage of students achieving Early, Mid, and Above Grad...	28
Goal 3 : Increase the percentage of ALL third-grade students achieving 'Meets Gra...	31
Goal 4 : Increase the percentage of ALL third-grade students achieving 'Meets Gra...	33
Goal 5 : By EOY 2027, increase overall positive responses on the annual Parent En...	36
Goal 6 : By EOY 2027, increase the overall campus attendance rate from 95.2% (2...	41
Goal 7 : By EOY 2027, decrease the total number of documented student disciplin...	43
Goal 8 : Increase the percentage of Emergent Bilingual students meeting progress ...	46
Goal 9 : Increase the percentage of third through fifth grade students with an IEP a...	49
State Compensatory Education	52
Budget for Davis Elementary School	53
Personnel for Davis Elementary School	53
Title I Summary	54
Title I Personnel	55
Committees	56
Davis CIT/CNA 2026-2027	57
Members	57



Comprehensive Needs Assessment

Demographics

Summary

Location:

1621 McCallum Drive, Garland, TX 75042

History & Legacy:

A.R. Davis Elementary is named after one of Garland’s early residents, **Alan Ripley Davis (1876–1967)**. The school first opened in **1972** and was renovated in **2005** to include additional classrooms and a new computer lab. **Don Blevins** served as the founding principal from 1972–1979. The current principal, **Mrs. Rosalyn Black**, has led the campus since **2022**.

Enrollment & Demographics:

- Total Enrollment: **416 students**
- **92.3%** Economically Disadvantaged
- **67.3%** Emergent Bilingual (EB)
- **23.1%** Receiving Special Education services
- Average Teaching Experience: **9 years**

Mission Statement:

Davis Elementary will provide a safe and engaging environment to build strong foundations for independent, lifelong learners supported by home and community.

Student Population Demographics:

Race	Count	Percent
Asian	61	14.7%
Black - African American	55	13.2%
Native Hawaiian - Pacific Islander	0	0%
White	33	7.9%
Two-or-More	4	1.0%

Student Programs	Count	Percent
Dyslexia	27	6.5%
Gifted and Talented	7	1.7%
Regional Day School Program for the Deaf	1	0.2%
Section 504 Special Education (SPED)	96	23.1%
Emergent Bilingual (EB)	280	67.3%

Bilingual	160	38.5%
English as a Second Language (ESL)	93	22.4%

Strengths

- The significant reduction in the economically disadvantaged student gap, which decreased by 46%
- The significant reduction in the homeless student population, which decreased from 8 students to 1, reflects a strong commitment to student support, stability, and overall student well-being.
- Our TIA designation increased to six classroom teachers, three Recognized and three Exemplary.
- PBIS campus that prioritizes restorative practices and social-emotional supports
- Student attendance increased from 94.9 in the 2024-2025 school year to 95.2% in the 2025-2026 school year.
- Recognized Gold Family and Community campus
- Recognized Gold Social Emotional Learning campus
- Technology Distribution 1 to 1
- Average teaching experience (9 years)
- Staff Retention Rate is 79.7%.
- 72.1% of staff are minorities, which mirrors the student population closely
- 31.6% of the staff have 11 years or more of teaching experience.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Only 53% of our ELL students demonstrated English language acquisition as measured by the early progress indicator on TELPAS.	A consistent schoolwide approach to academic language development has not been fully implemented, and ELPS strategies have not been used consistently across classrooms.
2 Our Hispanic students represent 58.6% of our student body, while our Hispanic staff is only at 33.7%	Lack of Hispanic hires available; more specific recruitment efforts need to be made in this area.
3 ★ Davis has a high population of 77.4% of At-Risk students.	Factors include poverty, academic challenges, or other social factors
4 Only 0.08% of staff members at Davis are male, while 50% of the students at Davis are male	There is a severe shortage of male staff members in the teaching profession as fewer qualified male applicants are available for screening.
5 ★ Increasing student enrollment, as the total number of students decreased from 478 in the 2023-2024 school year to 416 in the 2024-2025 school year.	The campus has experienced declining enrollment due to demographic shifts within the attendance zone, including changing housing patterns, decreased numbers of school-aged children in the community, and increased school choice options available to families.

★ = Priority

Student Learning

Summary

Student achievement data were analyzed using multiple measures, including STAAR, MAP, i-Ready, mCLASS, TELPAS, CBAs, and district interim assessments. These data were reviewed to identify strengths, achievement gaps, and areas of need to guide campus improvement planning and instructional priorities for the 2026–2027 school year.

Key Findings

- Student performance varied across grade levels and content areas, indicating a need for continued focus on consistent Tier I instruction.
- Reading performance remained stronger than mathematics in several grade levels.
- Achievement gaps persisted among student groups, particularly students receiving Special Education.
- Student growth data indicate that targeted interventions and instructional supports contributed to gains for many students but additional acceleration is needed to increase the percentage of students meeting grade-level expectations.

Student Performance: 2025-2026 Overall

According to current projections for the 2025-2026 accountability rating summary, Davis scored 89, a B overall.

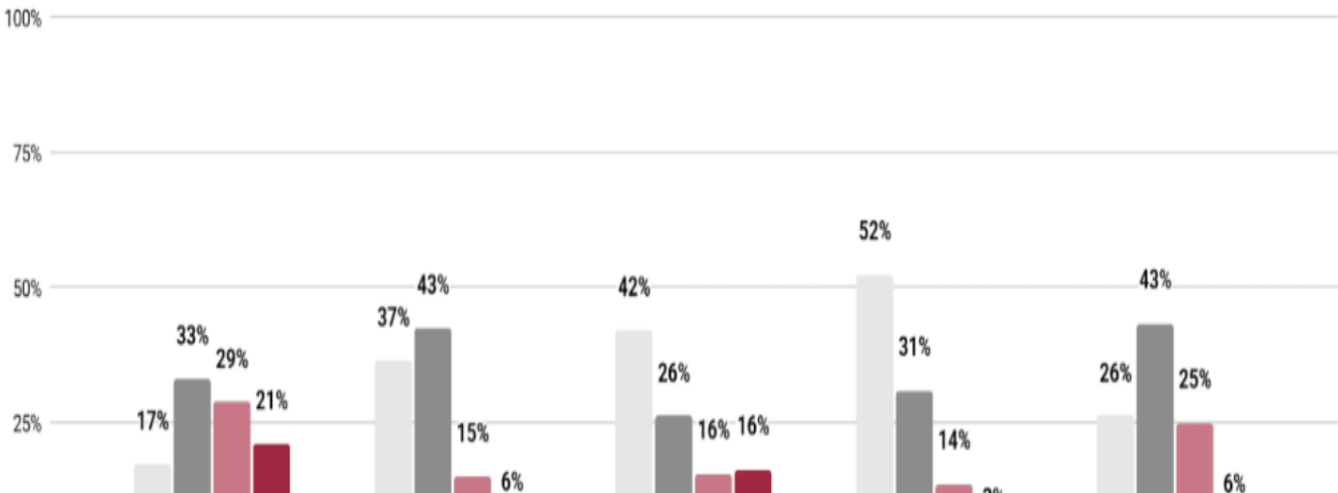
	Domain I	Domain IIA	Domain II B	Domain III
2023-2024	72	82	81	83
2024-2025	70	79	77	77
2025-2026	77	90	85	86

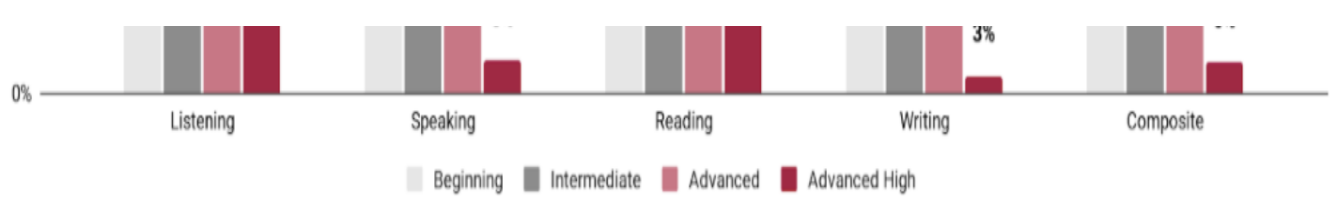
TELPAS

DAVIS EL — 2026 TELPAS Proficiency by Domain

[Back to Index](#)

