

**Houston Independent School District**  
**297 Davila Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

## Vision

## Value Statement

- Student achievement above all else:
- Rigorous instruction
- High expectations
- Self-discipline
- Citizenship

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Jaime Davila Elementary School was opened in 1990. The school is in the east region of Houston, Texas. The school enrollment for the 2020-2021 school year was 391 students. Student enrollment has been declining over the past few years due to several administration changes as well as being surrounded by five other neighborhood elementary schools which includes 2 charter schools. In addition, the pandemic also contributed to the decline of enrollment this past school year. Over 12 families decided to homeschool their children and withdrew them from our school. Our school serves students from PK-5th ranging from age 3 to 11 years old. The student body is made up of 98% Hispanic, 93% Economically Disadvantaged, 51% Limited English Proficient, and 7% Special Education. We have 42% of our students participating in Bilingual or ESL education and 11.4% participating in our Gifted and Talented program. Our current student data shows that we have 0% of students who are suspended due to discipline issues. Discipline referrals are handled in the administrative level for Level 2 and 3 infractions and habitual Level 1 infractions.

Davila Elementary is a Magnet School in Aerospace and Engineering Professions. Last year, about 35% of our student population are from other neighboring schools who enrolled in our campus due to our Magnet Program. In September of 2017, Davila was awarded the MSAP Grant, which will run through 2022. This grant has allowed Davila to become a neighborhood STEM Magnet school. Through this grant we plan on increasing our student enrollment and become more diverse. In addition, we have been awarded the CASE Grant through Harris County. The grant will enable us to provide after-school programs to our students which will help as a recruiting tool to increase our enrollment.

Through SDMC, we ensure that all stakeholders are included in the planning process of the development and implementation of our campus improvement plan. Our SDMC members include administrators, teaching and non-teaching staff, community members, and parent representative. We ensure team is represented as we ensure we hear everyone's needs.

### Demographics Strengths

Some of our demographic strengths for students include:

- Having the Aerospace and Engineering Professions Magnet Program, this has allowed us to recruit outside our neighborhood and enroll students who are interested in our program.
- Having the same themed magnet program as our feeder pattern middle and high schools. This encourages families to begin their children's future themed based school with Davila and continue through their schooling, all the way to graduation.

Some of our demographic strengths for staff include:

- Having the Aerospace and Engineering Professions Magnet Program, this has allowed us purchase the latest technology for our classrooms, send our teachers to various PD throughout the country, and the purchase of a lot of STEM based resources.
- Davila's teachers' ethnicities continue to be more diverse every year. At Davila, we have 10.5% African American, 3.7% Asian, 85.8% Hispanic. \
- 6% of teachers at Davila have a Master's degree

Some of our demographics strengths for our parents and community include:

- Parents are eager to participate and help out in school wide events as well as in the classrooms. At this time, it has been limited since pandemic started, but we are sure the support from our parents and community will grow once again, once CDC guidelines indicate it is safe for everyone.
- Davila has a full-time Wrap Around Specialist on campus. She actively seeks partnerships within the community to help with any family needs.

### **Problems of Practice Identifying Demographics Needs**

**Problem of Practice 1:** Consistent implementation of accommodations for each group such as ELs, GT, SpEd, 504, and IAT students **Root Cause:** There is no system in place to check that accommodations are being effectively utilized in the classroom daily during instruction

**Problem of Practice 2:** Student ethnicity and socio economic diversity is limited at our campus. **Root Cause:** Davila's neighborhood consists of predominantly Hispanic families. During district sponsored recruiting events, families looking for an elementary school state their concern of location of the school. Many families do not want to send their elementary aged children across town and keep them in their neighborhood school.

# Student Learning

## Student Learning Summary

Based on last year's data, the High Frequency Word Evaluation shows that 73% of all 1st grade students and 85% of 2nd grade students were successful by the end of the year. Our STAAR results show 5th grade reading at the highest passing percentage at 82%, 3rd grade at 66%, and 4th grade at 57% passing. Overall, the percentage of students passing math decreased with 63% in 5th and 3rd grade students passing, and 64% of 4th grade students passing. The STAAR result also shows a decrease in students passing science with only 57% of students passing. Our Benchmark Running Records data also shows that less than half of students are reading at grade-level by the end of the year.

For our school to improve in all domains, we must increase the level of rigor in all content areas. We also need to ensure that consistent, targeted small-group instruction is happening in the classrooms everyday.

## Student Learning Strengths

Some of the student learning strengths are:

- Integration of technology and other instructional programs to support and enhance classroom instruction
- Cross-curricular integration such as social studies and science
- Additional support from Reading and Math Interventionist to provide small-group instruction
- Support for EL students through Sheltered Instruction practices

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1:** Lack of rigor in whole group instruction. **Root Cause:** Teachers do not have the proper training to implement rigor in their instruction.

**Problem of Practice 2:** Small-group instruction is not utilized in the classroom consistently. **Root Cause:** Teachers rely on whole group instruction versus gradually releasing students to do the work independently.

