

# DAVIS EL

## **Will Davis Elementary Campus Improvement Plan/Targeted Improvement Plan 2021/2022**

*Exploring New Frontiers*



Jennifer Daniels  
5214 Duval Rd.  
512-414-2580  
[jennifer.daniels@austinisd.org](mailto:jennifer.daniels@austinisd.org)

Date Reviewed:

DMAC Solutions ®

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Date Approved:

12/8/2021

### **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.

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**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 1.** (CSH Implementation) Achieve at least a 70% (Acceptable) rating on each of the 11 areas of the 2021-2022 Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schedule a CSH/CATCH/Family Fitness Night in January and publicize to all families. (Target Group: All) (Strategic Priorities: 2)	CATCH Team, PE Teacher, Principal	11/2021-1/2022		Criteria: Marketing materials/communication about event Number of families in attendance  10/29/21 - On Track
2. Participate in CSH Kickoff Week and Healthy Heart Week by publicizing through daily campus announcements and digital communications to families. (Target Group: All) (Strategic Priorities: 2)	PE Teacher, Principal, Staff Wellness Champion	9/2021-2/2021		Criteria: daily announcements, digital communications  10/29/21 - On Track
3. Establish a student wellness team to assist with planning and promoting CSH activities at Davis. (Target Group: All) (Strategic Priorities: 2)	PE Teacher	9/2021-5/2021		Criteria: student wellness team meeting agendas and artifacts  10/29/21 - On Track

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**Objective 2.** (Social, Emotional, Culturally Proficient, and Inclusive Learning Environments) In the 2021-2022 school year, implement at least ten restorative circles with staff and introduce restorative circles to students in every classroom.(condition 1, 4, 5)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional learning opportunities and support to teachers to build knowledge and skills for implementing restorative circles. (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Counselor, Principal	9/2021-5/2022		Criteria: restorative circle artifacts, staff meeting agendas, professional learning agendas  10/29/21 - On Track
2. Model/facilitate restorative circles in classrooms to support implementation. (Target Group: All) (Strategic Priorities: 1,2)	Counselor	9/2021-5/2022		Criteria: restorative circle artifacts, calendar entries  10/29/21 - On Track
3. Engage staff in restorative circles during staff meetings. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, Counselor, Principal	9/2021-5/2022		Criteria: meeting agendas  10/29/21 - On Track

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**Objective 3.** (Physical Environment/Sustainability) In the 2021-2022 school year, implement outdoor lunch with all students and make outdoor learning opportunities available to all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide teachers with 'outdoor learning' professional learning opportunities. (Target Group: All) (Strategic Priorities: 2)	Campus Committees, Leadership Team, Principal	8/2021-5/2022		Criteria: professional learning agendas, communication artifacts sharing PD opportunities  10/29/21 - On Track
2. Plan for installation of food gardens. (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Campus Committees, Green Committee, Principal, PTA	10/2021-5/2022		Criteria: meeting agendas, food garden plans  10/29/21 - On Track
3. Designate spaces and furnish supplies for outdoor learning 'classrooms'. (Target Group: All) (Strategic Priorities: 1,2)		9/2021-5/2022		Criteria: campus map with designated 'outdoor classroom' spaces, photos of students engaging in outdoor learning  10/29/21 - On Track
4. Implement outdoor lunch for all students through 'Operation Picnic.' (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, PTA	8/2021-5/2022		Criteria: 'Operation Picnic' (outdoor lunch) plan and map, volunteer participation documented in Signup Genius, students eating outside  10/29/21 - Significant Progress

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**Objective 4.** (Community Engagement) In the 2021-2022 school year, provide at least monthly opportunities for community engagement through Campus Advisory Council communications and activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Campus Advisory Council webpage (post agendas and minutes, meeting schedule, announcements. etc.) within the BLEND campus community course. (Target Group: All) (Strategic Priorities: 1)	Principal	9/2021-10/2021		Criteria: webpage with agendas, meeting minutes, and other CAC information  10/29/21 - Completed (S)
2. Hold at least 8 regular Campus Advisory Council meetings each year. (Target Group: All) (Strategic Priorities: 1)	Principal	9/2021-5/2021		Criteria: CAC meeting agendas and minutes  10/29/21 - On Track
3. Keep Campus Advisory Council meeting minutes available and accessible upon request. (Target Group: All) (Strategic Priorities: 1)	Principal	9/2021-5/2022		Criteria: CAC meeting minutes posted in BLEND community course  10/29/21 - On Track

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**Goal 2.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 1.** (ESF Essential Action 3.1) By March, 2021 develop a campus vision, mission, goals, and values focused on a safe environment and high expectations by March, 2021

