

Plano Independent School District

Davis Elementary

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 20, 2020

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 Summary

Davis Elementary is a Title 1, K-5 campus in the center of Plano ISD, 2701 Parkhaven Dr. in Plano, Texas. Neighborhoods surrounding the school are owned by upper middle class working families. The average home price in the Davis Elementary attendance area ranges between \$300,000- \$450,000. As you drive through the neighborhood there is an increasing number of homes for lease. Davis Elementary proudly serves approximately 305 students. Students are served with both virtual instruction and face to face instruction. Davis Elementary continues to proudly serve approximately 70 students, K-5 from across Collin County through the Regional Day School for the Deaf program which is housed on our campus. Our diverse student body is comprised of: 12%-African American, 8%-Asian, 24%-Hispanic/Latino, 50%-White, and 6%-Two or More Races. Additionally, 35% of the students we serve are Economically Disadvantaged while 32% of our student body qualifies for Special Education services which is significantly higher than other campuses in the district or state. The mobility rate is 10%.

Who are We as a staff?

Davis Elementary has a staff of highly qualified administrators, instructional support specialists, para-professionals and teachers that strive to learn new strategies and techniques to ensure that students achieve all levels of learning. Teacher leadership is valued as lead teachers in grade levels share their expertise, campus development, peer observations, and advocating or innovative teaching skills to address areas of needed growth. New teachers are provided a mentor to provide support during the first two years on our campus. Davis teachers are provided leadership opportunities to serve on Site Based Improvement Planning. The campus will introduce instructional round teams to develop professional development plans. Professional development plans will be created by analyzing multiple sources of data related to teacher development and student achievement. Professional development needs are identified through instructional rounds, observations, T-TESS evaluations, assessment data, High Reliability Schools quick data and other district and staff surveys.

Professional development occurs during staff development days, collaborative team meetings, instructional coaching by instructional leaders on campus and through job-embedded learning such as peer observations and model teaching by instructional experts from within the district and other consultants such as Lead4ward and Solution Tree. Teachers are also provided the opportunity to attend professional development aligned with professional goal setting outside of the district by experts in the field of education and other campuses in Plano.

Professional development was provided on student data analysis, collaborative team planning, professional learning communities and the understanding by design framework planning process that provides the structure to guide curriculum, assessment, and instruction; the implementation of balanced literacy practices such as guided reading. Instructional rounds will be conducted in the fall and the spring to provide data towards improvement in these areas. The new learning will be monitored through walk through observations, grade level and vertical collaborative team discussions. The results of the professional learning will have an impact on students. This will be measured by the concepts that are taught and the data received on formative and summative assessments throughout the year and the EOY reports. Teachers are encouraged to use their strengths at various times to support the grade level or campus during professional development learning or discussions. This will allow teachers to share their new learning with the staff opening a window of knowledge that would spark interest in other staff members.

In 2020-21 school year Davis welcomed some new staff members to accommodate smaller class sizes for social distancing due to Covid-19. A majority of the experienced teachers have 5 years or more teaching experience. Collaborative team meeting and instructional coaching will be used for in-depth study of curriculum, planning of formative assessments, and professional development on High Reliability Schools Level 2 work: Effective Instruction to ensure all teachers are providing high-quality instruction to every

student.

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.

Problem Statements Identifying Demographics Needs

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

Problem Statement 2: Davis Elementary has the highest special education population compared to other elementary schools in Plano ISD.

Student Learning

Student Learning Summary

Davis Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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 2 (Prioritized): 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 Summary

School Processes & Programs Summary

Davis Elementary is focused on improving student academic achievement through effective Professional Learning Communities (PLCs) and targeted Response to Intervention (RtI). Each grade level has a common planning time to meet with their collaborative team as well as school wide staff who support their students. Teachers plan collaboratively using curriculum resources from the district curriculum planner and follow the scope and sequence of Plano ISD. The master schedule was amended this year to ensure that it maximizes instructional time and includes a daily 30 minute Intervention and Extension (I/E) time to meet the needs of all students. During teams common planning time, teams along with campus specialist utilize the essential 4 questions of a PLC to guide their work (What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it?) '

Teams meet monthly to evaluate the progress individual students are making towards grade level standards. Based on response to intervention, individualized plans are created or revised monthly for students.

