

Plano Independent School District

Davis Elementary

2019-2020

Accountability Rating: C



Board Approval Date: October 1, 2019

Mission Statement

Davis Elementary is a professional learning community committed to ensuring every student achieves at least one year of growth in Reading and Math.

Vision

Together we grow.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

The diversity on our campus represents a strength as our students are able to participate and engage in culturally rich discussions and experiences as well as develop an appreciation for individuals with unique needs. This diversity creates a welcoming atmosphere to new students regardless of ethnicity, race, or diverse abilities.

Inclusive practices are used to maximize supporting students in the self-contained or deaf education program developing academic and social abilities while immersed with age-appropriate peers.

Class sizes are smaller than district and state averages.

Students attending Davis Elementary live in a stable residential neighborhood. Most students remain at Davis for most of their elementary years. This provides the opportunity for students to build a solid foundation in literacy and math skills to build upon for more rigorous work in the upper elementary years. The mobility rate is only 10% which also affords us the opportunity to build relationships with families and students as they progress through elementary school. The attendance rate has experienced little fluctuation over the last few years and remains steady above 95%.

Davis' teachers are highly qualified with 43% having advanced degrees. Davis has a caring, committed staff that strives to put the needs of our students first. Davis teachers attend district professional development and share new learning with colleagues on a regular basis. Several teachers lead district staff development on curriculum and instruction. Teachers are provided multiple opportunities to lead others and improve teaching pedagogy through time allotted for collaborative team meetings. Weekly collaborative lesson planning occurs for grade levels to ensure all students are provided instruction aligned to the rigor of the TEKS. Additional collaborative team meetings provide the opportunity for professional development on instructional strategies, data analysis, and improvement planning based on student needs for increased student achievement.

Campus District State

Class Size Averages by Grade or Subject

Elementary

Kindergarten 16.0 18.6 18.7

Grade 2 17.0 19.6 18.8

Grade 3 18.7 19.3 19.0

Grade 4 22.0 19.6 19.2

Grade 5 21.0 23.0 21.2

Problem Statements Identifying Demographics Needs

Problem Statement 1: Davis Elementary campus enrollment has been decreasing for the past couple of years.

Problem Statement 2: Davis Elementary has the highest special education population than other Elementary schools in the district.

Student Academic Achievement

Student Academic Achievement Strengths

K, 1, 2 -Overall growth for all Kindergarteners from fall to spring in math MAP is well above the national average. Data indicates projected growth met for students in Q1 exceeded growth compared to the district in both reading and math MAP. Projected growth met for students in Q1 and Q4 exceeded growth compared to the district in reading MAP.

3rd-Students who scored at the Meets and Masters level on STAAR math grew from previous year (46% to 50% Meets & 23% to 26% Masters)

4th-The approaches level on reading STAAR was 8% higher than the previous year. The fourth grade cohort also shows an increase in overall passing rates in reading over the results of these same students in third grade.

5th- MAP reading growth was at or above expectation in most quintiles. Fifth grade math shows an increase in overall performance with fewer students at Not Met and more students at the Masters level over performance last year in the same grade. The fifth grade cohort performance in math show increases in the overall passing rate and in Masters rate over fourth graders in the same cohort. Economically Disadvantaged student performance has improved over the historical and cohort views.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Although Davis has improved by 14 points on the STAAR Academic Growth measure, we are still below the district average.

Problem Statement 2: As a campus (K-5), a gap exists between economically disadvantaged and non-economically disadvantaged student performance at grade level in both reading and math. **Root Cause:** The root cause was determined to be a lack of differentiation during Tier 1 instruction.

Problem Statement 3: The percentage of students meeting STAAR Growth is below the district average in the following groups: 4th grade Math: 47% of students did not meet their progress. 4th grade Reading: 41% of the students did not meet their progress. 5th grade Math: 18% did not meet their progress. 5th grade Reading: 39% did not meet their progress. **Root Cause:** The root cause determined was the departmentalized structure of 4th and 5th grades made it difficult to have authentic collaborative discussions where everyone was invested in the deep unpacking of standards, discussion about best practice instructional methods, and planning for differentiation within tier 1 instruction .

School Processes & Programs

School Processes & Programs Strengths

Teachers understand the expectations of collaborative planning in Professional Learning Communities (PLCs) and follow the Understanding by Design model to ensure they plan with the end goal in mind. Extended planning allows teams to spend an additional half day at least 3 times a year on planning and data analysis. Our active PTA and Watch D.O.G. programs are definite strengths for our campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Common Formative Assessments (CFA) are not being utilized schoolwide to monitor growth frequently so that needed supports can be provided.