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administer regular campus climate surveys to assess and measure progress on student and staff experiences. (Target Group: All) (Strategic Priorities: 1)	Leadership Team, Principal	9/2021-5/2022		Criteria: survey templates, beginning/middle/end of year mini-surveys, TELL survey, Student Climate Survey  10/29/21 - On Track
2. Engage stakeholders in evaluating and refining the campus' mission, vision, and values. (Target Group: All) (Strategic Priorities: 1,2)	CAC Members, Leadership Team, Principal	10/2021-3/2022		Criteria: meeting agendas- CAC, Leadership Team, PTA; vision/mission/values  10/29/21 - On Track
3. Build capacity and 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. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, Counselor, Leadership Team, Principal	1/2022-5/2022		Criteria: staff meeting agendas, observations, conversations  10/29/21 - On Track

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**Objective 2.** (ESF Essential Action 3.2) By October, 2021 define CARE behavioral expectations and management systems for students and staff to align with the campus vision, mission, and shared values.(condition 3)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teach, practice, and reinforce behavioral expectations with students and staff, using a common language based on CARE school wide expectations. (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Counselor, Principal, Teachers	8/2021-5/2021		Criteria: CARE signage, CARE common area management plans, CARE student/staff expectations, discipline referral data, office referral data  10/29/21 - On Track
2. Establish data systems to track all discipline referrals, attendance, and interventions and regularly reviewed to identify trends and adapt accordingly. (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Counselor, Principal	9/2021-5/2022		Criteria: monitoring spreadsheet, discipline referral data, attendance data, eCST data  10/29/21 - On Track
3. Integrate rituals and public forums to celebrate students who model expectations and demonstrate behaviors that reflect campus values. (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Counselor, Cultural Committee, Principal, SEL Committee	9/2021-5/2022		Criteria: Student Climate Survey, Student Experience Surveys, Staff TELL Survey, Staff Climate Surveys  10/29/21 - On Track



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**Objective 3.** (ESF Essential Action 3.3) In the 2021-2022 school year, develop and implement three proactive and responsive student support systems and structures.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement SEL lessons and Responsive Classroom strategies, including morning meeting, to proactively teach mental health and wellness skills to students. (Target Group: All) (Strategic Priorities: 2)	Counselor, SEL Campus Coordinator, SEL Committee, Teachers	8/2021-5/2022		Criteria: Student Climate Survey, Student Experience Surveys, SEL Rubrics  10/29/21 - Significant Progress
2. Meet weekly to identify individual student needs and work together to support and monitor individual progress, behavior, and mental health needs. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Counselor, Principal	8/2021-5/2022		Criteria: Student monitoring spreadsheet, eCST, discipline referrals  10/29/21 - Significant Progress
3. Implement Starfish mentoring program to provide students with support that addresses their needs. (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Counselor, Principal	9/2021-5/2022		Criteria: Starfish mentor pairings, Student Climate Survey, Student Experience Surveys  10/29/21 - Significant Progress

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**Objective 4.** (ESF Essential Action 3.4) In the 2021-2022 school year, utilize multiple, two-way communication structures and platforms to increase family involvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize multiple communication strategies, including Class Dojo and Davis BLEND Community Course, for communicating school, class, and student information to families. (Target Group: All) (Strategic Priorities: 2)	Counselor, Principal, Teachers	8/2021-5/2022		Criteria: Family Survey, BLEND community course content, Class Dojo postings/messages  10/29/21 - Significant Progress
2. Administer Funds of Knowledge survey to all families and utilize the information to inform next steps in creating an inclusive and welcoming environment that engages all families in critical aspects of student learning. (Target Group: All) (Strategic Priorities: 1,2)	Leadership Team, Teachers	8/2021-9/2021		Criteria: Funds of Knowledge survey results, Leadership Team agendas/meeting minutes  10/29/21 - On Track
3. Review family involvement and impact data regularly and adapt plans and engagement strategies as needed. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Counselor, Leadership Team, Principal	10/2021-5/2022		Criteria: parent/teacher conference attendance data, eCST data, meeting attendance-CAC, PTA, Principal Coffees, Back to School Nights  10/29/21 - On Track

