

# Davis Elementary School

## Campus Improvement Plan

### 2020/2021

*Targeted Improvement Plan, Zone Innovation Plan*



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Date Reviewed:

Date Approved:

### **Campus Mission**

Parents and teachers will work as partners to provide relevant learning challenges for all students to function at optimal levels of achievement and to become positive contributors to their community.

### **Campus Vision**

Each student will leave Davis Elementary School with vast knowledge, as well as advanced social and academic skills. They will have a deep appreciation for our many cultures and the values necessary to be successful for the rest of their lives. We look forward to having them reflect on their experiences at Davis Elementary as the guiding light for their many future successes.

### **Texas Public Education Mission Statement**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

### **Austin Independent School District Mission**

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

# TIP Assurances

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I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**DCSI Name**

Emily Bush

**Date**

11/5/2020

I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

**Principal Name**

Jenny Daniels

**Date**

11/5/2020

## Prioritized Focus Area #1

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### Prioritized Focus Area #1

4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.

#### Rationale

There is a need to focus on this area in order to ensure alignment of instruction, curriculum, and assessment. Last school year, the focus was on shifting to standards based instruction, grading, and reporting in math to address this area. There is still a need to take this same action in the area of English language arts and reading.

#### How will the campus build capacity in this area? Who will you partner with?

We will work with the campus leadership team and CAC to plan for action steps. We will also partner with AISD academics and TEAMS staff for support and guidance.

#### How will you communicate these priorities to your stakeholders? How will create buy-in?

The campus leadership team and CAC collaborated in identifying this focus area. We will continue to engage all stakeholders as we implement action steps to achieve this end. Engaging all stakeholders will include messages in campus newsletters, ongoing opportunities for stakeholder feedback through a Google feedback form included in every principal newsletter, and including this as agenda item at CAC, staff, and PTA meetings.

#### Desired Annual Outcome

Develop a comprehensive plan to shift to standards based instruction, grading, and reporting in the area of English language arts and reading (ELAR).

#### Desired 90-day Outcome: Cycle 1 (Sept-Nov)

Collaborate with district staff to identify ELAR essential standards.

#### Desired 90-day Outcome: Cycle 2 (Dec-Feb)

Work with leadership team to revise report card to reflect standards based reporting.

#### Desired 90-day Outcome: Cycle 3 (March-May)

Engage staff in professional learning to support the shift to standards based instruction, grading, and reporting.

#### Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

#### Barriers to Address During the Year

Increased workload for staff due to COVID-19, which results in time constraints for implementing action steps.  
Time required to build knowledge and competency for staff to shift to a standards based focus.  
TEAMS report card currently built with primarily traditional grading.

#### Barriers to Address: Cycle 1 (Sept-Nov)

Increased workload for staff due to COVID-19, which results in time constraints for implementing action steps.

#### Barriers to Address: Cycle 2 (Dec-Feb)

Increased workload for staff due to COVID-19, which results in time constraints for implementing action steps. Time required to build knowledge and competency for staff to shift to a standards based focus.

#### Barriers to Address: Cycle 3 (March-May)

Increased workload for staff due to COVID-19, which results in time constraints for implementing action steps. Time required to build knowledge and competency for staff to shift to a standards based focus. TEAMS report card currently built with primarily traditional grading.

#### Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

#### District Commitment Theory of Action (ToA)

x

#### District Actions: Cycle 1 (Sept-Nov)

x

**District Actions: Cycle 2 (Dec-Feb)**

x

**District Actions: Cycle 3 (March-May)**

x

**District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.**

This summer, the campus administrative team and staff will participate in new PPfT (teacher evaluation & walkthrough), the new CAPR (Admin evaluation tool) and Leverage Leadership 2.0 professional development.

# Prioritized Focus Area #2

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## Prioritized Focus Area #2

3.1 Compelling and aligned vision, mission, goals, and values focused on a safe learning environment and high expectations.

### Rationale

As we work to build and reinforce a positive climate and culture, Social Emotional Learning must be a priority. An SEL competencies rubric and corresponding resources for assessing and building these competencies will enable us to further our goal to create a safe learning environment with high expectations for all.

### How will the campus build capacity in this area? Who will you partner with?

We will work with the campus leadership team and CAC to plan for action steps. We will also partner with AISD SEL, CP&I, and TEAMS staff for support and guidance.

### How will you communicate these priorities to your stakeholders? How will create buy-in?

The campus leadership team and CAC collaborated in identifying this focus area. We began the work last school year and will continue to engage all stakeholders as we implement action steps to achieve this end. Engaging all stakeholders will include messages in campus newsletters, ongoing opportunities for stakeholder feedback through a Google feedback form included in every principal newsletter, and including this as agenda item at CAC, staff, and PTA meetings. In addition, volunteer pilot teachers will implement related strategies and provide feedback to guide the work.

### Desired Annual Outcome

Finalize an SEL competencies rubric to use for assessing student competencies, providing growth opportunities, and goal setting with students.

