

*Davis Intermediate School, in partnership with parents and the community, will provide students with collaborative and engaging learning experiences by meeting individual student needs, building relationships, and encouraging life-long learning.*

Grade Level: Intermediate, Grades 5 and 6

**Goal #1: Achieve educational excellence by providing a rigorous curriculum that is challenging, relevant, and engaging.**

**Objective #1:** All students will achieve a score of 70% or higher on Math and Reading Curriculum Based Assessments and 90% of all students, including all subpopulations, will meet state expectation on Math and Science TAKS. Teachers will be proactive in using a balanced literacy approach, differentiated instruction, higher level questioning, researched based interventions, small group instruction, and cross curricular activities to guarantee student success. Students will be assessed approximately every 3 weeks for math and every 9 weeks for reading.

**Strategies:** Teachers will be proactive in using a balanced literacy approach, differentiated instruction, higher level questioning, researched based interventions, small group instruction, and cross curricular activities to guarantee student success. In addition, Target Science, weekly laboratory investigations, and science enrichment lessons will be implemented in Grade 5 Science. Students will be assessed approximately every 3 weeks for math and science and every 9 weeks for reading.

Person Responsible	Funding Allocations	Assessment Tool	1	2	3	4	5	6	7	8	9	10	11/12
Davis Staff, Parents, Students, Community	Campus Budget AMI funds	<b>Grade 5 Math CBA</b> All Students	82	72	70	79	80	95	92	86	75	67	84
		Native American	100	50	50	100	100	100	100	100	100	67	67
		Asian	100	86	100	92	92	100	100	100	92	77	100
		African American	81	69	69	72	69	84	86	81	69	56	80
		Hispanic	79	71	71	85	74	98	90	80	69	59	77
		White	81	72	68	77	83	96	93	87	76	71	86
		At Risk	67	54	58	64	54	90	77	67	57	36	66
		Eco. Disadvantaged	79	76	75	84	77	96	89	87	74	57	81
		SPED	50	41	59	67	43	89	61	41	29	8	38
		LEP	78	76	89	67	67	78	89	78	67	33	56
		A.I.	37	44	44	48	39	84	70	57	45	19	57
		Alpha Phonics	58	50	42	80	68	88	81	60	56	43	69

**Summative Data:**

Assessment Tool	Summative Data (Results)	Next Step toward success:
TAKS	94% Met expectation and 43% scored at the commended level	Continue to differentiate instruction on a daily basis. Visual representation of vocabulary. Specific intervention materials for accelerated instruction.

Person Responsible	Funding Allocations	Assessment Tool	1	2	3	4	5	6	7	8	9	10	11/12
Davis Staff, Parents, Students, Community	Campus Budget AMI funds	<b>Grade 5 Science CBA</b> All Students	62	88	69	73	54	96	92	91	78	86	77
		Native American	100	100	100	100	100	100	100	100	100	67	67
		Asian	57	86	71	38	25	100	100	92	69	92	92
		African American	64	80	69	71	38	92	83	97	71	79	79
		Hispanic	46	85	65	67	49	89	88	82	73	80	62
		White	65	90	70	77	60	98	93	92	80	89	79
		At Risk	44	79	59	67	48	95	81	81	63	76	59
		Eco. Disadvantaged	58	80	64	69	44	96	86	87	73	79	77
		SPED	41	64	58	83	45	90	67	69	44	53	31
		LEP	22	44	56	56	33	89	78	78	67	78	78
		A.I.	36	65	53	61	61	97	77	81	61	75	59
		Alpha Phonics	46	73	65	83	54	85	91	98	56	80	62

<b>Summative Data:</b>		
Assessment Tool	Summative Data (Results)	Next Step toward success: ELL services offered in the science classrooms. Coordinate with language arts classes to read science text on regular basis. Continue to target vocabulary; language of instruction, word walls, and after school tutorials. Develop a after school mentor program that has a science focus.
TAKS	89% Met expectation and 44 % scored at the commended level	