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- Goal 2.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
- Objective 5.** (Culturally Responsive Restorative Practices) In the 2021-2022 school year, implement strategies school wide that address each of the six components of Culturally Responsive Restorative Practices.(condition 1, 2, 4, 5, 6)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Cultural Proficiency- Provide opportunities for staff to participate in relevant book studies- Unpack Your Impact, Cultivating Genius. (Target Group: All) (Strategic Priorities: 1,2)	Teachers	6/2021-8/2021		Criteria: book study agendas and artifacts 10/29/21 - Completed
2. Cultural Proficiency- Administer Student Experience Surveys at beginning, middle, and end of year to 3rd-5th grade students and use data to inform student support and instructional strategies. (Target Group: All) (Strategic Priorities: 2)	Counselor, Cultural Committee, Leadership Team	9/2021-5/2022		Criteria: Student Experience Survey data 10/29/21 - On Track
3. Restorative Practices- Implement Staff Restorative Circles and Classroom Restorative Circles. (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Counselor, Cultural Committee, SEL Committee	8/2021-5/2022		Criteria: Student Climate Survey, Student Experience Surveys, Staff TELL Survey, Staff Climate Surveys 10/29/21 - On Track
4. Restorative Practices- Build on positive behavior support structures and shift to a Restorative School Discipline model and practices. (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Counselor, Cultural Committee, Leadership Team, Principal, SEL Committee	8/2021-5/2022		Criteria: Student Climate Survey, Student Experience Surveys, Staff TELL Survey, Staff Climate Surveys 10/29/21 - On Track
5. Classroom Environment- Celebrate heritage days/months by highlighting on daily announcements and engaging students in related learning activities in the classroom. (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Counselor, Cultural Committee, Principal	9/2021-5/2022		Criteria: daily announcement messages, teacher lesson plans, classroom observations 10/29/21 - On Track
6. Classroom Environment- Compile a library of resources to build staff and school community knowledge of the cultures represented on our campus. (Target Group: All,ESL,Migrant,LEP) (Strategic Priorities: 1,2)	Cultural Committee, Leadership Team, Principal	10/2021-2/2022		Criteria: library of resources posted in BLEND staff and community courses 10/29/21 - Some Progress
7. Classroom Environment- Integrate cross-linguistic and cross-cultural connections regularly in every classroom. (Target Group:	Assistant Principal, Cultural Committee, Leadership Team, Principal	10/2021-5/2022		Criteria: classroom observations 10/29/21 - On Track

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**Objective 5.** (Culturally Responsive Restorative Practices) In the 2021-2022 school year, implement strategies school wide that address each of the six components of Culturally Responsive Restorative Practices.(condition 1, 2, 4, 5, 6)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All) (Strategic Priorities: 2)				
8. Culturally Responsive Pedagogy- Using strategies from Unpack Your Impact, plan for and begin a social studies curriculum audit. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Cultural Committee, Leadership Team, Principal	11/2021-4/2022		Criteria: meeting agendas/minutes, curriculum audit framework, social studies lesson plans  10/29/21 - On Track
9. Conditions for Equity- Establish a School Culture Design Team with diverse representation to contribute to defining our school culture and identifying/addressing barriers. (Target Group: All) (Strategic Priorities: 1,2)	Cultural Committee, Principal	10/2021-5/2022		Criteria: design team participants, meeting agendas/minutes, climate surveys- staff, student, family  10/29/21 - Some Progress

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**Goal 3.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 1.** (Data-driven instruction (ESF Essential Action 5.3)) In the 2021-2022 school year, implement mastery learning and standards-based instruction, assessment, and reporting in math and English language arts and reading (ELAR) in grades K-5.(condition 2, 3, 5, 6)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze math common assessment data in PLCs two times per six weeks, to ensure students are growing and identify interventions and enrichments accordingly. (Target Group: All)	Assistant Principal, Leadership Team, Principal	9/2021-5/2022		Criteria: common assessments, common assessment data review/planning template, completed data review/planning forms  10/29/21 - On Track
2. Track mastery level of individual students for each identified essential standard in math and ELAR in order to identify students that would benefit from intervention and enrichment. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Principal, Teachers	8/2021-5/2022		Criteria: mastery tracking spreadsheets  10/29/21 - On Track
3. Utilize individual student data notebooks to provide opportunities for students to track progress, review and reflect on assessment data/mastery level, and set academic goals. (Target Group: All) (Strategic Priorities: 2)	Campus Committees, Leadership Team, Principal, Teachers	9/2021-5/2022		Criteria: student data notebook entries and proficiency level/progress data  10/29/21 - On Track
4. Schedule data meetings for interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, PLCs - Grade-level, Principal	10/2021-5/2022		Criteria: data meeting agendas and artifacts (interim assessment data, data analysis templates, action plans)  10/29/21 - On Track

