

**Davis Intermediate School  
Campus Improvement Plan  
2009-2010**

**Campus Goal #1:** By June 2010, ninety percent of all Davis Intermediate School students, including all subpopulations will meet or exceed district and state expectations on the Math, Reading, and Science TAKS tests.

Team Smart Goal #1	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Next Steps
<p><b>Our Reality:</b> 82% of grade 8 students at MJHS passed their TAKS Science test.</p> <p>80% of Grade 6 students passed only 4 out of 12 CBAs in 08-09.</p> <p><b>Our Goal:</b> 80% of students will pass each Science CBA exam.</p>	Utilize targeted small group instruction, "teacher table", during class time to meet the needs of struggling student	Davis Staff	August 2009-September 2010	CBA Scores every 3 weeks	
	Implement informal pre-assessments prior to each bundle to assess instructional pacing				
	Incorporate higher level questioning into reflective journaling				
	Differentiate instruction to meet the needs of all levels of learners				
	Demonstration academic language of instruction prior to introduction of key vocabulary				
	Expand science journals to include reflective learning as a means to evaluate students' understanding of the learning				
<b>Reflection:</b>					

Team Smart Goal #2	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Next Steps																																																																																																			
<p><b>Our Reality:</b> 2009 TAKS Scores: 96% passed, 55% commended</p> <p><u>08-09 Data:</u> CBA 3=60% CBA 5=72% CBA 11/12=60%</p> <p><b>Our Goal:</b> 95% of all grade 6 students will pass Math TAKS and 55% will score at the commended level.</p> <p>An increase of 5% in CBA scores on Bundles 3, 5, 11/12</p>	Implement bundle pre-assessments and use the data to identify advanced learning groups	6 <sup>th</sup> grade math and support staff	August 2009- June 2010	<p>CBA and TAKS results</p> <table border="0"> <tr> <td>08-09</td> <td></td> <td>09-10</td> <td></td> </tr> <tr> <td><u>CBA</u></td> <td><u>%</u></td> <td><u>CBA</u></td> <td><u>%</u></td> </tr> <tr> <td>#1</td> <td>81</td> <td>#1</td> <td></td> </tr> <tr> <td>#2</td> <td>83</td> <td>#2</td> <td></td> </tr> <tr> <td>#3</td> <td>60</td> <td>#3</td> <td></td> </tr> <tr> <td>#4</td> <td>82</td> <td>#4</td> <td></td> </tr> <tr> <td>#5</td> <td>72</td> <td>#5</td> <td></td> </tr> <tr> <td>#6</td> <td>74</td> <td>#6</td> <td></td> </tr> <tr> <td>#7</td> <td>83</td> <td>#7</td> <td></td> </tr> <tr> <td>#8</td> <td>74</td> <td>#8</td> <td></td> </tr> <tr> <td>#9</td> <td>73</td> <td>#9</td> <td></td> </tr> <tr> <td>#10</td> <td>84</td> <td>#10</td> <td></td> </tr> <tr> <td>#11/12</td> <td>60</td> <td>#11/12</td> <td></td> </tr> </table> <p><u>Commended</u></p> <table border="0"> <tr> <td><u>CBA</u></td> <td><u>%</u></td> <td><u>CBA</u></td> <td><u>%</u></td> </tr> <tr> <td>#1</td> <td>35</td> <td>#1</td> <td></td> </tr> <tr> <td>#2</td> <td>35</td> <td>#2</td> <td></td> </tr> <tr> <td>#3</td> <td>31</td> <td>#3</td> <td></td> </tr> <tr> <td>#4</td> <td>51</td> <td>#4</td> <td></td> </tr> <tr> <td>#5</td> <td>33</td> <td>#5</td> <td></td> </tr> <tr> <td>#6</td> <td>57</td> <td>#6</td> <td></td> </tr> <tr> <td>#7</td> <td>48</td> <td>#7</td> <td></td> </tr> <tr> <td>#8</td> <td>40</td> <td>#8</td> <td></td> </tr> <tr> <td>#9</td> <td>46</td> <td>#9</td> <td></td> </tr> <tr> <td>#10</td> <td>40</td> <td>#10</td> <td></td> </tr> <tr> <td>#11/12</td> <td>19</td> <td>#11/12</td> <td></td> </tr> </table>	08-09		09-10		<u>CBA</u>	<u>%</u>	<u>CBA</u>	<u>%</u>	#1	81	#1		#2	83	#2		#3	60	#3		#4	82	#4		#5	72	#5		#6	74	#6		#7	83	#7		#8	74	#8		#9	73	#9		#10	84	#10		#11/12	60	#11/12		<u>CBA</u>	<u>%</u>	<u>CBA</u>	<u>%</u>	#1	35	#1		#2	35	#2		#3	31	#3		#4	51	#4		#5	33	#5		#6	57	#6		#7	48	#7		#8	40	#8		#9	46	#9		#10	40	#10		#11/12	19	#11/12	
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Create "I can" student statements for all student expectations in each bundle and use as a daily focus																																																																																																								
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Implement the GMADE progress monitoring tool to assess individual student needs																																																																																																								
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Team Smart Goal #3	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Next Steps
<p><b>Our Reality:</b> 90% of grade 5 students met state expectation on TAKS reading on the first administration. 25 current grade six students did not meet TAKS reading standard on the first administration in 09 and have been identified as needing accelerated instruction.</p> <p><b>Goal:</b> All grade 6 students identified under SSI and the campus monitor list will score 70% or above on their Reading CBAs and score 75% or above on the Reading TAKS Test</p> <p>Students served in special programs: alpha phonics, ESL, SPED will achieve the next level of performance on state exams: ie: TAKS to TAKS Commended</p>	<p>Design activities that increase knowledge of multiple meaning words, idioms, and grade level vocabulary</p> <p>Create visual vocabulary displays</p> <p>Implement the TMSFA at the beginning, middle and end of year as a progress monitoring tool</p> <p>Continue to implement the 6 minute fluency program a minimum of 3 days per week</p> <p>Use DRA data to identify student needs and individualize accelerated instruction plans</p> <p>Students identified for accelerated instruction will receive 30 additional minutes of reading instruction daily (Marauder Learning Time)</p> <p>Dyslexic student will receive 70 minutes of targeted alpha phonics/ELA instruction daily</p> <p>ESL services will be provide through inclusion support and a co-teach model</p> <p>Implement literature circles to differentiate reading instruction</p> <p>Implement weekly student reading response journals to encourage independent reading</p>	6 <sup>th</sup> grade ELA and support staff	August 2009 – June 2010	CBA data will be analyzed after each bundle, 6 week grades, and benchmark scores	
<b>Reflection:</b>					