### Desired 90-day Outcome: Cycle 1 (Sept-Nov)

Review draft SEL competencies rubric and update as needed based on staff feedback.

### Desired 90-day Outcome: Cycle 2 (Dec-Feb)

Pilot SEL rubric with interested teachers.

### Desired 90-day Outcome: Cycle 3 (March-May)

Gather feedback from teachers and students and finalize rubric.

### Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

### Barriers to Address During the Year

Increased workload for staff due to COVID-19, which results in time constraints for implementing action steps.  
Students continuing remote instruction, making it difficult to assess and build on SEL competencies.  
Reduced amount of contact time with remote students, which is a large percentage of our families.

### Barriers to Address: Cycle 1 (Sept-Nov)

Increased workload for staff due to COVID-19, which results in time constraints for implementing action steps. Students continuing remote instruction, making it difficult to assess and build on SEL competencies.

### Barriers to Address: Cycle 2 (Dec-Feb)

Increased workload for staff due to COVID-19, which results in time constraints for implementing action steps. Students continuing remote instruction, making it difficult to assess and build on SEL competencies.

### Barriers to Address: Cycle 3 (March-May)

Increased workload for staff due to COVID-19, which results in time constraints for implementing action steps.

### Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

### District Commitment Theory of Action (ToA)

x

### District Actions: Cycle 1 (Sept-Nov)

x

### District Actions: Cycle 2 (Dec-Feb)

x

### District Actions: Cycle 3 (March-May)

x

**District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.**

This summer, the campus administrative team and staff will participate in new PPfT (teacher evaluation & walkthrough), the new CAPR (Admin evaluation tool) and Leverage Leadership 2.0 professional development.

# Cycle 1 (Sept-Nov) Report - due December 4

## *Reflection and Planning for Next 90-Day Cycle*

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At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

### **For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?**

Yes, we achieved the desired 90-day outcome in both priority areas. We accomplished our outcomes by dedicating time to complete the designated action steps aligned with these priority areas.

### **Did you achieve your student performance goals (see Student Data Page)? Why or why not?**

No, we did not achieve our student performance goals. We continue to face challenges due to circumstances surrounding COVID, including required concurrent teaching and a significant number of students continuing to learn remotely, with many not fully participating in all remote learning opportunities.

### **Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?**

Priority 1- Continue working to build capacity of staff for shift to standards based instruction and mastery learning in ELAR. This will include reviewing assessment data and planning for opportunities for all students to achieve mastery on all ELAR standards.

Priority 2- We will continue to implement SEL practices and build on these practices as a campus, especially as students continue to transition from remote to on-campus instruction.

### **What new action steps do you need to add to the next cycle?**

No new action steps will be added. Rather, there will be a continued effort to implement all action steps designated within each strategy for the cycle 2.

# Cycle 2 (Dec-Feb) Report - due March 5

## *Reflection and Planning for Next 90-Day Cycle*

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At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

### **For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?**

Yes, we achieved the desired 90-day outcome in both priority areas. We accomplished our outcomes by dedicating time to complete the designated action steps aligned with these priority areas.

### **Did you achieve your student performance goals (see Student Data Page)? Why or why not?**

No, we did not achieve our student performance goals. We continue to face challenges due to circumstances surrounding COVID, including required concurrent teaching and a significant number of students continuing to learn remotely, with many not fully participating in all remote learning opportunities.

### **Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?**

Priority 1- Work with staff to identify essential ELAR standards that will be reported on the new report card. Once identified, create report card templates and a mastery table for each ELAR standard. Priority 2- Finalize the SEL rubric and incorporate new SEL rubric indicators on new report card templates. Continue to implement restorative circles with staff and begin implementation of restorative circles with students.

### **What new action steps do you need to add to the next cycle?**

With many students identified as needing intervention, we will implement intensive interventions and closely monitor student progress toward mastery of each standard.

# Cycle 3 (March-May) Report - due June 4

## *Reflection and Planning for Next 90-Day Cycle*

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At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

**For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?**

Yes, we achieved the desired 90-day outcome in both priority areas. We accomplished our outcomes by dedicating time to complete the designated action steps aligned with these priority areas.

**Did you achieve your student performance goals (see Student Data Page)? Why or why not?**

No, we did not achieve our student performance goals. We continue to face challenges due to circumstances surrounding COVID, including required concurrent teaching and a significant number of students continuing to learn remotely, with many not fully participating in all remote learning opportunities.

**Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?**

We will continue working on the next steps noted within each CIP strategy in this document.

**What new action steps do you need to add to the next cycle?**

As we plan for our CIP/TIP goals for the 2021-2022 school year, we will articulate a plan that builds on the successes of our priority areas this year and addresses the areas where we did not achieve student performance goals.