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**Objective 2.** (RTI for students with learning gaps (ESF Essential Action 5.4)) In the 2021-2022 school year, develop and implement a system for tracking student progress toward mastery of grade level standards, identifying students in need of intervention due to learning gaps, and providing corresponding support.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use eCST to review assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions. (Target Group: H,AA,ECD,ESL,SPED,Dys,504) (Strategic Priorities: 2)	Assistant Principal, Counselor, CST Chair, Principal	9/2021-5/2022		Criteria: student data spreadsheets, eCST entries (RBP, intervention plans, progress monitoring)  10/29/21 - On Track
2. Engage in weekly student data meetings to proactively identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year. (Target Group: H,AA,ECD,ESL,SPED,Dys,504) (Strategic Priorities: 2)	Assistant Principal, Counselor, Principal, Reading Interventionist	8/2021-5/2022		Criteria: admin/counselor student progress monitoring spreadsheets, eCST entries  10/29/21 - On Track
3. Keep families informed and involved in the process of providing interventions for struggling learners by sharing information when a student is initially referred for intervention and continuing to communicate school progress and recommended home learning support activities. (Target Group: All,H,AA,ECD,ESL,SPED,Dys,504) (Strategic Priorities: 2)	CST Chair, Teachers	9/2021-5/2022		Criteria: eCST service tracking entries- parent/guardian contact  10/29/21 - On Track

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**Objective 3.** (BLENDED Learning Strategies) In the 2021-2022 school year, leverage technology, in combination with teacher directed instruction and student driven learning, to personalize learning and support individual student needs.(condition 2, 3, 5, 7)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize BLEND/Seesaw to provide students with opportunities to access content for initial learning and reteach, along with opportunities for submitting work digitally in a variety of ways. (Target Group: All) (Strategic Priorities: 2)	Teachers	8/2021-5/2022		Criteria: BLEND and Seesaw teacher loaded content, BLEND and Seesaw student submissions  10/29/21 - Significant Progress
2. Incorporate web-based programs, including IXL, Dreambox, and Education Galaxy, to personalize learning and collect data for monitoring student progress. (Target Group: All,ECD,ESL,SPED,GT) (Strategic Priorities: 2)	Assistant Principal, Leadership Team, Principal	8/2021-5/2022		Criteria: web-based program data-usage reports, standards mastery reports  10/29/21 - On Track
3. Implement blended learning models, including station rotation and playlist, to personalize learning for all students. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Leadership Team, Principal, Teachers	8/2021-5/2022		Criteria: classroom observations, playlists, station rotation schedules  10/29/21 - Significant Progress

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**Objective 4.** (Support for Emergent Bilingual students) In the 2021-2022 school year, provide emergent bilingual students with personalized support aligned with English Language Proficiency Standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify prospective Emergent Bilingual students for appropriate program placement within the first 4 calendar weeks of enrollment [§89.1220 (g). Language Proficiency Assessment Committee] (Target Group: ESL,LEP) (Strategic Priorities: 2)	Assistant Principal, LPAC Coordinator	8/2021-5/2022		Criteria: LPAC records 10/29/21 - Significant Progress
2. Provide teachers with professional learning opportunities to ensure understanding of TELPAS data and rubrics to identify their Emergent Bilinguals students' proficiency level in listening, speaking, reading, and writing and utilize TELPAS data and rubrics to inform their instruction. [§89.1210. Program Content and Design] (Target Group: ESL,LEP) (Strategic Priorities: 2)	Assistant Principal, LPAC Coordinator	9/2021-12/2021		Criteria: meeting/professional learning agendas, lesson plans 10/29/21 - On Track
3. In partnership with the MET department, train teachers to use sheltered instruction and bi-literacy strategies to make core content comprehensible, develop academic language, and support student proficiency growth. [§89.1210. Program Content and Design] (Target Group: ESL,LEP) (Strategic Priorities: 2)	Assistant Principal, Leadership Team, LPAC Coordinator, Principal	10/2021-1/2022		Criteria: professional learning agendas, classroom observations 10/29/21 - On Track



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**Objective 5.** (Support for Students with Special Needs) In the 2021-2022 school year, provide students who receive special education services with personalized support aligned with their Individualized Education Plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain evidence that accommodations and or modifications have been effectively applied during instruction and assessments. (Target Group: SPED,Dys,504) (Strategic Priorities: 2)	Principal, SpEd Administrator, SpEd Department Chair	9/2021-5/2022		Criteria: classroom walkthroughs/observations, lesson plans, student progress reports  10/29/21 - On Track
2. Implement a variety of participation structures in classroom practices in order to engage all students and meet diverse student learning needs. (Target Group: SPED,Dys,504) (Strategic Priorities: 2)	Assistant Principal, Leadership Team, Principal, Special Education Staff	8/2021-5/2022		Criteria: classroom walkthroughs/observations, lesson plans  10/29/21 - On Track
3. Ensure effective IEPs are developed within each ARD meeting to address learning gaps for each student receiving special education services who does not score at the approaches or meets level on STAAR or MAP Growth assessments. (Target Group: SPED) (Strategic Priorities: 2)	Principal, Special Education Staff	8/2021-5/2022		Criteria: student IEPs, progress reports  10/29/21 - On Track

# DAVIS EL

**Goal 4.** (Increased Enrollment) With current enrollment below projection for this school year, various strategies must be utilized to attract families to the campus and increase enrollment.