Davis has a dedicated PTA who not only volunteer but also support our school in many other ways (i.e. assemblies, programs (Watch DOG), family nights). They are finding ways to continue their support of Davis students during restrictions due to COVID-19.

Systems are in place to provide a safe and collaborative environment where students, staff, and families can provide feedback to ensure each child receives an excellent education.

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

Perceptions

Perceptions Summary

Perceptions Summary

Davis Elementary is a positive and safe place for students to learn at high levels. Teachers approach each child with the mindset they can grow regardless of where they currently perform.

Students at Davis participate in several after school clubs such as robotics, Student Council, Chess, Yoga, Drama, etc. These activities are limited during 2020-2021 due to COVID 19 concerns but will return as soon as safely possible.

Teachers use positive behavior supports with students which contributes to the positive environment

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 Learning

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 Learning

Problem Statement 3: Common Formative Assessments (CFA) are not being utilized schoolwide to monitor growth frequently so that needed supports can be provided.

Root Cause 3:

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results

Student Data: Student 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Goals

Revised/Approved: September 30, 2020




Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.







Performance Objective 1: HB3 - The percent of Davis 3rd grade students that score meets grade level or above on STAAR Reading will increase from 39% in 2019 to 41% by June 2021. The Special Education student group performance will increase from 10% in 2019 to 13% in 2021. The English Learner student group performance will increase from 15% in 2019 to 19% in 2021.














HB3 Goal

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 3rd grade team will meet weekly to plan instruction, using 4 critical questions of a PLC.</p> <p>Strategy's Expected Result/Impact: Collaborative team meeting notes will address student learning needs. Improved STAAR Performance. MAP Performance Growth for all students.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Improve our system of Response to Intervention (RTI) by additional direct and indirect support from academic specialists and adult temp. 3rd grade Teachers will identify foundational skill gaps in Reading and set individual student goals through the RTI process using the Edugence system. Master schedule reflects intervention and extension.</p> <p>Strategy's Expected Result/Impact: 3rd grade students who have foundational skill gaps will be identified to grade level by meeting or exceeding expected growth in STAAR, MAP and/or TELPAS. Progress monitoring will be updated in Edugence on a monthly basis for all Tier 2 and Tier 3 students with academic or behavioral goals. 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. Intervention and Extension groups will change based on current data STAAR Performance increase MAP Performance growth TELPAS growth</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement Balanced Literacy through Jan Richardson model of guided reading and Literacy Footprints</p> <p>Strategy's Expected Result/Impact: Students increase reading level by one year STAAR performance increase percentage of students at Meets and Masters Grade Level MAP Performance Growth</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 3rd grade collaborative team will set and monitor SMART goals to increase student achievement in reading.</p> <p>Strategy's Expected Result/Impact: Teams will use effective collaborative team processes 3rd grade students will meet or exceed growth .</p> <p>STAAR performance increase at Meets or Masters levels. MAP performance growth</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Grade Level team</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Classroom teachers and special education teacher will collaborate to monitor student progress toward passing EOY grade level assessments, plan for intervention, and to ensure that learning for Special Education students occurs at high levels, and that IEP goals are being met.</p> <p>Strategy's Expected Result/Impact: Students will show mastery of IEP goals. Students will show growth as measured by MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrators Special Education Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: All Davis teachers will be ESL certified and will collaborate with our ESL specialist regarding instructional strategies and accommodations for English Learners.</p> <p>Strategy's Expected Result/Impact: Students will meet academic growth expectations as measured by TELPAS, MAP, and STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus ESL specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning




Problem Statement 2: 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 .




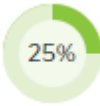

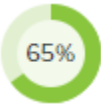
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.










Performance Objective 2: The percent of Davis students that score Meets grade level or above on STAAR Reading 3-5 will increase from 46% in 2019 to 48% by June 2021. The Special Education student group performance will increase from 19% in 2019 to 22% in 2021. The English Learner student group performance will increase from 28% in 2019 to 32% in 2021.