## End of Year Reflection - due June 4

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Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

**Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?**

Through the creation of a CIP/TIP ELAR focus group, we dedicated a significant amount of time and effort to ensuring that we addressed each action item within this priority area and monitored the impact on student outcomes and our school culture in general.

**Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?**

Through the creation of a CIP/TIP SEL focus group, we dedicated a significant amount of time and effort to ensuring that we addressed each action item within this priority area and monitored the impact on student feelings toward school and our school culture in general.

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Data Sources

STAAR disaggregated by subj., grade, & stud. grp.

### Student Achievement Strengths

Systems are in place to collect and analyze data to determine the participation in and effectiveness of interventions for students with behavioral and academic needs.

Systems are in place to collect and examine disaggregated data to determine disproportionately represented subgroups among low achievers.

38% of students scored at the masters level on STAAR Reading and 33% of students scored at the masters level on STAAR Math.

### Student Achievement Weaknesses

Intervention resources and effectiveness vary.

A low percentage of students in the following student groups scored at the meets level in STAAR reading: Special Education (6%), Economically Disadvantaged (24%).

A low percentage of students in the following student groups scored at the meets level in STAAR math: Economically Disadvantaged (22%), Hispanic (36%).

### Student Achievement Needs

There is a need for alignment of intervention resources.

There is a need to review data showing effectiveness of interventions in order to identify aligned interventions to implement at each grade level.

There is a need to provide interventions and monitor progress of students to ensure students in groups identified above are making sufficient progress and ultimately are able to demonstrate proficiency with grade level standards.

# Comprehensive Needs Assessment

## Student Achievement Summary

While systems are in place to review and disaggregate data, there is a need to use the data to make decisions about which interventions to continue and which to discontinue based on proven effectiveness.

Data will need to be collected, reviewed, and used to inform instruction over the course of the year to ensure student progress and success on summative assessments.

## 2020-21 Campus and Targeted Improvement Plan Checklist: Davis (179)

**Refer to the Notes column for requirement criteria. Required data should be addressed somewhere in the CIP/TIP.**

Indicator		Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes
2019 State Accountability Ratings							
State Overall Scaled Score		TEA	84	79	No Data	TBD	Required to be addressed if any 2018-19 scaled scores were less than 70.
State Domain 1: Academic Achievement Scaled Score		TEA	88	82	No Data	TBD	
State Domain 2, Part A: Student Growth Scaled Score		TEA	72	72	No Data	TBD	
State Domain 2, Part B: Relative Performance Scaled Score		TEA	70	62	No Data	TBD	
State Domain 3: Closing the Gaps Scaled Score		TEA	74	71	No Data	TBD	
Consistently Underperforming/Historically Underserved Student Groups		TEA	--	none	No Data	none	Required to be addressed if any groups were identified in 2018-19
2019-20 Strategic Plan Scorecard Goal 1: Increase student achievement through a strong literacy foundation for all.							
% of KG students considered Kindergarten Ready according to Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD		TX-KEA	68	63	No Data	TBD	GPM 1.1. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
ISIP EOY % on or above grade level – African American		iStation	56	63	No Data	N/A - ISIP replaced with MAP Growth starting in SY 20-21	GPM 1.2
ISIP EOY % on or above grade level – Hispanic		iStation	70	64	No Data		GPM 1.3
ISIP EOY % on or above grade level – ECD		iStation	58	49	No Data		GPM 1.4
3 <sup>rd</sup> grade Reading % Meets Grade Lvl	All Students	STAAR	58	42	No Data	44	GPM 1.5 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	22	0	No Data	5	
	Hispanic	STAAR	40	22	No Data	25	
	White	STAAR	73	54	No Data	56	
	Asian	STAAR	63	70	No Data	71	
	Two or More Races	STAAR	61	33	No Data	36	
	Special Education	STAAR	20	0	No Data	5	
	Economically Disadvantaged	STAAR	38	13	No Data	17	
	English Learners	STAAR	33	40	No Data	43	
3 <sup>rd</sup> grade Math % Meets Grade Lvl	All Students	STAAR	59	39	No Data	42	GPM 1.7 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	22	0	No Data	5	
	Hispanic	STAAR	43	22	No Data	25	
	White	STAAR	75	42	No Data	44	
	Asian	STAAR	63	90	No Data	90	
	Two or More Races	STAAR	61	50	No Data	52	
	Special Education	STAAR	27	0	No Data	5	
	Economically Disadvantaged	STAAR	45	13	No Data	17	
	English Learners	STAAR	44	47	No Data	49	
Domain 3 Reading Academic Achievement targets missed		STAAR	none	SpEd, ECD	No Data	none	