Person Responsible	Funding Allocations	Assessment Tool	1	2	3	4
Davis Staff, Parents, Students, Community	Campus Budget AMI funds	<b>Grade 5 Reading CBA</b> All Students	92	64	46	93
		Native American (2)	100	100	100	100
		Asian (12)	100	62	46	85
		African American (31)	89	53	36	86
		Hispanic	90	54	33	86
		White	92	68	51	96

		Eco. Disadvantaged	90	53	35	78
		SPED	64	47	24	59
		LEP	89	33	11	78
		A.I.	61	22	18	76
		Alpha Phonics	88	27	33	92

<b>Summative Data:</b>		
Assessment Tool	Summative Data (Results)	Next Step toward success: Implement the Coach 4 Success differentiated instructional model campus wide in reading.
TAKS	95% Met expectation and 53% scored at the commended level	

Person Responsible	Funding Allocations	Assessment Tool	1	2	3	4	5	6	7	8	9	10	11/12
Davis Staff, Parents, Students, Community	Campus Budget AMI funds	<b>Grade 6 Math CBA</b> All Students	60	70	60	74	66	67	54	81	72	83	56
		Native American (1)	0	0	0	0	0	0	0	0	0	0	0
		Asian (12)	75	75	67	73	89	82	50	92	67	100	75
		African American	48	69	47	69	60	62	42	64	72	76	48
		Hispanic	58	73	59	76	68	69	59	90	73	81	65
		White	64	69	63	75	66	66	56	83	73	85	55
		At Risk	30	41	42	51	42	47	32	69	54	76	41
		Eco. Disadvantaged	51	61	44	69	57	58	47	78	62	81	50
		SPED	16	38	15	29	21	13	8	36	32	38	4
		LEP	29	67	29	43	50	57	29	71	43	71	43
		A.I.	1	38	14	24	19	1	1	35	30	42	7
		Alpha Phonics	35	71	59	43	29	50	30	71	60	77	41

<b>Summative Data:</b>		
Assessment Tool	Summative Data (Results)	Next Step toward success: Introduce pre-test to guide the differentiation of instruction to target various ability groups within the general education math classroom while offering all students the opportunity to work at higher level.
TAKS	92% Met expectation and 53% scored at the commended level	

Person Responsible	Funding Allocations	Assessment Tool	1	2	3	4	5	6	7	8	9	10	11/12
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Davis Staff, Parents, Students, Community	Campus Budget AMI funds	<b>Grade 6 Science CBA</b> All Students	66	77	67	89	77	81	55	63	81	79	37
		Native American	0	100	0	0	100	100	0	100	0	0	0
		Asian	83	75	58	91	82	82	75	58	83	92	67
		African American	58	63	57	76	50	69	43	50	61	68	13
		Hispanic	56	75	69	91	74	73	58	67	90	83	42
		White	71	81	70	93	85	87	57	65	83	79	40
		At Risk	45	64	50	78	61	74	40	51	71	59	19
		Eco. Disadvantaged	51	68	57	81	65	71	51	55	76	71	23
		SPED	24	50	40	46	60	58	17	26	36	33	17
		LEP	57	67	43	71	57	57	17	71	71	43	29
		A.I.	24	59	45	58	64	63	16	44	56	48	23
		Alpha Phonics	29	71	44	81	88	90	59	35	67	53	18

<b>Summative Data:</b>		
Assessment Tool	Summative Data (Results)	Next Step toward success: Continue to focus on the language of instruction and key vocabulary. Read non-fiction including the science textbook to reinforce and enhance understanding.
	Baseline data was collected for comparison purposes for the 08-09 year.	