DAVIS EL - 2026 TELPAS Proficiency by Domain (N=233)

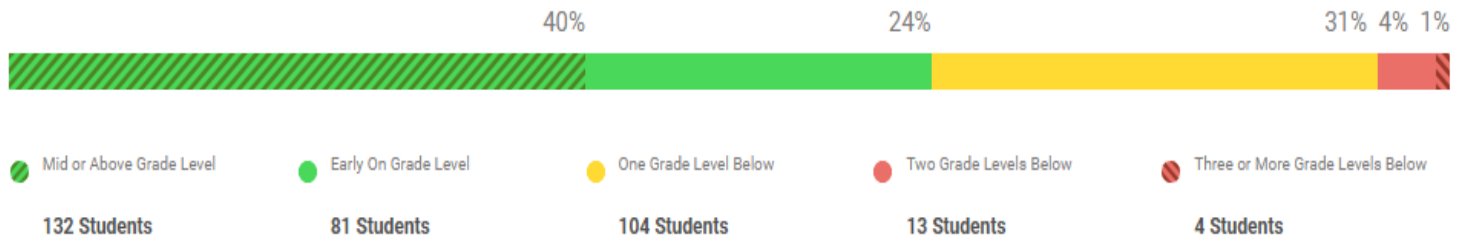




iReady Math EOY Placement

Overall Placement

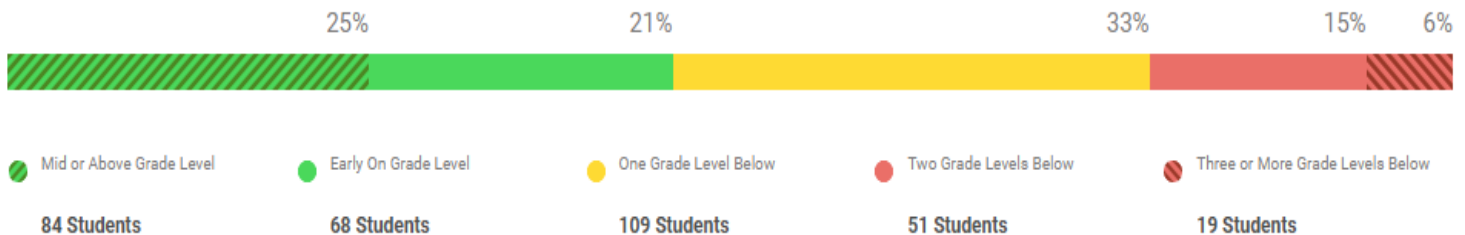
Students Assessed/Total: 334/351



iReady Reading EOY Placement

Overall Placement

Students Assessed/Total: 331/351



Multiple data sources indicate that Davis students continue to demonstrate strengths in early literacy growth and classroom learning environments. However, achievement gaps remain among several student groups, particularly in mathematics and Special Education performance. These findings reinforce the campus's focus on strengthening Tier I instruction, implementing the district instructional drivers, utilizing data to drive instructional decisions, and providing targeted interventions through PLCs, WIN time, and instructional coaching.

Strengths

- 60% or more students ended the school year in Math on grade level in grades K, 1, 3, 4, and 5.
- 50% or more students ended the school year in RLA (English) on grade level in grades K, 2, and 3.
- 70% or more students ended the school year in RLA (Spanish) on grade level in grades K, 1, 2, and 4.
- Doing great with typical growth for reading and math, especially from MOY to EOY growth.
- Students have moved from Tier 3 to Tier 2/1.
- Growth to BOY-MOY was solid, but MOY-EOY was exponential for 2nd grade .
- Two or more races and Asian had good growth on reading i-Ready.
- All grades met typical EOY growth in Math i-ready (over 100%).
- As a campus, we were 138% towards typical growth, with 75% of the campus meeting typical growth and 45% in the stretch goal for i-ready math.
- The percentage of students meeting annual typical growth in RLA went from 25% at the beginning of the year to 67% at the end of the year.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 Domain 1 performance on STAAR was the lowest-performing area across the campus.	Tier I instruction has not been consistently aligned to the rigor and depth of knowledge required for STAAR Domain 1.
2 ★ Reading proficiency remains below desired levels in grades 3-5, with more than half of students in each grade still performing below proficiency on the EOY i-Ready Diagnostic.	Tier I reading instruction and targeted interventions have not consistently accelerated students performing below grade level.
3 ★ Although students demonstrated strong typical growth, fewer students met their annual stretch growth goals in reading and mathematics.	Instruction has not consistently provided the level of differentiation and academic challenge needed to accelerate students beyond expected growth.
4 ★ Reading growth for students receiving Special Education was lower than campus averages in grades 1, 2, and 5.	Specialized instructional supports and progress monitoring have not been consistently implemented to accelerate reading achievement for students receiving Special Education services.
5 A significant number of students remain two or more grade levels below in reading and mathematics despite overall campus growth.	Students with significant learning gaps require more intensive Tier II and Tier III interventions in addition to strong Tier I instruction.
6 Campus performance at the Meets and Masters levels remains an area for growth despite improvements in overall proficiency.	Instruction has not consistently provided rigorous learning experiences that extend student thinking and promote higher levels of academic achievement.

7

A significant number of students remain two or more grade levels below in reading and mathematics despite overall campus growth.

Students with significant learning gaps require more intensive Tier II and Tier III interventions in addition to strong Tier I instruction.

★ = Priority

School Processes & Programs

Summary

Leadership and Continuous Improvement

Davis Elementary promotes shared leadership by providing teachers with opportunities to serve in campus and district leadership roles, including the Campus Improvement Team (CIT), DEIC, SOAR Site Team, LPAC Committee, GT Liaison, mentor teacher, I3 Representative, and professional development facilitator. Aspiring administrators are also provided leadership experiences through collaborative classroom walkthroughs, instructional planning, and administrative coaching.

Campus leaders, PLCs, and leadership teams regularly analyze multiple sources of student achievement and perception data to identify needs, monitor progress, and make data-informed decisions. Student performance data, walkthrough observations, T-TESS evaluations, and stakeholder feedback are used to guide campus improvement efforts, instructional planning, professional learning, and the allocation of resources to best support student success.

Instructional Systems

Instructional decisions are driven by multiple sources of student data, including MAP, STAAR, CBAs, Interim Assessments, TELPAS, Review360, mCLASS, and i-Ready. Professional Learning Communities (PLCs) focus on collaborative lesson planning, TEKS alignment, data analysis, and instructional planning to ensure high-quality Tier I instruction.

Student data are used to determine flexible instructional groups, intervention placement, tutoring, and progress monitoring throughout the year. Classroom walkthroughs, instructional observations, and T-TESS evaluations guide coaching and professional learning to strengthen instructional practices.

Student Support Programs

Davis provides a comprehensive system of academic, behavioral, and social-emotional supports to meet the diverse needs of students. Services include Special Education, Section 504, RTI/MTSS, dyslexia therapy, speech therapy, counseling services, SEL programming, tutoring, and Tier II and Tier III interventions. Enrichment opportunities include National Elementary Honor Society (NEHS), SOAR PBIS Club, STEAM Science Club, Athletics Club, and Honor Choir.

Technology Integration

Davis is a fully 1:1 campus, providing students daily access to Chromebooks or iPads to support instruction and assessment. Teachers integrate a variety of digital resources, including Canvas, ClassDojo, Progress Learning, BrainPOP, Flocabulary, Zearn, ST Math, Amplify Reading, MyON, Seesaw, and coding applications to increase student engagement, provide differentiated instruction, monitor progress, and strengthen communication with families.

