

Plano Independent School District

Davis Elementary

2022-2023



Board Approval Date: September 20, 2022

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 290 students. 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: 10%-African American, 10%-Asian, 30%-Hispanic/Latino, 44%-White, and 6%-Two or More Races. Additionally, 40% of the students we serve are Economically Disadvantaged while 37% 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.

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. 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.

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 and family nights).

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 day at least 3 times a year on planning and data analysis. Our active PTA program is a 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 have opportunities to exemplify their leadership skills via important roles such as safety patrol, morning announcements, student council and robotics.

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 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

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:

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

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
- Enrollment trends

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



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 Reading from 2022 to 2023.


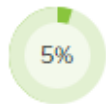





Performance Objective 1: HB3 - The percent of Davis 3rd grade students that score meets grade level or above on STAAR Reading will increase from 50% in 2022 to 51% by June 2023. The Special Education student group performance will increase from 27% in 2022 to 30% in 2023. The Hispanic student group performance will increase from 33% in 2022 to 35% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: 3rd grade team will enhance the collaborative team framework with an intention focus on the PLC questions 3,4 and 5, and the appropriate instructional response to increase growth in tier 1, intervention and enrichment. Strategy's Expected Result/Impact: Collaborative team meeting notes will show a variety of flexible groupings, evidence of data analysis and possible assessment planning including but not limited to CFA's. Improved STAAR Performance. MAP Performance Growth for all students. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 3rd grade Teachers will identify foundational skill gaps in Reading , and set individual student goals through the MTSS process using the Edugence system in order to provide and track appropriate interventions. Strategy's Expected Result/Impact: 3rd grade students who have foundational skill gaps will meet or exceed expected growth on STAAR, MAP and/or TELPAS. Progress monitoring will be updated in Edugence at least every 4 weeks for all Tier 2 and Tier 3 students with foundational goals and adjust or create new goal as needed. Intervention groups will change based on current data: STAAR Performance increase, MAP Performance growth, TELPAS growth Staff Responsible for Monitoring: Campus Instructional Specialists	Formative		
	Nov	Feb	June
			



Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize the CTF (in planning or extended planning) to implement effective tier 1 instruction in reading teaching practices that connects balanced literacy with the Science of Teaching of Reading: Strategy's Expected Result/Impact: Students increase reading level by 1 year's worth of growth STAAR performance increase percentage of students at Meets and Masters Grade Level Students will meet MAP Projected Growth Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Intentional goal setting and progress monitoring for all students with a focus on Special Education students utilizing multiple forms of data and collaboration between classroom teacher and special ed teachers to track mastery of standards. Strategy's Expected Result/Impact: Students will show mastery of IEP goals. Students will show growth as measured by MAP and STAAR. Staff Responsible for Monitoring: Special Education Team Leaders Special Education Case Managers	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: All grade level teams will participate in extended collaborative planning sessions Strategy's Expected Result/Impact: Students will meet academic growth expectations as measured by TELPAS, MAP, and STAAR. Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Funding Sources: Sub codes - 282 ESSER III	Formative		
	Nov	Feb	June
			
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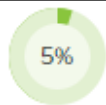


Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR Reading from 2022 to 2023.






Performance Objective 2: The percent of Davis students that score Meets grade level or above on STAAR Reading 3-5 will increase from 52% in 2022 to 53% by June 2023. The Special Education student group performance will increase from 30% in 2022 to 33% in 2023. The Hispanic student group performance will increase from 32% in 2022 to 34% in 2023

