

**Wylie Independent School District**  
**Davis Intermediate School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Academic Achievement in Science



**Board Approval Date:** October 15, 2018  
**Public Presentation Date:** October 15, 2018

# Mission Statement

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

## Vision

Unified for Excellence

All Means ALL

Every Classroom, Every Child, Every Day

## Value Statement

"Education opens the door to opportunity." Bill F. Davis

# Comprehensive Needs Assessment

Revised/Approved: September 21, 2018

## Demographics

### Demographics Summary

White: 50%

African American: 17%

Hispanic: 20%

Asian: 6%

Multi-Racial: 6%

Economically Disadvantaged: 31%

At Risk: 22%

Special Education 12%

504: 12%

LEP: 7%

Gifted and Talented: 14%

### Demographics Strengths

All demographic subpopulations met the Closing the Academic Achievement Target except for our Asian population.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Asian subpopulation did not meet State Target in Academic Achievement.

**Problem Statement 2:** Our White, Economically Disadvantaged, and Asian subpopulations did not meet State Target in Academic Growth

# Student Academic Achievement

## Student Academic Achievement Summary

**Davis Intermediate School Met Standard on state accountability.**

- One Distinction: Achievement in Science
- 10-18% Above State Average at Approaches in 5th and 6th grade Reading, 6th grade Math and 5th grade Science
- 11-22% above the state at the Meets level
- 11-16% above the state average at the Master level except for 6th grade reading

## Student Academic Achievement Strengths

Davis Intermediate School students scored above the state average when comparing performance at the "Approaches, Meets, and Masters" levels.

Tested Area	Campus % Approaches	State % Approaches	Comparison to State + or -	Campus % Meets	State % Meets	Comparison to State + or -	Campus % Masters	State % Masters	Comparison to State + or -
5 <sup>th</sup> Math	91	84	+7	67	56	+11	40	29	+11
5 <sup>th</sup> Reading	88	78	+10	68	51	+17	38	25	+13
5 <sup>th</sup> Science	90	75	+15	60	39	+21	32	16	+16
6 <sup>th</sup> Math	94	76	+18	65	43	+22	32	17	+15
6 <sup>th</sup> Reading	81	66	+15	50	36	+14	23	18	+5

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Only 85% of Davis students "approached" grade level on STAAR Reading assessment

**Problem Statement 2:** Relative Performance measure is only in the "B" range when compared to other schools with the same economically disadvantaged percentage. **Root Cause:** Lack of rigor and low percentage of students meeting and mastering grade level material.

**Problem Statement 3:** White students are not demonstrating expected year to year growth on their state assessments.

# School Processes & Programs

## School Processes & Programs Summary

Davis Intermediate School serves approximately 830 students in grades 5 and 6. Academic teaming is utilized as a way to organize student schedules and to best meet student needs. A co-teaching model is utilized with the science and social studies classes that consists of a special education teacher and general education teacher that are paired to collaboratively teach the class together. There is Professional Learning Time built into the day to discuss Curriculum and Instruction as well as the Social, Emotional well-being of each child.

Davis Intermediate School follows the district scope and sequence by utilizing the Year at a Glance and Instructional Focus Documents. District Unit are administered and assessment data is reviewed regularly with adjustments in instruction taking place as needed. Instructional specialist support is utilized for all four content areas to seek resources, discuss best instructional practice, analyze data and to develop common assessments. Read 180 and System 44 will be a resource utilized to support struggling readers. MAP data will be analyzed and each student will set individual goals for improvement. Path Builder and Imagine Math software programs will be utilized to individualize instruction for all students.

All teachers are highly qualified. The school is involved in the district new hire mentor program to support first year teachers. The program also utilizes campus teachers to support zero year teachers and new hires.

All students will be assigned a Chromebook. Projectors and document cameras are present in all classrooms. All teachers are provided a laptop.

## School Processes & Programs Strengths

Teachers reflect on prior year(s) data and seek new and innovative ways to present low SE's. Student keep data folders and self assess progress toward the learning objectives. Students participate in Student-Led Conferences twice a year; fall and spring. Students have the opportunity for tutorials and reassessment based on need.