## 2020-21 Campus and Targeted Improvement Plan Checklist: Davis (179)

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes
Domain 3 Math Academic Achievement targets missed	STAAR	ECD	Hisp, White, SpEd, ECD	No Data	none	Required if any targets missed in 2018-19. Excludes Continuously Enrolled and Not Continuously Enrolled student groups.
Domain 3 Reading Growth targets missed	STAAR	none	White, ECD	No Data	none	
Domain 3 Math Growth targets missed	STAAR	All, Hisp, White, ECD, EL	Hisp, SpEd, ECD, EL	No Data	none	
% of English Learners at Advanced High or made one year of Composite Progress	TELPAS	71	48	No Data	>36	Required if < 36
<b>2019-20 Strategic Plan Scorecard Goal 2: Ensure personal development and critical thinking skills through excellence in learning experiences.</b>						
Campus SEL implementation survey score	SEL Survey	86	88	No Data	TBD	GPM 2.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard. Recommended if MS/HS <50, ES <61
<b>2019-20 Strategic Plan Scorecard Constraint 3: Do not allow the district to conduct itself in an inequitable or discriminatory manner.</b>						
% African American students enrolled in Gifted/Talented (GT) programs	TEAMS	7.6	4.3	No Data	TBD	CPM 3.3. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
% Hispanic students enrolled in Gifted/Talented (GT) programs	TEAMS	7.9	9	No Data	TBD	CPM 3.4. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
My classmates treat me with respect My classmates show respect to each other My classmates show respect to others who are different	Student Climate Survey	NA	87	82	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
# home suspensions (all students)	Student Services	6	1	No data	TBD	CPM 3.6. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
Campus rating on the Coordinated School Health (CSH) Survey	Physical Education	Exemplary	Exemplary	No Data	Exemplary or Recognized	CPM 3.7 Required to be addressed if 2018-19 was not Exemplary or Recognized
Campus' rating on the current year's GT Campus Accountability Monitoring Plan	Advanced Academics	Exemplary	Exemplary	Compliance	Exemplary or Recognized	Required to be addressed if 2019-20 was not Exemplary or Recognized. Ratings for campuses with extenuating circumstances will be recalculated after buildings reopen. No one has been penalized in existing calculations for not completing tasks because they could not return to their campuses.

(continued on next page)

## 2020-21 Campus and Targeted Improvement Plan Checklist: Davis (179)

The following data points are not required to be addressed in the plan.

It is recommended that the data be reviewed as part of the Comprehensive Needs Assessment.

Indicator	Data Source	2017-18	2018-19	2019-20
Teachers at this school trust the principal to make sound professional decisions about instruction.	TELL	76	88	87
Principal Leadership (% favorable responses)*	TELL	91	96	93
There is an atmosphere of mutual trust and respect.	TELL	88	89	84
The faculty and leadership have a shared vision.	TELL	80	93	93
Overall, my school is a good place to work and learn.	TELL	99	100	97
I participate with a group of my colleagues to analyze student performance data (% agree/strongly agree)	TELL	NA	NA	95
I participate with a group of my colleagues to plan lessons and units together. (% agree/strongly agree)	TELL	NA	NA	89
I participate with a group of my colleagues to set learning goals for groups of students. (% at least once a month)	TELL	NA	NA	86
How often does your department discuss assessment data for individual students? (% at least once a month)	TELL	NA	NA	84
How often does your department discuss your department/team's professional development needs and goals? (% at least once a month)	TELL	NA	NA	70
Teachers have an appropriate level of influence on decision making in this school.	TELL	NA	NA	88
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	TELL	NA	NA	93
Teachers are relied upon to make decisions about educational issues.	TELL	NA	NA	95
I feel safe at my school.	Student Climate Survey	85	91	87
Behavioral Environment subscale (% favorable responses)*	Student Climate Survey	74	84	82
Managing Student Conduct subscale (% favorable responses)*	TELL	93	85	88
Students at this school follow rules of conduct.	TELL	78	87	76
Attendance rate (all students, grades 1-12)	PEIMS	96.5%	96.2%	As of 3/12/20: 95.9%
Fitnessgram All Students: Body Mass Index, Cardio, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach, Trunk Lift – improvement from BOY to EOY	MIS Webmenu	BMI =-2%, Cardio =-4%, Curl Ups =12%, Push Ups =21%, Sit & Reach =4%, Trunk Lift =2%	BMI =3%, Cardio =-1%, Curl Ups =18%, Push Ups =3%, Sit & Reach =-5%, Trunk Lift =5%	No Data

\*Subscale items have changed since 2018-19.

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Data Sources

% teacher turnover  
District Family Survey results  
Staff (TELL) Survey results  
Student Survey results

### School Culture and Climate Strengths

School staff create welcoming and equitable learning environments for diverse students and their families.

Teachers work together effectively in collaborative teams to discuss instructional strategies and curriculum issues on a regular basis. They share professional practices and use their talents and knowledge to help each other with challenges and needs.

TELL survey results indicate that 100% of staff respondents agree or strongly agree that 'My school is a good place to work and learn.'

TELL survey results indicate that 100% of staff respondents agree or strongly agree that 'The community we serve is supportive of this school.'