Team Smart Goal #4	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Next Steps
<p><b>Our Reality:</b> During the 08-09 school year 16 students attended summer school for not meeting the district passing standard for grade 6 social studies</p> <p><b>Our Goal:</b> All 6<sup>th</sup> graders will demonstrate 70% mastery on all district and state grade level expectations on social studies TEKS while reinforcing reading skills.</p>	<p>Reinforce reading and writing skills by requiring students to give oral and written responses in complete sentences</p> <p>Introduce Daily Oral Geography (D.O.G.) questions, D.O.G. time, to enhance map and chart reading skills</p> <p>Use the online social studies textbook, National Geographic books and Geography Alive resources to reinforce reading skills and comprehension.</p>	6 <sup>th</sup> Social Studies and support staff	Aug. 2009 – June 2010	Monitor progress reports and 6 weeks grades.	
<b>Reflection:</b>					

Team Smart Goal #5	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Next Steps
<p>Our Reality: Only 30% of grade 5 students scored at or above 70% on the beginning of the year science diagnostic exam.</p> <p>Our Goal: All students will perform at 72% or better on CBA's 2-12.</p> <p>All students will pass the TAKS release test (70%) to be given before spring break in March.</p>	<p>Using the results of the diagnostic B.O.Y science test a structured before or after school tutorial program will be implemented</p> <p>Grade 5 science teachers will offer tutorials at least 1 time per week</p> <p>A minimum of 70 minutes per day will be designated for science instruction</p> <p>All students will participate in at least one laboratory investigation pre week</p> <p>Utilize targeted small group instruction, "teacher table", during class time to meet the needs of struggling student</p> <p>Utilize inclusion support to re-</p>	5 <sup>th</sup> grade science and support staff	August 2009- June 2010	Observing scores on CBA's and TAKS release.	

