

DAVIS EL
Will Davis Elementary
2022/2023

Exploring New Frontiers



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DAVIS EL

Mission

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.

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.

Nondiscrimination Notice

DAVIS EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

DAVIS EL

Vision

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.

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.

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Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Referral data disaggregated by student group
Staff (TELL) Survey results
Student Survey results

Demographics Strengths

List your campus strengths here:

- Positive campus culture and climate
- Very low discipline referral rates
- 77% of 3rd-5th students responded favorably on survey that our school has positive energy.
- 83% of teachers responded favorably on survey that relationships between teachers and students are respectful.

Demographics Weaknesses

List areas you would like to grow here:

- Continue building on positive campus culture.
- Involve students in restorative school discipline practices to address and eliminate negative behaviors, particularly with regard to students receiving special education services.
- 38% of students responded on survey that the behavior of other students hurts their learning.

Demographics Needs

Improve the school experience for students by decreasing occurrences of negative behaviors and increasing positive interactions between and among students and staff.

Comprehensive Needs Assessment

Demographics Summary

Access your Discipline dashboard in Forecast5, under Guided Analysis, you will click on "Discipline Analysis" to see your campus discipline data from the 2021-22 school year.

- 1.) In 2021-22, 5% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, 4% of the students receiving Special Education services had one or more discipline events.

Student Discipline Reflection Question:

- 1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?

We will address the overall % of disciplinary actions among our African American/Black student population by closely monitoring and providing a continuum of support to students engaging in challenging behaviors. These supports will include interventions in the classroom, counseling services, mentoring, restorative discipline practices, and partnering with parents.

- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?

The systems we will have in place to decrease the discipline disparities among our students receiving Special Education services include implementation and monitoring of Behavior Intervention Plans, explicitly teaching social behavior skills through our SCORES and SBS programs, and collaborating with special education behavior specialists when/if students are not successful with these supports.

Student Achievement

Student Achievement Data Sources

STAAR disaggregated by subj., grade, & stud. grp.
TELPAS disaggregated by grade & prof. lvl.

Student Achievement Strengths

List your campus strengths here:

- STAAR Reading- 69% of 3rd-5th students scored at the 'meets' level and 45% of students scored at the 'masters' level.
- STAAR Math- 55% of 3rd-5th students scored at the 'meets' level and 36% of students scored at the 'masters' level.

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

- 69% of Emergent Bilingual students K-5th have a composite score of 'advanced' or 'advanced high' on TELPAS.

Student Achievement Weaknesses

List areas you would like to grow here:

- Continue building on trend of increased number of students scoring at the meets and masters level in STAAR reading and math.
- Focus on accelerated instruction for students who are not meeting grade level expectations, with particular attention to supporting and closely monitoring students in lowest performing student groups.
- STAAR Science- Increase the percentage of students scoring at approaches, meets and masters.
- Focus on scaffolding instruction, providing classroom supports, and closely monitoring the progress of emergent bilingual students.

Student Achievement Needs

Increase student achievement in reading and math for all students by focusing on growth for every student.

Increase student achievement in science by focusing on core instruction and instructional alignment at all levels.

Student Achievement Summary

Reflection Questions:

1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)

There is a significant performance gap between student groups in STAAR reading, math, and science:

Reading: White- 80%, Hispanic- 52%, African American/Black- 10%

Math: White- 66%, Hispanic- 33%, African American/Black- 0%

Science: White- 56%, Hispanic- 33%, African American/Black- not reported

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?

Hispanic and African American/Black students are lowest performing student groups in reading, math, and science.