Perceptions

Perceptions Strengths

Staff, students and families percieve Davis as a safe and welcoming environment. All stakeholders feel like they have a voice in the continual improvement of our school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A recent staff survey indicated a need for schoolwide common procedures and expectations.

Priority Problem Statements

Problem Statement 1: The percentage of students meeting STAAR Growth is below the district average in the following groups: 4th grade Math: 47% of students did not meet their progress. 4th grade: Reading: 41% of the students did not meet their progress. 5th grade Math: 18% did not meet their progress. 5th grade Reading: 39% did not meet their progress.

Root Cause 1: The root cause determined was the departmentalized structure of 4th and 5th grades made it difficult to have authentic collaborative discussions where everyone was invested in the deep unpacking of standards, discussion about best practice instructional methods, and planning for differentiation within tier 1 instruction .

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: As a campus (K-5), a gap exists between economically disadvantaged and non-economically disadvantaged student performance at grade level in both reading and math.

Root Cause 2: The root cause was determined to be a lack of differentiation during Tier 1 instruction.

Problem Statement 2 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Study of best practices

Goals

Revised/Approved: September 26, 2019

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: In the 2019-2020 school year, 80% of Davis Elementary students will meet or exceed growth as measured by state assessments: K-2 (STAAR, TELPAS) and district assessments (MAP, Reading Record)


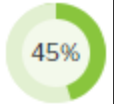

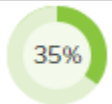
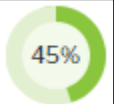
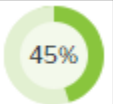

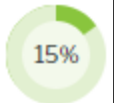
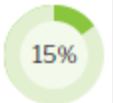
Evaluation Data Source(s) 1:

Unit Assessments
Reading Record
Common Formative Assessments
MAP Growth Report
2020 STAAR Results
2020 State Accountability Report
STAAR Gap Analysis
TELPAS

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID-19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using BOY and MOY data in 2020-21 school year..