	teach and reinforce concepts in a small group setting All science classrooms including the lab will have a science word wall displaying the academic language of instruction On a weekly basis have students write a journal reflection referencing the learning				
<b>Reflection:</b>					

<b>Team Smart Goal #6</b>	<b>Strategies and Action Steps</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>	<b>Next Steps</b>
<p><b>Our Reality:</b> 92% of the current grade 5 students met state expectation in 2009 and 52% scored at the commended level</p> <p><b>Our Goal:</b> 95% of students at Davis Intermediate will pass Math TAKS on the 1<sup>st</sup> administration</p>	Administer a math TAKS benchmark in January and use the data to drive tutorial groups and future lesson planning	5 <sup>th</sup> Grade Math Team	August 2009 – April 2010	April TAKS scores	
	Continue to use Target Math to spiral skills				
	Develop common “Quick Check” assessments which include TAKS sample questions				
	Provide and an additional 30 minutes of math instruction daily for identified students (Marauder Learning Time)				
	Continue to implement pre-assessments and use the data to identify advanced learning groups				
	Revisit the pre-assessment after the bundle of instruction as a means of identifying the new learning that has taken place				
	Implement the GMADE progress monitoring tool to assess individual student needs				
	Utilize targeted small group				

	instruction, "teacher table", during class time to meet the needs of struggling learners, average learners, and advanced learners				
<b>Reflection:</b>					

<b>Team Smart Goal #7</b>	<b>Strategies and Action Steps</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>	<b>Next Steps</b>
<p><b>Our Reality:</b> 33% of 4<sup>th</sup> Grade Students were commended in Reading 2009.</p> <p><b>Our Goal:</b> 45% of 5<sup>th</sup> Grade Will be commended in reading, 2010.</p> <p>Students served in special programs: alpha phonics, ESL, SPED will achieve the next level of performance on state exams: ie: TAKS to TAKS Commended</p>	Continue to implement Coach 4 Success differentiated instructional model which utilizes a reader's response journal, task cards, and guided reading groups.	5 <sup>th</sup> grade ELA and support staff	Aug.09- Apr.10: 1 <sup>st</sup> TAKS Admin.	Data- TAKS scores	
	Differentiate reading instruction by varying instructional methods, assignments, and reading selections to target all levels of learners				
	Provide 30 minutes of project based enrichment per day for all students who met state TAKS expectation in Reading and Math				
	Provide 30 minutes of accelerated instruction per day to identified students in addition to 70 minutes of classroom instruction				
	Dyslexic student will receive 70 minutes of targeted alpha phonics/ELA instruction daily				
	ESL services will be provide through inclusion support and a co-teach model				
	Implement the Target Reading program				

**Reflection:**

Team Smart Goal #8	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Next Steps
<p><b>Our Reality:</b> In 2009, 5 students attended summer school for not mastering grade 5 Social Studies TEKS.</p> <p><b>Our Goal:</b> All students will have an end of the year average of 70% or above in Social Studies.</p>	<p>Utilize targeted small group instruction, “teacher table”, during class time to meet the needs of all students</p> <p>Differentiated instruction</p> <p>Incorporate computer games in lesson activities that are associated with Social Studies TEKS.</p> <p>Provide before or after school tutoring available as needed</p> <p>Use journaling as a reflective learning tool Social Studies</p>	<p>5<sup>th</sup> grade social studies and support staff</p>	<p>August 2009 – June 2010.</p>	<p>CBA data Test scores Daily work</p>	
<p><b>Reflection:</b></p>					

Team Smart Goal #9	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Next Steps
<p><b>Our Reality:</b> Students received one health lesson per week on 08-09.</p> <p><b>Our Goal:</b> Students will continue to engage in health lessons a minimum of one day per week for 30 minutes</p>	<p>Incorporate Region X resources to address bullying, internet safety, nutrition and healthy choices and peer pressure.</p> <p>Plan Red Ribbon Week Campus Activities</p>	<p>Physical Education staff</p>			
<p><b>Reflection:</b></p>					

