

**Houston Independent School District**  
**297 Davila Elementary School**  
**2022-2023 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 2021-2022 school year was 406 students. Student enrollment has been declining over the past few years due to s being surrounded by five other neighborhood elementary schools which includes 2 charter schools. In addition, the pandemic also contributed to the decline of enrollment. Our school serves students from PK-5th ranging from age 3 to 11 years old. The student body is made up of 94% Hispanic, 95% 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 less than 1% of students who were suspended due to 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 incresase 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 our SDMC is well represented as we ensure we hear everyones 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 varies PD throughout the country, and the purchase of a lot of STEM based resources.
- Davila's teachers' ethnicities continues 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

- We have a school counselor who provides support and assistance to both our students and staff with regards to their mental health.

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. Our parents have started signing up for VIPS in order to be cleared to volunteer on campus.
- 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:** 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.

**Problem of Practice 2:** Attendance has been consistently low throughout the school year **Root Cause:** Students who are habitually absent continue to be absent even if parents have signed an attendance contract.

**Problem of Practice 3:** Enrollment has decreased for the past three years **Root Cause:** Parents enroll their students in charter schools that accommodates older siblings for convenience.

# Student Learning

## Student Learning Summary

Based on last year's data, our 3rd-5th grade students made huge gains in the state STAAR assessment. The state accountability report shows that we have achieved an "A" status with all 6 distinctions. Overall, 67% of our 3rd-5th grade students performed at the Meets level for math and 41% performed at the Masters level. In addition, 63% of our 3rd-5th grade students performed at the Meets level and 38% performed at the Masters level. Our 5th grade students showed huge gains on the science STAAR test with 47% performing at the Meets level and 30% performing at the Masters level.

Our K-2nd grades students also showed improvement in reaching their goal of reading on grade-level by the end of the year. We will continue to set a goal of 70% for K-5th grade students to be able to read on grade-level by the end of the year. Our HFWE shows that 87% of our 1st grades passed the HFWE by the end of the year and 90% of our 2nd graders passed the HFWE by the end of the year. Our goal is for 90% of our 1st grade students to pass the HFWE by the end of the year and 95% of our 2nd grade students to pass the HFWE.

## Student Learning Strengths

Some of the student learning strengths are:

- Consistent weekly math and reading intervention for 2nd-5th grade students
- Integration of technology and other instructional programs to support and enhance classroom instruction
- Support for EB students through Content Base Language Instruction
- Monthly Vertical Alignment between content areas provided by the Reading and Math Interventionsit and Admin Team

## Problems of Practice Identifying Student Learning 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 monitor that accommodations are being effectively utilized in the classroom daily during instruction

**Problem of Practice 2:** Minimal evidence of differentiated instruction in the classroom **Root Cause:** Teachers have different views of how differentiation should look like.

# 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 week and is designed to provide teachers with effective instructional strategies provided by admin, reading and math interventionist, and team mates. Students in grades KN-5 are invited to afterschool and Saturday tutorials. Admin team conduct walk-throughs, observation, and coaching to identify gaps in student learning or classroom management. 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. Admin team conduct individual data conferences with teachers to analyze data and create an action plan to address low-performing TEKS and students who are not mastering learning objectives.

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.

Davila has a reading and math interventionist that provides additional instruction to 2nd-5th grade students. Our interventionists work with content teachers to plan for instruction to address students' needs based on their data. 2nd-5th grade students rotate with the reading and math interventionist as part of their ancillary.

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:

- Weekly PLCs focused on Tier 1 instruction, student engagement and critical thinking
- Consistent coaching and feedback to continually grow our teachers
- Teachers and staff are committed to following our school's mission and vision
- Following dsitric 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.
- Consistent use of Content Based Language Instruction for students in the Bilingual Program
- Resource teacher schedules weekly inclusion instruction to provide services to students in the Special Education program.

## **Problems of Practice Identifying School Processes & Programs Needs**

**Problem of Practice 1:** Content Based Language instruction is not implemented campus-wide **Root Cause:** Teachers do not implement all CBLI strategies consistently



# Perceptions

## Perceptions Summary

Based on Title 1 Parent Meeting sign-in sheets, parental participation has been low due to COVID. Our campus partnered with the FACE Department and we joined the Family Friendly School Program last year. Through this program we were able to provide parents workshops that will assist them with parenting skills.