Professional Learning

Professional learning is embedded throughout the school year through PLCs, instructional coaching, campus professional development, and T-TESS coaching cycles. Teachers collaborate to analyze student work, internalize lessons, align instruction to the TEKS, and implement research-based instructional practices. Administrators monitor implementation through walkthroughs with a focus on student engagement, differentiation, collaboration, inquiry, writing, small-group instruction, and effective use of the Power Zone. As a SOAR campus, AVID strategies are integrated across grade levels to strengthen organization, critical thinking, collaboration, and college and career readiness.

Behavior and School Climate

Davis emphasizes proactive behavior supports through schoolwide expectations, positive reinforcement, and restorative practices. Students are recognized through systems such as ClassDojo, the Davis Dojo Store, Donut Fridays, behavior celebrations, and student leadership opportunities. Staff partner with families through regular communication, conferences, and collaborative problem-solving to support positive student behavior.

During the 2025–2026 school year, the campus documented 42 discipline incidents, including three bullying reports. Student behavior data are reviewed regularly to identify trends, allocate interventions, and strengthen schoolwide systems of support.

Strengths

- Davis implements a structured curriculum framework aligned to the Texas Essential Knowledge and Skills (TEKS) to ensure high-quality instruction and meet the diverse learning needs of all students.
- Teachers effectively integrate technology to enhance instruction, differentiate learning, increase student engagement, and strengthen communication with families.
- The campus maintains a 1:1 technology environment, providing every student with daily access to a Chromebook or iPad to support learning.
- Ongoing professional learning, instructional coaching, and Professional Learning Communities (PLCs) build teacher capacity and promote continuous instructional improvement.
- Teacher leaders are provided with meaningful leadership opportunities through campus committees, mentoring, professional development facilitation, and district leadership roles.
- Overall student behavior remained positive, with several grade levels maintaining low discipline rates throughout the school year.
 - Pre-K had only one behavior incident during the 2024–2025 school year (2% of all campus incidents).
 - Second grade reduced behavior incidents from 11.6% (5 incidents) in 2023–2024 to 4.1% (2 incidents) in 2024–2025.
 - Fifth grade also demonstrated improvement, decreasing behavior incidents from 20.9% to 18.4%.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Behavior incidents were disproportionately higher among male students, accounting for 73.5% of all reported incidents.	Tier I behavior supports and self-regulation strategies have not been implemented consistently to meet the behavioral needs of all students.
2 Kindergarten and fourth grade accounted for the highest percentage of behavior incidents (26.5% each).	Schoolwide behavior expectations and classroom management practices have not been implemented consistently across all grade levels.
3 Physical confrontations (PHC) represented 14.3% of behavior incidents and were the most severe behavior category reported.	Students need additional instruction and support in conflict resolution, emotional regulation, and positive peer interactions.
4 Behavior incidents peaked during the month of April, indicating an increase in student behavior concerns during the spring semester.	Proactive behavior supports and reinforcement systems were not adjusted to address predictable increases in behavior during high-risk periods.

★ = Priority

Perceptions

Summary

Programs and Services

Davis Elementary, a **Gold SEL** and **Gold Community Partnership** campus, provides a variety of programs and services designed to meet the academic, social-emotional, and behavioral needs of all students. The campus serves students in Gifted and Talented, Bilingual/ESL, and Special Education programs. As a Title I campus, Davis utilizes supplemental funding to enhance academic achievement, provide targeted interventions, and support the whole child.

Students also have access to enrichment opportunities including the National Elementary Honor Society (NEHS), SOAR PBIS Club, STEAM Science Club, Athletics Club, and Honor Choir. In addition, all students participate in high-quality music instruction as part of the campus enrichment program.

Family and Community Engagement

Davis Elementary is committed to building strong partnerships with families through consistent communication, meaningful engagement opportunities, and a welcoming school environment. Staff utilize multiple communication platforms, including ClassDojo, email, social media, weekly call-outs, Thursday folders, the campus website, Skyward, parent conferences, family events, ARD and 504 meetings, and phone calls to keep families informed and engaged.

Staff also maintain an active presence on ClassDojo by regularly sharing classroom updates, celebrations, and important campus information.

The 2025–2026 Family Engagement Survey reflects positive parent perceptions:

- **93%** of parents report feeling welcome on campus.
- **89%** understand state and local assessments and how assessment data are used to support student learning.
- **87%** are familiar with the curriculum their children are learning.
- **83%** regularly discuss classroom learning with their children.
- **81%** believe the school provides resources to help support learning at home.

Despite these strengths, barriers such as work schedules, family responsibilities, language differences, and previous school experiences continue to impact participation for some families. Davis remains committed to expanding opportunities for meaningful family engagement and reducing these barriers.

Professional Learning and Staff Support

Davis Elementary provides ongoing professional learning aligned to campus goals, district initiatives, and student achievement data. Teachers collaborate through Professional Learning Communities (PLCs), campus professional development, instructional coaching, and data meetings to strengthen instructional planning and improve student outcomes.

New teachers receive additional support through mentoring programs, while all teachers participate in goal-setting with administrators, T-TESS coaching cycles, and continuous professional learning. These structures promote collaboration, reflective practice, instructional growth, and leadership development across the campus.

Strengths

Positive Campus Culture

- According to the **2025–2026 Staff Well-Being Survey**, **91%** of staff value their relationships with campus leadership.
- According to the **2025–2026 Parent Survey**, **93%** of parents reported feeling welcome at Davis Elementary.
- According to the **EOY Davis Student Survey**, **71%** of grades 3–5 students reported that their teacher cares about them, and **74%** of PK–2 students reported they can ask for help when they need it.

Family Engagement

Davis Elementary School Campus #126

Generated by Plan4Learning.com, September 17, 2026 at 10:47 AM

Page 16 of 57

- **89%** of parents understand the state and local assessments their children take and how the data are used to support learning.
- **87%** of parents are aware of the curriculum their children are learning.
- **83%** of parents routinely discuss classroom learning with their children.
- **81%** of parents agree the school provides resources and training to help support student achievement at home.

Customer Service

- According to the **Customer Service Survey**, **75%** of respondents indicated that email communication is frequently or almost always positive and constructive.
- **75%** of respondents also reported that visitors are frequently greeted during student arrival and dismissal.

Classroom Environment

- According to **EOY T-TESS evaluations**, Davis outperformed the district in **Domain 3.1: Classroom Environment, Routines, and Procedures**, with **57%** of teachers rated **Accomplished** and **39%** rated **Proficient**, compared to the district averages of **50% Accomplished** and **34% Proficient**.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1★	According to the fall 2025-2026 well-being staff survey, 62% of staff members believed that their colleagues have a positive attitude, which is a 24% decrease from the 2024-2025 school year.	Shift in the district instructional expectations.
2★	According to the 2025-2026 family engagement survey, 54% of families believe that their child struggles to get organized for school.	Discontinuation of campus's WICOR implementation.
3	In the Customer Service Survey, responses indicate that the front office is meeting expectations at times, but the support provided to visitors may not be consistent. Since 2 out of 4 respondents selected "sometimes," this suggests that visitors may not always feel fully welcomed, assisted, or directed appropriately when entering the office.	Inconsistent implementation of customer service expectations.
4	In BOY student minute meetings with the counselor, 78% of students said they feel safe at school. In the EOY student perception surveys, about 60% of students said they feel safe at school.	Schoolwide safety expectations are not implemented consistently across all settings.
5	EOY T-TESS data show that campus ratings are lower than the district in most domains, indicating a need for targeted coaching, feedback, and professional learning to strengthen instructional practices and increase teacher effectiveness.	The campus has not consistently implemented a comprehensive system of instructional coaching, feedback, and professional learning aligned to teacher needs and T-TESS expectations.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Behavior incidents were disproportionately higher among male students, accounting for 73.5% of all reported incidents.