**Campus Goal #2: Enhance learning with engaging lessons**

Smart Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Next Steps
<p><b>Our Reality:</b> PLT took place each week on Mondays for 60 minutes. This helped to create culture of continual learning for the Davis Staff in an effort to increase student achievement</p> <p><b>Our Goal:</b> Continue to increase student achievement for all students including subpopulations to the exemplary level by building teacher leadership capacity through shared professional learning experiences that focus on student learning, building a culture of collaboration, and basing decisions on results.</p>	Weekly PLT sessions with a Key focus on: Lesson Design and Delivery, Inclusion support as a co-teach model; and our Pyramid Response to Intervention System	Administrators, Instructional Specialist, and Campus Leadership Team	August 2009- June 2010	TAKS Scores	
	Embed a weekly curriculum meeting into the regular school day in addition to PLT on Monday				
<b>Reflection:</b>					

### Campus Goal #3: Empower students, teachers, and parents within the Davis community

Smart Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Next Steps
<p><b>Our Reality:</b> Only ___ % of teachers' WebPages communicate assignments</p> <p><b>Our Goal:</b> All teachers at Davis Intermediate School will have a functioning webpage that will be kept current and will include the following information: Contact information, important dates, homework assignments,</p>	Develop a campus non-negotiable in reference to webpage expectations	Davis Staff and PTA	On or before January 2010	Parent survey of Davis Webpage and Staff Webpage links.	
	Continue to provide support for development of webpage in the form of student mentors				
	Utilize the Skyward Message System weekly to keep parents informed of campus activities				
	Campus newsletter every three weeks sent home with progress				

reference tools.	reports and report cards				
Internet Safety will be discussed with the Davis Community	Through Technology Applications class and Library Media time, students will engage in internet safety discussions and activities.				
Increase parental involvement and mentoring	Implement the Watch DOGS program				
<b>Reflection:</b>					

### Campus Goal #4: Enable teachers with effective strategies

Smart Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Next Steps
<p><b>Our Reality:</b> Last year teachers began learning together on a weekly basis. Collaboration has increased.</p> <p><b>Our Goal:</b> All Davis teachers will continue to meet in professional learning teams each Monday for approximately sixty minutes to engage in collegial dialog and professional learning related to lesson design and development, inclusive practices, and our campus response to intervention system and their impact on student achievement.</p>	<p>Work collaboratively with Intermediate School Principals and Leadership Teams to design PLT sessions.</p> <p>Core team to attend PLC Conference during the summer of 09.</p> <p>Utilize and implement learning from the Professional Learning Communities conference, WOW conferences, and Capturing Kids Hearts.</p> <p>Continue to read and research about effective Professional Learning Communities</p>	Principal, Assistant Principal, Instructional Specialist, and Campus Leadership Team	August 2009- June 2010	Meeting Organizers TAKS Scores PLT Binder of Sessions OHI Inventory	
<b>Reflection:</b>					

### Campus Goal #5: Embrace achievements

Smart Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Next Steps
<p><b>Our Reality:</b> Office referrals decreased last year and all students were recognized at the end of each six weeks.</p> <p><b>Our Goal:</b> All students at Davis Intermediate School will have the opportunity to select an enrichment activity at the end of each six weeks</p>	<p>Continue to implement Activity Time at the end of each six weeks where students self select based the recognition for their daily positive choices and demonstration of good character</p>	<p>Davis Staff</p>	<p>August 2009- June 2010</p>	<p>Student survey Number of Office Referrals resulting in ISS, OSS, or DAEP placement.</p>	
<p>Continue to recognize Key Winners and Swashbucklers weekly on Friday morning announcements. Continue to increase student academic performance by recognizing A and A/B Honor Roll students each six weeks with a post card. Recognize Davis Staff members weekly outlining "Good Things" in weekly staff newsletter and by having staff members continue to "Pass the Keys"</p> <p><b>Reflection:</b></p>					