# School Processes & Programs

## School Processes & Programs Summary

Davila Elementary has a building capacity of 866. Master schedule is created to maximize instructional time including intervention. PLC is every two weeks and is designed to provide teachers with effective instructional strategies provided by admin, district leaders, and team mates. Students in grades KN-5 are invited to afterschool and Saturday tutorials. Admin team conduct walk-throughs and calibrate their observations to improve effective feedback strategies. Classroom teachers have their own consistent classroom management system; which includes positive rewards, consequences and parent communication. Teachers use district provided TEKS aligned scope and sequence along with pacing calendars to ensure alignment within the district. DLA's (district level assessments) are administered and data is used for re-teaching and intervention.

In order to obtain and retain the best teachers Davila uses data (assessment results, certifications, appraisals) to place teachers in different capacities on campus. We used their subject matter and grade level strengths to place them in the best place to meet ALL students' needs. During interviews, admin ensures to interview the most qualified candidates and always check for references.

Teachers integrate STEM, Aerospace and Engineering into their lessons. Students participate in PLB using critical thinking and problem solving skills. Teachers integrate STEM in all subjects.

Davila has grown instructional leaders by having two teachers participate in Career Pathways program. This has enabled them to observe and give teachers feedback. Principal also ensures that her admin team (teacher specialist, instructional specialist and magnet coordinator) is fully aware of everything that is going on in school, the district and its expectations.

Teacher Specialist meets with SDMC members for input on developing a focused improvement plan that address the root problem of low performance in all subjects and all grade levels. Plan is shared with all stakeholders and all strive for 100% student improvement.

## School Processes & Programs Strengths

Some of the strengths with our processes and program include:

- Being consistent and fair with feedback during instructional walks
- Ensuring every PLC is learning time
- Following district provided TEKS aligned Scope and Sequence ensures alignment with all students. There will not be any learning gaps if students move from one school to another within the district, as all of the students will be learning same TEKS.
- Hire highly qualified teachers and checking references prior to interviewing
- Placing teachers based on their skill set

## Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1:** Data is not utilized effectively to drive classroom instruction **Root Cause:** Lack of proper training in utilizing data to differentiate their instruction

**Problem of Practice 2:** Due to the pandemic, teachers were provided with the data that they need after each assessment **Root Cause:** In the past, teachers were provided with their data after each assessment by the admin team

**Problem of Practice 3:** Not having enough vertical alignment and planning within the different grade levels. **Root Cause:** Due to having different ancillary blocks, teachers are not able to meet across grade-levels.



# Perceptions

## Perceptions Summary

Davila's attendance rate has always been good. However, since we are still going through a pandemic, our attendance has gone down since the beginning of school. We currently have 391 students enrolled and our daily average is at 89.8%. 61% of students have no absences. 58 students 29 students have an average daily attendance of 0-79%, 3 students have an average of 80-84%, 64 students have an average of 90-94% and 237 students have an average of 95-100%.

Students' behavior is good overall. Teacher have created success classroom management systems in their classroom that include rewards, consequences, and daily parent communication. Teachers' consistent implementation has led to very few office referrals which leads to having students in the classrooms to receive instruction. The teachers' classroom management system also helps with the prevention of bullying. In the case of consistent bullying, a referral is made to the office for administration support. If a student still struggles with behavior even after implementing a consistent classroom management system and parent communication a student is recommended to the IAT (Intervention Assistant Team) to suggest additional strategies and a behavior contract is created. Mr. Garza also "check-in" with student throughout the day.

Students are excited about our school. They are aware that we are an Aerospace and Engineering Academy, and they participate in STEM based experiences including attending an Astronaut Graduation.

There is very little teacher turn-over at Davila, generally the only reason teachers leave is relocation or to stay home with family. Teachers at Davila feel supported, both personally, professionally and feel safe. New teachers are assigned a mentor that has experience in subject matter and grade level. Teachers new to Davila are also assigned a "buddy" to help with their transition to a new campus.

Teachers know that student achievement is enhanced with parent support. They create workshops to give resources and train parents on how to work with their child at home. They communicate with their parents through newsletters and Class Dojo, an app.

Teachers participate in bi-weekly PLC (Professional Learning Community) meetings varying in topics. Some of them include analyzing data including regrouping students, reviewing resources, and creating lessons. Teachers are also included in an SIP committee meeting. They share their feedback about resources used and/or are needed to support school improvement.

Last year, due to the pandemic our parent participation was limited. All events, meeting and workshops had to be done virtually. This year, we are promoting more parent involvement, in a safe manner. Open House is being held in person and by appointment only to limit the people in a classroom at a time. Teachers also have "Parent Workshops" where they provide parents strategies and resources they can use to work with their children at home. At Davila we ensure to update our website, Facebook page, and our Twitter page anytime an event comes up or we need to share important information with parents. Parents also receive a paper copy of our monthly calendar where all events are scheduled. All communication sent home is in English and Spanish. We have a parent and a community member as part of our SDMC (Shared Decision Making Committee), which meets every quarter.

## Perceptions Strengths

*Some of our strengths include:*

- *Our student engagement: our teachers ensure lessons are interesting and fun for our students. The integration of STEM is part of their weekly assignments.*
- *Our staff enjoy working at Davila, they love our students and community. Many have been at Davila 10+ years.*
- *Parents feel their children are receiving the best education. They see the teachers doing everything they can to meet their child's needs. Parents like to know what is happening at school and in the classroom; therefore, we ensure we communicate with them using various means.*

### **Problems of Practice Identifying Perceptions Needs**

**Problem of Practice 1:** Looking at school reviews, parent perception is that they don't feel welcome in the school. **Root Cause:** Lack of mutual trust between administration and parents.