Family survey results indicate that 96-99% of family respondents agree or strongly agree that 'I am treated with courtesy and respect by the.... principal, assistant principal, counselor, teachers, and office staff.'

### School Culture and Climate Weaknesses

Family engagement is not consistent for all families in the school community.

There is a tradition of some rituals and celebrations, but not a clearly defined school culture.

Family survey results indicate that 89% of family respondents agreed or strongly agreed with the statements 'My child likes going to school' and 'My child is treated with respect by other students.'

Family survey results indicate that a large number of families would like to have more information about our school in the areas of academics (70%) and social-emotional learning (61%).

# Comprehensive Needs Assessment

## School Culture and Climate Weaknesses (Continued)

Student survey results indicate that 78% of students agree with the statement 'I use ways to calm myself down', and 71% of students agree that 'If I get angry with a classmate, we can talk about it and make it better.'

## School Culture and Climate Needs

Continue building on efforts to create welcoming and equitable learning environments for ALL students and families.

Develop solutions to engage ALL families.

Define and celebrate our school culture.

Communicate school culture and priorities, and programming with all in the school community.

Support students in developing SEL competencies.

## School Culture and Climate Summary

While there is a continued focus on equity and creating welcoming learning environments, this is an area that will need to be an ongoing priority for continuous improvement. As part of this effort, work needs to be done to engage all in the school community and define a culture that embodies this priority. At the same time, work must be done to support students in developing SEL competencies, managing their own behavior and supporting one another, as part of our positive school culture.

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Data Sources



# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Data Sources (Continued)

MOY disaggregated by grade, subj., & stud. grp.  
PPFT results for teachers  
SEL Implementation Survey results  
STAAR disaggregated by subj., grade, & stud. grp.  
Student Survey results

## Curriculum, Instruction and Assessment Strengths

Teachers use a content-area curriculum and scope & sequence that are clearly aligned with state standards and state assessments.

Teachers demonstrate high expectations for every student and take personal responsibility for helping each student perform proficiently by designing meaningful, engaging instructional activities to meet the individual needs of all learners.

Teachers engage in a strategic instructional planning process and deliver high-quality, rigorous, standards-based instruction to ensure continuous growth and high levels of student achievement.

38% of students scored at the masters level on STAAR Reading and 33% of students scored at the masters level on STAAR Math.

## Curriculum, Instruction and Assessment Weaknesses

Teachers use formal and informal assessment strategies to monitor students' progress, but there is not alignment in assessments used.

There are few systems in place to ensure alignment of instruction with curriculum, as well as use of high quality, research-based strategies and effective use of assessment data.

A low percentage of students in the following student groups scored at the meets level in STAAR reading: Special Education (6%), Economically Disadvantaged (24%).

A low percentage of students in the following student groups scored at the meets level in STAAR math: Economically Disadvantaged (22%), Hispanic (36%).

## Curriculum, Instruction and Assessment Needs

There is a need to evaluate and align assessments.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Needs (Continued)

There is a need to strengthen systems for ensuring alignment of instruction, curriculum, and assessment, particularly in the area of reading.

There is a need to provide interventions and monitor progress of students to ensure students in groups identified above are making sufficient progress and ultimately are able to demonstrate proficiency with grade level standards.

## Curriculum, Instruction and Assessment Summary

While there are many strengths in this area, work needs to be done to align assessments to grade level standards both horizontally and vertically.

Data will need to be collected, reviewed, and used to inform instruction over the course of the year to ensure student progress and success on summative assessments.

# Davis Elementary School

**Goal 1.** (Zone Innovations) Zone Innovations

**Objective 1.** (Personalized Learning) In the 20-21 SY, we will identify student needs and provide personalized learning to reach mastery of math and reading standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop personalized learning tools to gather student learning preference data at beginning of year. (Target Group: All) (Strategic Priorities: 2)	Leadership Team, Teachers	8/2020-9/2020		Criteria: Artifacts to include math mastery tables, data meeting agendas, professional learning agendas  01/10/21 - Completed
2. Identify math common formative assessments by standard for each grade level. (Target Group: All) (Strategic Priorities: 2)	Leadership Team, Principal	1/2021-2/2021		Criteria: Bank of standards based math assessments for each grade level, PK-5th Assessment data for all students, PK-5th  06/01/21 - Completed (S) 04/13/21 - Significant Progress 01/10/21 - Some Progress
3. Develop and implement aligned system for tracking student progress toward mastery of math standards using math mastery tables. (Target Group: All) (Strategic Priorities: 2)	Leadership Team	9/2020-5/2021		Criteria: Interview protocols for beginning of year student/family meetings  04/13/21 - Completed 01/10/21 - On Track
4. In collaboration with AISD humanities department, create and finalize ELAR mastery tables using AISD identified essential standards (Target Group: All) (Strategic Priorities: 2)	District Departments, Leadership Team, Principal	1/2021-3/2021		Criteria: ELAR mastery table for each essential ELAR standard, PK-5th  06/01/21 - Some Progress (S) 04/13/21 - Some Progress 01/10/21 - On Track
5. Use AISD identified essential standards to create ELAR learning progressions. (Target Group: All) (Strategic Priorities: 2)	District Departments, Leadership Team	1/2021-2/2021		Criteria: Learning progression document  04/13/21 - Completed 01/10/21 - On Track
6. Administer benchmark assessments that are aligned to the state standards 3 times a year and conduct data sessions to analyze	Principal, Teachers	11/2020-5/2021		Criteria: Assessment calendar Data analysis spreadsheets and meeting notes