Evaluation Data Sources: 2023 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Grades 3-5 teams will enhance the collaborative team framework with an intention focus on the PLC questions 3,4 and 5, and the appropriate instructional response to increase growth in tier 1, intervention and enrichment. Strategy's Expected Result/Impact: Collaborative team meeting notes will show a variety of flexible groupings, evidence of data analysis and possible assessment planning including but not limited to CFA's. Improved STAAR Performance. MAP Performance Growth for all students. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Grades 3-5 teachers will identify foundational skill gaps in Reading , and set individual student goals through the MTSS process using the Edugence system in order to provide and track appropriate interventions. Strategy's Expected Result/Impact: 3rd grade students who have foundational skill gaps will meet or exceed expected growth on STAAR, MAP and/or TELPAS. Progress monitoring will be updated in Edugence at least every 4 weeks for all Tier 2 and Tier 3 students with foundational goals and adjust or create new goal as needed. Intervention groups will change based on current data: STAAR Performance increase, MAP Performance growth, TELPAS growth Staff Responsible for Monitoring: Campus Instructional Specialists	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize the CTF (in planning or extended planning) to implement effective tier 1 instruction in reading teaching practices that connects balanced literacy with the Science of Teaching of Reading: Strategy's Expected Result/Impact: Students increase reading level by 1 year's worth of growth STAAR performance increase percentage of students at Meets and Masters Grade Level Students will meet MAP Projected Growth Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Funding Sources: Reading Horizons Discovery Readers Bundle - 211 Title I, Part A - \$3,085.83, Reading Horizons Discovery Readers Bundle - 211 Title I, Part A - \$4,322.64	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Intentional goal setting and progress monitoring for all students with a focus on Special Education students utilizing multiple forms of data and collaboration between classroom teacher and special ed teachers to track mastery of standards. Strategy's Expected Result/Impact: Students will show mastery of IEP goals. Students will show growth as measured by MAP and STAAR. Staff Responsible for Monitoring: Campus Administrators Special Education Teachers	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Designated Teachers will attend Lead4wrld Review Conference 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. Staff Responsible for Monitoring: Campus Administrators, Instructional Support Team, Grade level teachers Funding Sources: - 211 Title I, Part A	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: All grade level teams will participate in extended collaborative planning sessions Strategy's Expected Result/Impact: Students will meet academic growth expectations as measured by TELPAS, MAP, and STAAR. Staff Responsible for Monitoring: Campus Administrators, Instructional Support Team, Funding Sources: sub codes - 282 ESSER III	Formative		
	Nov	Feb	June
			

Strategy 7 Details	Formative Reviews		
Strategy 7: 4th and 5th grade teachers along with instructional support staff will provide intervention in small groups to students who did not meet the passing standard on Reading STAAR in 2021. (HB4545) Strategy's Expected Result/Impact: Students will show growth based on end of the year STAAR performance. Students will show growth on MAP. Staff Responsible for Monitoring: Instructional Coach	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



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 Math from 2022 to 2023.


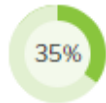





Performance Objective 1: HB3 - The percent of Davis 3rd grade students that score meets grade level or above on STAAR Math will increase from 32% in 2022 to 33% by June 2023. The Hispanic student group performance will increase from 8% in 2022 to 10% in 2023. The Special Education student group performance will increase from 27% in 2022 to 30% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Grades 3 teachers will enhance the collaborative team framework with an intention focus on the PLC questions 3, 4 and 5, and the appropriate instructional response to increase growth in tier 1, intervention, and enrichment. Strategy's Expected Result/Impact: Collaborative team meeting notes will show a variety of flexible groupings, evidence of data analysis and possible assessment planning including but not limited to CFA's. Improved STAAR Performance. MAP Performance Growth for all students. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Grades 3 teachers will identify skill gaps in Math , and set individual student goals through the MTSS process using the Edugence system in order to provide and track appropriate interventions. Strategy's Expected Result/Impact: Students who have skill gaps will meet or exceed expected growth on STAAR or MAP Progress monitoring will be updated in Edugence at least every 4 weeks for all Tier 2 and Tier 3 students with goals and adjust or create new goals as needed. Intervention groups will change based on current data: STAAR Performance increase or MAP Performance growth Staff Responsible for Monitoring: Campus Instructional Specialist	Formative		
	Nov	Feb	June
			