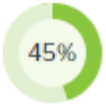









Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All grade level teams will meet weekly to plan instruction, using 4 critical questions of a PLC.</p> <p>Strategy's Expected Result/Impact: Collaborative team meeting notes will address student learning needs. Improved STAAR Performance. MAP Performance Growth for all students.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Improve our system of Response to Intervention (RTI) by additional direct and indirect support from academic specialists and adult temp. Teachers will identify foundational skill gaps in Reading and set individual student goals through the RTI process using the Edugence system. Master schedule reflects intervention and extension.</p> <p>Strategy's Expected Result/Impact: Students who have foundational skill gaps will be identified to grade level by meeting or exceeding expected growth in STAAR, MAP and/or TELPAS. Progress monitoring will be updated in Edugence on a monthly basis for all Tier 2 and Tier 3 students with academic or behavioral goals. 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. Intervention and Extension groups will change based on current data STAAR Performance increase MAP Performance growth TELPAS growth</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement Balanced Literacy through Jan Richardson model of guided reading and Literacy Footprints</p> <p>Strategy's Expected Result/Impact: Students increase reading level by one year STAAR performance increase percentage of students at Meets and Masters Grade Level MAP Performance Growth</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All grade level collaborative team will set and monitor SMART goals to increase student achievement in reading.</p> <p>Strategy's Expected Result/Impact: Teams will use effective collaborative team processes Students will meet or exceed one year of academic growth .</p> <p>STAAR performance increase at Meets or Masters levels. MAP performance growth</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Classroom teachers and special education teacher will collaborate to monitor student progress toward passing EOY grade level assessments, plan for intervention, and to ensure that learning for Special Education students occurs at high levels, and that IEP goals are being met.</p> <p>Strategy's Expected Result/Impact: Students will show mastery of IEP goals. Students will show growth as measured by MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrators Special Education Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: All Davis teachers will be ESL certified and will collaborate with our ESL specialist regarding instructional strategies and accommodations for English Learners.</p> <p>Strategy's Expected Result/Impact: Students will meet academic growth expectations as measured by TELPAS, MAP, and STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus ESL specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Davis will provide parents/families with resources to support their child's learning at home. Resources will be provided to families in both learning environments (Face to Face and School @Home).</p> <p>Strategy's Expected Result/Impact: Parent engagement. STAAR performance increase at Meets and Masters level. Academic growth as measured by MAP.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative		
	Nov	Feb	June
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Designated Teachers will attend Lead4wrld Review Conference the Final Frontier</p> <p>Strategy's Expected Result/Impact: percent of Davis students that score Meets grade level or above on STAAR Reading 3-5 will increase from 46% in 2019 to 48% by June 2021. The Special Education student group performance will increase from 19% in 2019 to 22% in 2021. The English Learner student group performance will increase from 28% in 2019 to 32% in 2021.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Support Team, Grade level teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative		
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Performance Objective 2 Problem Statements:




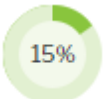


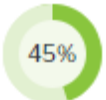


Student Learning
<p>Problem Statement 2: The percentage of students meeting STAAR Growth is below the district average in the following groups: 4th grade Math: 47% of students did not meet their progress. 4th grade: Reading: 41% of the students did not meet their progress. 5th grade Math: 18% did not 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 .</p>
School Processes & Programs
<p>Problem Statement 1: Common Formative Assessments (CFA) are not being utilized schoolwide to monitor growth frequently so that needed supports can be provided.</p>








Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 3: The percent of Davis students that score Meets grade level or above on STAAR Writing 4 will increase from 50% in 2019 to 52% by June 2021. The English Learner student group performance will increase from 18% in 2019 to 21% in 2021. The Hispanic student group performance will increase from 27% in 2019 to 31% in 2021.