Students' behavior is good overall. Teachers have created successful classroom management systems in their classroom that include rewards, consequences, and daily parent communication. Teachers are trained in SEL and are proactive in knowing their students and developing relationships with their students. Teachers communicate with parents through Class Dojo, phone calls and texts. Admin team ensures that a response to parent concerns are provided within 48 hours of acknowledgement of the concern.

Our staff is committed in following the mission and vision of our campus which is evident in the classroom and school culture. Our office staff are trained in providing excellent customer service to our parents and any visitors on campus. Our Wraparound Specialist has been building community partnerships with various local agencies such as Brighter Bites, CYCLE, and Houston Food Bank. These partnerships allow our campus to provide much needed resources to our students and parents.

Overall, our staff are dedicated and passionate with the work and responsibilities that they do. This is evident since we have more than 90% staff retention for the past 3 years.

## Perceptions Strengths

Some of our strengths include:

- Our teachers ensure lessons are engaging and fun for our students
- Our staff enjoy working at Davila, they love our students and community. Many have been at Davila for 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.
- Consistent parent communication on important information such as Title 1 notifications and important events.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1:** Low parental participation during Title 1 Meetings and other parental events **Root Cause:** Due to the pandemic, parents were still hesitant to attend events that require their participation.

# 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
- 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
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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 rates of progress between groups
- 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 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
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance 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**

- 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

# Board Goals

**Board Goal 1:** The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

**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 4 percentage points from 63% in spring 2022 to 67% in spring 2023

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** By the end of the year:

- the percentage of student who scored Meets on 3rd grade STAAR Reading will increase 4 percentage points from 57% to 61%.
- the percentage of students who scored Meets on 4th grade STAAR Reading will increase 4 percentage points from 58% to 62%
- the percentage of students who scored Meets on 5th grade STAAR Reading will increase 4 percentage points from 74% to 78%

**Evaluation Data Sources:** teacher created common assessments, snapshots, and DLA, TEA interim assessments, STAAR data

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will utilize open ended questions during instruction <b>Strategy's Expected Result/Impact:</b> Students will be able to justify their thinking and provide evidence to support their answer <b>Staff Responsible for Monitoring:</b> Teachers, Admin Team, Reading Interventionist <b>Action Steps:</b> Admin team will monitor assessments, class journals, and utilize walkthroughs and observations.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will utilize graphic organizers to organize and demonstrate their knowledge in various standards such as summary, plot, main idea, details, etc. <b>Strategy's Expected Result/Impact:</b> Students will be able to see relationships and connections to the information they are reading and learning which will lead to improved comprehension. <b>Staff Responsible for Monitoring:</b> Admin team, reading interventionist <b>Action Steps:</b> Admin team will regularly monitor and provide feedback to teachers regarding use of graphic organizers to ensure that students are utilizing graphic organizers consistently and regularly especially for students who use such graphic organizers as an accommodation.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Embed STAAR 2.0 Items during instruction to prepare students to different types of STAAR questions <b>Strategy's Expected Result/Impact:</b> Students will be able to familiarize themselves with the new types of questions that will be added to the STAAR test. <b>Staff Responsible for Monitoring:</b> Teachers, Admin Team <b>Action Steps:</b> Teachers will start incorporating STAAR 2.0 Items during independent work, classroom assessments, and exit tickets.  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Board Goal 2:** 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.

**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 4 percentage points from 67% to 71%

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** By the end of the year:

- the percentage of students who scored Meets on 3rd grade STAAR Math will increase 4 percentage points from 54% to 58%
- the percentage of students who scored Meets on 4th grade STAAR Math will increase 4 percentage points from 62% to 66%
- the percentage of students who scored Meets on 5th grade STAAR Math will increase 4 percentage points from 83% to 87%