Tier I behavior supports and self-regulation strategies have not been implemented consistently to meet the behavioral needs of all students.

2
★

Only 53% of our ELL students demonstrated English language acquisition as measured by the early progress indicator on TELPAS.

A consistent schoolwide approach to academic language development has not been fully implemented, and ELPS strategies have not been used consistently across classrooms.

3
★

Davis has a high population of 77.4% of At-Risk students.

Factors include poverty, academic challenges, or other social factors

4
★

Reading proficiency remains below desired levels in grades 3-5, with more than half of students in each grade still performing below proficiency on the EOY i-Ready Diagnostic.

Tier I reading instruction and targeted interventions have not consistently accelerated students performing below grade level.

5
★

Although students demonstrated strong typical growth, fewer students met their annual stretch growth goals in reading and mathematics.

Instruction has not consistently provided the level of differentiation and academic challenge needed to accelerate students beyond expected growth.

6
★

According to the 2025-2026 family engagement survey, 54% of families believe that their child struggles to get organized for school.

Discontinuation of campus's WICOR implementation.

7
★

According to the fall 2025-2026 well-being staff survey, 62% of staff members believed that their colleagues have a positive attitude, which is a 24% decrease from the 2024-2025 school year.

Shift in the district instructional expectations.

8
★

Reading growth for students receiving Special Education was lower than campus averages in grades 1, 2, and 5.

Specialized instructional supports and progress monitoring have not been consistently implemented to accelerate reading achievement for students receiving Special Education services.

9
★

Increasing student enrollment, as the total number of students decreased from 478 in the 2023-2024 school year to 416 in the 2024-2025 school year.

The campus has experienced declining enrollment due to demographic shifts within the attendance zone, including changing housing patterns, decreased numbers of school-aged children in the community, and increased school choice options available to families.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data

- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ School safety data

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-PESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

Increase the percentage of students achieving Early, Mid, and Above Grade-Level performance on 1st grade RLA i-Ready diagnostic from 11% at BOY 2026 to 45% at EOY 2027.

Performance Objective 1 High Priority HB3 Goal

Foundations

Evaluation Data Source: i-Ready Diagnostic Reports (BOY, MOY, EOY growth by student/subgroup)
PLC Agendas/Minutes documenting instructional adjustments
Walkthrough/Coaching Feedback Forms (alignment, small group fidelity)
Student Work Samples (DOLs, written responses, STAAR practice tasks)

Strategy 1

Incorporate bi-weekly PLC reviews of student progress to adjust instructional plans.

Action steps:

Provide increased learning time through targeted extended-day tutorials for identified K-5 students based on student achievement data, with opportunities for reteach, intervention, reinforcement, and acceleration.

Teachers will plan and deliver daily differentiated small group instruction using i-Ready pathways, phonics, and comprehension lessons.

Grade-level PLCs will use diagnostic and weekly assessment data to identify high-leverage needs for small group instruction.

SPED staff will align support to students' i-Ready profiles to accelerate growth.

Monitor subgroup data (specifically Asian, Hispanic, African American, EL, SPED) closely to ensure equitable growth. Closing the gaps missed the target with Asian subpopulation.

Strategy's Expected Result/Impact: Students participating in extended-day tutorials will demonstrate progress on classroom assessments, DOLs, i-Ready diagnostics, and other progress-monitoring measures.

Increase in students meeting lesson pass rates in i-Ready (monitored monthly).

MOY and EOY diagnostic reports showing growth from the BOY baseline for all, including the Asian population.

At least 45% of students performing at Early, Mid, or Late Grade-Level by EOY 2027.

At least 50% of Asian students performing at Early, Mid, or Late Grade-Level by EOY 2027.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Campus Admin Team, Support Teacher, 1st Grade Teachers

Funding Sources: Supplemental Pay for Collaborative planning and Extended Day Tutorials for Grade K-5 6100 Payroll- Title I Funds, \$25,000, Instructional Supplies 199 - PIC 24 State Comp Ed Funds, \$2,758, Instructional Planning Days 6100 Payroll- Title I Funds, \$7,000

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Strategy 2

Strengthen teacher capacity through professional learning and coaching.

Action Steps:

Provide PD on guided reading, phonics, and leveraging i-Ready resources effectively.
Instructional coaches/admins will provide weekly coaching and walkthrough feedback.
Peer teachers will share best practices during PLCs.

Strategy's Expected Result/Impact: Teacher implementation of small group structures with fidelity.
Increased alignment between PLC planning and instructional delivery.
Positive trends in i-Ready growth across 1st grade.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Campus Admin Team, Support Teacher, 1st Grade Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November

February

April

June

Strategy 3

Engage families to reinforce literacy growth at home.

Action steps:

Communicate student progress via parent conferences and progress reports.
Provide take-home reading resources and literacy night events.
Share i-Ready reports and tips with parents via ClassDojo and newsletters.

Strategy's Expected Result/Impact: Increased family participation in literacy activities.
Parent surveys reflecting understanding of student progress.
Correlation between family engagement and student reading growth.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Campus Admin Team, Support Teacher, 1st Grade Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November

February

April

June

Goal 2

Increase the percentage of students achieving Early, Mid, and Above Grade-Level performance on 1st grade Math i-Ready diagnostic from 4% at BOY 2026 to 47% at EOY 2027.

Performance Objective 1 High Priority HB3 Goal

Foundations

Evaluation Data Source: i-Ready Diagnostic Reports (BOY, MOY, EOY growth by student/subgroup)
PLC Agendas/Minutes documenting instructional adjustments
Walkthrough/Coaching Feedback Forms (alignment, small group fidelity)
Student Work Samples (DOLs, written responses, STAAR practice tasks)

Strategy 1

Implement targeted small group math instruction and intervention during WIN time.

Action Steps:

Teachers will deliver differentiated small group math instruction using i-Ready pathways, manipulatives, and problem-solving strategies.
Grade-level PLCs will analyze diagnostic and weekly assessment data to identify math standards requiring reteach and intervention.
Interventionists and SPED staff will support Tier 2 and Tier 3 students using targeted math interventions aligned to i-Ready profiles.

Strategy's Expected Result/Impact: Increased lesson pass rates in i-Ready Math (monitored monthly).

Growth documented in MOY and EOY diagnostic reports.

At least 47% of students performing at Early, Mid, or Late Grade-Level by EOY 2027.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Campus Admin Team, Support Teacher, 1st Grade Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November

February

April

June

Strategy 2

Monitor math progress systematically through PLCs and campus trackers.

Strategy's Expected Result/Impact: Action Steps:

Campus math data tracker updated monthly with i-Ready results, disaggregated by subgroups (Hispanic, African American, SPED, EL).

PLCs will conduct math data reviews bi-weekly to refine WIN time and core instruction.

Leadership team will hold quarterly math data reviews to monitor growth toward the 47% goal.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Campus Admin Team, Support Teacher, 1st Grade Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews**November****February****April****June****Strategy 3**

Strengthen teacher capacity in math instruction.

Action Steps:

Provide PD on math small group structures, fact fluency, and leveraging i-Ready Math tools.

Instructional coaches/admins will monitor math instruction through walkthroughs with targeted feedback.

Highlight exemplar math practices during PLCs for peer sharing.

Strategy's Expected Result/Impact: Consistent implementation of hands-on strategies and small group math instruction.

Increased teacher confidence in differentiating for math needs.

Student math growth reflected in diagnostic and classroom assessments.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Campus Admin Team, Support Teacher, 1st Grade Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews**November****February****April****June****Strategy 4**

Engage families to support numeracy development at home.

Action Steps:

Communicate math progress to families at conferences and via progress reports.

Provide take-home math fluency resources and host family math nights.

Share i-Ready Math reports and tips for at-home practice through ClassDojo/newsletters.