**Objective 1.** (Increased Enrollment) Increase enrollment from 630 to 650 by December 15, 2021 and register at least 85% of current students for SY 22-23 by May 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Target Group: All) (Strategic Priorities: 1)	Principal, Registrar	9/2021-5/2022		Criteria: spreadsheet entries 10/29/21 - On Track
2. Conduct exit interviews with students/parents considering leaving and those who have notified campus that they are leaving. (Target Group: All) (Strategic Priorities: 1)	Principal	9/2021-5/2022		Criteria: exit interview data 10/29/21 - On Track
3. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Target Group: All) (Strategic Priorities: 1)	Principal, Registrar	1/2022-5/2022		Criteria: registration communication artifacts, registration goals/numbers spreadsheet 10/29/21 - On Track

# DAVIS EL

**Goal 5.** (Exemplary Customer Service) Excellent customer service is critical to create a welcoming school environment. Clear, attractive, and welcoming signage is one component of customer service that makes a positive impact on customer service and a welcoming school environment.

**Objective 1.** (Exemplary Customer Service) Install signage to move from Meets to Exceeds Expectations on the Facility & Operations section of the Campus Assessment Rubric for the 2021-2022 school year.(condition 7)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Install signage directing visitors to designated parking areas, including curbside service. (Target Group: All) (Strategic Priorities: 1)	Administrative Assistant, Principal	9/2021-12/2021		Criteria: signage installed 10/29/21 - On Track
2. Install signage indicating which exterior doors are to be used for entrance into the building. (Target Group: All) (Strategic Priorities: 1)	Administrative Assistant, Principal	9/2021-12/2021		Criteria: installed signage 10/29/21 - On Track
3. Ensure signage is welcoming and inviting. (Target Group: All) (Strategic Priorities: 1)	Administrative Assistant, Principal	9/2021-12/2021		Criteria: installed signage 10/29/21 - Some Progress

## 1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

We are on track overall to achieve all of our desired SMARTIE goals, as we have taken many steps and put a great number of strategies and supports in place to achieve them. Specific action steps that have been taken, along with next steps, are noted within each strategy listed in our CIP. While our SCA data did not meet our interim goal in several areas, we have already analyzed the data and planned for a course of action to address learning gaps, provide targeted interventions, and ensure students make expected gains when they engage in the SCA 2 in December.

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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## 2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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## 3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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### **4th 9 weeks report - due June 3**

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

**Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?**

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

# DAVIS EL Site Base

Name	Position
Kreitzman, Jessica	Teacher: CAC Co-Chair
McCarter, Kareen	Assistant Principal
Kajdas, Lauren	Assistant Principal
Helt, Halah	Teacher
Hall, Elizabeth	Teacher
Ferguson, Suzie	Parent
Alper, Lauren	Parent
Pickard, Elizabeth	Parent: CAC Co-Chair
Bell, Terry	Teacher
Radford, Kayla	Parent
Daniels, Jennifer	Principal
Carter, Stephanie	Parent: PTA President
Wagner, Amy	Teacher
Moreno, Raul	Executive Director

## SY 21-22 Campus and Targeted Improvement Plan Development Timeline

### Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

**Sept 3: CIPs/TIPs first drafts due in BLEND**

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

**Sept 13-24: (SEP) Recommended monitoring visit window**

**Sept 17: CIP/TIP final drafts due in BLEND**

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

**Oct 4-8: (OCT) Recommended monitoring visit window**

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

**Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND**

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

**Nov 8-12: (NOV) Recommended monitoring visit window**

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

**Dec 6-10: (DEC) Recommended monitoring visit window**

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

**Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND**

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

**Jan 24-28: (JAN) Recommended monitoring visit window**

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

**Feb 7-11: (FEB) Recommended monitoring visit window**

Feb 22: TIL Lesson Alignment and Formative Assessment

**Feb 28- March 4: (MAR) Recommended monitoring visit window**

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

**March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND**

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

**April 25-29: (APR) Recommended monitoring visit window**

May 31-June 3: MAP Growth data analysis and EOY reports

**June 3: EOY reports submitted to BLEND**

June 6-9: DCSI/EDs review of EOY submissions

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Will Davis Elementary

### Instructions for the Austin ISD ESF Campus Self-Assessment:

1. Review the [Essential Actions, Key Practices, and Success Criteria for the Effective Schools Framework](#).
2. Determine your campus's level of implementation based on a scale of 1 - Not Yet Started to 5 - Fully Implemented.