**Problem of Practice 2:** Not having enough Family Nights **Root Cause:** The pandemic has limited us on planning family events.

**Problem of Practice 3:** Attendance rate is going down as the weeks go by. **Root Cause:** Having to quarantine any student with symptoms and those they come in close proximity with has really impacted our attendance negatively.

# Priority Problems of Practice

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

## Accountability Data

- Domain 1 - Student Achievement
- Federal Report Card Data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

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

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

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

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





- Budgets/entitlements and expenditures data

# Board Goals

**Board Goal 1:** ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

**Goal 1:** The percentage of 3rd- 5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 9 percentage points from 46% in spring 2021 to 55% in spring 2022

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> By the end of the year: - the percentage of students who scored Meets on 3rd grade STAAR Reading will increase 12 percentage points from 43% to 55% - the percentage of students who scored Meets on 4th grade STAAR Reading test will increase 13 percentage points from 42% to 55% - the percentage of students who scored Meets on 5th grade STAAR Reading test will increase 3 percentage points from 52% to 55% <b>Evaluation Data Sources:</b> District Assessments data, common assessments data, STAAR data <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Strategy 1:** Include intervention block in teachers' daily schedule to ensure consistent small-group instruction

**Strategy's Expected Result/Impact:** Students will be able to receive small-group instruction on a daily basis based on their individual learning needs

**Staff Responsible for Monitoring:** A. Cerda, M. Alviento, D. Garza, D. Espinosa

**Action Steps:** Admin team will monitor intervention block to ensure that quality small-group instruction are consistently happening in the classroom.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

**Strategy 2:** Reassign 4th grade teacher as Reading Interventionist

**Strategy's Expected Result/Impact:** Students will be provided with additional opportunities to receive small-group or 1-1 instruction in grades

**Staff Responsible for Monitoring:** A. Cerda, M. Alviento, D. Garza, D. Espinosa, classroom teachers

**Action Steps:** Reading Interventionist will provide additional support to 2nd-5th grade ELAR teachers through pull-outs and collaborating with them during vertical alignment and PLCs to share best practices.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Strategy 3:** Include library as part of ancillary rotation

**Strategy's Expected Result/Impact:** Develop student's love and spark their interest in reading.

**Staff Responsible for Monitoring:** Admin Team and classroom teachers

**Action Steps:** Include library as part of ancillary rotation for PK-5th.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

**Strategy 4:** Plan effective lesson plans by utilizing various resources such as HISD curriculum documents, Lead4Ward field guides, HMH, Lead4ward Instructional playlist, Sheltered Instruction Strategies, and Empowering Writers Skills and Strategies.

**Strategy's Expected Result/Impact:** Lesson cycle delivery will be more effective to meet the needs of students

**Staff Responsible for Monitoring:** Admin Team





**Action Steps:** Admin team will schedule time for teachers to do vertical alignment to plan and share best practices. Admin team will include At-Bats during PLC to provide feedback to teachers on their instructional delivery.

**Board Goal 2: MATH** The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

**Goal 1:** The percentage of 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 15 percentage points from 30% in spring 2021 to 45% in spring 2022.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> By the end of the year: - the percentage of students who scored on Meets on 3rd grade STAAR Math will increase 27 percentage points from 28% to 55% - the percentage of students who scored Meets on 4th grade STAAR Math will increase 19 percentage points from 36% to 55% - the percentage of students who scored Meets on 5th grade STAAR Math will increase 33 percentage points from 27% to 60% <b>Evaluation Data Sources:</b> STAAR data, District Assessment data, common assessments data <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
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**Strategy 1:** Utilize campus-wide problem solving strategies, HISD's Check for Understanding Word Problems and Vontoure Problem Solving Strategies during math instruction.

**Strategy's Expected Result/Impact:** Students will be able to build foundational skills in problem-solving starting from lower grades and be able to add strategies in their toolbox as they move in the upper grades.

**Staff Responsible for Monitoring:** Admin Team, Math Interventionist

**Action Steps:** Admin Team will facilitate vertical alignment between PK-1st and 2nd-5th in the beginning of the school year in order for teachers to collaborate with instructional strategies to use for specific skills and concepts. Math Interventionist will model best practices for teaching skills and math concepts.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

**Strategy 2:** Teachers and Leadership Team will closely monitor data after each district assessment.

**Strategy's Expected Result/Impact:** This strategy will ensure that teachers are using data to drive their instruction and provide interventions to students who are not meeting their learning goals

**Staff Responsible for Monitoring:** Leadership Team and Math Interventionist

**Action Steps:** Appraisers will individually meet with math teachers to discuss their data after each district assessments.. Teachers will create an action plan to address low-performing standards and maintain high-performing standards. Students will have their own data folder and create their individual learning goals to track their progress. Admin team will follow-up with teachers to ensure that action plan are being implemented

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math



**Strategy 3:** Teachers will utilize exit tickets after each lesson to check for student understanding and plan for reteaching.