Person Responsible	Funding Allocations	Assessment Tool	1	2	3	4
Davis Staff, Parents, Students, Community	Campus Budget AMI funds	<b>Grade 6 Reading CBA</b> All Students	93	73	77	81
		Native American	0	0	0	0
		Asian	83	82	83	92
		African American	91	63	73	77
		Hispanic	97	70	80	78
		White	94	77	77	82
		Eco. Disadvantaged	92	62	69	75
		SPED	63	29	38	25
		LEP	57	29	71	71
		A.I.	58	26	41	36

		Alpha Phonics	100	47	53	59
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<b>Summative Data:</b>		
Assessment Tool	Summative Data (Results)	Next Step toward success: Continue 6 minute fluency program and use the Student expectation data to target challenging areas.
TAKS	99% Met expectation and 58% scored at the commended level	

**Strategy:** At Risk Students including: Special Education, SSI, ESL, and Alpha Phonics, will receive a minimum of 120 minutes of accelerated instruction per week in addition to regular classroom instruction.

Person Responsible	Funding Allocations	Assessment Tool											
Davis Staff, Parents, Students, Community	Campus Budget	<b>Grade 5 CBA Math % passing</b>	1	2	3	4	5	6	7	8	9	10	11/12
		A.I.	37%	44%	44%	48%	39%	84%	70%	57%	45%	19%	57%
		SPED	50	41	59	67	60	89	61	41	29	8	38
		ESL	78	67	89	67	57	78	89	78	67	33	56
		Alpha Phonics	58	50	42	80	68	88	81	60	56	43	69
			1	2	3	4							
		<b>Grade 5 CBA Reading % passing</b>											
		A.I.	61%	22%	18%	75							
		SPED	64	47	61	59							
		ESL	89	33	89	78							
		Alpha Phonics	88	27	33	92							
			1	2	3	4	5	6	7	8	9	10	11/12
		<b>Grade 6 CBA Math</b>											
		A.I.	1%	38%	14%	24%	19%	1%	1%	35%	30%	42%	7%
		SPED	50	41	59	67	21	13	8	36	32	38	4
		ESL	78	67	89	67	50	57	29	71	43	71	43

		Alpha Phonics	35	71	59	43	29	50	30	71	60	77	41
		<b>Grade 6 Reading/CBA</b>	CBA 1	CBA 2	CBA 3	CBA 4							
		A.I.	58%	26%	41%	36%							
		SPED	63	29	38	4							
		ESL	57	29	71	43							
		Alpha Phonics	100	47	53	59							

Summative Data:		
Assessment Tool	Summative Data (Results)	Next Step toward success: Develop our tiered intervention system and continue to target our at-risk population with support in the forms of accelerated instruction, tutorials, ELL support, special education services, and alpha phonics.
TAKS	14 grade 5 students did not meet expectation in reading, 13 grade 5 students did not meet expectation in math, 4 grade 6 students did not meet expectation in reading, and 23 grade 6 students did not meet expectation in math.	

**SMART Goal #2:** All students' oral reading fluency rate will meet or exceed the 50<sup>th</sup> percentile according to Hasbrouck and Tindal Researched Based Fluency Program.

**Strategy:** Language Arts teachers will include weekly fluency instruction; students and teachers monitor progress.

Person Responsible	Funding Allocations	Assessment Tool	1 <sup>st</sup> 110wpm	2 <sup>nd</sup>	3 <sup>rd</sup> 127wpm	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
All teachers	Campus Budget ARI Funds *127 wpm w/97% accuracy	<b>Grade 5</b> Fluency Rates at or exceeding the 50 <sup>th</sup> percentile	6 Min. 66%	x	DRA 41%	6 Min *62%	6 Min	6 Min 36%
	* 140 wpm w/97% accuracy	<b>Grade 6</b> Fluency Rates at or exceeding the 50 <sup>th</sup> percentile	DRA 48%	x	6 Min. 59% / *30%	6 Min. *58%	6 Min	DRA

Summative Data:			
Assessment Tool	Summative Data (Results)	Was the goal met?	Next Step toward success

Hasbrouck and Tindal			
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**SMART Goal #3:** All grade 6 students will perform at the Grade 6 Independent Level on DRA.