Evaluation Data Sources: 2020-21 Writing STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will assess writing performance using the district rubric 3 times per year.</p> <p>Strategy's Expected Result/Impact: Tracking student growth in writing throughout the year and across grade levels from year to year. Targeted instruction to meet student needs based on rubric scores. Increased performance at Meets and Masters Grade level on STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will use common formative assessments (CFA) to monitor student mastery of essential TEKS in writing. CFA data will be analyzed to improve instruction and guide intervention.</p> <p>Strategy's Expected Result/Impact: Students will show mastery of essential TEKS in writing. Increased performance at the Meets and Masters Grade Level expectations level on STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus instructional specialists</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All grade level teams will meet weekly to plan instruction, using 4 critical questions of a PLC.</p> <p>Strategy's Expected Result/Impact: Collaborative team meeting notes will address student learning needs. Improved STAAR Performance. MAP Performance Growth for all students.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All Davis teachers will be ESL certified and will collaborate with our ESL specialist regarding instructional strategies and accommodations for English Learners.</p> <p>Strategy's Expected Result/Impact: Students will meet academic growth expectations as measured by TELPAS, MAP, and STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus ESL specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: 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 .</p>




Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

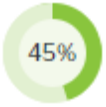



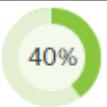

Performance Objective 1: HB3 - The percent of Davis 3rd grade students that score meets grade level or above on STAAR Math will increase from 41% in 2019 to 42% by June 2021. The English Learner student group performance will increase from 15% in 2019 to 17% in 2021. The Special Education student group performance will increase from 15% in 2019 to 18% in 2021.




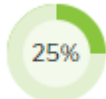









HB3 Goal

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All grade level teams will meet weekly to plan instruction, using 4 critical questions of a PLC.</p> <p>Strategy's Expected Result/Impact: Collaborative team meeting notes will address student learning needs. Improved STAAR Performance. MAP Performance Growth for all students.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Improve our system of Response to Intervention (RTI) by additional direct and indirect support from academic specialists and adult temp. Teachers will identify foundational skill gaps in mathematics and set individual student goals through the RTI process using the Edugence system. Master schedule reflects intervention and extension.</p> <p>Strategy's Expected Result/Impact: Students who have foundational skill gaps will be identified to grade level by meeting or exceeding expected growth in STAAR, MAP and/or TELPAS. Progress monitoring will be updated in Edugence on a monthly basis for all Tier 2 and Tier 3 students with academic or behavioral goals. 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. Intervention and Extension groups will change based on current data STAAR Performance increase MAP Performance growth</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All grade level collaborative team will set and monitor SMART goals to increase student achievement in mathematics.</p> <p>Strategy's Expected Result/Impact: Teams will use effective collaborative team processes Students will meet or exceed one year of academic growth .</p> <p>STAAR performance increase at Meets or Masters levels. MAP performance growth</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Classroom teachers and special education teacher will collaborate to monitor student progress toward passing EOY grade level assessments, plan for intervention, and to ensure that learning for Special Education students occurs at high levels, and that IEP goals are being met.</p> <p>Strategy's Expected Result/Impact: Students will show mastery of IEP goals. Students will show growth as measured by MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrators Special Education Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Davis staff will implement effective mathematics teaching practices that include: Mathematics 90 Minute Block: Concrete, Representational, Abstract Instructional Approach</p> <p>Strategy's Expected Result/Impact: Expectations of Math Instruction and classroom design will be established and aligned across the campus K-5 Math Map growth STAAR Performance increase</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: All Davis teachers will be ESL certified and will collaborate with our ESL specialist regarding instructional strategies and accommodations for English Learners.</p> <p>Strategy's Expected Result/Impact: Students will meet academic growth expectations as measured by TELPAS, MAP, and STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus ESL specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning




Problem Statement 2: 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 .







Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.




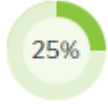









Performance Objective 2: The percent of Davis students that score Meets grade level or above on STAAR Math 3-5 will increase from 49% in 2019 to 50% by June 2021. The Special Education student group performance will increase from 22% in 2019 to 25% in 2021. The Economically Disadvantaged student group performance will increase from 29% in 2019 to 33% in 2021.