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report

K- BoY (below average, average, above average): Reading- 23% 25% 52%, Math- 15% 23% 62%; EoY (met growth target): Reading- 39%, Math- 48%

1st- BoY (below average, average, above average): Reading- 29% 20% 51%, Math- 29% 8% 63%; EoY (met growth target): Reading- 48%, Math- 69%

2nd- BoY (below average, average, above average): Reading- 15% 22% 63%, Math- 11% 13% 76%; EoY (met growth target): Reading- 60%, Math- 22%

3rd- BoY (below average, average, above average): Reading - 20% 21% 59%, Math- 25% 14% 61%; EoY (approaches, meets, masters): Reading- 82% 59% 41%, Math- 80% 59% 27%

4th- BoY (below average, average, above average): Reading- 14% 17% 69%, Math- 26% 15% 59%; EoY (approaches, meets, masters): Reading- 86% 62% 42%, Math- 82% 64% 42%

5th- BoY (below average, average, above average): Reading- 20% 22% 58%, Math- 33% 11% 56%; EoY (approaches, meets, masters): Reading- 85% 67% 43%, Math- 79% 55% 25%

Trends in mastery based on BoY to EoY MAP Growth data are:

3rd-5th: *The percentage of students who scored above average in Reading/Math BoY is aligned with the percentage of students who scored at the 'meets' projected proficiency level at EoY.*

K-2nd: *A much higher percentage of students in K and 1st grade met growth targets in math as compared to 2nd grade percentage of students who met growth target. A higher percentage of 2nd grade students met growth targets in reading as compared to K and 1st grade students.*

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report

2nd and 3rd grade have the highest percentage of students who scored at the 'beginning' level in writing.

2nd, 3rd and 4th grade have a high percentage of students who have a composite score of 'intermediate'.

School Culture and Climate

School Culture and Climate Data Sources

Coordinated School Health ratings

District Family Survey results

Staff (TELL) Survey results

Student Survey results

Comprehensive Needs Assessment

School Culture and Climate Strengths

List your campus strengths here:

CSH Survey:

- Physical Education/Physical Activity
- Food Services
- SEL
- Counseling/Mental Health/Social Services

Family Survey:

- Students feel safe at school.
- Communication is clear, consistent and welcoming.
- Staff provide good customer service and timely responses.
- Families know how to be involved at school.

Student Survey:

- Teachers show respect for students.
- Students feel welcome at school.
- Students feel positive energy at school.
- School has rigorous expectations for all.

Teacher/Staff Survey:

- Staff are respectful to one another.
- Staff feel respected by peers.
- There is a positive school culture.

School Culture and Climate Weaknesses

List areas you would like to grow here:

Comprehensive Needs Assessment

School Culture and Climate Weaknesses (Continued)

- Increase implementation of Coordinated School Health activities.
- Continue building on SEL programming and integration school wide.
- Increase family engagement opportunities, with particular attention to historically underrepresented families in school events and day to day activities.

School Culture and Climate Needs

Increase the frequency of CSH activities and school wide events.

Align school wide expectations through integration of common SEL practices and language.

Increase involvement of all families in our school community.

School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- 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

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

Reflection Questions:

1.) In 2021-22, using the CSH list, 6 of the 11 areas did not reach 70% implementation.

2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%?

CSH areas scoring at below 70%: CSH Implementation, Health Education, Employee Wellness, Physical Environment, Community Engagement, Health Services

I feel that the most impactful changes will occur by focusing on the deficiency area of CSH Implementation. While SEL was an area where our campus scored 100% and Family Engagement scored 78%, it will be important to continue setting goals and taking action in these areas to work toward continuous improvement in our school culture and climate.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Staff (TELL) Survey results

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here (based on Panorama Teacher Survey results):

- Supportive of teacher growth
- Administrators create positive culture and tone, trust teachers to teach, communicate effectively, articulate clear goals, provide frequent/thorough feedback
- Respectful colleagues
- Helpful colleagues

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here (based on Panorama Teacher Survey results):

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

- Connectedness of staff
- Providing personalized professional learning opportunities

Staff Quality, Recruitment and Retention Needs

Plan for activities and experiences that facilitate connectedness among staff.

Include teachers in planning for professional learning that is personalized to meet the needs of all teachers and staff.

Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:

<https://secure.panoramaed.com/austinisd/understand/19295098/summary>

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year?