# Davis Elementary School

**Goal 1.** (Zone Innovations) Zone Innovations

**Objective 1.** (Personalized Learning) In the 20-21 SY, we will identify student needs and provide personalized learning to reach mastery of math and reading standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
benchmark data. Include time for corrective instruction in the assessment calendar. (4.1, bullet 2) (Target Group: All) (Strategic Priorities: 2)				06/01/21 - Completed (S) 04/13/21 - On Track 01/10/21 - On Track
7. Develop classroom observation tool, based on Highlander Priority Practices tool, to collect data regarding implementation of personalized learning classroom practices. (Target Group: All) (Strategic Priorities: 2)	District Departments, Leadership Team, Principal, Project Specialist, Technology Team	1/2021-4/2021		Criteria: Finalized classroom observation tool  04/13/21 - Discontinued 01/10/21 - Some Progress
8. Create and maintain a high fidelity professional development calendar for teachers which provides introductory and ongoing content-focused, job-embedded training linked to high-quality curriculum in all core subjects. (4.1, bullet 4) (Target Group: All) (Strategic Priorities: 1,2)	CAC Members, District Departments, Leadership Team	8/2020-5/2021		Criteria: Professional learning calendar and annual plan PD Agenda and Rosters  06/01/21 - Completed (S) 04/13/21 - Significant Progress 01/10/21 - On Track
9. Ensure the scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas, and grades PK-2nd mathematics and reading. (4.1, bullet 1) (Target Group: All) (Strategic Priorities: 2)	Principal, Teachers	8/2020-5/2021		Criteria: Progress Monitoring Spreadsheet based on standards-mastery  06/01/21 - Completed (S) 04/13/21 - On Track 01/11/21 - On Track
10. Utilize instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups. (4.1, bullet 3) (Target Group: H,AA,ECD,ESL,SPED,504) (Strategic Priorities: 2)	Principal, Teachers	9/2020-5/2021		Criteria: List of instructional materials used Classroom observation data Individual playlists  06/01/21 - Completed 04/13/21 - On Track 01/11/21 - On Track
11. Revise report card to reflect mastery learning in ELAR and SEL/Power Skills proficiencies. (Target Group: All) (Strategic	Leadership Team, Principal	2/2021-3/2021		Criteria: Prototype report card  06/01/21 - Completed

# Davis Elementary School

**Goal 1.** (Zone Innovations) Zone Innovations

**Objective 1.** (Personalized Learning) In the 20-21 SY, we will identify student needs and provide personalized learning to reach mastery of math and reading standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 2)				04/13/21 - On Track 01/10/21 - Pending
12. Collaborate with Zone Director and AISD district offices to develop and test revised report card. (Target Group: All) (Strategic Priorities: 2)	District Departments, Executive Director, Principal	2/2021-3/2021		Criteria: Report card prototype  06/01/21 - Completed (S) 04/13/21 - On Track 01/10/21 - Some Progress
13. Finalize revised report card for use in 2021-2022 school year. (Target Group: All)	District Departments, Principal	2/2021-3/2021		Criteria: Finalized TEAMS report card  06/01/21 - Completed (S) 04/13/21 - Pending 01/10/21 - Pending