Strategy's Expected Result/Impact: Increased parent participation in math-focused events as STEAM Night.
Families demonstrate stronger awareness of math expectations and student progress.
Improved math diagnostic outcomes at MOY and EOY checkpoints.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Campus Admin Team, Support Teacher, 1st Grade Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November February April June

Goal 3

Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR from 56% to 65% (2026-2027 target).

Performance Objective 1 High Priority HB3 Goal

Foundations

Evaluation Data Source: i-Ready Diagnostic Reports (BOY, MOY, EOY growth by student/subgroup)
Edugence Reports (CBAs, DOL trackers, unit assessments, subgroup data)
STAAR Data (Meets/Masters % by content area, subgroup breakdowns)
PLC Agendas/Minutes documenting instructional adjustments
Walkthrough/Coaching Feedback Forms (alignment, small group fidelity)
Student Work Samples (DOLs, written responses, STAAR practice tasks)

Strategy 1 Targeted Support Strategy

Strengthen Tier 1 Core Literacy Instruction

Action Steps:

Teachers will implement daily TEKS-aligned reading instruction with a focus on comprehension, vocabulary, and writing in response to text.

Utilize PLCs driven by administrators and instructional support teacher (ST) to deeply analyze weekly DOLs, unit assessments, and released STAAR items to adjust instruction.

Embed explicit strategies for vocabulary development and inferential comprehension across all RLA lessons.

Strategy's Expected Result/Impact: Growth in common assessments and CBAs.

Increased proficiency in STAAR-aligned practice tasks and DOLs.

At least 67% of students achieving "Meets Grade Level" on STAAR RLA.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Campus Admin Team, Support Teacher, 3rd Grade Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November

February

April

June

Strategy 2 Targeted Support Strategy

Provide Targeted Small Group & Intervention Supports

Action Steps:

Implement targeted WIN time groups based on i-Ready, Edugence, and STAAR-aligned data. Classroom teachers and SPED staff will deliver additional literacy interventions for Tier 2/Tier 3 students.

Monitor subgroup data (specifically Asian, Hispanic, African American, EL, SPED) closely to ensure equitable growth. Closing the gaps missed the target with Asian subpopulation.

Strategy's Expected Result/Impact: MOY Mock STAAR test shows improvement across all subgroups, including the Asian Population.
Increased students showing "Meets" or "Masters" performance on STAAR-aligned DOLs.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Campus Admin Team, Support Teacher, 3rd Grade Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November

February

April

June

Strategy 3 Targeted Support Strategy

Strengthen Teacher Capacity through PD & Coaching

Action Steps:

Provide PD on evidence-based reading strategies (close reading, text-dependent questioning, written responses).

Instructional coaches/admins provide ongoing feedback during walkthroughs and model best practices.

Teachers analyze exemplar STAAR items in PLCs to strengthen alignment.

Strategy's Expected Result/Impact: Increased teacher fidelity to high-quality instruction.
Improved student performance on STAAR-aligned assessments.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Campus Admin Team, Support Teacher, 3rd Grade Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November

February

April

June

Goal 4

Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams from 51% to 64% (2026-2027 target).

Performance Objective 1 **High Priority** **HB3 Goal**

Foundations

Evaluation Data Source: i-Ready Diagnostic Reports (BOY, MOY, EOY growth by student/subgroup)
Edugence Reports (CBAs, DOL trackers, unit assessments, subgroup data)
STAAR Data (Meets/Masters % by content area, subgroup breakdowns)
PLC Agendas/Minutes documenting instructional adjustments
Walkthrough/Coaching Feedback Forms (alignment, small group fidelity)
Student Work Samples (DOLs, written responses, STAAR practice tasks)

Strategy 1

Provide students with standards-aligned field trip opportunities that extend and strengthen Tier 1 Core Math instruction by engaging them in real-world applications of math and science concepts introduced in class.

Action Steps:
Identify grade-level appropriate, TEKS-aligned field trip opportunities that directly connect to core math instruction.
Integrate pre-trip and post-trip instructional activities into Tier 1 planning (lesson plans, DOLs, WIN time small groups, etc.).
Ensure equitable access by utilizing Title I funds to support student participation.

Strategy's Expected Result/Impact: Growth in DOLs and CBA assessments.
Students demonstrate increased proficiency on STAAR practice tasks.
At least 65% of students achieving Meets Grade Level on STAAR Math.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Campus Admin Team, Support Teacher, 3rd Grade Teachers

Funding Sources: Field Trip Transportation 6400 Parent Inv. Healthy Snacks/Bus/Travel T1, \$2,000

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November February April June

Strategy 2 Targeted Support Strategy

Provide Targeted Small Group & Intervention Supports

Action Steps:

Deliver targeted math interventions during WIN time using i-Ready profiles, fluency practice, and reteach lessons.

Classroom teachers and SPED staff will support Tier 2/Tier 3 students with data-driven interventions.

Track subgroup data (Asian, Hispanic, African American, EL, SPED) for equitable growth monitoring.). Specifically Asian student not meeting their target on Domain 3-closing the gaps.

Strategy's Expected Result/Impact: Increased percentage of students demonstrating growth on MOY data sources, including the Asian population.

More students showing Meets/Masters performance on STAAR-aligned practice sets, including the Asian population.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Campus Admin Team, Support Teacher, 3rd Grade Teachers

Funding Sources: Sirius STAAR Prep Resource Licenses 6300 Supplies and Materials- Title I Funds, \$5,000, Instructional Supplies & Materials 6300 Supplies and Materials- Title I Funds, \$15,378

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November

February

April

June

Strategy 3 Targeted Support Strategy

Build Teacher Capacity in Math Instruction

Action Steps:

Provide PD on problem-solving instruction, small group math structures, and leveraging i-Ready Math tools.

Instructional coaches/admins to conduct coaching cycles and walkthroughs with targeted feedback.

Share exemplar math practices during PLCs for peer collaboration.

Strategy's Expected Result/Impact: Stronger alignment between classroom instruction and STAAR rigor.

Growth in student problem-solving accuracy and math fluency.

Positive upward trend in 3rd grade STAAR practice results.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Campus Admin Team, Support Teacher, 3rd Grade Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Goal 5

By EOY 2027, increase overall positive responses on the annual Parent Engagement Survey from 82% to at least 90%, with a focus on school communication, family involvement, and support for student learning.

Performance Objective 1 High Priority HB3 Goal

Excellence

Evaluation Data Source: Parent Engagement Survey Results (baseline vs. growth by category)
Parent Meeting Sign-in Sheets & Agendas (Title I, literacy/math nights, PTA events)
ClassDojo/Newsletter Analytics (posts, message reach, translation use)
Event Participation Logs (attendance at academic and cultural events)

Strategy 1

Enhance Communication Between School and Families

Action Steps:

Provide timely, bilingual communication through newsletters, ClassDojo, and campus website updates.
Hold semester parent information sessions to update families on academics, behavior supports, and campus initiatives.
Ensure parents have multiple platforms to provide feedback (surveys, focus groups, suggestion boxes).

Strategy's Expected Result/Impact: Increased positive parent survey responses in communication items.

Parents report higher satisfaction with campus communication.

Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers, Counselor

Funding Sources: Paraprofessional PFE Supplemental Duty 6100 Parent Inv. Payroll T1, \$2,070

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November

February

April

June

Strategy 2

Increase Family Engagement in Academic Success

Action Steps:

Host academic nights (literacy, math, science, STAAR readiness) funded in part by Title I to build parent capacity.
Provide resources (take-home kits, strategy guides) for parents to support learning at home.

Track parent participation in academic-focused events.

Strategy's Expected Result/Impact: Higher parent participation rates in academic events. Increase in survey responses related to family involvement in academics.

Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers, Counselor

Problem Statements: Perceptions 1, 2

Funding Sources: Field trip transportation 6400 Healthy Snacks/Bus/Travel - Title I Funds, \$2,000

Formative Reviews

November

February

April

June

Strategy 3

Build Inclusive Campus Culture Through Events & Feedback Loops

Action Steps:

Continue hosting cultural, social, and community-building events (Meet the Teacher, College & Career Day, You Matter Week).