Belonging- Ensuring all staff feel connected and an integral part of our school community.

Professional Learning- Providing opportunities for valuable and individualized professional learning.

2.) Why did you select this/these area(s)?

Panorama Survey results:

How connected do you feel to other adults at your school? - 68% favorable

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

How much do you matter to others at your school? - 71% favorable

At your school, how valuable are the available professional development opportunities? - 56% favorable

How much input do you have into individualizing your own professional development opportunities? - 59% favorable

Campus Communication Goals & Practices

-Campus Communication Strategies

-Campus Website

-Phone/Voicemail/Email Practices

-Language Line for Preferred Language

Campus Culture of Respect Goals

-Campus culture of respect practices and goals

-Customer service prioritization

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?

In collaboration with teacher leaders, increase opportunities for staff to connect with one another both inside and outside of school.

Provide opportunities for making connections through interactive activities and restorative circles in staff meetings.

Continue providing a variety of shared leadership opportunities to all staff.

2.) What are your customer service celebrations/strengths?

We have established a culture of respect as a result of the many practices in place to support building positive relationships and engaging in positive and productive interactions.

3.) What are your areas of growth?

With the creation of the new campus website in progress, an area for growth is to create rich content that clearly communicates the exemplary culture and programs on our campus.

4.) What will be your priority for customer service this year?

Ensuring all staff and families feel welcome, included, and informed.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Comprehensive Needs Assessment

GT-CAMP ratings

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

TELPAS disaggregated by grade & prof. lvl.

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

- Strong blended learning practices in place school wide provides personalized learning opportunities to all students
- Standards-based instruction and grading supports mastery learning for all students
- Data tracking systems provide clear information on specific strengths and needs of every student

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

- Planning and implementation of targeted intervention for identified students based on data, with particular attention to students who are economically disadvantaged, emergent bilingual, and/or receiving special education services.

Curriculum, Instruction and Assessment Needs

We need to dedicate time to creating strong plans for intervention and systems for monitoring progress for students in need of intervention.

We need to expand our strategies for addressing the linguistic needs of our emergent bilingual students.

Curriculum, Instruction and Assessment Summary

Advanced Academics Areas of Compliance

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

1.) Based on the 21-22 GT CAMP, 0 of the 5 areas were out of compliance.

GT CAMP data: <https://docs.google.com/spreadsheets/d/1ubmlCopfZl5uJIIFMxuP6L7HY2A1lJB2gIMXy-BOvbk/edit?usp=sharing>

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)?

Including GT and TE designations as classes are formed ensures that our GT and TE students are scheduled appropriately.

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

We use Class Dojo and digital newsletter to communicate with all families about GT and advanced learning/enrichment opportunities.

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

With personalized learning for every student a priority on our campus, all students are provided with access to advanced learning opportunities based on their unique needs and abilities. This is accomplished in large part by implementing a blended learning model in all classrooms.

Access your MAS Dashboard here: <https://access.austinisd.org/DMMasVueApp/#/>

Think about the following areas as you look at your data:

- Multilingual Programs at your campus
- Students with Interrupted Formal Education (SIFE)
- Refugee/Asylee students population
- Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
- Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?

We have a list of EB students at each grade level and closely monitor their progress and needs through weekly student support meetings and grade level PLC meetings.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?

We utilize Imagine Learning to scaffold support for multilingual students. In addition, teachers frequently assess and work with students 1:1 and in small group to provide specialized support.

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.

Teachers utilize the ELPS and informally assess students frequently to monitor language acquisition.

4.) How does the campus welcome families and students that are new to the country?

We welcome families and students new to the country by providing a welcoming school environment and taking time to visit with them as they are completing the enrollment process. We utilize the language line to communicate when needed so that language is not a barrier to welcoming new students and families.

Creative Learning Initiative (CLI)

Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly)

We provided CLI professional learning and resources to all new teachers in August. Principal and CLI ambassador participated in summer CLI professional learning and planning to promote CLI implementation this school year.