PLT is utilized each week to analyze, discuss, and implement the district curriculum as well as support professional learning and growth. A collaborative work environment is the norm.

Staff retention rate is high. One teacher left to teacher at the high school level (in district). Two teachers left to stay home with children. One teacher moved out of the area. One teacher accepted a position in a neighboring district closer to home.

Technology continues to be a strength for Davis. All students have Google accounts and the campus has initiated a 1:1 Chromebook initiative. Google Drive is consistently used by the staff to communicate collaboratively. Students are also learning how to communicate and collaborate using Google applications.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Response to Intervention system needs to be "tightened."

**Problem Statement 2:** Lack of differentiation between Regular grade level curriculum and Advanced Academic curriculum for Math, ELAR, and Science creates a learning environments where students are not challenged.

**Problem Statement 3:** Attendance has fallen to quartile 2 among our comparison group. **Root Cause:** Excessive unexcused absences related to family needs; i.e. travel.



# Perceptions

## Perceptions Summary

Welcome to Davis Intermediate School, home of the Marauders! Student engagement in learning is the focus at Davis Intermediate School. We pride ourselves on creating and providing a safe and secure learning environment that supports creativity, problem solving, collaboration, communication and critical thinking. We believe that we must provide students with a quality educational experience that prepares them for their future. Sparking a child's curiosity to pursue future independent learning is what excites us. On the end of the year survey students responses were favorable in all categories: Teacher Effectiveness (96% positive response), Principal Leadership (94% positive response), School Pride (91% positive response), Safety and Belonging (89% positive response, and Family Involvement (91% positive response). Parents also responded favorably in the areas of Teacher Effectiveness, Principal Leadership, Community Involvement and School Pride and Recognition. Responses were on par with district averages. The areas of focus this year will be School Pride, Recognition, and Family Involvement. Our school has a strong PTA that encourages family involvement, achievement character education and school pride.

## Perceptions Strengths

Character Strengths: Respect and Courtesy, Responsibility, Addressing Bullying, Trustworthiness

Climate Strengths: Teacher Effectiveness, Principal Leadership and School Pride

PTA Membership and involvement continues to increase steadily.

Davis PTA organizes monthly activities.

Students are also joining PTA. This group is also acts as a student advisory group to the principal.

Mentor Program and after school clubs that are available for students.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Less than 90% of our students "approached" grade level on their end of the year STAAR Reading assessment and only 59% "met" grade level expectation on STAAR Reading. **Root Cause:** Weak fluency, word attack, vocabulary, comprehension skills

**Problem Statement 2:** White students are not demonstrating expected growth from year to year on their end of year Reading and Math STAAR

Assessments **Root Cause:** Lack of rigor and non-interest in content

**Problem Statement 3:** Asian students did not meet state achievement target for reading and math

**Problem Statement 4:** Economically disadvantaged students did not meet state growth target for reading

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals













Revised/Approved: September 13, 2018

## Goal 1: Instill community and ethical values in our students

**Performance Objective 1:** Wylie Way core values will be taught throughout the school year and classrooms will be 100% violent-free.

**Evaluation Data Source(s) 1:** Discipline referrals.

### Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Positive behavior management strategies will be used in all classrooms.	Teachers and Administrators	Positive student behavior			
2) Academic teaming will be used when building the master schedule.	Administrators	Inclusive learning environment for all students.			
3) DIS Staff will begin year one of learning about and implementing Restorative Practices as a means to address behavior challenges.	Administrators and Teachers	Decrease OSS, ISS and DAEP placements.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 2:** Increase yearly attendance average from Q2 to Q1 to 97.5% by June of 2019.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**














Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Recognize perfect attendance students each 9 weeks.	Registrar, teachers, administrators.	Increase daily attendance averages.			
2) Tighten campus procedures with communication and the development and implementation of attendance plans as a means to address excessive unexcused absences.	Registrar, teachers, administrators.	Increase daily attendance averages.			
3) Teachers will contact parents after two consecutive days of absence.	Teachers and Registrar	Increase attendance			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 3:** Increase the opportunity for parents and other community members to be a part of the school environment.