**Strategies:**

Person Responsible	Funding Allocations	Assessment Tool	DRA Instr.	CBA 1	CBA 2	CBA 3	CBA 4	DRA Indep.
All teachers	Campus Budget ARI Funds	Grade 6 Reading Assessments	81%	93%	73%	77%	81%	89%

**Summative Data:**

Assessment Tool	Summative Data (Results)	
DRA	We increased the percentage of students moving from the instructional reading level to the independent reading level by the end of the year.	Next Step toward success: Continue to collect and monitor DRA data and it's correlation to our CBA and TAKS scores for grade 6 students.

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

**SMART Goal #1:** Increase student engagement by providing an additional 120 minutes per week of intentional academic enrichment time outside of general instruction that focuses on problem solving and higher level thinking.

**Strategies:** Teachers will collaborate to develop cross curricular activities that focus on performance standards.

Person Responsible	Funding Allocations	Assessment Tool	Session 1	Session 2
All teachers and Instructional Specialists	Campus Budget	Interest Surveys Levels of Engagement	21 Clubs offered	20 Clubs offered

**Summative Data:**

Assessment Tool	Summative Data (Results)	
TAKS-Commended Performance	43% grade 5 math 44% grade 5 science 33% grade 5 reading 53% grade 6 math 58% grade 6 reading	Next Step toward success: Continue to offer enrichment type learning experiences through a differentiated instructional model.

**SMART Goal #2:** Develop a common tool to measure student levels of performance and analyze trends in the data.

Person Responsible	Funding Allocations	Assessment Tool	Semester 2

All teachers	Campus Budget	Dr. Crain's walk-through tool	
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<b>Summative Data:</b>		
Assessment Tool	Summative Data (Results)	Next Step toward success: Continue to implement the SOI walk-throughs in 08-09..
3 minute Walk-through data findings	Did not complete	

<b>SMART Goal #3:</b> Improve lesson planning by sharing the use of the "Ten Lesson Design Qualities" in weekly lesson plans.				
<b>Strategy:</b> Teachers will share at faculty meetings how particular design qualities were implemented.				
Person Responsible	Funding Allocations	Assessment Tool	Date of Sharing	Lesson Design Quality
All Teachers	Campus Budget	Portfolio	Feb. 18, 2008	Variety
			April 21, 2008	Variety

<b>Summative Data:</b>		
Assessment Tool	Summative Data (Results)	Next Step toward success: Continue with lesson design protocols and a built in weekly professional learning time during the school day.
PDAS/PPR	Introduced the Descriptive Review Protocol	

<b>Campus Goal #3: Empower students, teachers, and parents within the Davis community</b>									
<b>SMART Goal #1:</b> Enhance communication between all Davis stakeholders by utilizing webpage communication that is kept current and accurate.									
<b>Strategy:</b> WebPages will be updated at least one time per six weeks and will include information that supports instruction. For example: expected learning outcomes, resources, assignment guidelines, important dates.									
Person Responsible	Funding Allocations		LA-6	M-6	S/SS-6	LA/SS-5	M/S-5	Special	
All teachers		Number of Teachers with current WebPages that communicate assignments/procedures/news	3	5	4	2	1	9	

<b>Summative Data:</b>		
Assessment Tool	Summative Data (Results)	Next Step toward success: Continue to assist teachers in learning how to build a webpage and set expectations for updating pages.
PDAS/PPR	24 Teacher web pages	

<b>SMART Goal #2:</b> Build relational capacity by establishing activity groups, based on students' interests, which will meet on Fridays for approximately 30-45 minutes.
<b>Strategies:</b> Survey students to assess interests, grade 5 and 6 student populations combined based on interest, rotate choice each 9 weeks, and teachers and mentors to facilitate activities designed based upon student interest survey.

Person Responsible	Funding Allocations	Assessment Tool	Session 1	Session 2
All teachers		Number of activities, number of mentors, student, teacher, and mentor surveys	21 Activities	20 Activities

<b>Summative Data:</b>		
Assessment Tool	Summative Data (Results)	Next Step toward success
Student, Mentor and Teacher Surveys	Positive feedback, 30 minutes was not a long enough time.	For the 08-09 year we will tie this program into campus behavior management system and end of the six weeks reward celebrations. Students will have a choice of activity once a six weeks.