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All grade level teams will meet weekly to plan instruction, using 4 critical questions of a PLC.</p> <p>Strategy's Expected Result/Impact: Collaborative team meeting notes will address student learning needs. Improved STAAR Performance. MAP Performance Growth for all students.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Improve our system of Response to Intervention (RTI) by additional direct and indirect support from academic specialists and adult temp. Teachers will identify foundational skill gaps in mathematics and set individual student goals through the RTI process using the Edugence system. Master schedule reflects intervention and extension.</p> <p>Strategy's Expected Result/Impact: Students who have foundational skill gaps will be identified to grade level by meeting or exceeding expected growth in STAAR, MAP and/or TELPAS. Progress monitoring will be updated in Edugence on a monthly basis for all Tier 2 and Tier 3 students with academic or behavioral goals. 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. Intervention and Extension groups will change based on current data STAAR Performance increase MAP Performance growth</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All grade level collaborative team will set and monitor SMART goals to increase student achievement in mathematics.</p> <p>Strategy's Expected Result/Impact: Teams will use effective collaborative team processes Students will meet or exceed one year of academic growth .</p> <p>STAAR performance increase at Meets or Masters levels. MAP performance growth</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Classroom teachers and special education teacher will collaborate to monitor student progress toward passing EOY grade level assessments, plan for intervention, and to ensure that learning for Special Education students occurs at high levels, and that IEP goals are being met.</p> <p>Strategy's Expected Result/Impact: Students will show mastery of IEP goals. Students will show growth as measured by MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrators Special Education Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Davis staff will implement effective mathematics teaching practices that include: Mathematics 90 Minute Block: Concrete, Representational, Abstract Instructional Approach</p> <p>Strategy's Expected Result/Impact: Expectations of Math Instruction and classroom design will be established and aligned across the campus K-5 Math Map growth STAAR Performance increase</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Designated teachers will attend the Lead4ward Review Conference: The Final Frontier</p> <p>Strategy's Expected Result/Impact: The percent of Davis students that score Meets grade level or above on STAAR Math 3-5 will increase from 49% in 2019 to 50% by June 2021. The Special Education student group performance will increase from 22% in 2019 to 25% in 2021. The Economically Disadvantaged student group performance will increase from 29% in 2019 to 33% in 2021</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Support, Grade Level Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: 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

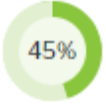



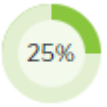

Problem Statement 1: Common Formative Assessments (CFA) are not being utilized schoolwide to monitor growth frequently so that needed supports can be provided.

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

Performance Objective 1: The percent of Davis students that score Meets grade level or above on STAAR Science 5 will increase from 52% in 2019 to 54% by June 2021. The Special Education student group performance will increase from 9% in 2019 to 11% in 2021. The Economically Disadvantaged student group performance will increase from 36% in 2019 to 40% in 2021.

Evaluation Data Sources: 2020-21 Science STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All grade level teams will meet weekly to plan instruction, using 4 critical questions of a PLC.</p> <p>Strategy's Expected Result/Impact: Collaborative team meeting notes will address student learning needs. Improved STAAR Performance. MAP Performance Growth for all students.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 5th grade collaborative team will set and monitor SMART goals to increase student achievement in science.</p> <p>Strategy's Expected Result/Impact: Teams will use effective collaborative team processes Students will meet or exceed one year of academic growth .</p> <p>STAAR performance increase at Meets or Masters levels. MAP performance growth</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Classroom teachers and special education teacher will collaborate to monitor student progress toward passing EOY grade level assessments, plan for intervention, and to ensure that learning for Special Education students occurs at high levels.</p> <p>Strategy's Expected Result/Impact: Students will show mastery of IEP goals.</p>	Formative		
	Nov	Feb	June

Students will show growth as measured by MAP and STAAR.