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year)

We have completed a planning document that includes specific plans for arts partner experiences for every grade level at least twice this school year.

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.)

With the new fine arts classes redesign, we are intentionally planning for our regular fine arts classes with additional fine arts enrichment experiences.

Family and Community Involvement

Family and Community Involvement Data Sources

Comprehensive Needs Assessment

Coordinated School Health ratings

Family and Community Involvement Strengths

List your campus strengths here:

- School to home communication through Class Dojo platform
- Variety of school wide events and classroom activities that parents are invited to attend over the course of the year
- Very active PTA that coordinates multiple community building events each year
- Large percentage of families participate in campus activities and events

Family and Community Involvement Weaknesses

List areas you would like to grow here:

- Approximately 25% of families do not participate in campus and school wide events.
- Would like to create opportunities to engage families who typically do not participate.

Family and Community Involvement Needs

We need to reach ALL families in our school community and make sure that we are offering diverse opportunities for engagement that meet the needs of everyone.

Family and Community Involvement Summary

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year (22-23)?

We will focus on strengthening family engagement this year. Our CSH score was 78% in this area and there is a need for improvement.

2.) Why did you select this/these area(s)?

While we do offer opportunities for all families to be involved in campus events and activities, there are many families who do not participate. There is a need to connect with families to determine the barriers to engagement so that we may address them so all families feel welcome and included on our campus and in our school community.

Coordinated School Health Dashboard: https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

DAVIS EL

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) SMART Goal: By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey. (Conditions 4, 5, 7)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coordinate and host a CSH Family Fitness & SEL Night for all Davis families. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.1,3.4)	CATCH Team, Counselor, PE Teacher, SEL Campus Coordinator, Staff Wellness Champion	1/2023-2/2023		Criteria: CSH Team meeting agendas Family Fitness Night planning document Communications publicizing event Photos from event Number of participants in event
2. Participate as a campus in CSH Kickoff Week, School Breakfast Week, and Healthy Heart Week. (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1)	PE Teacher, Principal, Staff Wellness Champion	9/2022-2/2023		Criteria: Daily announcements Digital communications Posted signs to publicize focus of each week
3. Establish an expanded Coordinated School Health Team to include more teacher input and collaboration in CSH initiatives and activities. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.1,2,2.1,3,3.1,3.4)	PE Teacher, Principal, Teachers	8/2022-5/2023		Criteria: CSH Team meeting agendas and minutes Teacher participation data for CSH events and initiatives

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Objective 2. (Social and Emotional School Climate) SMART Goal: By the end of SY 22-23, at least 70% of students will consistently demonstrate SEL competencies, as measured on student report cards. (Conditions 1, 3, 4, 5)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Implement two habits of character SEL lessons per week during morning meeting in every classroom. Lessons will be aligned with school wide character focus for the week. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.1,3.2)</p>	Teachers	8/2022-5/2023		<p>Criteria: Weekly SEL lesson plans document Classroom observations</p>
<p>2. Include habits of character messages in each daily morning announcement. Messages will be aligned with school wide character focus for the week. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.1,3.2)</p>	Assistant Principal, Counselor, Principal	8/2022-5/2023		<p>Criteria: Daily announcements documents</p>
<p>3. Conduct grade level assembly with each grade level every two weeks to reinforce character focus and expectations and to celebrate examples of students displaying The Davis Way. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.1,3.2)</p>	Assistant Principal, Counselor, Principal, Teachers	8/2022-5/2023		<p>Criteria: Assembly planning documents Calendar entries Staff weekly newsletters</p>
<p>4. implement strategies to develop SEL competencies and address the Culturally Responsive Restorative Practices (CRRP) components of Cultural Proficiency, Restorative Practices, and Classroom Environment.</p> <p>Cultural Proficiency- Expand campus wide international study to one week for more intentional and deep learning about diverse cultures and to include an opportunity for families to participate and share about their culture.</p> <p>Restorative Practices- Implement staff restorative circles and classroom restorative circles as both a way to proactively build community and as a response to repair harm.</p>	Assistant Principal, Campus Leadership Team, Counselor, Principal, Teachers	8/2022-5/2023		<p>Criteria: Classroom Observations Lesson Plans Staff Meeting Agendas</p>