**Evaluation Data Sources:** teacher created common assessments and snapshots and DLA, TEA interim tests, STAAR data

**HB3 Board Goal**

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Consistently utilize problem solving strategies used in the classroom on assessments, independent work, homework, and all classwork.  <b>Strategy's Expected Result/Impact:</b> Students will be able to have a variety of problem solving strategies in their toolbox and can access them quickly and efficiently <b>Staff Responsible for Monitoring:</b> Teachers, Admin Team, Math Interventionist <b>Action Steps:</b> Teachers, Admin Team, and Math Interventionist will consistently monitor the use of problem-solving strategies during instruction through classroom visits.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will regularly conference with students on their progress after assessments such as unit assessments, interim assessments, and STAAR Released Practice test. <b>Strategy's Expected Result/Impact:</b> Students will be able to see their progress throughout the year and make necessary adjustments in their learning behaviors to meet their academic goals. <b>Staff Responsible for Monitoring:</b> Teachers, admin team <b>Action Steps:</b> Admin team will monitor the use of data in the classroom during walkthroughs and observations by asking students questions about their goals and progress towards meeting their goals.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Embed STAAR 2.0 Items during instruction to prepare students to different types of STAAR questions <b>Strategy's Expected Result/Impact:</b> Students will be able to familiarize themselves with the new types of questions that will be added to the STAAR test. <b>Staff Responsible for Monitoring:</b> Teachers, Admin Team, Math Interventionist <b>Action Steps:</b> Teachers will start incorporating STAAR 2.0 Items during independent work, classroom assessments, and exit tickets  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				



**Board Goal 3:** The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

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





**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** - the percentage of K-2nd grade students reading at grade-level or above will increase by 28 percentage points from 42% to 70%

**Evaluation Data Sources:** Benchmark Running Records, progress monitoring data, Guided Reading Level data

**HB3 Board Goal**





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will utilize Really Great Reading Program in their classroom to assist students with phonics, fluency, and reading comprehension. <b>Strategy's Expected Result/Impact:</b> Students will be able to practice phonics, fluency, and reading comprehension using a comprehensive program that is utilized consistently in the classroom <b>Staff Responsible for Monitoring:</b> Teacher, admin team, reading interventionist <b>Action Steps:</b> K-2nd regular classes will use RGR as part of their phonics instruction. Admin team will monitor the use of RGR through walkthroughs and observations and during PLCs.  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> School will participate in CYCLE Program to motivate 2nd grade students to read regularly and meet their reading goal towards the end of the year. <b>Strategy's Expected Result/Impact:</b> Students will be motivated to read and reach their reading goal to earn a bicycle. <b>Staff Responsible for Monitoring:</b> 2nd grade teachers, Admin Team, WRS <b>Action Steps:</b> WRS will send the information on CYCLE Program to 2nd grade teachers, 2nd grade teachers will establish reading levels to each student and will create contract for students and parents. Students who meet their reading level at the end of the year will receive a bicycle.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 2:** By the end of the year:

- The percentage of 3rd-5th grade students reading at or above grade-level will increase 26 percentage points from 44%-70%

**Evaluation Data Sources:** Benchmark Running Records and progress monitoring data

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize Really Great Reading Program to assist struggling readers with fluency and reading comprehension <b>Strategy's Expected Result/Impact:</b> Students will be able to use a research-based program to help them improve their fluency and reading comprehension. <b>Staff Responsible for Monitoring:</b> Teachers, Admin Team, Reading Interventionist <b>Action Steps:</b> Teachers will screen students based on BRR and will use RGR to assist students with reading skill.  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Reading Interventionist will provide additional reading instruction for 3rd-5th as part of their ancillary <b>Strategy's Expected Result/Impact:</b> Students will be able to review concepts and skills taught that is not mastered in their classroom. <b>Staff Responsible for Monitoring:</b> Teachers, Admin Team, Reading Interventionist <b>Action Steps:</b> Reading Interventionist will create a roster of students that will need to be in her group during ancillary based on last year's data. Reading Interventionist will provide additional reading instruction to enforce reading skills and concepts that students have not mastered.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Board Goal 4:** 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.