Staff Responsible for Monitoring: Campus Administrators
Special Education Teachers

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: School Processes & Programs 1



No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

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

2020-21 SBIC

Committee Role	Name	Position
Administrator	Amy Weems	Assistant Principal
Classroom Teacher	Cristina Banaban	Instructional Specialist
Administrator	Karma Cunningham	Principal
Non-classroom Professional	Tammy Clanton	Deaf Ed Team Leader
Classroom Teacher	Rebecca Powell	Classroom Teacher
Classroom Teacher	Theresa Golden	Classroom Teacher
Classroom Teacher	DeShay Martin	Classroom Teacher
Classroom Teacher	Dana Smith	Classroom Teacher
Classroom Teacher	Bunny Jones	Classroom Teacher
Parent	Nikole Best	Parent
Parent	Gabby Orr	Parent
Parent	Kimberly Bollinger	Parent
Parent	Lydia James	Parent
Parent	Jennifer Benander	Parent
Parent	Auburn Pope	Parent
District-level Professional	Debbie Martin	Coordinator of Deaf Education
Paraprofessional	Amy Conner	Campus Registrar
Community Representative	Clay Hansard	
Business Representative	Devin Clanton	
Business Representative	Christine Danuser	
Non-classroom Professional	Barbara York	Counselor

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Davis

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	21	40	59		25		54	19	29	50	28	46	50	46
2020	23	42	59		25		55	20	31	51	30	46	51	47
2021	25	45	60		26		57	22	34	53	32	47	53	48
2022	28	48	61		27		58	24	38	55	34	48	55	50
2023	32	53	62		28		61	26	43	58	38	49	58	52
2024	37	58	63		29		64	29	49	62	42	50	62	54

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	21	37	64		42		62	22	29	50	36	48	56	49
2020	23	39	64		42		63	23	31	51	37	48	57	50
2021	25	41	65		43		64	25	33	52	38	49	58	50
2022	28	44	65		43		65	27	36	54	40	49	60	51
2023	32	48	66		44		66	29	40	56	42	50	62	53
2024	37	53	67		45		68	32	45	59	45	51	65	54

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Davis

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	5	23	27		6			20	23		13	56	5	61
2019	20	35	52		17			10	17		15	39	40	39
2020	22	37	52		17			11	19		17	39	41	40
2021	24	40	53		18			13	22		19	40	43	41
2022	27	43	54		19			15	26		21	41	45	43
2023	31	48	55		20			17	31		25	42	48	45
2024	36	53	56		21			20	37		29	43	52	47

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Davis

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	5	23	27		6			20	23		13	56	5	61
2019	20	26	63		17			15	17		15	41	40	41
2020	22	28	63		17			16	19		16	41	41	42
2021	24	30	64		18			18	21		17	42	42	42
2022	27	33	64		18			20	24		19	42	44	43
2023	31	37	65		19			22	28		21	43	46	45
2024	36	42	66		20			25	33		24	44	49	46

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

Davis - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 50% in 2019 to 52% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
51% 2019 Baseline: 50%	52%	54%	56%	58%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	29	27	62	*	*	*	83	29	33	*	18	51	45	50
2020	30	29	62	*	*	*	84	30	35	*	19	51	46	51
2021	33	31	63	*	*	*	85	31	38	*	21	52	48	52
2022	36	35	63	*	*	*	87	33	42	*	24	52	50	54
2023	40	39	64	*	*	*	89	36	47	*	27	53	53	56
2024	45	45	66	*	*	*	92	39	53	*	32	55	56	58
2019-2021	4	4	1	*	*	*	2	2	5	*	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Davis - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 52% in 2019 to 54% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
53% 2019 Baseline: 52%	54%	55%	56%	57%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	14	45	63	0	60	*	71	9	36	*	47	49	63	52
2020	15	46	63	0	60	*	71	10	37	*	48	49	64	53
2021	18	49	63	0	60	*	72	11	40	*	49	49	65	54
2022	21	51	64	1	61	*	73	13	43	*	50	50	67	55
2023	25	55	64	1	61	*	75	16	47	*	52	50	69	56
2024	30	60	65	2	62	*	77	19	52	*	55	51	72	57
2019-2021	4	4	0	0	0	*	1	2	4	*	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>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 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>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 Campuses Only: 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 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● 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. ● 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. 		
Principal	<p>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>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 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● 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		
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