Partner with the PTA and community groups to expand opportunities for family involvement.

Use parent engagement funds strategically to support events that align with identified needs in the survey.

Strategy's Expected Result/Impact: Increase in overall survey participation.

Parents reporting a stronger sense of belonging and inclusivity.

Higher satisfaction in "campus climate & culture" survey indicators.

Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers, Counselor

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Strategy 4

Provide intentional Pre-K to Kindergarten transition opportunities to strengthen family engagement and kindergarten readiness.

Action Steps:

Provide families with information and resources related to kindergarten expectations, academic readiness, campus routines, and supporting learning at home. Provide opportunities for Pre-K students to become familiar with the kindergarten environment.

Strategy's Expected Result/Impact: Increased family preparedness and student readiness for the transition to kindergarten.

Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers, Counselor

Problem Statements: Perceptions 2

Formative Reviews

November

February

April

June

Strategy 5

Provide intentional 5th grade to middle school transition opportunities to prepare students and families for a successful transition.

Action Steps:

Connect students and families with information and resources related to middle school expectations, academic programs, course selection, campus routines, and family involvement.

Strategy's Expected Result/Impact: Increased student and family preparedness for the transition to middle school.

Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers, Counselor

Problem Statements: Perceptions 2

Formative Reviews

November

February

April

June

Strategy 6

Strengthen student recruitment and retention through intentional family and community outreach that highlights Davis programs, opportunities, accomplishments, and positive school culture.

Action Steps:

Promote campus programs, student successes, recognitions, and opportunities through campus communication, family events, and community partnerships.

Provide opportunities for prospective and current families to learn about Davis programs and supports.

Monitor enrollment and withdrawal trends to identify opportunities to strengthen recruitment and retention.

Engage current families and community partners in promoting a positive campus experience.

Strategy's Expected Result/Impact: Increased family awareness and engagement, improved student retention, and stabilization or growth of campus enrollment.

Staff Responsible for Monitoring: Campus Administrators, Counselor, Family Engagement Liaison, Office Staff, Classroom Teachers

Problem Statements: Demographics 5

Formative Reviews

NovemberFebruaryAprilJune

Strategy 7

Strengthen staff culture, development, and retention through intentional support, professional growth, recognition, leadership opportunities, and staff voice.

Action Steps:

- Provide structured mentoring and ongoing support for new teachers and staff.
- Utilize PLCs, coaching, feedback, and professional learning to support teacher growth.
- Provide meaningful teacher leadership and professional growth opportunities.
- Recognize staff contributions and accomplishments.
- Gather staff feedback and monitor perception and retention data to inform campus supports.

Strategy's Expected Result/Impact: Improved staff perceptions of support, collaboration, and professional growth; increased teacher leadership capacity; and improved staff retention.

Staff Responsible for Monitoring: Campus Administrators, Department Chairs, Mentor Teachers, Campus Leadership Team

Problem Statements: Perceptions 1

Formative Reviews

NovemberFebruaryAprilJune

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Increasing student enrollment, as the total number of students decreased from 478 in the 2023-2024 school year to 416 in the 2024-2025 school year.	The campus has experienced declining enrollment due to demographic shifts within the attendance zone, including changing housing patterns, decreased numbers of school-aged children in the community, and increased school choice options available to families.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 According to the fall 2025-2026 well-being staff survey, 62% of staff members believed that their colleagues have a positive attitude, which is a 24% decrease from the 2024-2025 school year.	Shift in the district instructional expectations.
2 According to the 2025-2026 family engagement survey, 54% of families believe that their child struggles to get organized for school.	Discontinuation of campus's WICOR implementation.

Goal 6

By EOY 2027, increase the overall campus attendance rate from 95.2% (2025-2026 school year) to 96% or higher.

Performance Objective 1 High Priority HB3 Goal

Excellence

Evaluation Data Source: Edugence/District Attendance Reports (daily, weekly, monthly rates)
Tiered Intervention Logs (attendance contracts, counselor/social worker notes)
Parent Communication Logs

Strategy 1

Strengthen Monitoring & Early Intervention

Action Steps:

Review attendance data weekly in leadership team and grade-level PLCs.

Identify students with attendance below 90% and provide tiered interventions (parent contact, counselor check-in, attendance contracts).

Utilize attendance trackers and Edugence reports to monitor subgroup trends (SPED, EL, At-Risk).

Strategy's Expected Result/Impact: Reduced number of students below 90% attendance.
Upward trend in monthly attendance averages.

Staff Responsible for Monitoring: Campus Administrators, Counselor, Data Clerk

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November

February

April

June

Strategy 2

Recognize & Incentivize Positive Attendance

Action Steps:

Implement campus-wide incentives for perfect/near-perfect attendance (certificates, events, recognition on announcements).

Recognize grade levels with the highest weekly/monthly attendance with traveling trophies or rewards.

Align incentives with PBIS/Dragon Pride celebrations to reinforce positive culture.

Strategy's Expected Result/Impact: Increased number of students with 97%+ attendance.
Campus attendance rate rises to 96%+ by EOY 2027.

Staff Responsible for Monitoring: Campus Administrators, Counselor, Data Clerk

Formative Reviews

November

February

April

June

Goal 7

By EOY 2027, decrease the total number of documented student discipline incidents from 42 incidents in 2025-2026 to no more than 36 incidents in 2026-2027 through consistent implementation of Tier I behavior supports, schoolwide expectations, self-regulation strategies, and targeted behavioral interventions.

Performance Objective 1 High Priority

Excellence

Evaluation Data Source: Review 360 discipline and behavior data
PBIS/behavior tracking data
Student perception survey data
Counselor and MTSS intervention documentation
Classroom walkthrough data related to implementation of schoolwide behavior expectations

Strategy 1

Strengthen Consistent Tier I Behavior Supports and Schoolwide Expectations

Action Steps:

Explicitly teach, model, practice, and reinforce schoolwide behavior expectations across classrooms and common areas.
Utilize consistent campuswide language and expectations for student behavior.
Reinforce positive behaviors through campus PBIS systems, including ClassDojo, Davis Dojo store, recognition opportunities, and behavior celebrations.
Provide staff with ongoing guidance and support related to classroom management, restorative practices, de-escalation, and student self-regulation.
Monitor the implementation of Tier I behavior expectations through walkthroughs, behavior data, and leadership team review.

Strategy's Expected Result/Impact: Increased consistency in the implementation of schoolwide behavior expectations.

Reduction in office discipline referrals and repeated behavior incidents.

Improved student perception of safety and support at school.

Reduction in the disproportionate percentage of behavior incidents involving male students.

Staff Responsible for Monitoring: Campus Administrators, Counselor, Support Teacher, Classroom Teachers

Problem Statements: School Processes & Programs 1

Funding Sources: Student SEL Kits 199 - PIC 24 State Comp Ed Funds, \$3,002

Formative Reviews

November

February

April

June

Strategy 2

Use Behavior Data to Provide Early and Targeted Intervention

Action Steps:

Review campus behavior data regularly to identify trends by grade level, student group, behavior type, location, and time of year.

Identify students demonstrating repeated behavior concerns and provide appropriate Tier II or Tier III behavioral supports through MTSS.

Utilize counselor supports, behavior interventions, restorative practices, parent conferences, and individualized behavior plans as appropriate.

Monitor students receiving targeted behavioral interventions to determine effectiveness and adjust supports when needed.

Use identified behavior trends to proactively strengthen supervision, reteaching, and reinforcement in areas or time periods demonstrating increased concerns.

Strategy's Expected Result/Impact: Earlier identification and support for students demonstrating recurring behavioral needs.

Decrease in repeated office discipline referrals.

Increased effectiveness of Tier II and Tier III behavioral interventions.

Reduction in behavior incidents during identified high-risk settings and periods.