# Davis Elementary School

**Goal 1.** (Zone Innovations) Zone Innovations

**Objective 2.** (SEL Competencies and Power Skills) In the 20-21 SY, we will test and finalize a system for measuring SEL competencies and power skills aligned with our program delivery.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage stakeholders in creating and continually refining the campus' mission, vision, and values regarding SEL and power skills programming (3.1, bullet 1) (Target Group: All) (Strategic Priorities: 1,2)	CAC Members, Leadership Team, Principal, Teachers	1/2021-5/2021		Criteria: PD Agendas Aol meeting agendas (Architects of Innovation leadership team) CAC Agendas  04/13/21 - Completed 01/11/21 - Some Progress
2. Continue to build on SEL classroom/school practices (morning meeting framework; other Responsive Classroom and SEL strategies/practices) to ensure staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. (3.1, bullet 3) (Target Group: All) (Strategic Priorities: 1)	Leadership Team, Teachers	8/2020-5/2021		Criteria: Classroom observation data PD agendas and rosters  06/01/21 - Completed (S) 04/13/21 - On Track 01/11/21 - On Track
3. Continue to build on power skills opportunities, including PLTW Launch implementation (Target Group: All) (Strategic Priorities: 1,2)	Librarian, Principal, Teachers	1/2021-5/2021		Criteria: Planning documents for PLTW implementation SEL/Power Skills Programming-updated document for 2020-2021 Lesson plans  06/01/21 - Completed (S) 04/13/21 - Significant Progress 01/11/21 - Some Progress
4. Deepen practices and policies that demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success by piloting SEL/PS rubric and student goal setting/self-monitoring (3.1, bullet 2) (Target Group: All) (Strategic Priorities: 1,2)	Leadership Team, Teachers	2/2021-5/2021		Criteria: SEL/PS Rubrics Student work Classroom observations Pilot teacher feedback  06/01/21 - Discontinued (S) 04/13/21 - Some Progress 01/10/21 - Pending
5. Evaluate pilot data regarding use of the SEL/PS rubric and make adjustments as necessary. (Target Group: All) (Strategic	Principal, Teachers	3/2021-5/2021		Criteria: Classroom observations Pilot teacher feedback Aol Agendas

# Davis Elementary School

**Goal 1.** (Zone Innovations) Zone Innovations

**Objective 2.** (SEL Competencies and Power Skills) In the 20-21 SY, we will test and finalize a system for measuring SEL competencies and power skills aligned with our program delivery.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 1,2)				06/01/21 - Completed (S) 04/13/21 - On Track 01/10/21 - Pending
6. Administer regular campus climate surveys to assess and measure progress on student and staff experiences. (3.1, bullet 4) (Target Group: All) (Strategic Priorities: 1)	Leadership Team, Principal	11/2020-5/2021		Criteria: Survey data  06/01/21 - Completed (S) 04/13/21 - On Track 01/11/21 - On Track
7. Finalize SEL/PS rubric for use with all students in the 2020-2021 school year. (Target Group: All) (Strategic Priorities: 1,2)	Leadership Team	4/2021-6/2021		Criteria: Finalized SEL/PS rubric  06/01/21 - Completed (S) 04/13/21 - On Track 01/10/21 - Pending

# Davis Elementary School

**Goal 1.** (Zone Innovations) Zone Innovations

**Objective 3.** (Culturally Responsive Restorative Practices) In the 20-21 SY, we will implement culturally responsive restorative practices to build and sustain strong relationships, community, and positive school climate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional learning opportunities to staff to build knowledge regarding Culturally Responsive Restorative Practices. (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Leadership Team, Principal	8/2020-5/2021		Criteria: PD agendas and rosters 06/01/21 - Completed (S) 04/13/21 - Significant Progress 01/11/21 - On Track
2. Hold conversation circles to gather input from students, parents, and staff around culturally proficient and inclusive practices. (Target Group: All) (Strategic Priorities: 1,2)	Leadership Team, Parents, Principal, Students, Teachers	1/2021-5/2021		Criteria: Conversation circle agendas and notes 06/01/21 - Significant Progress (S) 04/13/21 - On Track 01/11/21 - Some Progress
3. Using foundation of CARE expectations/frameworks, add restorative school discipline systems, protocols, and procedures. (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Leadership Team, Principal, SEL Committee, Teachers	1/2021-5/2021		Criteria: Restorative school discipline framework document 06/01/21 - Significant Progress (S) 04/13/21 - On Track 01/11/21 - On Track
4. Implement restorative circles with students and staff. (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Leadership Team, Principal	2/2021-5/2021		Criteria: Classroom observations Student/staff participation 06/01/21 - Completed (S) 04/13/21 - Significant Progress 01/11/21 - On Track



## SY 20-21 CIP Developers List

Name	Position
Nordyke, Eleanor	Teacher
Bell, Teresita	Teacher, CAC Co-Chair
Carver, Suzanne	Teacher
Davenport, Deirdre	Teacher
Harris, Lindsay	Teacher
Mink, Olivia	Teacher
Alcala, Katie	Teacher
Kajdas, Lauren	Assistant Principal
Alper, Lauren	Parent, CAC Co-Chair
Jones, Jennifer	Parent
Roberts, Madelyn	Parent
Ferguson, Suzie	Parent
Carter, Stephanie	Parent, PTA President
Daniels, Jennifer	Principal
Bush, Emily	Innovation Zone Executive Director