**Strategy's Expected Result/Impact:** Teachers will be able to address misconceptions and scaffold learning for struggling students

**Staff Responsible for Monitoring:** Admin team, math teachers, math interventionist

**Action Steps:** Teachers will create exit tickets after each lesson. Teachers will plan for reteaching through small-group instruction on Do Now.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Board Goal 3: SCHOOL PROGRESS** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

**Goal 1:** By the end of the year, 70% of our K-2nd grade students will be reading at their assigned grade-level.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> By the end of the year: - the percentage of K- 2nd grade students reading at grade-level or above will increase by 56 percentage points from 14%-70%.  <b>Evaluation Data Sources:</b> Benchmark Running Records data, progress monitoring data, Guided Reading Levels data  <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Implement consistent guided reading instruction during small-group instruction in the classroom

**Strategy's Expected Result/Impact:** Students will be able to progress on their reading levels through targeted guided reading instruction and consistent progress monitoring

**Staff Responsible for Monitoring:** A. Cerda, M. Alviento, D. Garza, Reading Interventionist

**Action Steps:** ELAR teachers will utilize HISD Planning Guide in order to provide targeted literacy instruction. Campus will provide opportunities for ELAR teachers to collaborate during vertical alignment in order to share best instructional practices. ELAR teachers will also create a workstation for Learning A-Z to provide students the opportunity to practice and hear themselves read.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Strategy 2:** Teachers will consistently progress monitor students through bi-weekly running records.

**Strategy's Expected Result/Impact:** Teachers will be able to assess students progress and continue to provide adequate intervention in order for students to read on grade-level

**Staff Responsible for Monitoring:** Admin team, reading teachers, reading interventionist

**Action Steps:** Teachers will progress monitor students using Learning A-Z for running records

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6





**Strategy 3:** Reading Interventionist will provide support during small-group instruction

**Strategy's Expected Result/Impact:** Students will be able to receive additional small-group instruction to help them improve with reading comprehension.

**Staff Responsible for Monitoring:** Admin team, classroom teachers, reading interventionist

**Action Steps:** Reading interventionist will create a schedule for pull-outs and will collaborate with teachers to create an action plan for small-group pull-outs.

**Title I Schoolwide Elements: 2.4, 2.5, 2.6**

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> By the end of the year: -The percentage of 3rd-5th grade students reading at or above grade-level will increase 33 percentage points from 37%-70% <b>Evaluation Data Sources:</b> Benchmark Running Records data, progress monitoring data <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Strategy 1:** Implement consistent guided reading instruction during small-group instruction in the classroom

**Strategy's Expected Result/Impact:** Students will be able to progress on their reading levels through targeted guided reading instruction and consistent progress monitoring

**Staff Responsible for Monitoring:** A. Cerda, M. Alviento, D. Garza, Reading Interventionist

**Action Steps:** ELAR Teachers will provide consistent small-group guided reading instruction and will progress monitor every 2 weeks for BRR. Reading Interventionist will assist teachers in providing targeted instruction to students who are not meeting expectations.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Strategy 2:** Reading Interventionist will provide additional 50 minutes per week of small-group instruction.

**Strategy's Expected Result/Impact:** Students will be able to review concepts and skills taught that is not mastered in regular classroom.

**Staff Responsible for Monitoring:** Admin team, reading interventionist, classroom teachers

**Action Steps:** Based on student data, students are grouped and given instruction based on their instructional need.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Strategy 3:** Provide extended and Saturday tutorials during the school year

**Strategy's Expected Result/Impact:** Students will be able to work at grade-level

**Staff Responsible for Monitoring:** Admin team, classroom teachers





**Action Steps:** Teacher will send permission slips for students who need tutorials based on student data. Teachers will create lesson plan to address learning gaps.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Board Goal 4: CLOSING THE GAPS** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

**Goal 1:** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading will increase by 6% points from 1% in spring 2021 to 7% in spring 2022.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> By the end of the year, the percentage of Special Education students who scored Meets on the STAAR will increase by 6% <b>Evaluation Data Sources:</b> STAAR data, District snapshots and DLA assessments, common assessments <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 1:** Resource teacher will coteach with General Education teacher in order to provide targeted instruction to ensure student achievement.

**Strategy's Expected Result/Impact:** Provide opportunities for more individual attention with students and more interaction with teachers.

**Staff Responsible for Monitoring:** Admin Team, Special Education Department Chair

**Action Steps:** Admin team will provide time for teachers and co-teacher to plan for instruction. Admin team will inform teachers and co-teachers the type of coteaching model that will be implemented

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Strategy 2:** Accommodations will be utilized consistently and effectively during classroom instruction and during pull-outs

**Strategy's Expected Result/Impact:** Students will be able to use their accommodation effectively.

**Staff Responsible for Monitoring:** Admin Team, Reading and Math Interventionist, Teachers, Resource Teacher, and SpEd Chair

**Action Steps:** Special Ed Chair will provide teachers with IEP folder for students who have accommodations at the beginning of the school year. Teachers will instruct students how to utilize accommodations. Teacher will ensure that accommodations are used consistently in the classroom during instruction. Students will also use accommodations during small-group instruction and pull-outs.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

**Strategy 3:** Classroom teachers will differentiate and plan instruction based on students' IEP

**Strategy's Expected Result/Impact:** Students will be able to meet IEP goals at the end of the year

**Staff Responsible for Monitoring:** Admin team, classroom teachers, Special Ed teacher, Resource teacher

**Action Steps:** Special Ed Chair will provide teachers with student IEP plan and accommodations. Teachers will utilize the plan to provide differentiated instruction to





Special Education students based on their IEP goals.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

## Board Goal 5: N/A - Additional Campus Goals

### Goal 1: ATTENDANCE: Increase students attendance from 94.6 to 95% by 2022

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Increase student attendance to meet goal of 95% <b>Evaluation Data Sources:</b> Weekly Attendance Report <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Strategy 1:** Teachers will monitor daily attendance to ensure that students are in school everyday.