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Objective 2. (Social and Emotional School Climate) SMART Goal: By the end of SY 22-23, at least 70% of students will consistently demonstrate SEL competencies, as measured on student report cards. (Conditions 1, 3, 4, 5)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Classroom Environment- Implement strategies from Unpack Your Impact to connect student learning to diverse cultures, especially those represented on our campus. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.1,3.2,3.3)				

DAVIS EL

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Objective 3. (Family Engagement) SMART Goal: In the 22-23 school year, at least 75% of families will participate in at least one campus event or involvement opportunity. (Conditions 1, 2, 5, 6)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coordinate and invite families to participate in a family culture fair that showcases the many cultures represented in our school community. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.4)	Instructional Leadership Team, Music & Art Staff, Principal	9/2022-11/2022		Criteria: Communications inviting families to participate in the fair and share information about their culture Leadership team meeting agendas Schedule and program for Family Culture Fair
2. Establish a School Culture Design Team with diverse representation to contribute to identifying and addressing barriers to family involvement and to collaborate on new ways to raise awareness of and celebrate the many cultures represented in our school community. (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4)	Instructional Leadership Team, Principal	10/2022-5/2023		Criteria: Communications to recruit participants Meeting agendas and minutes
3. Coordinate an event to provide an opportunity for all families to participate in creation of a new mosaic that will be installed on the front outside wall of our school building. (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4)	Music & Art Staff	9/2022-10/2022		Criteria: Communications regarding mosaic family event Documentation of number of participants in event
4. Provide opportunities for all campus stakeholders to have input in reviewing and refining our campus vision, mission, and values. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.1)	CAC Members, Campus Leadership Team, Principal, PTA	11/2022-2/2023		Criteria: Meeting agendas Survey data

DAVIS EL

Goal 2. (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)) SMART Goal: In the 22-23 school year, increase STAAR Domain 1 score from 91 to 92 by implementing mastery learning in the areas of math and English language arts and reading (ELAR). (Conditions 2, 3, 5, 6)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage in PLC meetings with K-5th teachers twice weekly to develop common assessments, review data, and plan for instruction, intervention, and extension. (Target Group: All,H,AA,ECD,EB,SPED) (Strategic Priorities: 2) (ESF: 5,5.1,5.3)	Assistant Principal, Principal, Teachers	8/2022-5/2023		Criteria: PLC digital documents-know/show, common assessments, data tracking
2. Track mastery level of individual students for each identified essential standard in math and ELAR in order to identify students in need of intervention and extension. (Target Group: All,H,AA,ECD,EB,SPED,GT,504) (Strategic Priorities: 2) (ESF: 5,5.3,5.4)	Assistant Principal, Principal, Teachers	8/2022-5/2023		Criteria: Mastery tracking spreadsheets for each grade level
3. Utilize individual student data notebooks to provide opportunities for students to track their progress, review and reflect on assessment data/mastery level, and set academic goals. (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.3)	Assistant Principal, Principal, Students, Teachers	9/2022-5/2023		Criteria: Student data notebook contents
4. Develop a TEKS aligned standards-based reporting system in the areas of science and social studies that will enhance data-driven instruction and be used to report student learning on report cards beginning in the 2023-2024 school year. (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.3)	CAC Members, Campus Leadership Team, Principal	11/2022-4/2023		
5. At each monthly staff meeting, provide professional learning on one CLI strategy and provide time for teachers to plan for implementation. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.1,5,5.1)	CLI Team, Teachers	8/2022-5/2023		Criteria: Faculty Meeting Agendas Classroom Observations Lesson Plans