Staff Responsible for Monitoring: Campus Administrators, Counselor, Support Teacher, Classroom Teachers

Problem Statements: School Processes & Programs 1

Formative Reviews

November

February

April

June

Strategy 3

Strengthen Student Self-Regulation, Conflict Resolution, and Social-Emotional Skills

Action Steps:

Provide explicit instruction and reinforcement of self-regulation, conflict-resolution, problem-solving, and positive peer-interaction skills.

Utilize counseling and SEL supports to address identified student needs.

Provide targeted small-group or individual counseling supports for students demonstrating recurring behavioral or social-emotional needs.

Reinforce restorative practices that provide students opportunities to reflect, repair harm, and develop more appropriate responses to conflict.

Engage families when students demonstrate repeated behavioral concerns to establish consistent school-home supports.

Strategy's Expected Result/Impact: Students demonstrate increased use of appropriate self-regulation and conflict-resolution strategies.

Reduction in physical confrontations and repeated peer-conflict incidents.

Increased percentage of students reporting that they feel safe and supported at school.

Improved student behavior and classroom learning environments.

Staff Responsible for Monitoring: Campus Administrators, Counselor, Classroom Teachers

Problem Statements: School Processes & Programs 1

Formative Reviews

November

February

April

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Behavior incidents were disproportionately higher among male students, accounting for 73.5% of all reported incidents.

Tier I behavior supports and self-regulation strategies have not been implemented consistently to meet the behavioral needs of all students.

Goal 8

Increase the percentage of Emergent Bilingual students meeting progress in Achieving English Language Proficiency on TELPAS from 34% to 40% (2026-2027 target).

Performance Objective 1 High Priority

Foundations

Evaluation Data Source: TELPAS and TELPAS Alternate results
TELPAS proficiency levels and progress data by language domain
Student language proficiency data
Classroom walkthrough and coaching data
PLC agendas and instructional planning artifacts
Student work samples demonstrating listening, speaking, reading, and writing development

Strategy 1

Strengthen Academic Language Development Across Tier I Instruction

Action Steps:

Provide professional learning and ongoing support to strengthen teacher understanding and implementation of the ELPS across content areas.
Intentionally incorporate academic language development into daily Tier I instruction for Emergent Bilingual students.
Teachers will plan opportunities for students to listen, speak, read, and write using content-specific academic language.
Incorporate structured student discourse, sentence stems, academic vocabulary, modeling, visuals, and other language supports based on students' proficiency levels.
Embed opportunities for students to produce increasingly complex oral and written language during daily instruction.
Monitor implementation of language-development strategies through classroom walkthroughs, PLCs, coaching, and student work.

Strategy's Expected Result/Impact: Increased consistency in implementation of ELPS-aligned instructional practices across classrooms.
Increased opportunities for Emergent Bilingual students to develop and apply academic language throughout the instructional day.
Improved student performance across TELPAS language domains.
Increased the percentage of Emergent Bilingual students meeting expected progress in English-language proficiency from 34% to at least 40%.

Staff Responsible for Monitoring: Campus Administrators, LPAC Staff, Support Teacher, Classroom Teachers

Problem Statements: Demographics 1

Funding Sources: Instructional materials to align with tier and small group instruction 199 - PIC 25 Bil./ESL State Allotment Funds, \$6,700

Formative Reviews

November

February

April

June

Strategy 2

Use Language-Proficiency Data to Drive Instruction and Monitor Student Progress

Action Steps:

Analyze TELPAS data by student, grade level, proficiency level, and language domain to identify specific language-development needs.

Utilize PLCs and data meetings to review Emergent Bilingual student progress and determine instructional adjustments.

Identify students demonstrating limited progress in English-language acquisition and prioritize them for additional instructional support.

Monitor student progress in listening, speaking, reading, and writing throughout the year using classroom performance, student work, and available language-development data.

Use student proficiency levels to appropriately scaffold instruction while maintaining grade-level content expectations.

Review Emergent Bilingual subgroup performance regularly through campus leadership and PLC data-monitoring structures.

Strategy's Expected Result/Impact: Teachers demonstrate increased understanding of individual students' English-language proficiency levels and language-development needs.

Instructional supports are adjusted based on student language data rather than applied uniformly to all Emergent Bilingual students.

Students demonstrating limited language growth are identified earlier and receive targeted support.

Increased percentage of students demonstrating progress toward the next TELPAS proficiency level.

Staff Responsible for Monitoring: Campus Administrators, LPAC Staff, Support Teacher, Classroom Teachers

Problem Statements: Demographics 1

Formative Reviews

November

February

April

June

Strategy 3

Build Teacher Capacity to Support English Language Development

Action Steps:

Provide professional learning focused on TELPAS, ELPS implementation, academic language development, and effective instructional practices for Emergent Bilingual students.

Use PLCs to model, practice, and share effective strategies for supporting listening, speaking, reading, and writing development.

Provide coaching and walkthrough feedback related to implementation of language-development practices.

Utilize student work and classroom evidence during PLCs and coaching conversations to evaluate the effectiveness of language supports.

Share exemplar instructional practices and resources that demonstrate effective integration of content and language objectives.

Strategy's Expected Result/Impact: Increased teacher capacity to intentionally plan for both content mastery and language development.
Increased consistency of language-development practices across grade levels and content areas.
Improved alignment between ELPS, classroom instruction, and students' individual language-proficiency needs.
Improved Emergent Bilingual student progress on TELPAS.

Staff Responsible for Monitoring: Campus Administrators, LPAC Staff, Support Teacher, Classroom Teachers

Problem Statements: Demographics 1

Formative Reviews

November

February

April

June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Only 53% of our ELL students demonstrated English language acquisition as measured by the early progress indicator on TELPAS.	A consistent schoolwide approach to academic language development has not been fully implemented, and ELPS strategies have not been used consistently across classrooms.

Goal 9

Increase the percentage of third through fifth grade students with an IEP achieving 'Meets Grade Level' on 3rd-5th Reading Language Arts and Math STAAR from 26% to 38% (2026-2027 target).

Performance Objective 1 High Priority

Foundations

Evaluation Data Source: STAAR Reading Language Arts results for students receiving Special Education services

i-Ready Reading Diagnostic data

District and campus common assessment data

DOL and student work data

IEP progress-monitoring data

PLC agendas and data-review documentation

Walkthrough and coaching feedback

Strategy 1

Strengthen Alignment of Tier I and Specialized Instruction

Action Steps:

Ensure students receiving Special Education services have access to rigorous, grade-level Tier I instruction aligned to TEKS and individual IEP needs.

Align Resource and specialized instruction to current Tier I learning, priority standards, prerequisite skills, and identified student needs.

Use assessment data, student work, and IEP progress-monitoring data to identify skill gaps and adjust instruction.

Strengthen collaboration between general education and Special Education staff through PLCs and collaborative planning to align Tier I, small-group instruction, intervention, accommodations, and Resource services.

Monitor implementation of instructional supports and accommodations through walkthroughs, student work, and progress-monitoring data.

Strategy's Expected Result/Impact: Increased alignment between Tier I and specialized instruction.

Increased student access to grade-level content while addressing identified learning gaps.

Improved performance on classroom assessments, DOLs, i-Ready, and STAAR.

Increase the percentage of students with IEPs achieving Meets Grade Level on RLA STAAR from 26% to 38%.

Staff Responsible for Monitoring: Campus Administrators, Special Education Teachers, General Education Teachers, Support Teacher, Diagnostician

Problem Statements: Student Learning 2, 4

Funding Sources: Personal Care Materials 199 - PIC 23 SPED State Allotment Funds, \$1,824

Formative Reviews

November

February

April

June

Strategy 2

Strengthen Progress Monitoring and Data-Based Instructional Response

Action Steps:

Monitor the academic progress of students with IEPs using multiple data sources, including i-Ready, DOLs, common assessments, student work, and IEP progress data.