**Evaluation Data Source(s) 3:** PTA Membership count

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will invite parents to their classrooms to observe and or participate in a lesson at least once each semester.	Teachers and Administrators	Increased academic performance and parental support			
2) Work with PTA to increase membership to 100%, so that each student has representation; 800 PTA members, one voice one student.	PTA	Increased parental involvement			
3) Conduct Student-Led Conferences twice during the school year; fall and spring.	Teachers and Administrators	Academic growth			
4) Support PTA's WatchDOGS/MOD Squad parent involvement program.	PTA, Teachers, Administrators	Increase parental involvement			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					









**Goal 1:** Instill community and ethical values in our students

**Performance Objective 4:** By June 2019, 100% of DIS students will have participated in guidance lessons on Character Development and Anti-Bully Education each semester.

**Evaluation Data Source(s) 4:** Student End of Year Survey Results

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide training for all staff in accordance with board policy.	Administrators	Professional Development Records, Bully Documentation Forms, Compliance Courses.	✓	✓	✓
2) Provide learning to all students in accordance with board policy including reporting and response.	Administrators and Teachers	Bullying documentation reports	✓	✓	✓
3) Implement Character Development, Drug Resistance, and Anti Bully Education training for all students through classroom guidance and counseling programs.	Counselor and Teachers	Safe and secure campus, drug free and bully free.			
4) Lunch Groups will be formed to work on social skills and to address life challenges.	Counselor	Healthy peer relationships. Increased student self esteem.	✓	✓	✓
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

# Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs

## TEA Strategic Priority#2: Build a foundation of reading and math

**Performance Objective 1:** The district will meet the needs of the McKinney-Vento Act students through the availability of Title I, Part A set-aside funds and the TEHCY grant.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide staff development session for district counselors and teachers.	Special Service Department, Counselor, Teachers and Administrators	Increased academic performance			
2) Utilize data to increase the awareness and needs of the McKinney-Vento Act students.	Special Service Department, Counselor, Teachers and Administrators	Meet the social, emotional and academic needs of our students.			
3) Utilize funds to assist with school supplies, standardized clothing, tuition, credit recover, and other items specific to grant guidance.	Special Service Department, Counselor, Teachers and Administrators	All students will have the necessary supplies and materials needed for school.			
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue					

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Strategic Priority#2: Build a foundation of reading and math

**Performance Objective 2:** Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of nutrition promotion, nutrition education, physical activity, and school-based activities.

**Evaluation Data Source(s) 2:** Campus Wellness Team, Fitness Gram, Participation in School Community Wellness Events

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) The district/campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.	Food Service Department, Administrators.	Students will develop an awareness of choices that ensure healthy lifestyle	✓	✓	✓
2) The district/campus shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible of nutrition education.	Food Service Director, Health Service Director	Healthy eating behaviors for staff and students.	✓	✓	✓
3) The district/campus shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity	Physical Education Teachers and Administrators	Participation in active healthy lifestyle events provided by community and district		✓	✓
4) The district/campus shall encourage students, parents, staff, and community members to use the district recreational facilities, such as tracks, playgrounds, and the like, that are available outside of the school day in accordance to district policy.ss Team, Fitness Gram, Participation in School Community Wellness Events	Physical Education Teachers and Administrators	Participation in active healthy lifestyle opportunities provided by community, district and school	✓	✓	✓
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Strategic Priority#2: Build a foundation of reading and math

**Performance Objective 3:** Increase performance of at-risk students

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Tighten Response to Intervention system that will meet on a regular basis to review student needs and develop individual intervention plans.	RTI team and Administrators	Increased student growth measure on STAAR			
<b>Funding Sources:</b> State Comp Ed - 7000.00					
2) Path Builder and Vocabulary.com will be utilized 4 days a week/40 minutes per day to individual reading instruction for all students.	Teachers and Administrators	Increased reading performance on STAAR.			
<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 1					
3) Administer MAP assessment BOY and MOY and use the data to drive targeted instruction to insure 70% of our students "Meet" state expectation on STAAR reading, math and science.	Teachers, RTI Team, MAP Implementation Team, and Administrators	Earn STAAR Distinctions for Achievement in Reading, Math and Science.			
4) Approximately 20 At Risk students will participate in an after school "Boys Club" sponsored by three male teachers at Davis that offers tutorials and a team building experience.	Teachers, Counselor and Administrators	Increase social emotional well being and academic performance			
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue					

**Performance Objective 3 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> Only 85% of Davis students "approached" grade level on STAAR Reading assessment
School Processes & Programs
<b>Problem Statement 1:</b> Response to Intervention system needs to be "tightened."