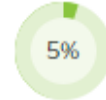
Strategy 3 Details	Formative Reviews		
Strategy 3: Classroom teachers and special education teacher will collaborate to monitor student progress toward passing EOY grade level assessments, plan for intervention, and to ensure that learning for Special Education students occurs at high levels, and that IEP goals are being met. Strategy's Expected Result/Impact: Students will show mastery of IEP goals. Students will show growth as measured by MAP and STAAR. Staff Responsible for Monitoring: Special Education Team Leaders	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Davis staff will implement effective mathematics teaching practices that include: Mathematics 90 Minute Block: Concrete, Representational, Abstract Instructional Approach Strategy's Expected Result/Impact: Expectations of Math Instructional practices will be established and aligned across the campus. K-5 Math Map growth STAAR Performance increase Staff Responsible for Monitoring: Campus Instructional Specialists	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: All grade level teams will participate in extended collaborative planning sessions Strategy's Expected Result/Impact: Students will meet academic growth expectations as measured by MAP, and STAAR. Staff Responsible for Monitoring: Campus Administrators Funding Sources: - 282 ESSER III	Formative		
	Nov	Feb	June
			
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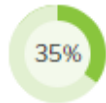
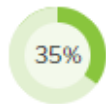
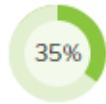




Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR Math from 2022 to 2023.

Performance Objective 2: The percent of Davis students that score Meets grade level or above on STAAR Math 3-5 will increase from 38% in 2022 to 39% by June 2023. The Special Education student group performance will increase from 28% in 2022 to 31% in 2023. The Hispanic student group performance will increase from 19% in 2022 to 21% in 2023.

Evaluation Data Sources: 2023 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Grades 3-5 teachers will enhance the Collaborative team framework with an intentional focus on PLC questions 3, 4 and 5, and the appropriate instructional response to increase growth in Tier 1 , intervention, and enrichment. Strategy's Expected Result/Impact: Collaborative team meeting notes will show a variety of flexible groupings, evidence of data analysis, and possible assessment planning, including, but not limited to CFA's Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Grades 3-5 teachers will identify skill gaps in Math and set individual goals through the MTSS process using the Edugence system in order to provide and track appropriate interventions. Strategy's Expected Result/Impact: Students who have skill gaps in Math will meet or exceed expected growth on STAAR or MAP. Progress monitoring will be updated in Edugence at least every 4 weeks for all Tier 2 and Tier 3 students with Math goals and adjust or create new goals as needed. Intervention groups will change based on current data STAAR Performance and MAP Performance growth Staff Responsible for Monitoring: Campus Instructional Specialists	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
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, and that IEP goals are being met. Strategy's Expected Result/Impact: Students will show mastery of IEP goals. Students will show growth as measured by MAP and STAAR. Staff Responsible for Monitoring: Special Education Team Leaders	Formative		
	Nov	Feb	June
			


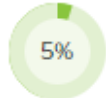





Strategy 4 Details	Formative Reviews		
Strategy 4: Davis staff will implement effective mathematics teaching practices that include: Mathematics 90 Minute Block: Concrete, Representational, Abstract Instructional Approach Strategy's Expected Result/Impact: Expectations of Math Instructional practices will be established and aligned across the campus K-5 Math Map growth STAAR Performance increase Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: All grade level teams will participate in extended collaborative planning sessions Strategy's Expected Result/Impact: Students will meet academic growth expectations as measured by MAP or STAAR. Staff Responsible for Monitoring: Campus Administrators Funding Sources: - 282 ESSER III	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: 4th and 5th grade teachers along with instructional support staff will provide intervention in small groups to students who did not meet the passing standard on Mathematics STAAR in 2021. (HB4545) Strategy's Expected Result/Impact: 2022 STAAR Mathematics Staff Responsible for Monitoring: Instructional Coach	Formative		
	Nov	Feb	June
			
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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 Science from 2022 to 2023.