**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 7% from 23% in spring 2022 to 30% in spring 2023 .

**Strategic Priorities:**





Expanding Educational Opportunities

**Measurable Objective 1:** By the end of the year, the percentage of Special Education students who scored Meets on the STAAR will increase by 7%

**Evaluation Data Sources:** STAAR data, unit assessments, interim assessments

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Resource teacher will collaborate with General Education teacher in providing targeted instruction based on the students IEP goals and accommodations. <b>Strategy's Expected Result/Impact:</b> Students will be able to receive targeted instruction based on their IEP goals. <b>Staff Responsible for Monitoring:</b> Admin Team, Resource Teacher, General Education Teacher <b>Action Steps:</b> Admin team will create a schedule for Resource teacher to ensure that timely services are being provided to Special Education students.  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will provide consistent small-group instruction to students to ensure that students are progressing towards their academic goals <b>Strategy's Expected Result/Impact:</b> Students will be able to receive additional targeted instruction to be able to	Formative			Summative
	Nov	Jan	Mar	June





<p>meet their academic goals.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin Team</p> <p><b>Action Steps:</b> Admin team will create a schedule for Resource teacher to ensure that timely services are being provided to Special Education students.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

### Goal 1: ATTENDANCE

**Measurable Objective 1:** By the end of the year, student attendance will increase from 93.8% to 95%

**Evaluation Data Sources:** weekly attendance report





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will monitor attendance by posting initial attendance by 8:00 am, so front office can call students who are not yet in the classroom. <b>Strategy's Expected Result/Impact:</b> Campus will be able to contact parents in advance before ADA to see if students will be in attendance. <b>Staff Responsible for Monitoring:</b> Teachers, Admin Team, office staff <b>Action Steps:</b> Teachers will post names of students who are not present in the classroom by 8:00 pm. Office staff will collect attendance slip and will start calling parents/guardians of students who are not yet in attendance.  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Attendance Committee will meet after every 6 weeks to discuss attendance and create attendance contract for students who are habitually absent. <b>Strategy's Expected Result/Impact:</b> Parents will be informed about consequences for students who are habitually absent such as lost of instruction and funding for the school that can be used for resources. <b>Staff Responsible for Monitoring:</b> Attendance Committee, Admin Team <b>Action Steps:</b> Attendance Committee will meet after every six weeks and review attendance report to see which students have been habitually absent then schedule conference with parents to discuss their child's absences.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Goal 2:** DISCIPLINE

**Measurable Objective 1:** The number of out of school suspension will be at 0% for 2022-2023 school year.

**Evaluation Data Sources:** Discipline referrals, IAT records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Counselor will provide guidance classes per grade level one time every six weeks. <b>Strategy's Expected Result/Impact:</b> Reduce the number of discipline referrals and teacher concerns <b>Staff Responsible for Monitoring:</b> Admin Team, Counselor <b>Action Steps:</b> Counselor will provide small-group lessons, guidance lessons and individual counseling if needed. Topics will focus on social skills, self-regulation, friendships, bullying, etc.  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

### Goal 3: VIOLENCE PREVENTION

By June 2023, 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

**Measurable Objective 1:** 100% of Davila staff will have completed compliance courses on campus by August 22, 2022, and be familiar with campus safety plan in the event of an emergency.

**Evaluation Data Sources:** OneSource training certificates

#### HB3 Board Goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Admin Team will provide time during August Pre-Service for staff to attend safety training in OneSource . <b>Strategy's Expected Result/Impact:</b> Staff will be able to complete the mandated safety training and apply what they have learned in their classroom before school starts. <b>Staff Responsible for Monitoring:</b> Safety Captain and Safety Captain Alternate <b>Action Steps:</b> Safety Captain Alternate will ensure that custodians and cafeteria staff log-in to OneSource and attend mandatory district safety training.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus will create a Safety Committee who will meet every month to discuss safety issues on campus. <b>Strategy's Expected Result/Impact:</b> Safety Committee will discuss safety concerns from the staff and implement initiatives to ensure safety of students and staff. <b>Staff Responsible for Monitoring:</b> Admin Team, Safety Committee members <b>Action Steps:</b> Safety Committee will meet every month and discuss preventative measures to ensure safety of all students and staff.	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





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

### Goal 4: SPECIAL EDUCATION

**Measurable Objective 1:** By the end of the year, the percentage of Special Education students who scored Meets on STAAR 3-8 will increase by 4 percentage points from 23%-27%