**Strategy's Expected Result/Impact:** We will be able to provide necessary support/intervention for students who are absent early on during the school year.

**Staff Responsible for Monitoring:** Admin Team, SIRS clerk, teachers

**Action Steps:** Teachers will be provided with attendance slip daily to post on their door the list of students who are not in their classroom by 8:15. Office staff will collect the slip and will start making phone calls to parents regarding student absence. Student who are habitually absent will go through Attendance Committee and create an attendance contract with parents.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Strategy 2:** Create attendance contract for students who are habitually absent

**Strategy's Expected Result/Impact:** Parents will be informed of the importance of bringing their child to school everyday.

**Staff Responsible for Monitoring:** Admin team, office staff, classroom teachers

**Action Steps:** Principal will meet with parents after their child has been absent for 3 consecutive days. Principal will also check last year's attendance to show attendance pattern to justify attendance contract.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Strategy 3:** Wraparound Specialist will reach out to parents to see if family needs additional resources or assistance.

**Strategy's Expected Result/Impact:** Campus will be able to provide support to families who are in need.

**Staff Responsible for Monitoring:** Admin team, classroom teachers

**Action Steps:** Teachers will complete SAF form to inform WRS of student needs. WRS will contact parents and see if parents need additional resources such as transportation, food, medical care, etc.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

## Board Goal 5: N/A - Additional Campus Goals

### Goal 2: DISCIPLINE

The number of out of school suspensions will remain at zero for 2021-2022 school year.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Decrease out of classroom time due to behavior issues <b>Evaluation Data Sources:</b> IAT records, discipline referrals <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Strategy 1:** Provide professional development to teachers at the beginning of the school year on SEL.

**Strategy's Expected Result/Impact:** Empower students and teachers in maintaining classroom management

**Staff Responsible for Monitoring:** Admin Team, classroom teachers

**Action Steps:** SEL Department will provide training for teachers during PLC. Teachers will establish classroom routines and procedures at the beginning of the school year and consistently implement routines and procedures in the classroom throughout the year. Teachers will document and contact parents for Level 1 behavior issues in the classroom. Admin team will intervene for Level 2 and 3 infractions and repeated level 1 infractions. If a student is continuously having behavior issues in the classroom, the teacher of record will set-up an IAT meeting with the parent and IAT Liaison, in order to create a behavior plan for the student.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

**Strategy 2:** IAT Liaison will conduct IAT meeting for students who are having consistent behavior issues.

**Strategy's Expected Result/Impact:** Campus will be able to provide intervention to students who are having behavior issues.

**Staff Responsible for Monitoring:** IAT Liaison, classroom teachers

**Action Steps:** Classroom teachers will inform IAT Liaison if they have students who are having behavior issues. IAT Liaison will schedule an IAT meeting with teacher and parent to create an intervention plan for student. After interventions, if student is not showing progress, IAT Committee will decide if student needs additional evaluation.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

## Board Goal 5: N/A - Additional Campus Goals

### Goal 3: VIOLENCE PREVENTION

By June 2022, Davila will maintain 100% overall safe and secure environment rate with zero incidents relating to safety.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

<b>Measurable Objective 1 Details</b>  <b>Measurable Objective 1:</b> 100% of the staff will have completed compliance course on campus safety by September 17, 2021 and be familiar with campus safety plan in the event of an emergency. <b>Evaluation Data Sources:</b> OneSource training certificates <b>HB3 Board Goal</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

**Strategy 1:** Campus Safety Captain will ensure that all staff has completed the campus safety training through OneSource.

**Strategy's Expected Result/Impact:** Staff will be familiar with ensuring safety in our campus.

**Staff Responsible for Monitoring:** Admin Team, all campus staff

**Action Steps:** Campus Safety Captain will request certificate of completion of training from staff. Any campus staff who has not completed the training will be given a deadline to complete the training. Campus Safety Captain will follow-up with staff for completion.

**Strategy 2:** Campus Safety Captain will create a campus safety plan and share safety plan with campus staff

**Strategy's Expected Result/Impact:** Staff will be familiar with safety plan especially during an emergency.

**Staff Responsible for Monitoring:** Campus Safety Captain

**Action Steps:** Campus Safety Captain will create a campus safety plan and include safety plan in the staff handbook. Campus Safety Captain will create a Safety Committee with staff members to discuss current safety plan and make any necessary revisions, if needed.



## Board Goal 5: N/A - Additional Campus Goals

### Goal 4: SPECIAL EDUCATION

**Strategic Priorities:** Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> By the end of the year, the percentage of Special Education students who scored Meets on the STAAR 3-8 will increase by 3% <b>Evaluation Data Sources:</b> STAAR data, District snapshots and DLA assessments, common assessments <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Strategy 1:** Resource teacher will coteach with General Education teacher in order to provide targeted instruction to ensure student achievement.