<b>Campus Goal #4: Enable teachers with effective strategies</b>				
<b>SMART Goal:</b> Provide opportunities for collegial dialog and professional learning on the following potential topics: Student engagement and lesson design, meeting the needs of a diverse population, differentiated instruction, inclusion, balanced literacy, "best practices", and professional learning communities.				
<b>Strategies:</b> Utilize the campus design team to facilitate collegial dialog sessions during the work day, professional learning days, and support attendance at district and regional professional learning events that support our identified areas of need.				
Person Responsible	Funding Allocations	Assessment Tool	Dates	Topics
Principal, Director of Staff Development	Campus Budget	Observation of classroom and campus practices, Staff feedback	8/22/07	Tools for Transformation
Director of Staff Development	District Budget	Survey, classroom observations	10/8/07	SLOP, D.I., Literary Elements, Math & Science (District Lead)
Principal	Staff Development Dept.	Design Team Feedback	11/8/07	Deanna Howard from Schlechty Center Designing vs. Planning
Region 10	Campus Budget	Davis Staff	1/21/07 (AM)	Poverty Simulation
Davis Design Team	Campus Budget	Davis Staff	1/21/07 (PM)	Intro. to Protocols in Lesson Design Process
Principal and LA Team Leaders	ARI Funds	Grade 5 LA Teachers	1/21/07	Differentiated Instruction: Coach 4 Success Part 1
Davis Design Team	Campus Budget	Davis Staff	2/18/07	Pair Share on Lesson Design from 1/21/08 and Reflection
Principal, Design Team, Instructional Specialists	Campus Budget	Davis Staff	4/21/07	OHI, Descriptive Review, Differentiated Instruction

<b>Summative Data:</b>
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Assessment Tool	Summative Data (Results)	Next Step toward success: Davis Design team will lead professional learning time on a weekly basis
PDAS/PPR	19 teachers are evaluated under PPR and 23 are evaluated using PDAS	

<b>Campus Goal #5: Embrace achievements</b>														
<b>SMART Goal #1:</b> Increase student academic performance by recognizing A and A/B Honor Roll students each six weeks.														
<b>Strategy:</b> Mail home “Congratulations” post cards each six weeks to students meeting A and A/B honor roll standard.														
Person Responsible	Funding Allocations	Assessment Tool	1		2		3		4		5		6	
Davis Staff	Campus Budget	Report Cards	A	AB	A	AB	A	AB	A	AB	A	AB	A	AB
		<b>Grade 5</b>	36	122	46	117	30	137	44	153	48	141	62	
		<b>Grade 6</b>	47	135	34	150	36	108	29	109	35	110	48	

<b>Summative Data:</b>		
Assessment Tool	Summative Data (Results)	Next Step toward success: Continue with postcards for A and A/B honor roll also send positive praises home each week for “key winners” and “swashbucklers”.
Report Cards	Completed.	

<b>SMART Goal #2:</b> Implement a weekly recognition program for Davis Staff members to recognize each other.			
<b>Strategy:</b> Two Davis teachers recognize two colleagues bi-weekly for being “KEY” contributors Davis Intermediate School’s success.			
Person Responsible	Funding Allocations	Assessment Tool	Recipients: Boatman, Schara, Sandoval, Owings, Martindale, Winn, Poole, Burgess, Lampkin, Bearden, Hobart, David, Gaines, Sandt. Hamlett, McEnroe, McClure, Bullock, Cobb, Cheshier, Burgess, Jordan, Peters, Dickey, Sandoval, McKenna, Robles, Braucht; Jenkins, Ezell
Davis Staff	Campus Budget	Record of Recipients	

<b>Summative Data:</b>		
Assessment Tool	Summative Data (Results)	Next Step toward success: Continue program in 08-09
Staff Survey	Completed	