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Strategic Priority#2: Build a foundation of reading and math

**Performance Objective 4:** Provide programs preventing students from dropping out

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) One hour of tutorials will be provided each week for each content area to ensure mastery of grade level content.	Teachers	Academic success for students			
2) Build a weekly 45 minute team time into the master schedule that can be used for tutorials and social skills development for all students.	Teachers, Counselor, Administrators.	Positive school culture, increased academic performance			
3) Partner at least 15 At Risk students each with a community mentors who meet on a regular schedule; weekly, bi-monthly, or monthly.	Counselor	Build self esteem and social emotional wellbeing of students			
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue					

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Strategic Priority#2: Build a foundation of reading and math

**Performance Objective 5:** Provide dyslexia services for students identified with dyslexia 40 minutes per day.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**















Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Read Naturally, Lexia and Phonics Blitz will be utilized with fidelity to teach reading decoding skills to dyslexic students	Language Therapist, Counselor, Teachers and Administrators	Increase in reading skills: decoding, fluency and comprehension as measured on state reading assessment and MAP	✓	✓	✓
<b>Funding Sources:</b> State Comp Ed - 1000.00					
					

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Strategic Priority#2: Build a foundation of reading and math

**Performance Objective 6:** 70% of all students will "Meet" State expectation and 48% of all students will demonstrate "Mastery" on STAAR Reading, Math and Science.

**Evaluation Data Source(s) 6:** STAAR data

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will develop seed questions that meet and exceed the level of the "verb" within the TEKS/SEs per each unit of instruction that will be used to enhance for frequent small group purposeful talk and critical writing during daily lessons.	Teachers and Administrators	Increased Unit Assessment and STAAR Results			
2) Teachers will use MAP data to find students that need and would benefit from interventor or extension activities.	Teachers and Administrators	Enhanced academic performance			
3) Year two implementation of Read 180 for ELAR instruction for students reading below grade level.	Teachers, Learning Specialists, Administrators	Growth in student reading performance on STAAR			
4) Students will engage in the Claim Evidence and Reasoning strategy to explain and interpret information in science.	Science Teachers, Learning Specialist and Administrators	Increase "Mets and Masters" on State Science Assessment			
5) Use Vocabulary.com to enhance student academic and social vocabulary	Teachers, Learning Specialists	Increased performance on State assessments			
6) Snap and Read will be introduced to students who need access to reading assistance to complete class assignments and assessment.	Teachers and Administrators	Increased academic performance and mastery of grade level TEKS/SEs.			
7) Year 2 Professional Learning for ELAR Teachers on Balanced Literacy approach to reading and writing instruction.	Teachers, Learning Specialist, Curriculum and Instruction Department, Administrators	Increased reading performance			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					


# Goal 3: Prepare students for a successful life beyond high school

## TEA Strategic Priority #3: Connect High School to Career and College

**Performance Objective 1:** By June 2019, increase opportunities for all students to use technologies and web tools to express ideas, solve problems, share information and create products representative of their learning.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students will be exposed to approximately 25 Career Videos developed by the district. Video will highlight education needed for this career field.	Teachers, Learning Specialist, Curriculum and Instruction Department	Increase career awareness and education needed to succeed.	✓	✓	✓
2) Teachers and students will use Google Classroom for communication, collaboration of lesson activities.	Teachers and Administrators	Use of technology to support learning	✓	✓	✓
3) Science classes will visit a Maker Space area once a month that provides challenges that encourage collaboration, cooperation and problem solving.	Teachers, Learning Specialist, Administrators	Increase students' problem solving ability	✓	✓	✓
					



# Goal 4: Attract, retain, and value a quality staff

## TEA Strategic Priority#1: Recruiting, supporting, and retaining teachers and principals

**Performance Objective 1:** Recruit, hire and retain five highly effective teachers (2 Math, 2 ELAR, and 1 Social Studies)