**Strategy's Expected Result/Impact:** Provide opportunities for more individual attention with students and more interaction with teachers.

**Staff Responsible for Monitoring:** Admin Team, Special Education Department Chair

**Action Steps:** Admin team will provide time for teachers and co-teacher to plan for instruction. Admin team will inform teachers and co-teachers the type of coteaching model that will be implemented

**Strategy 2:** Accommodations will be utilized consistently and effectively during classroom instruction and during pull-outs

**Strategy's Expected Result/Impact:** Students will be able to use their accommodation effectively.

**Staff Responsible for Monitoring:** Admin Team, Reading and Math Interventionist, Teachers, Resource Teacher, and SpEd Chair

**Action Steps:** Special Ed Chair will provide teachers with IEP folder for students who have accommodations at the beginning of the school year. Teachers will instruct students how to utilize accommodations. Teacher will ensure that accommodations are used consistently in the classroom during instruction. Students will also use accommodations during small-group instruction and pull-outs.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

## Board Goal 5: N/A - Additional Campus Goals

**Goal 5: SPECIAL POPULATIONS:** EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

By the end of the 2021-2022 school year, the percentage of Economically Disadvantaged students, English Learners, and Gifted and Talented students will improve in Reading STAAR by 3%

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach

<b>Measurable Objective 1 Details</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Strategy 1:** Embed intervention block in teacher's daily schedule for small-group and 1-1 instruction

**Strategy's Expected Result/Impact:** Increase percentage meeting grade-level standards through targeted instruction of skills and concepts

**Staff Responsible for Monitoring:** Admin team, Reading Interventionist, Resource Teacher

**Action Steps:** Teachers will consistently provide small-group instruction during their intervention block. Teachers will provide targeted grade-level accelerated instruction to students in 4th-5th who failed last year's Reading STAAR. Reading Interventionist will provide additional small-group instruction during the day.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

**Strategy 2:** Identify students who failed STAAR last year in grades 4 and 5 and provide accelerated learning instruction based on HB4545.

**Strategy's Expected Result/Impact:** Students will receive grade-level targeted instruction from reading and/or math teachers and reading and math interventionist for 30 minutes per week in order to close learning gaps.





**Staff Responsible for Monitoring:** A. Cerda, Classroom teachers, reading and math interventionist

**Strategy 3:** Provide additional instructional support through Reading and Math Intervention

**Strategy's Expected Result/Impact:** Students will be provided with additional support to meet grade-level standards

**Staff Responsible for Monitoring:** Admin team, Reading and Math Interventionist

**Action Steps:** Reading and Math Interventionist will pull-out students based on student data and provide additional small-group instruction. Interventionists will collaborate with classroom teachers to create an action plan for students not meeting standards

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> The percentage of English Learners approaching standards on STAAR Reading will increase from 67%-69% <b>Evaluation Data Sources:</b> common assessments, district assessments such as snapshots and DLA <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 1:** Teachers will utilize sheltered instruction and include a language objective in their daily instruction for all content areas

**Strategy's Expected Result/Impact:** Increase comprehension and critical-thinking skills of all students

**Staff Responsible for Monitoring:** Admin Team

**Action Steps:** Teachers will consistently utilize sheltered instruction strategies during instruction. Teachers will create a separate language objective as part of their instruction. Summit K12 will be utilized in order to provide students with additional practice in the Listening and Speaking areas of TELPAS. Teachers will analyze student data after ELD Progress Monitoring and provide targeted instruction to struggling students. ESL block will be integrated in Social Studies and Science instruction.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Strategy 2:** Teacher will provide practice to students using Summit K12 for Listening and Speaking portion of TELPAS

**Strategy's Expected Result/Impact:** Students will have an opportunity to practice Listening and Speaking prompts and be more prepared for TELPAS

**Staff Responsible for Monitoring:** Admin team, classroom teachers

**Action Steps:** Teachers will utilize Summit K12 program as a workstation to provide additional practice to students.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Strategy 3:** Teachers will utilize Empowering Writers to provide specific writing instruction to students.

**Strategy's Expected Result/Impact:** Students will be given opportunity to write in all content areas

**Staff Responsible for Monitoring:** Admin team, classroom teachers

**Action Steps:** Teachers will use Empowering Writers program to provide students with content based writing instruction. Students will be given an opportunity to write in all content area and writing samples will be posted on bulletin boards.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 6: PARENT and COMMUNITY ENGAGEMENT**

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> 100% of classroom teachers will document their communication with parents using Class Dojo or a parent communication log <b>Evaluation Data Sources:</b> Parent Communication Log <b>HB3 Board Goal</b>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Strategy 1:** Teachers will keep a parent communication log to input daily/weekly communication with parents/guardians.


**Strategy's Expected Result/Impact:** Parents will be informed regarding their child's progress in academics or behavior.


**Staff Responsible for Monitoring:** Admin Team, classroom teachers


**Action Steps:** Teachers will utilize a parent communication log to input parent communication. Appraisers will check communication log as part of their PR


**Title I Schoolwide Elements:** 3.1, 3.2

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> Increase parent attendance in Title 1 Parent Meetings and Coffee with the Principal by 10% <b>Evaluation Data Sources:</b> Title 1 sign-in sheets <b>HB3 Board Goal</b>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Strategy 1:** Conduct Title 1 parent meetings in the evening in addition to the morning meetings to accommodate working parents.

