Wylie Independent School District

Davis Intermediate School

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading

2026-2027 Campus Improvement Plan

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Mission Statement

"Growing Lifelong Learners. Building a Positive Future."

Vision

"An accountable community with shared commitment."

Value Statement

"Education opens the door to opportunity." - Bill F. Davis

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Comprehensive Needs Assessment

Demographics

Summary

White: 37%

African American: 19%

Hispanic: 18%

Two or More Races: 7%

Asian: 18%

Economically Disadvantaged: 24.2%

At-Risk: 19%

Special Education 23%

504: 10%

LEP: 11%

Gifted and Talented: 14%

Total Student Count as of 9/30/25: 972

87 full-time staff and 57 full-time, certified educators

Strengths

Academic Growth in Performance 2025 STAAR Test - Each subject area grew in approaches, meets, and masters except for masters in 5th grade Science where they only fell by 1%. However, their masters rate is still 10% higher than that of the state.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Asian subpopulation did not meet State Target in Academic Achievement or Growth Status for Math for the long term 2037-2038 Target. (Academic Achievement 83%, needed 86%) for Davis last STAAR exam.	Lower performing with a limited number of students and high long-term target goal from the State.

★ = Priority

Student Learning

Summary

Davis Intermediate School earned an A in State Accountability on the STAAR Assessment for the 24-25 school year.

Distinctions:

Top 25%: Comparative Closing the Gaps

2025 STAAR:

- Academic growth was shown in approaches, meets, and masters in all areas except for Science masters.

Strengths

Davis Intermediate School earned an A in State Accountability on Davis last STAAR Assessment for the 24-25 school year.

Distinctions:

Top 25%: Comparative Closing the Gaps

2025 STAAR:

- Academic growth was shown in approaches, meets, and masters in all areas except for Science masters.

School Processes & Programs

Summary

Davis Intermediate School serves approximately 970 students in grades 5 and 6. There is Professional Learning Community time built into the day to discuss Curriculum, Instruction, and Learning.

Davis Intermediate School follows the district scope and sequence by utilizing the Year at a Glance and Instructional Focus Documents. District Unit Assessments are administered, along with short-cycle common formative assessments, and assessment data is reviewed regularly with adjustments in instruction taking place as needed. Instructional specialist support is utilized for all four content areas to seek resources, discuss best instructional practices, analyze data, and develop common assessments. Read 180 will be a resource utilized to support struggling readers in Special Education. MAP data is analyzed allowing teachers and students to set goals for improvement. Focused small group learning will be utilized to individualize instruction for all students in class and during Anchor Time each day.

All teachers are highly qualified. The school is involved in the district's new hire mentor program to support first-year teachers. The program also utilizes campus teachers to support zero-year teachers and new hires.

All students are assigned a Chromebook, and teachers are provided a range of technology tools (along with tech support) to enhance learning in the classroom.

Strengths

Teachers reflect on prior year(s) data and seek new and innovative ways to present low SE's. Students have the opportunity for tutorials and reassessment based on need weekly.

PLC is utilized each week to analyze, discuss, and implement the district curriculum as well as support professional learning and growth. A collaborative work environment is the norm. Unpacking documents have been updated by each academic team to dig deeper into the learning for our students.

Technology continues to be a strength for Davis. All students have Google accounts and the campus has initiated a 1:1 Chromebook initiative. Google Drive is consistently used by the staff to communicate collaboratively. Students are also learning how to communicate and collaborate using Google applications. Our Media Specialist is available to support and enhance the use of technology on campus.

Bullying and Suicidal outcries are addressed quickly by teachers and administration. Systems are in place to address these needs, from Assistant Principals that focus on specific grade levels, to our Counselors having testing and 504 responsibilities taken away so they can focus primarily on student needs.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Response to Intervention system needs to continue to be "tightened" to better serve the learning needs of our students	Tighter systems are being implemented. Scheduling adjustments and utilizing a teacher's strengths are being implemented to address this root cause.