**Evaluation Data Source(s) 1:** T-TESS

**Summative Evaluation 1:**










Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Conduct group interviews using district designed questions to help identify candidates that fit the district's profile of an effective "teacher."	Administrators	Hire outstanding teachers with strong relational capacity and competent instructional practices.			
2) Ensure each first year teacher and teachers new to the district are involved in a mentor program.	Administrators and Human Resources	Highly qualified teachers and high retention rate.			
3) A substitute will be provided so that 1st year teachers may observe other teachers.	Mentor teacher, Administrators, Human Resources	Highly qualified teachers			
4) Higher "Highly Qualified" teachers under state definition.	Human Resources, Administrators	High teacher retention and high student academic achievement.			
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue					

**Goal 4:** Attract, retain, and value a quality staff  
 TEA Strategic Priority#1: Recruiting, supporting, and retaining teachers and principals

**Performance Objective 2:** Provide employees tools, training and equipment necessary to do their jobs effectively in order to maintain high teacher retention.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide ongoing embedded professional learning that focuses on the Big 3 PLC components and the 4 Critical Questions.	Teachers, Learning Specialist and Administrators				
2) Provide teachers 1 day/semester to work with content area team to analyze data and design instruction and learning activities to ensure mastery of content.	Teachers, Learning Specialists, Administrators	Instruction that uses best practices and increases percentage of students scoring at the "Meets and Masters" level on STAAR.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 4:** Attract, retain, and value a quality staff  
 TEA Strategic Priority#1: Recruiting, supporting, and retaining teachers and principals

**Performance Objective 3:** Evaluate staff using T-TESS and have staff set goals for continuous growth.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Goal setting conferences will be conducted, followed by pre-conferences, observations, and walkthroughs. A summative conference will also take place and goals redeveloped.	Administrators	Highly qualified teachers			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

# Goal 5: Manage growth in a way that ensures functional equity

Performance Objective 1: Maintain 17.3 student to staff ratio.

Evaluation Data Source(s) 1: Staffing Allocations

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Report weekly student enrollment as a means of monitoring student growth and staffing needs.	Registrar, Administration and Human Resources	Student social, emotional and academic needs being met. High retention rates.			
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue					

# Goal 6: Support student participation in extracurricular activities to promote character and academic achievement.

**Performance Objective 1:** The Davis Staff will offer a variety of after school clubs and encourage student participation.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) The staff will create a Flipgrid video that highlights the clubs that are offered after school for student participation and post it on the Davis web page.	Media Specialist, teachers, and administration				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

# Goal 7: Celebrate our excellence

**Performance Objective 1:** By June of 2018 all students will receive at least one formal recognition for academic achievement, character and or attendance at a large school wide assembly.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Recognize students on the A and AB honor roll recognition, outstanding character and perfect attendance each 9 weeks.	Staff	Create a school culture that celebrates successes.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 7:** Celebrate our excellence

**Performance Objective 2:** Recognize students weekly that demonstrate positive the core values of the Wylie Way Character and Achievement Education initiative.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Each "University" team will submit the names of 4 deserving student weekly whose names will be read over the announcements.	Staff	Create a learning environment that celebrates positive choices and actions.	✓	✓	✓

# State Compensatory

## Budget for Davis Intermediate School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6300 Supplies and Services</b>		
199-11-6398-00-044-024-000	6398 Computer Supplies/Software - Locally Defined	\$1,691.60
	<b>6300 Subtotal:</b>	<b>\$1,691.60</b>



**Personnel for Davis Intermediate School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Renee Kelley	Teacher	Alpha Phonics	0.5
Sharon Jones	Teacher	Alpha Phonics	1.0

# District Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$7,000.00
2	5	1	Materials		\$1,000.00
<b>Sub-Total</b>					\$8,000.00
<b>Budgeted Fund Source Amount</b>					\$8,400.00
<b>+/- Difference</b>					\$400.00
State ELL Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,240.00
<b>+/- Difference</b>					\$1,240.00
<b>Grand Total</b>					\$8,000.00