**Strategy's Expected Result/Impact:** Increase the number of parents attending parent meetings and other school events.

**Staff Responsible for Monitoring:** Maritess Alviento - Title 1 Coordinator

**Action Steps:** Principal and Title 1 Coordinator will schedule Title 1 Parent Meetings and Coffee with the Principal for both morning and evening time. Title 1 Coordinator will create flyers to be distributed or posted in the school websites. Parent meetings information will also be sent out through call-outs and posted on the school marquee.

**Board Goal 5:** N/A - Additional Campus Goals**Goal 7: MANDATED HEALTH SERVICES**

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. <b>Evaluation Data Sources:</b> Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** School nurse will monitor student immunization data and ensure that all students are up to date with their current immunizations.

**Strategy's Expected Result/Impact:** Campus should have 100% compliance with immunization by the end of the year

**Staff Responsible for Monitoring:** School Nurse

**Action Steps:** School nurse will monitor immunization data and will inform parents of any student whose immunization is not current. School nurse will send parents a letter indicating that their child needs immunization. School nurse will follow-up with parents to ensure that parents are in compliance with their child's immunizations.

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. <b>Evaluation Data Sources:</b> Vision screening records for all applicable students completed by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** School Nurse will provide information to admin team and classroom teachers regarding schedule for Vision Screening.

**Strategy's Expected Result/Impact:** Students in PK, K 1, 3, and 5 should have vision screening done by Dec. 10, 2021

**Staff Responsible for Monitoring:** Briseida Herrera - School Nurse

**Action Steps:** School nurse will create a schedule for vision screening. Any student that fails the vision screening will be invited on a field trip to receive free glasses.

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. <b>Evaluation Data Sources:</b> Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** School nurse will provide a schedule to the admin team and classroom teachers regarding hearing screening.

**Strategy's Expected Result/Impact:** Students in PK, K, 1, 3, and 5 will have completed their hearing screening by Dec. 10, 2021

**Staff Responsible for Monitoring:** Briseida Herrera - School Nurse

**Action Steps:** School nurse will create a schedule for hearing screening and will follow-up with parents if a student fails the screening.

Measurable Objective 4 Details	Reviews			
<b>Measurable Objective 4:</b> TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. <b>Evaluation Data Sources:</b> Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** School nurse will provide a schedule to the admin team regarding Type 2 Diabetes Screening

**Strategy's Expected Result/Impact:** Students in Grades 1, 3, and 5 will have completed their screening by Dec. 10, 2021

**Staff Responsible for Monitoring:** Briseida Herrera-School Nurse

**Action Steps:** School Nurse will create a schedule for students who need the Diabetes Screening. School nurse will follow up with parents if student fails screening.

Measurable Objective 5 Details	Reviews			
<b>Measurable Objective 5:</b> SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. <b>Evaluation Data Sources:</b> Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 6 Details	Reviews			
<b>Measurable Objective 6:</b> MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022. <b>Evaluation Data Sources:</b> PERSON RESPONSIBLE: School Nurse/Health Wellness Team Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June





**Strategy 1:** School nurse will request medication orders from physician and reach out to parent to request the medication to be given on campus.

**Strategy's Expected Result/Impact:** Students needing medication should have proper documentation from their physician .

**Staff Responsible for Monitoring:** Briseida Herrera- School Nurse

**Action Steps:** School nurse will administer medication as ordered by physician. School nurse will follow up with parents for students who have medical condition and needs medication on campus.

Measurable Objective 7 Details	Reviews			
<b>Measurable Objective 7:</b> AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. <b>Evaluation Data Sources:</b> PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus:	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 1:** School Nurse will check AED monthly to ensure that AED is in proper working condition and make sure sure that expiration date is up to date.

**Staff Responsible for Monitoring:** Briseida Herrera - School Nurse

**Action Steps:** School nurse will check AED monthly to ensure that it is in proper working condition.

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 8:** COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details		Reviews			
<b>Measurable Objective 1:</b> Campus will ensure that students are receiving the required amount of time on physical education <b>HB3 Board Goal</b>		Formative			Summative
		Nov	Jan	Mar	June
		<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>➡</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>			

**Strategy 1:** Admin team will monitor to ensure that students are receiving the required time for physical education.

**Staff Responsible for Monitoring:** Admin team, PE teacher





**Action Steps:** Admin team will create schedule for each class to participate in physical education. In addition, recess time is also included in teachers' daily schedule. School Nurse will schedule time for 5th graders to receive growth and development education.



## Board Goal 5: N/A - Additional Campus Goals

**Goal 9:** By the end of the 2021-2022 school year, the percentage of students who scored approaches on 5th grade STAAR Science will increase 19 percentage points from 59%-78%

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> The percentage of students who scored approaches on 5thgrade STAAR Science will increase 19 percentage points from 59%-78% <b>Evaluation Data Sources:</b> common assessments, district assessments such as snapshots and district-level assessments <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Strategy 1:** Utilize interactive notebooks during instruction as a tool to access, process, and spiral learning.

**Strategy's Expected Result/Impact:** Students will be able to organize and synthesize information presented to them during instruction.