★ = Priority

Perceptions

Summary

Welcome to Davis Intermediate School, home of the Marauders! Student engagement in learning is the focus at Davis Intermediate School. We pride ourselves on creating and providing a safe and secure learning environment that supports creativity, problem solving, collaboration, communication and critical thinking. We believe that we must provide students with a quality educational experience that prepares them for their future. Sparking a child's curiosity to pursue future independent learning is what excites us. On our last end of the year survey students responses were favorable in all categories. Parents also responded favorably in the areas of Teacher Effectiveness, Principal Leadership, Community Involvement and School Pride and Recognition. Responses were on par with district averages. The areas of focus this year will continue to be Communication, Recognition and Family Involvement. Our school has a strong PTA that encourages family involvement, achievement character education, and school pride.

Strengths

Character Strengths: Respect and Courtesy, Responsibility, Addressing Bullying, Trustworthiness

Climate Strengths: Teacher Effectiveness, Community Involvement, and Collaboration

PTA Membership, Leadership, and Activities are a strength. All full time staff members have already joined PTA for this school year.

Students are also joining PTA at a high rate.

Mentor and PAL Program and after school clubs that are available for students.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Communication to encourage more involvement and tighter systems in place to improve student learning and engagement.	systems and communication tools that are too loose and not as focused.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Response to Intervention system needs to continue to be "tightened" to better serve the learning needs of our students	Tighter systems are being implemented. Scheduling adjustments and utilizing a teacher's strengths are being implemented to address this root cause.
2 ★	Masters scores across the board on campus can use some improvement, especially in the following areas. 6th Math scored at 33%, 5th Science scored at 22%, 5th Math scored at 38%.	Need for more Intentionality with Power Standards, Frequent Intentional Assessments (CFAs), and Taking Action from results (4 Critical Question Focus).

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**

Student Data: Student Groups

- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**

- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Goals

Goal 1 Foster a strong sense of community & ethical values in our students.

Performance Objective 1

Wylie Way core values will be taught throughout the school year.

Evaluation Data Source: Discipline referrals and District Calendar (Wylie Way Days)

Strategy 1

Positive behavior management strategies will be used in all classrooms, along with a consistent campus discipline plan.

Staff Responsible for Monitoring: Teachers and Administrators

Formative Reviews

December	March	June

Strategy 2

SEL lessons will be taught weekly during Anchor Time in Social Studies classes.

Staff Responsible for Monitoring: Administrators and Teachers

Formative Reviews

December	March	June

Performance Objective 2

Increase yearly attendance to be in Q1 as compared to our comparison group in the state.

Evaluation Data Source: attendance data from school and state

Strategy 1

Recognize perfect attendance students each 9 weeks.

Staff Responsible for Monitoring: Registrar, teachers, administrators.

Formative Reviews

December	March	June

Strategy 2

Tighten campus procedures with communication and the development and implementation of attendance plans as a means to address excessive unexcused absences.

Staff Responsible for Monitoring: Registrar, teachers, administrators.

Formative Reviews

December	March	June

Strategy 3

Parents contacted after consecutive days of absence.

Staff Responsible for Monitoring: Teachers and Registrar and Administrators

Formative Reviews

December	March	June

Performance Objective 3

Increase the opportunity for parents and other community members to be part of the school environment.

Evaluation Data Source: PTA Membership count, WatchDOG, and MODsquad attendance

Strategy 1

Work with PTA to maintain staff membership of 100%, and increase student and parent membership so each student has representation.

Staff Responsible for Monitoring: PTA
Administration

Formative Reviews

December	March	June

Strategy 2

Support PTA's WatchDOGS/MOD Squad parent involvement program.

Staff Responsible for Monitoring: PTA, Teachers, Administrators, Front Office Staff

Formative Reviews

December	March	June

Performance Objective 4

100% of DIS students will have access and education in guidance lessons on Character Development and Anti-Bully Education.