Performance Objective 1: The percent of Davis students that score Meets grade level or above on STAAR Science 5 will increase from 51% in 2022 to 52% by June 2023. The Special Education student group performance will increase from 25% in 2022 to 28% in 2023. The Economically Disadvantaged student group performance will increase from 45% in 2022 to 47% in 2023.

Evaluation Data Sources: 2023 Science STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: All grade level teams will meet weekly to plan instruction with an intention focus on questions 3, 4 and 5 of the Collaborative Team Framework. Strategy's Expected Result/Impact: Collaborative team meeting notes will address student learning needs. Improved STAAR Performance. MAP Performance Growth for all students. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Classroom teachers and special education teacher will collaborate to monitor student growth on EOY grade level assessments, plan for intervention, and to ensure that learning for Special Education students occurs at high levels. Strategy's Expected Result/Impact: Students will show mastery of IEP goals. Students will show growth as measured by MAP and STAAR. Staff Responsible for Monitoring: Special Education Team Leader	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: All grade level teams will participate in extended collaborative planning sessions Strategy's Expected Result/Impact: Students will meet academic growth expectations as measured by MAP and STAAR. Staff Responsible for Monitoring: Campus Administrators Funding Sources: sub codes - 282 ESSER III	Formative		
	Nov	Feb	June
			
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2022-2023 SBIC

Committee Role	Name	Position
Administrator	Amy Weems	Assistant Principal
Classroom Teacher	Cristina Banaban	Instructional Specialist
Administrator	Karma Cunningham	Principal
Non-classroom Professional	Brook Hughes	Deaf Ed Team Leader
Classroom Teacher	Zach Guynes	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	Kimberly Bollinger	Parent
Parent	Jennifer Benander	Parent
Parent	Auburn Pope	Parent
District-level Professional	Debbie Martin	Coordinator of Deaf Education
Paraprofessional	Amy Conner	Campus Office Manager
Community Representative	Clay Hansard	
Business Representative	Devin Clanton	
Business Representative	Christine Danuser	
Non-classroom Professional	Letoya Ware	Counselor

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,510.00
+/- Difference					\$1,510.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$270.00
+/- Difference					\$270.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Reading Horizons Discovery Readers Bundle		\$3,085.83
1	2	3	Reading Horizons Discovery Readers Bundle		\$4,322.64
1	2	5			\$0.00
Sub-Total					\$7,408.47
Budgeted Fund Source Amount					\$66,240.00
+/- Difference					\$58,831.53
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Sub codes		\$0.00
1	2	6	sub codes		\$0.00
2	1	5			\$0.00
2	2	5			\$0.00
3	1	3	sub codes		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,465.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference
					\$3,465.00
					Grand Total Budgeted
					\$71,485.00
					Grand Total Spent
					\$7,408.47
					+/- Difference
					\$64,076.53

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Davis

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	0	12	18	1	7	0	15	8	2	9	32	6	38
2022		33	67	100	29		27	12	0	22	50	50	50
2023		35	68	100	30		30	14	1	24	51	51	51
2024		37	68	100	30		33	16	1	26	51	53	51
2025		39	69	100	31		37	18	2	29	52	55	52
2026		43	71	100	33		43	22	4	33	54	58	54
2027		47	72	100	34		50	26	5	38	55	61	55

HB3 Campus Goals - All Grades STAAR at Meets Standard

Davis

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading												Grade 4	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	3	12	18	0	4	0	16	13	3	1	33	11	44
2022	0	17	50		75		19	38	67	0	42	27	39
2023	2	19	51		76		22	40	68	2	43	28	40
2024	4	21	51		76		25	42	68	4	43	30	40
2025	6	23	52		77		29	44	69	7	44	32	41
2026	10	27	54		79		35	48	71	11	46	35	43
2027	14	31	55		80		42	52	72	16	47	38	44