**Staff Responsible for Monitoring:** Admin team

**Action Steps:** Science teacher will guide and model to students how to set-up and utilize their interactive notebooks. Teacher and students will utilize interactive notebook throughout each lesson to capture student's thinking and provide consistent dialogue. Students will utilize interactive notebook as a reference tool to enhance their learning.

**Strategy 2:** Utilize best practices such as 3D-2D Transfer in order for students to transfer learning from hands-on experience to students mastery on 2D outputs such as exit tickets, common assessments, and STAAR.

**Strategy's Expected Result/Impact:** Students will be able to transfer conceptual understandings from hands on to paper and pencil assignments.

**Staff Responsible for Monitoring:** Admin team, science teacher

**Action Steps:** Teacher will plan for hands-on experience and follow-up with paper and pencil assignments to gauge student understanding of concept being taught. Teacher will assess students conceptual understanding at multiple points throughout the lesson.

# State Compensatory

## Budget for 297 Davila Elementary School

**Total SCE Funds:** \$69,306.41

**Total FTEs Funded by SCE:** 2

**Brief Description of SCE Services and/or Programs**

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## Personnel for 297 Davila Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Campos, Brenda	Tchr, Bilingual	1
Gomez, Eleana	Academic Tutor	1

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by our Administrative Team and SDMC by reviewing data for all students and student groups to identify the strengths and areas of need in terms of student achievement, staff development, and parent involvement in relation to the state academic content standards and the state student academic achievement standards.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- A. Discussion of data during administrative team meeting
- B. Grade-level team meetings discussing grade-level data and creating an action plan to meet campus goals
- C. SDMC meeting to review and approve campus goals and strategies to meet campus goals

### **2.2: Regular monitoring and revision**

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- A. Data digs after district assessments to review and discuss student data and create an action plan to maintain high-performing TEKS and address low-performing TEKS.
- B. Individual coaching and conferencing with teachers by appraisers to analyze data reports and discuss instructional strategies to address areas of concerns.
- C. Staff collaboration during PLCs and Vertical Alignment to share best practices.
- D. Continued use of the information system such as Ontrack, Ren36, CLI, A4E Analytics to identify and monitor student growth.

### **2.3: Available to parents and community in an understandable format and language**

The SIP is available to parents in the following locations:

A. Campus main office

B. Campus Website

The SIP was made available to parents by:

- Parent Meetings
- Campus website
- Copy in the front office

Presenting completed SIP during Title 1 Meetings and Coffee with the Principal

We provide the SIP to parents in the following languages:

- English
- Spanish

## **2.4: Opportunities for all children to meet State standards**

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

A. Utilize Sheltered Instruction Strategies for ALL learners

B. Campus-wide writing in all content areas utilizing Empowering Writers skills and strategies

C. Embedded intervention block in teacher's daily schedule

D. Utilizing the co-teaching method to provide services to both Special Education and General Education students

E. Utilize Reading and Math Interventionist to provide additional support to struggling students through pull-outs

## **2.5: Increased learning time and well-rounded education**

Ways that we increase learning time and a well-rounded education for our students include:

A. Incorporating stem activities such as project-based and problem based learning in all grade-levels and content areas

B. Partnerships with other agencies such as NASA, Urban Harvest, Houston Audubon Society, Children's Museum of Houston, and Texas Wildlife Association that provide additional learning experiences to our students.

## **2.6: Address needs of all students, particularly at-risk**

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging

State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:
- Vertical Alignment and PLCs
- Writing in all content areas
- Utilize Lead4Ward Instructional Playlist in all content areas
- Include intervention block in teachers' daily schedule to ensure consistent small-group instruction throughout the day for reading and math
- Hire additional tutors to provide additional support with small-group instruction
- Utilize Math and Reading Interventionist to provide Accelerated Learning Instruction to 4th and 5th grade students who did not pass STAAR Reading and Math

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - Alma Garcia
- Principal - Avisay Cerda
- Maritess Alviento - Teacher Specialist
- Lizette Arzate - PK Teacher
- Elizabeth Foster - Kindergarten Teacher
- Kariati Easterwood - 4th grade Teacher
- Rosa Villatoro - 5th Grade Teacher

The PFE was distributed

- On the campus website
- during Title 1 Parent Meeting and Open House
- sent home to students

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Open House
- Frequent contact via phone, flyer, weekly newsletter and monthly calendars
- Title 1 Parent Meetings with alternate time and dates
- Family Night/Literacy Night

### **3.2: Offer flexible number of parent involvement meetings**

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - September 21, 2021 (4:00-5:00 PM)
- Meeting #1 Alternate - September 22, 2021 (8:15-9:15 AM)
- Meeting #2 - November 11, 2021 ( 4:00-5:00 PM)
- Meeting #2 Alternate - November 12, 2021 (8:15-9:15 AM)
- Meeting #3 - February 10, 2022 (4:00-5:00 PM)
- Meeting #3 Alternate - February 11, 2022 (8:15-9:15 AM)
- Meeting #4 - April 21, 2022 (4:00-5:00 PM)
- Meeting #4 Alternate -April 22, 2022 (8:15-9:15 AM)

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Agnes Capili	Teacher Interventionist		Hourly
Felicia DeLeon	Teacher Inteventionist		1