Evaluation Data Source: Counselor Communication and Wylie Way Lessons

Strategy 1

Provide training for all staff in accordance with board policy.

Staff Responsible for Monitoring: Administrators

Formative Reviews

December	March	June

Strategy 2

Provide learning to all students in accordance with board policy including reporting and response.

Staff Responsible for Monitoring: Administrators and Teachers

Formative Reviews

December	March	June

Strategy 3

Implement Character Development, Drug Resistance, and Anti Bully Education training for all students through classroom guidance and counseling programs.

Staff Responsible for Monitoring: Counselor and Teachers

Formative Reviews

December	March	June

Strategy 4

Lunch Groups will be formed to work on social skills and to address life challenges.

Staff Responsible for Monitoring: Counselors

Formative Reviews

December	March	June

Performance Objective 5

Davis is committed to being a Restorative Campus with every class having agreed upon Community Agreements along with a Formal Circle at least once a month.

Evaluation Data Source: Campus-wide implementation and teacher teams planning weeks of each month to have their Formal Circles.

Strategy 1

Each Class will create and post agreed-upon Community Agreements

Strategy's Expected Result/Impact: Positive classroom accountability

Staff Responsible for Monitoring: Teachers and Administration

Formative Reviews

December	March	June

Strategy 2

Each student will be a part of at least 2 formal circles per month

Strategy's Expected Result/Impact: Relationship building

Staff Responsible for Monitoring: Classroom teachers and Administration

Formative Reviews

December	March	June

Goal 2

We will maximize student achievement for every student by implementing anchor time (20-35 minutes in each core class, every day) to address specific, academic student needs through intervention and enrichment activities through a small group setting.

Performance Objective 1

☑ **High Priority**

We will experience growth in the areas of "Meets" and "Masters" on STAAR Reading, Math and Science. We will increase meets in 5th grade math by 6%, 5th grade reading by 2%, 5th grade science by 4%, and 6th grade math by 13%. We will increase masters in 5th grade reading by 2%, 5th grade math by 2%, 5th grade science by 8%, 6th grade reading by 4%, and 6th grade math by 6%.

Evaluation Data Source: STAAR Data

Strategy 1

Teachers will implement varied enrichment and remediation strategies to be delivered through small groups in anchor time for 20-35 minutes each day in each core subject area.

Staff Responsible for Monitoring: Teachers and Administrators
Learning Specialists

Formative Reviews

December	March	June

Strategy 2

Teachers will use team created CFAs and MAP data to identify students that need and would benefit from intervention or extension activities.
Targeted Support Strategy

Staff Responsible for Monitoring: Teachers and Administrators

Formative Reviews

December	March	June

Strategy 3

Read 180 for Resource ELAR instruction for students reading below grade level.

Staff Responsible for Monitoring: Teachers, Learning Specialists, Administrators

Formative Reviews

December	March	June

Strategy 4

Tighter PLC processes in the areas of identifying power standards, frequent common assessments, and taking action on results.

Strategy's Expected Result/Impact: Academic Growth

Staff Responsible for Monitoring: Teachers and Administrators

Formative Reviews

December	March	June

Performance Objective 2

Our goal is to receive an "A" in student progress in academic growth. We will do this by increasing the raw score for percent growth in 5th grade reading by 6%, 6th grade reading by 1%, 5th grade math by 15%, and 6th grade math by 6%.

Evaluation Data Source: We will use formative assessment data, unit assessment data, and MAP data to track student progress throughout the school year.

Performance Objective 3

Increase performance of at-risk, EL, and economically disadvantaged students which will help "close the gaps" of academic performance between different student groups. Our goal is to increase student growth in each of these groups by at least 3% of their current performance level.

Evaluation Data Source: We will use formative assessment data, unit assessment data, and MAP data to track student progress throughout the school year.

Strategy 1

Support Response to Intervention system that will meet on a regular basis to review student needs and develop individual intervention plans.