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
							2019 Results	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability
								Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	79	MAP Growth	84	80	AISD MoY	84	72	MAP Growth	84	78	84
		All	All	Reading	Meets	STAAR	53	MAP Growth	56	56	AISD MoY	56	38	MAP Growth	56	54	56
		All	All	Reading	Masters	STAAR	38	MAP Growth	40	36	AISD MoY	40	24	MAP Growth	40	31	40
		All	All	Mathematics	Approaches	STAAR	75	MAP Growth	80	75	AISD MoY	80	60	MAP Growth	80	69	80
		All	All	Mathematics	Meets	STAAR	49	MAP Growth	52	42	AISD MoY	52	36	MAP Growth	52	43	52
		All	All	Mathematics	Masters	STAAR	33	MAP Growth	35	26	AISD MoY	35	20	MAP Growth	35	21	35
		All	All	Science	Approaches	STAAR	71	Education Galaxy	76	59	AISD MoY	76	47	IXL	76	69	76
		All	All	Science	Meets	STAAR	41	Education Galaxy	44	29	AISD MoY	44	21	IXL	44	30	44
		All	All	Science	Masters	STAAR	22	Education Galaxy	24	8	AISD MoY	24	11	IXL	24	20	24
		All	All	Social Studies	Approaches	STAAR	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		All	All	Social Studies	Meets	STAAR	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		All	All	Social Studies	Masters	STAAR	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		All	All	Writing	Approaches	STAAR	79	Education Galaxy	84	52	AISD MoY	84	42	campus assessment	84	52	84
		All	All	Writing	Meets	STAAR	53	Education Galaxy	56	8	AISD MoY	56	22	campus assessment	56	22	56
		All	All	Writing	Masters	STAAR	22	Education Galaxy	24	0	AISD MoY	24	8	campus assessment	24	10	24
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Hispanic	Mathematics	Meets	STAAR	36	MAP Growth	40	23	AISD MoY	40	10	MAP Growth	40	22	40
		All	EcD	Mathematics	Meets	STAAR	22	MAP Growth	26	16	AISD MoY	26	10	MAP Growth	26	17	26
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Special Ed	Reading	Meets	STAAR	6	MAP Growth	10	20	AISD MoY	10	4	MAP Growth	10	16	10
		All	EcD	Reading	Meets	STAAR	24	MAP Growth	28	26	AISD MoY	28	4	MAP Growth	28	18	28
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	48	MAP Growth	52	34	AISD MoY	52	32	MAP Growth	52	38	52

# Results for MOY (STAAR Released) Assessments

Subject	Perf. Level	TIP Student Data Tab
Reading	% App	80
	%Meets	56
	%Mst	36
Math	% App	75
	%Meets	42
	%Mst	26
Science	% App	59
	%Meets	29
	%Mst	8
Social Studies	% App	n/a
	%Meets	n/a
	%Mst	n/a
Writing	% App	52
	%Meets	8
	%Mst	0

## Domain 1 Estimator

Total Approaches	Total Meets	Total Masters	DOMAIN 1 Raw Score
77%	51%	26%	51

total tests- 734

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
							2019 Results	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability
								Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	79	MAP Growth	84		AISD MoY	84		MAP Growth	84		84
		All	All	Reading	Meets	STAAR	53	MAP Growth	56		AISD MoY	56		MAP Growth	56		56
		All	All	Reading	Masters	STAAR	38	MAP Growth	40		AISD MoY	40		MAP Growth	40		40
		All	All	Mathematics	Approaches	STAAR	75	MAP Growth	80		AISD MoY	80		MAP Growth	80		80
		All	All	Mathematics	Meets	STAAR	49	MAP Growth	52		AISD MoY	52		MAP Growth	52		52
		All	All	Mathematics	Masters	STAAR	33	MAP Growth	35		AISD MoY	35		MAP Growth	35		35
		All	All	Science	Approaches	STAAR	71	IXL	76		AISD MoY	76		IXL	76		76
		All	All	Science	Meets	STAAR	41	IXL	44		AISD MoY	44		IXL	44		44
		All	All	Science	Masters	STAAR	22	IXL	24		AISD MoY	24		IXL	24		24
		All	All	Social Studies	Approaches	STAAR	n/a	n/a	n/a		n/a	n/a		n/a	n/a		n/a
		All	All	Social Studies	Meets	STAAR	n/a	n/a	n/a		n/a	n/a		n/a	n/a		n/a
		All	All	Social Studies	Masters	STAAR	n/a	n/a	n/a		n/a	n/a		n/a	n/a		n/a
		All	All	Writing	Approaches	STAAR	79	campus assessment	84		AISD MoY	84		campus assessment	84		84
		All	All	Writing	Meets	STAAR	53	campus assessment	56		AISD MoY	56		campus assessment	56		56
		All	All	Writing	Masters	STAAR	22	campus assessment	24		AISD MoY	24		campus assessment	24		24
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Hispanic	Mathematics	Meets	STAAR	36	MAP Growth	40		AISD MoY	40		MAP Growth	40		40
		All	EcD	Mathematics	Meets	STAAR	22	MAP Growth	26		AISD MoY	26		MAP Growth	26		26
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Special Ed	Reading	Meets	STAAR	6	MAP Growth	10		AISD MoY	10		MAP Growth	10		10
		All	EcD	Reading	Meets	STAAR	24	MAP Growth	28		AISD MoY	28		MAP Growth	28		28
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	48	MAP Growth	52		AISD MoY	52		MAP Growth	52		52