HB3 Campus Goals - All Grades STAAR at Meets Standard

Davis

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	4	7	23	1	0	0	12	11	2	4	28	7	35
2022	50	57	78	100			50	82	100	75	68	86	71
2023	52	59	79	100			53	84	100	77	69	87	72
2024	54	61	79	100			56	86	100	79	69	89	72
2025	56	63	80	100			60	88	100	82	70	91	73
2026	60	67	82	100			66	92	100	86	72	94	75
2027	64	71	83	100			73	96	100	91	73	97	76

HB3 Campus Goals - All Grades STAAR at Meets Standard

Davis

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading												All Grades	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	31	59	2	11	0	43	32	7	14	93	24	117
2022	29	32	66	100	45		30	47	57	36	53	50	52
2023	31	34	67	100	46		33	49	58	38	54	51	53
2024	33	36	67	100	46		36	51	58	40	54	53	53
2025	35	38	68	100	47		40	53	59	43	55	55	54
2026	39	42	70	100	49		46	57	61	47	57	58	56
2027	43	46	71	100	50		53	61	62	52	58	61	57

HB3 Campus Goals - All Grades STAAR at Meets Standard

Davis

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	0	12	18	1	7	0	15	8	2	9	32	6	38
2022		8	50	0	29		27	12	50	11	31	33	32
2023		10	51	1	30		30	14	51	13	32	35	33
2024		13	53	3	32		33	17	53	15	34	37	35
2025		17	55	5	34		37	21	55	18	36	40	37
2026		21	57	7	36		42	25	57	22	38	44	39
2027		27	60	10	39		49	31	60	27	41	49	42

HB3 Campus Goals - All Grades STAAR at Meets Standard

Davis

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

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Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	3	12	18	0	4	0	16	13	3	1	33	11	44
2022	0	8	22		25		12	15	33	0	18	9	16
2023	3	10	23		26		15	17	34	2	19	11	17
2024	6	13	25		28		18	20	36	4	21	13	19
2025	9	17	27		30		22	24	38	7	23	16	21
2026	15	21	29		32		27	28	40	11	25	20	23
2027	21	27	32		35		34	34	43	16	28	25	26

HB3 Campus Goals - All Grades STAAR at Meets Standard

Davis

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	4	7	23	1	0	0	12	11	2	4	28	7	35
2022	50	57	78	100			50	82	100	100	71	71	71
2023	53	59	79	100			53	84	100	100	72	73	72
2024	56	62	81	100			56	87	100	100	74	75	74
2025	59	66	83	100			60	91	100	100	76	78	76
2026	65	70	85	100			65	95	100	100	78	82	78
2027	71	76	88	100			72	100	100	100	81	87	81

HB3 Campus Goals - All Grades STAAR at Meets Standard

Davis

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

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Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	31	59	2	11	0	43	32	7	14	93	24	117
2022	29	19	53	50	27		28	38	57	36	39	33	38
2023	32	21	54	51	28		31	40	58	38	40	35	39
2024	35	24	56	53	30		34	43	60	40	42	37	41
2025	38	28	58	55	32		38	47	62	43	44	40	43
2026	44	32	60	57	34		43	51	64	47	46	44	45
2027	50	38	63	60	37		50	57	67	52	49	49	48

HB3 Campus Goals - All Grades STAAR at Meets Standard

Davis

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	4	7	23	1	0	0	12	11	2	4	28	7	35
2022	50	14	65	0			25	45	50	0	54	43	51
2023	53	16	66	1			28	47	51	2	55	45	52
2024	56	19	68	3			31	50	53	4	57	47	54
2025	59	23	70	5			35	54	55	7	59	50	56
2026	65	28	72	7			40	59	58	11	61	54	58
2027	71	34	75	10			47	65	62	16	64	58	61

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
Principal, Executive Director for Student & Family Services	Bullying Staff Prevention <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations Staff Education <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 Staff Intervention <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies Student Prevention <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas Student Education <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line Student Intervention <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, District Coordinator K-12 Health and Physical Education, District Health Services	<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. Campus Wellness Plan • 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. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> • 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. • 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, Human Resources	<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, Executive Director for Student and Family Services	<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 		

	<ul style="list-style-type: none">● 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		
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