Staff Responsible for Monitoring: RTI team and Administrators

Funding Sources: State Comp Ed, $7,000

Formative Reviews

December	March	June

Strategy 2

Administer MAP assessment BOY and MOY and EOY, use the data to drive targeted instruction and learning

Staff Responsible for Monitoring: Teachers, RTI Team, MAP Implementation Team, and Administrators

Formative Reviews

December	March	June

Strategy 3

Multiple At Risk students will participate in an after school "Boys/Girls Club" sponsored by teachers at Davis that offers tutorials and a team building experience, along with other clubs offered on campus.

Staff Responsible for Monitoring: Teachers, Counselor and Administrators

Formative Reviews

December	March	June

Performance Objective 4

Provide dyslexia services for students identified with dyslexia 40 minutes per day in most cases.

Evaluation Data Source: Skyward Scheduling
Data from Dyslexia Specialist

Strategy 1

Read Naturally, Lexia and Phonics Blitz will be utilized with fidelity to teach reading decoding skills to dyslexic students

Staff Responsible for Monitoring: Language Therapist, Counselor, Teachers and Administrators

Funding Sources: Materials State Comp Ed, $1,000

Formative Reviews

December	March	June

Performance Objective 5

Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and School-Based Activities.

Evaluation Data Source: Master Schedule
Scheduled events

Strategy 1

The District shall encourage students, parents, staff, and community members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available for use outside of the school day in accordance with district policy.

Strategy's Expected Result/Impact: Better health and quality of life

Staff Responsible for Monitoring: School and District Staff

Formative Reviews

December	March	June

Performance Objective 6

Provide programs preventing students from dropping out

Evaluation Data Source: PTA Events
Counseling Sessions
Relationship Building PD

Strategy 1

One hour of tutorials will be provided each week for each content area to ensure mastery of grade level content.

Staff Responsible for Monitoring: Teachers

Formative Reviews

December	March	June

Strategy 2

Anchor Time will be used in Social Studies to complete social skills development lessons on a weekly basis. Small groups and interventions will be used in all core subjects during Anchor Time on a daily basis.

Staff Responsible for Monitoring: Teachers, Counselor, Administrators.

Formative Reviews

December	March	June

Strategy 3

Partner At Risk students with a community mentor or PAL who meet on a regular schedule; weekly, bi-monthly, or monthly.

Staff Responsible for Monitoring: Counselor

Formative Reviews

December	March	June

Goal 3

Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce.

Performance Objective 1

Increase opportunities for all students to use technologies and web tools to express ideas, solve problems, share information and create products representative of their learning.

Evaluation Data Source: Chromebook Usage
District Surveys

Strategy 1

Students will be exposed to Career Videos developed by the district. Videos will highlight education needed for this career field.

Staff Responsible for Monitoring: Teachers, Learning Specialist, Curriculum and Instruction Department

Formative Reviews

December	March	June

Strategy 2

Teachers and students will use Google Classroom for communication and collaboration of lesson activities.

Staff Responsible for Monitoring: Teachers and Administrators

Formative Reviews

December	March	June

Goal 4 Attract, retain, develop, and value a quality staff.

Performance Objective 1

Recruit, hire, and retain highly effective teachers

Evaluation Data Source: T-TESS

Strategy 1

Conduct group interviews using district designed questions to help identify candidates that fit the district's profile of an effective "teacher."

Staff Responsible for Monitoring: Administrators

Formative Reviews

December	March	June

Strategy 2

Ensure each first year teacher and teachers new to the district are involved in a mentor program.

Staff Responsible for Monitoring: Administrators and Human Resources

Formative Reviews

December	March	June

Strategy 3

Higher "Highly Qualified" teachers under state definition.

Staff Responsible for Monitoring: Human Resources, Administrators

Formative Reviews

December **March** **June**

Performance Objective 2

Provide employees tools, training, and support necessary to do their jobs effectively in order to maintain high teacher retention.