DAVIS EL

Goal 3. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will remain above the projected 635 students for the fall semester. SMART Goal Semester 2: 85% of current students will be registered for SY 23-24 by May 1, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize a spreadsheet tracking system that monitors when students withdraw, why they withdrew, and which school they are going to attend. (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.2)	Principal, Registrar	8/2022-5/2023		Criteria: Spreadsheet entries
2. Coordinate and publicize online registration for the 23-24 school year and provide ongoing support and incentives to families to support completion of the registration process. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.4)	Principal, PTA, Registrar	1/2023-5/2023		Criteria: Communications regarding registration for 23-24 school year Communications regarding incentives for completing the registration process TEAMS registration reports
3. Offer personalized school tours and follow-up for all prospective families who inquire about attending our school. (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4)	Principal	8/2022-5/2023		Criteria: Calendar entries for campus tours Registration data for students who enroll over the course of the year

DAVIS EL

Goal 4. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, our new campus website will have at least 200 views.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate with AISD web support team to learn navigation and development process of new campus website. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.4)	Assistant Principal, Counselor, District Departments, Principal	8/2022-11/2022		Criteria: Calendar entries for meetings Support documents for website development
2. Create content on website that includes instructional programs, enrichment programs, communications, and campus highlights. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.4)	Assistant Principal, Counselor, Principal	11/2022-3/2023		Criteria: Website content-inclusive of instructional programs, enrichment programs, communications, and campus highlights
3. Publicize new website with campus community and prospective families. (Target Group: All) (ESF: 3,3.4)	Assistant Principal, Counselor, Principal	3/2023-5/2023		Criteria: Class Dojo posts Dolphin Digest announcements Meeting agendas- CAC, PTA, Staff

DAVIS EL Site Base

Name	Position
Daniels, Jenny	Principal
McCarter, Kareen	Assistant Principal
Estes, Liz	Teacher
Duncan, Madison	Teacher
Harris, Lindsay	Teacher, CAC Co-Chair
Alexander, Kerri	Teacher
Helt, Jennifer	Teacher
Stamp, Lisa	Teacher
Nelson, Melanie	Registrar
Pickard, Elizabeth	Parent, CAC Co-Chair
Holdway, Alex	Parent
Jones, Jennifer	Parent
Radford, Kayla	Parent
Alejandre, Julia	Parent
Pace, Jennifer	Executive Director

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	91				92
Grade	A	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	84				90
STAAR Performance Meets	64				65
STAAR Performance Masters	41				45
STAAR Performance Raw Score	63				67
STAAR Performance Scaled Score	91				92

Instructions:
 1.) Click on the campus name below to select your campus from the drop-down menu.
 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR* = Not Rated: Senate Bill 1365

Campus Name: **Davis**
 Campus Number: **227901179**
 Template by Campus & District Accountability

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	93				94
Grade	A	--	--	--	A

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	87				90
Academic Growth Scaled Score	93				94
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	27.2	27.2	27.2	27.2	27.2
Economically Disadvantaged % Grouping	27.1 to 28	27.1 to 28	27.1 to 28	27.1 to 28	27.1 to 28
Relative Performance Raw Score	63				74
Relative Performance Scaled Score	81				90
Relative Performance Grade	B	--	--	--	A

OVERALL SCORE AND GRADE					
	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	92				93
Grade	A	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	89				92
Grade	B	--	--	--	A

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	13	out of 16	2022 Values:	8	out of 8
SCA 1:		out of 0	SCA 1:	0	out of 0
SCA 2:		out of 0	SCA 2:	0	out of 0
SCA 3:		out of 0	SCA 3:	0	out of 0
2023 Goals:	14	out of 16	2023 Goals:	8	out of 8

English Language Proficiency			Student Success		
2022 Values:	1	out of 1	2022 Values:	9	out of 9
SCA 1:	--	out of 1	SCA 1:	0	out of 0
SCA 2:	--	out of 1	SCA 2:	0	out of 0
SCA 3:	--	out of 1	SCA 3:	0	out of 0
2023 Goals:	1	out of 1	2023 Goals:	9	out of 9