<i>Effective Schools Framework</i>	<i>Lever 1: Strong School Leadership and Planning</i>	<i>Lever 2: Strategic Staffing</i>	<i>Lever 3: Positive School Culture</i>	<i>Lever 4: High-Quality Instructional Materials and Assessments</i>	<i>Lever 5 (5.1): Effective Instruction</i>	<i>Lever 5 (5.3): Data-Driven Instruction</i>
Essential Action	Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.	Recruit, select, assign, induct, and retain a full staff of highly qualified educators.	Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	Effective classroom routines and instructional strategies	Data-driven instruction
Essential Action Reflection Rating	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>

3. Read the following guiding questions for each essential action:

1. Are the necessary underlying systems and structures in place to support the development of an essential action?	2. Does the essential action align with a significant district-led priority and/or will there be district-level support around high quality implementation of an essential action?	3. Will engaging in the work associated with the essential action provide the highest leverage towards overall school improvement?
--	--	--

4. Identify the specific 2 Essential Actions the campus will address in the CIP/TIP as the focus areas of improvement. Include the rationale for the selection of your essential actions.

<b>Focus Area for Improvement</b>	<b>Rationale</b>
EA 3.1	The last time we spent time as a school community to evaluate and make changes to our vision, mission, goals and values was more than ten years ago. While as a staff we are highly aligned in all of our work, there is a need to involve our school community in revisiting all of these areas to ensure our vision, mission, goals, and values are aligned and consistent with our campus and district current priorities and practices. In addition, last spring we identified a need to add clarity to our school culture and build on practices to create an inclusive environment for all students, staff, and families.
EA 5.3	As a campus, we have not implemented data meetings on a regular basis. In prior years, we scheduled data meetings only after interim assessments. This year, we are working on beginning implementation of data meetings more regularly. There is a need to provide professional learning opportunities for teachers to learn the process for engaging



## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Will Davis Elementary

in data meetings, along with a need to put structures in place to ensure consistent implementation of data meetings that result in increased student achievement.

### Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

**Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.**

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	66%	57%	60%	60%	100%	54%	100%	56%	33%	25%	92%	88%
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

\*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

**Coordinated School Health reflection question:** Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

*We have several areas of CSH identified for improvement. As stated above, the return to in person instruction should help facilitate improvements in all of these areas. The focus areas identified include: CSH Implementation, Employee Wellness, and Community Engagement.*

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Will Davis Elementary**

**Longitudinal Discipline Data Report**

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	863	39		6	2	1	225					412					408		4		1
2018-2019	787	37					182		1			404					368				
**2019-2020	800	39					177		2			419			1		384			1	
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018	863	455		2	3		216		6	2	1	96		4	1	1					
2018-2019	787	419		1			195					111		1							
**2019-2020	800	416		2			188			1		117		2							

\*Remote instruction March 13-May 28, 2020, due to COVID 19

**Discipline Data Reflection Questions:** What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)?

*In the 2017-2018 school year, there was a disproportionate number of African American students who were suspended and removed, as compared to other student groups and all students combined. Over all three years, special education students also received a disproportionate number of disciplinary actions, including suspensions and removals.*

What are the top 3 reasons students get referrals?

*physical aggression- student, disruptive, rude to student*

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Will Davis Elementary

### SY 20-21 MAP Growth BOY to EOY

	English									Spanish								
	BOY				EOY				Change	BOY				EOY				Change
Grd	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY
1	0	--	--	--	88	13	23	65	--	0				0				
2	0	--	--	--	82	20	26	55	--	0				0				
3	98	15	10	74	101	24	17	59	-15	0				0				
4	90	34	10	56	88	32	16	52	-4	0				0				
5	87	32	21	47	94	24	18	57	+10	0				0				
All																		

**MAP Growth Reflection Question:** What trends do you observe in mastery for your students across grade levels and languages?

*5th grade students were the only student group to show an increase in above average score from BoY to EoY. 3rd and 4th grade students showed an increase in number of students scoring at the average level.*

### SY 20-21 TELPAS Progress

	Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	2020		2021		2020 to 2021 Change	2021			
Grade	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2020 to 2021 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K			0		--	--	--	--	--
1			6			50	83	83	83
2			1			*	*	*	*
3			17			76	53	53	32
4			12			33	33	67	46
5			9			22	67	89	25
All			45			51	56	67	43

**TELPAS Reflection Question:** What trends do you observe in progress for your students across grade levels and TELPAS components?