Evaluation Data Source: Provide needed and usable teacher resources
District PD and Learn and Earns

Strategy 1

Provide ongoing embedded professional learning that focuses on the Big 3 PLC components and the 4 Critical Questions.

Staff Responsible for Monitoring: Teachers, Learning Specialist and Administrators

Formative Reviews

December **March** **June**

Strategy 2

Provide teachers 1 day/semester to work with content area team to analyze data and design instruction and learning activities to ensure mastery of content.

Staff Responsible for Monitoring: Teachers, Learning Specialists, Administrators

Formative Reviews

December **March** **June**

Performance Objective 3

Evaluate staff using T-TESS and have staff set goals for continuous growth.

Evaluation Data Source: T-TESS Teacher Goals and BoY and Summative Meetings to discuss them.

Strategy 1

Goal setting conferences will be conducted for new staff, followed by observations, walkthroughs, and a post conference. A summative conference will also take place and goals redeveloped.

Staff Responsible for Monitoring: Administrators

Formative Reviews

December	March	June

Performance Objective 4

By the end of the 25-26 school year, all language arts teachers who teach EL students will have their ESL Supplemental Certification.

Evaluation Data Source: Teacher Certifications

Strategy 1

Work in collaboration with Special Services for non-ESL certified teachers to obtain their ESL certification by covering the costs associated with the assessment.

Strategy's Expected Result/Impact: More knowledgeable staff working with students

Staff Responsible for Monitoring: Special Services, Campus Administration, and Teachers

Formative Reviews

December	March	June

Goal 5 Manage growth in a way that provides functional equity, financial responsibility, and assurance for all student needs.

Performance Objective 1

Work alongside the district to maintain an appropriate student to staff ratio.

Evaluation Data Source: Staffing Allocations
Master Schedule Adjustments

Strategy 1

Report weekly student enrollment as a means of monitoring student growth and staffing needs.

Staff Responsible for Monitoring: Registrar, Administration and Human Resources

Formative Reviews

December	March	June

Goal 6 Encourage involvement in extracurricular activities to enhance character development and academic success.

Performance Objective 1

The Davis Staff will offer a variety of after school clubs and encourage student participation.

Evaluation Data Source: Clubs offered at Davis

Strategy 1

Multiple sources will be utilized to promote clubs that are offered after school for student participation and will also be posted on the Davis web page.

Staff Responsible for Monitoring: Media Specialist, teachers, and administration

Formative Reviews

December	March	June

Goal 7 Celebrate our students and staff.

Performance Objective 1

Through multiple ways of recognition we strive to provide each student with at least one formal recognition for academic achievement, character and or attendance at a large school wide assembly or weekly mascot program.

Evaluation Data Source: Mascot Data Sheet
Assembly Agenda

Strategy 1

Recognize students on the A and AB honor roll , outstanding character, and perfect attendance each 9 weeks, along with weekly (Mascots for Character).

Staff Responsible for Monitoring: Staff
Administration

Formative Reviews

December	March	June

Performance Objective 2

Recognize staff for outstanding performance and commitment to our students throughout the year.

Evaluation Data Source: Assemblies
Newsletters

Strategy 1

Nine week assembly recognition and bi-weekly newsletter recognition for staff.

Staff Responsible for Monitoring: Administration

Formative Reviews

December	March	June

Goal 8 Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff.

Performance Objective 1

During the 2025-26 School Year, an armed security guard or School Resource Officer (SRO) will be on campus daily.

Evaluation Data Source: SRO and security guard schedule

Strategy 1

Duties required by our security guard include safety officer on campus, interior and exterior door checks, along with monitoring halls and transitions.

Strategy's Expected Result/Impact: Safer school environment

Staff Responsible for Monitoring: District and Campus Administration

Formative Reviews

December	March	June

State Compensatory Education

State Compensatory

Budget for Davis Intermediate School

Total SCE Funds: $0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Personnel for Davis Intermediate School

Name	Position	FTE
Jessica Badgett	Teacher	1