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) District curriculum and instruction team members will provide staff training on district protocols Planning RTI/progress monitoring Data Protocols in the Collaborative Teams	2.4, 2.5, 2.6	Campus Administrators	Team created CFAs analyzed to adjust instructional responses			
		Campus Instructional Specialists	Team created SMART goals and norms. Progress Monitoring in Edugence Data Notebooks Data Room Collaborative Teams Discussion meeting notes and agendas STAAR Performance MAP Performance			
Problem Statements: Student Academic Achievement 2, 3						
2) Grade level collaborative teams will meet weekly to plan instruction. Each meeting will include: discussion of 4 critical questions.	2.4, 2.5, 2.6	Campus Administrators	Collaborate team meeting notes address student learning needs.			
		Campus Instructional Specialists	STAAR Performance MAP Performance			
Problem Statements: Student Academic Achievement 2, 3						
3) Extended planning will be provided to teams to implement the protocols for instructional planning.	2.4, 2.5, 2.6	Campus Administrators	Instruction and assessment aligned with the TEKS			
		Campus Instructional Specialists				
Problem Statements: Student Academic Achievement 2, 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>4) Improve our system of Response to Intervention (RTI) by additional direct and indirect support from academic specialists and adult temp.</p> <p>K-5 Teachers will identify foundational skill gaps in Reading and Math and set individual student goals through the RTI process using the Edugence system.</p> <p>Master schedule reflects intervention and extension.</p>	2.4, 2.5, 2.6	Campus Administrators Campus Instructional Specialists	<p>K-5 students who have foundational skill gaps will be identified to grade level by meeting or exceeding expected growth in STAAR, MAP and/or TELPAS.</p> <p>Progress monitoring will be updated in Edugence on a monthly basis for all Tier 2 and Tier 3 students with academic or behavioral goals.</p> <p>Decisions based on student progress will discern whether student no longer needs intervention, will continue with the same/new goal, or needs a more foundational intervention goal.</p> <p>Intervention and Extension groups will change based on current data</p> <p>STAAR Performance</p> <p>MAP Performance</p> <p>TELPAS</p>			
				Problem Statements: Student Academic Achievement 2, 3		
<p>5) Vertical collaborative teams will meet to plan grade level strategies to address high impact TEKS based on STAAR item analysis.</p>	2.4, 2.5, 2.6	Campus Administrators Campus Instructional Specialists	<p>Improve academic performance in Reading Assessments and Unit Assessments</p> <p>Improved performance in high impact TEKS</p> <p>Common Formative Assessments</p> <p>STARR Performance</p> <p>MAP Performance</p>			
				Problem Statements: Student Academic Achievement 2, 3		
<p>6) Develop Davis Instructional Model components</p>	2.4, 2.5, 2.6	Campus Administrators Campus Instructional Specialists	<p>Walkthrough data highlights the use of the Instructional Model components.</p> <p>High level Instruction will be aligned and consistent across grade levels</p>			
				Problem Statements: Student Academic Achievement 2, 3		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
7) Implement Balanced Literacy through Jan Richardson model of guided reading and Literacy Footprints	2.4, 2.5, 2.6	Campus Administrators	Students increase reading level by one year			
		Campus Instructional Specialists	STAAR performance MAP Performance			
Problem Statements: Student Academic Achievement 2, 3						
8) District will provide professional learning on Effective Mathematics Teaching Practices that includes: Mathematics 90 Minute Block: Concrete, Representational, Abstract Instructional Approach		Campus Administrators	Expectations of Math Instruction and classroom design will be established and aligned across the campus			
		Campus Instructional Specialists	K-5 Math Map growth STAAR Performance			
Problem Statements: Student Academic Achievement 2, 3						
9) Davis Elementary will utilize a school wide system for analyzing, tracking and monitoring student progress through formative and summative data.	2.4, 2.5, 2.6	Campus Administrators	Tracking system monitoring performance of high impact TEKS			
		Campus Instructional Specialists	STAAR Performance K-5 Map growth in Reading and Math			
Problem Statements: Student Academic Achievement 2, 3						
10) SPED teachers who provide grade level pull out or inclusion support will meet bi-monthly with a district SPED specialist with the purpose of providing support to teachers as they design appropriate levels of support and progress monitoring for students.	2.4, 2.5, 2.6	Campus Administrators	Progress monitoring			
		District Special Education dept	Meetings calendar/notes STAAR Performance K-5 Map growth in Reading and Math			
Problem Statements: Student Academic Achievement 2, 3						
11) Collaborative teams will set and monitor SMART goals to increase K-5 student achievement in areas of reading or math.		Campus Administrators	Teams will use effective collaborative team processes			
		Instructional Specialists Grade Level Teams	K-5 students in these areas will meet or exceed growth . Grade level teams will display goals and monitoring in data room. STAAR performance			
Problem Statements: Student Academic Achievement 2, 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
12) K-5 students who have not met expected progress or growth the previous year will be identified, targeted and monitored. Designated teachers will attend Lead4ward Rockin' Review in the spring semester.	2.4, 2.5, 2.6	Campus Administrators Instructional Support Specialists Grade Level Teachers	K-5 students who previously did not meet growth expectation will meet or exceed growth as measured by STAAR, MAP and/or TELPAS.			
				Funding Sources: 211 Title I, Part A - 1080.00		
13) Teachers assess writing performance using the district rubric 3 times per year	2.4, 2.5, 2.6	Campus Administrators Instructional Specialists Grade Level Teams	Teachers use school wide tracking to measure growth and design writing instruction			
				Problem Statements: Student Academic Achievement 2, 3		
14) Use campus funds to hire an adult temp to provide students extra help who are struggling and have a need for additional targeted small group interventions.		Campus Administrators Campus Instructional Specialists	K-5 students who previously did not meet growth expectation will meet or exceed growth as measured by STAAR, MAP and/or TELPAS.			
				Funding Sources: 211 Title I, Part A - 4500.00		
= Accomplished = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: As a campus (K-5), a gap exists between economically disadvantaged and non-economically disadvantaged student performance at grade level in both reading and math. Root Cause 2: The root cause was determined to be a lack of differentiation during Tier 1 instruction.
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Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Rebecca Powell	KG Teacher
Classroom Teacher	Angie McGee	1st Grade
Classroom Teacher	DeShay Martin	2nd Grade
Classroom Teacher	Bunny Jones	4th/5th Grade
Classroom Teacher	Kristine Carrington	5th Grade
Non-classroom Professional	Barb York	Counselor
Administrator	Karma Cunningham	Principal
District-level Professional	Debbie Martin	Deaf Ed Coordinator
Paraprofessional	Jessica Bowen	DE Paraprofessional
Parent	Lindi Buscetta	
Parent	Lana Bagley	
Parent	Kevin Atkinson	
Parent	Nikole Best	
Community Representative	Misty Urech	
Community Representative	Clay Hansard	
Business Representative	Devin Clanton	
Business Representative	Michael Newell	
Administrator	Cody Gibson	Asst. Principal
Classroom Teacher	Dana Smith	3rd Grade

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> • Explain referral process/contacts • Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> • K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. • Funding source: State and Local 	ESSA	Principal	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		Principal	