*K to 1st student progress for 2021 is higher than any other grade level across 3 of the 4 domains. Reading progress is the highest scoring for progress for 3 of 4 grade levels. Writing progress for 3rd, 4th, and 5th students is very limited/low.*

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Will Davis Elementary**

**SY 20-21 STAAR Results (Reading, Math, Writing, and Science).**

2021 STAAR	Test Grade	All Students					African American					Hispanic					White				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Math	03	80	75	60	31	16	1	33	*	*	*	18	78	33	22	<1	47	77	66	23	17
Math	04	60	68	52	33	15	2	67	*	*	*	16	76	19	6	<1	32	64	66	44	19
Math	05	58	60	78	43	28	0		--	--	--	19	66	68	21	16	30	57	77	47	23
Math	All	198	68	63	35	19	3	38	*	*	*	53	73	42	17	6	109	66	69	36	19
Reading	03	77	73	75	43	23	0		--	--	--	17	77	76	29	24	46	75	78	43	20
Reading	04	60	68	57	42	23	2	67	*	*	*	16	76	25	13	<1	32	64	72	53	34
Reading	05	58	60	79	60	45	0		--	--	--	19	66	63	26	21	29	55	83	69	52
Reading	All	195	67	71	48	30	2	29	*	*	*	52	72	56	23	15	107	65	78	53	33
Writing	04	57	69	60	28	12	1	33	*	*	*	16	80	25	13	6	32	67	78	38	19
Science	05	59	61	73	36	19	0		--	--	--	18	62	50	11	6	31	58	81	39	13

  

2021 STAAR	Test Grade	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Math	03	18	78	17	11	<1	16	84	44	38	19	8	73	13	<1	<1	16	76	31	<1	<1
Math	04	19	76	21	5	<1	12	92	33	33	17	13	59	15	<1	<1	9	53	22	22	11
Math	05	14	52	50	21	14	8	73	50	<1	<1	8	50	13	13	13	6	46	50	<1	<1
Math	All	51	68	27	12	4	36	84	42	28	14	29	59	14	3	3	31	61	32	6	3
Reading	03	17	74	59	12	<1	16	84	63	25	13	8	73	38	<1	<1	15	71	53	<1	<1
Reading	04	19	76	16	16	5	12	92	33	25	17	13	59	8	<1	<1	9	53	44	33	11
Reading	05	14	52	50	36	14	8	73	50	13	13	8	50	13	13	<1	6	46	50	33	17
Reading	All	50	67	40	20	6	36	84	50	22	14	29	59	17	3	<1	30	59	50	17	7
Writing	04	18	72	39	6	6	11	92	36	18	<1	12	57	25	<1	<1	8	57	50	<1	<1
Science	05	13	48	54	<1	<1	8	73	25	<1	<1	7	44	14	<1	<1	6	46	67	17	<1

**STAAR/EOC reflection question:** What trends do you observe in mastery for your students from [historically underserved student groups](#)?

*As compared to all students combined, there is a lower percentage of students who score at the approaches, meets and masters level in the following student groups: Hispanic, Economically Disadvantaged, Emergent Bilingual, Special Education, and Dyslexia.*

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Will Davis Elementary

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### Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs <sup>2</sup>	Forecast 5	0	14.8	9.5
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	13.8	12.1	11

#### Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?

*Cluster grouping of GT identified students within same class*

How are you communicating with all families about GT and/or advanced learning opportunities?

*Parent information session in fall and spring hosted by GT coordinator, GT information included in newsletter*

How do you support a culture that provides advanced learning opportunities to all students?

*Our focus as a campus the last two years has been on personalized learning for every student. With this, teachers provide differentiated learning opportunities through small group instruction and personalized playlists, provide students with voice and choice in their learning, and build student agency by providing self-reflection and goal setting opportunities/support for every student.*

<sup>2</sup> Includes African American students who are within the "Two or more races" category.

### GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
<b>CAMPUS</b>	R	E	E		E	E	E		E	E	E		E	C	E		E	E	E	

**KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance**

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

### Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
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## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Will Davis Elementary

% of campus enrollment identified as 504	504 Dept.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE	0	0	0

### Special Populations reflection:

*I requested this data from 504 and special education department and have not yet received it.*

*I do know that our current percentage of 504 is 9.7% and special education is 10.5%. With regard to compliance, we meet all compliance requirements and timelines at a very high percentage. Despite this, our special education student are our lowest performing student group on STAAR and this must be addressed.*

### Domain 3 Campus Reports

Growth 50%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
<b>College, Career, and Military Readiness Performance (High Schools and K-12)</b>																	
Reading #PM Tests	189	2	51	104	0	23	0	9	49	37	29	<25	148	41			
Growth Score	48%		24%	52%					20%	24%	3%		48%	46%			
Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%			
Met Target	Y		N	N					N	N	N		Y	Y	3	8	38%
Math #PM Tests	192	3	52	106	0	23	0	8	50	37	29	<25	149	43			
Growth Score	35%		17%	34%					12%	30%	3%		34%	37%			
Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%			
Met Target	N		N	N					N	N	N		N	N	0	8	0%
Total																	

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Will Davis Elementary

\*EL Current and Former

**Student Progress reflection question:** What trends do you observe in growth for your students from [historically underserved student groups](#)?

*Economically disadvantaged, special education, and Hispanic student groups show growth scores significantly below all students combined and white student group.*

\*EL Current and Former

### Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	772	727	754	614
	Students in enrollment area				
Transfers	Transfers to other AISD schools				
TELL Survey	General School Climate	88	95	88	94
	Managing Student Conduct	84	91	88	97
	Principal Leadership	91	96	93	98

**Reflection Questions:** Why do you think families are transferring to other AISD schools?

*Families transferring to other AISD schools are primarily doing so due to work location or because they have already been attending the other school prior to moving into our attendance area. The majority of students who leave to attend other schools in the area are leaving for one of the increasing number of charter schools in our area.*

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

*There has been a decline in enrollment since SY17-18. After researching the reasons for this, it can be attributed to two reasons:*

- *aging neighborhoods in attendance area- lack of turnover in housing after children in the family age out of AISD*
- *increased options provided by private and charter schools in the area- schools that market heavily to families in our attendance area*

*Based on the TELL survey data and student climate survey data, 'managing student conduct' is an area identified for improvement.*

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Will Davis Elementary**

Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
<b>Campus Communication Goals &amp; Practices</b>				
Campus Communication Strategies				<b>X</b>
Campus Website				<b>X</b>
Phone/Voicemail/Email Practices				<b>X</b>
Language Line for Preferred Language				<b>X</b>
<b>Campus Culture of Respect Goals</b>				
Campus culture of respect practices and goals			<b>X</b>	
Customer service prioritization				<b>X</b>
<b>Facility &amp; Operations</b>				
Grounds			<b>X</b>	
Safety Protocols				<b>X</b>
Signage			<b>X</b>	
<p><b>Reflection Questions:</b> Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?</p> <p>We will focus on: Facility &amp; Operations and Campus culture of respect practices and goals</p> <p><i>In our goal structure for this year, campus culture of respect practices and goals will be addressed in our CRRP work. Our goal for facility and operations will be to improve our campus signage.</i></p>				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

**REQUIRED Framework Components:**

**Coordinated School Health**

- **CSH Implementation**



## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Will Davis Elementary

- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Will Davis Elementary

### ADDITIONAL Framework Components:

#### Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

#### Positive School Culture

- Disproportionate Discipline Practices

#### Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

#### Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

#### PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.

Austin ISD Data Tracker - SY 21-22

Campus Name: Davis

	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	71%	SCA 1	90%	65%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Reading	Meets	48%	SCA 1	60%	33%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Reading	Masters	30%	SCA 1	35%	18%	SCA 2	35%		SCA 3	35%		STAAR	35%
	All	All	Math	App.	63%	SCA 1	90%	78%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Math	Meets	35%	SCA 1	60%	53%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Math	Masters	19%	SCA 1	30%	38%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	Science	App.	73%	SCA 1	90%	75%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Science	Meets	36%	SCA 1	60%	40%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Science	Masters	19%	SCA 1	30%	17%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	Emer. Bilingual	Reading	Meets	22%	SCA 1	36%	25%	SCA 2	36%		SCA 3	36%		TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	*	SCA 1	36%	17%	SCA 2	36%	0%	SCA 3	36%	0%	STAAR	36%
	All	Hispanic	All	Meets	18%	SCA 1	41%	35%	SCA 2	41%	0%	SCA 3	41%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	22%	SCA 1	37%	29%	SCA 2	37%	0%	SCA 3	37%	0%	STAAR	37%
	All	Special Education	All	Meets	1%	SCA 1	29%	20%	SCA 2	29%	0%	SCA 3	29%	0%	STAAR	29%
	3rd	All	Reading	Meets	43%	SCA 1	60%	17%	SCA 2	60%		SCA 3	60%		STAAR	60%
	3rd	All	Math	Meets	31%	SCA 1	60%	62%	SCA 2	60%		SCA 3	60%		STAAR	60%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
61	90	A	