Review Special Education student performance during PLCs and designated data meetings to identify students not demonstrating adequate progress.

Disaggregate assessment data for students receiving Special Education services to identify trends by grade level, standard, and individual student.

Adjust instructional groups, interventions, scaffolds, and specialized instruction based on student response to instruction.

Ensure progress toward IEP goals is monitored consistently and used to inform instructional decisions.

Escalate concerns through appropriate MTSS, Special Education, and ARD processes when data indicate that current supports are not producing adequate progress.

Strategy's Expected Result/Impact: Earlier identification of students who are not responding adequately to instruction.

More timely instructional adjustments based on individual student performance.

Increased student progress toward IEP goals and grade-level standards.

Increased growth on i-Ready Reading and campus/district assessments.

Progress toward increasing RLA STAAR Meets Grade Level performance from 26% to 38%.

Staff Responsible for Monitoring: Campus Administrators, Special Education Teachers, General Education Teachers, Support Teacher, Diagnostician

Problem Statements: Student Learning 4

Formative Reviews

November

February

April

June

Strategy 3

Strengthen Teacher Capacity to Support Students with IEPs

Action Steps:

Provide professional learning and coaching focused on differentiation, scaffolding, accommodations, specially designed instruction, and rigorous instruction for students with disabilities.

Utilize PLCs to collaboratively plan and rehearse instructional strategies that provide students with IEPs access to grade-level content.

Strengthen general education and Special Education teacher understanding of individual student accommodations and instructional needs.

Use walkthroughs and coaching feedback to monitor implementation of accommodations,

differentiation, and effective small-group instruction.
Provide opportunities for general education and Special Education staff to collaboratively analyze student work and identify effective instructional responses.

Strategy's Expected Result/Impact: Increased teacher capacity to provide rigorous and appropriately scaffolded instruction to students with IEPs.
Increased consistency in implementation of accommodations and specialized instructional supports.
Improved collaboration between general education and Special Education staff.
Increased academic growth and grade-level achievement for students receiving Special Education services.
Increased the percentage of students with IEPs achieving Meets Grade Level on RLA STAAR from 26% to 38%.

Staff Responsible for Monitoring: Campus Administrators, Special Education Teachers, General Education Teachers, Support Teacher

Problem Statements: Student Learning 4

Formative Reviews

November

February

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Reading proficiency remains below desired levels in grades 3-5, with more than half of students in each grade still performing below proficiency on the EOY i-Ready Diagnostic.	Tier I reading instruction and targeted interventions have not consistently accelerated students performing below grade level.
4	Reading growth for students receiving Special Education was lower than campus averages in grades 1, 2, and 5.	Specialized instructional supports and progress monitoring have not been consistently implemented to accelerate reading achievement for students receiving Special Education services.



State Compensatory Education

State Compensatory

Budget for Davis Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Personnel for Davis Elementary School

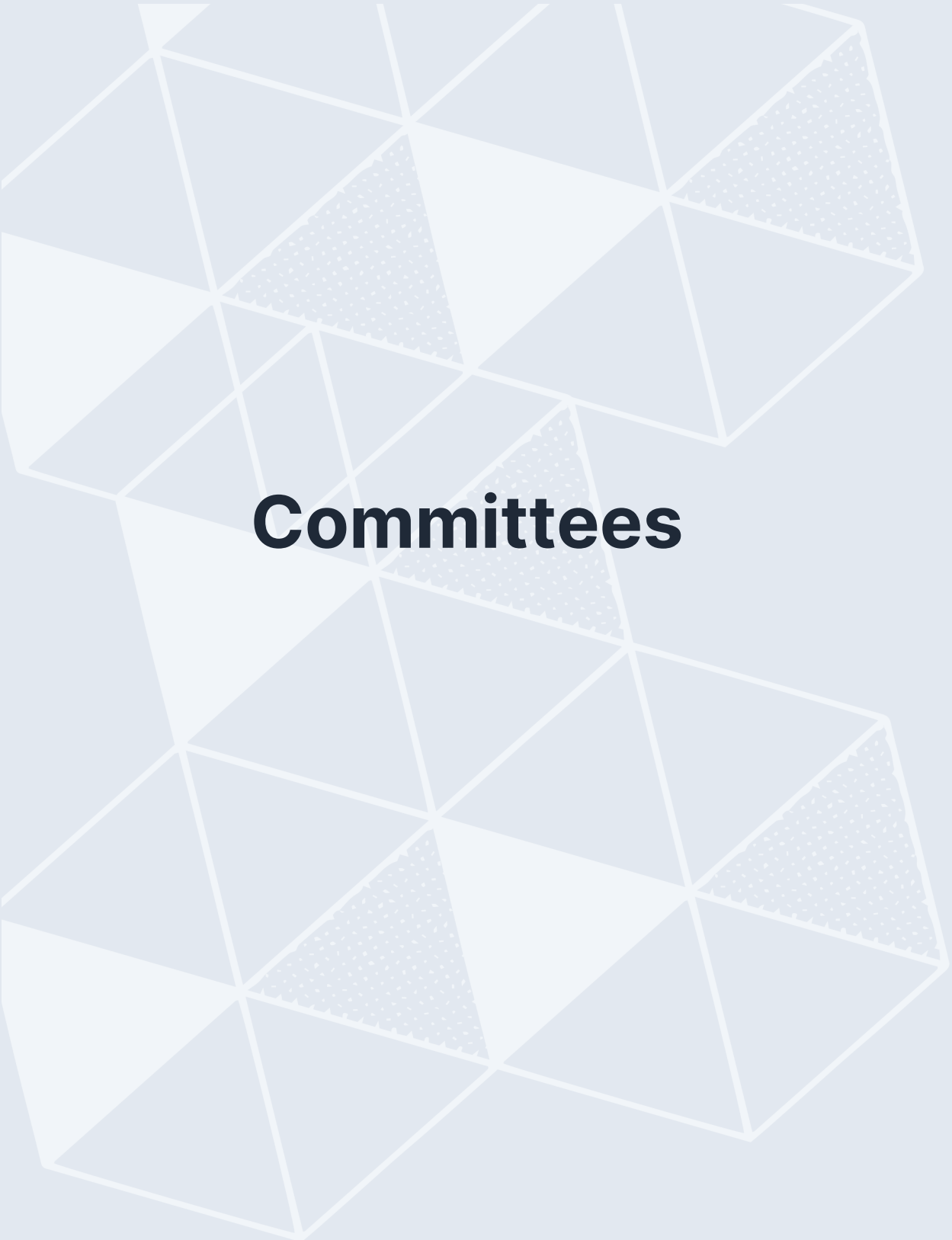
Name	Position	FTE
Brooke Sears	Support Teacher	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Brooke Sears	Support Teacher	Title I, Part A	1



Committees

Committees

Davis CIT/CNA 2026-2027

Members

First Name	Last Name	Position	Committee Role
Maria	Ortiz	3rd Grade Teacher	Teacher
Nancy	Dunn	2nd Grade Teacher	Teacher
Tammi	Lane	ALE Teacher	Teacher
Caitlin	Martinez	Speech Pathologist	Specialized Instructional Support
Adam	Rice	Business Member	Business Member
Lana	King	Business Member	Business Member
Anne	Romanko	Community Member	Community Member
Sharifa	Amen	Community Member	Community Member
Emmaline	McGraw	Counselor	Specialized Instructional Support
Araceli	Borusqueta	District Personnel	LEA Administrator
Elva	Guzman	Secretary	Paraprofessional
Raven	Wallace	SPED Aide	Paraprofessional
Brooke	Sears	Support Teacher	Other School Leader
Daphne	Muniz	PK Teacher	Teacher
Autrinette	Cole	Kinder Teacher	Teacher
Nafisa	Shaima	Parent	Parent
Brandi	Keeter	Parent	Parent
Elba	Sifonte	Assistant Principal	Assistant Principal
Rosalyn	Black	Principal	Principal