**Evaluation Data Sources:** STAAR data, interim assessments, common assessments

#### HB3 Board Goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Resource teacher will collaborate with General Education teacher in providing targeted instruction based on the students' IEP goals and accommodations. <b>Strategy's Expected Result/Impact:</b> Students will be able to receive targeted instruction based on their IEP goals. <b>Staff Responsible for Monitoring:</b> Admin Team, Resource Teacher, General Education Teacher <b>Action Steps:</b> Admin team will create a schedule for Resource teacher to ensure that timely services are being provided to Special Education students.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will provide consistent small-group instruction to students to ensure that students are progressing towards their academic goals. <b>Strategy's Expected Result/Impact:</b> Students will be able to receive additional targeted instruction to be able to meet their academic goals. <b>Staff Responsible for Monitoring:</b> Teachers, Admin Team  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







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

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

**Measurable Objective 1:** The percentage of Economically Disadvantaged students approaching standards on STAAR Reading will increase from 84% to 88%

**Evaluation Data Sources:** common assessments, interim assessments, exit tickets





### HB3 Board Goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Embed intervention block in teacher's daily schedule for small-group and 1-1 instruction <b>Strategy's Expected Result/Impact:</b> Increase percentage of students meeting grade-level standards through targeted instruction of skills and concepts <b>Staff Responsible for Monitoring:</b> Admin Team, Reading Interventionist, Resource Teacher <b>Action Steps:</b> Teachers will consistently provide small-group instruction during their intervention block,. Teachers will provide targeted grade-level accelerated instruction to student sin 4th-5th who failed last year's Reading STAAR test. Reading Interventionist will provide additional small-group instruction during the day.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide additional instructional support through Reading and Math Intervention <b>Strategy's Expected Result/Impact:</b> Students will be provided with additional support to meet grade-level standards <b>Staff Responsible for Monitoring:</b> Admin Team, Reading and Math Interventionist <b>Action Steps:</b> Reading and Math Interventionist will pull-out students based on student data and provide additional small-group instruction. Interventionist will collaborate with classroom teachers to create an action plan fro students not meeting standards.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 2:** The percentage of Emergent Bilinguals who scored at the Meets level on the STAAR test will increase from 51% to 55%

**Evaluation Data Sources:** common assessments, unit assessments, campus created assessments, TEA Interim Assessments, STAAR test

### HB3 Board Goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will consistently utilize Content Based Language Instruction and include a language objective in their daily instruction for reading and math. <b>Strategy's Expected Result/Impact:</b> Increase comprehension and critical thinking skills of students <b>Staff Responsible for Monitoring:</b> Admin Team, Teachers <b>Action Steps:</b> Teachers will utilize CBLI strategies when planning for 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 Listening and Speaking areas of TELPAS. ESL blocks will be integrated in Social Studies and Science instruction.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				





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

## Goal 6: PARENT and COMMUNITY ENGAGEMENT

### Measurable Objective 1: Increase parent attendance during Title 1 Parent Meetings and Coffee with the Principal by 10%

**Evaluation Data Sources:** Title 1/Coffee with the Principal sign-in sheets

#### HB3 Board Goal





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Assign a grade-level each month to do a presentation during parent meetings. <b>Strategy's Expected Result/Impact:</b> Parents will be motivated to attend parent meetings to watch their child perform <b>Staff Responsible for Monitoring:</b> Admin Team <b>Action Steps:</b> Admin Team will assign each grade-level a month to present a performance during parent meetings. Admin Team will inform assigned grade-level in advance the date for the parent meeting in order to have enough time prepare for their presentation.  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus will conduct 2 sessions for Title 1 Parent Meetings to accommodate working parents/ <b>Strategy's Expected Result/Impact:</b> Increase attendance of parents attending parent meetings and other school events <b>Staff Responsible for Monitoring:</b> Title 1 Coordinator <b>Action Steps:</b> Principal and Title 1 Coordinator will schedule a morning and afternoon session for Title 1 Parent Meetings and Coffee with the Principal. Title 1 Coordinator will create flyers to be distributed or posted in the school website. Meeting information will also be sent through Class Dojo, call-outs, posted on the school marquee, and campus website.  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

### Goal 7: MANDATED HEALTH SERVICES





**Measurable Objective 1:** Immunization Monitoring, data entry, and state reporting requirements will be completed by a certified school nurse on or before May 2023

**Evaluation Data Sources:** Immunization data entry and state reporting for all students completed by School Nurse; estimated number of students to be screened

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> School nurse will monitor student immunization data and ensure that all students are up to date with their current immunizations throughout the school year. <b>Strategy's Expected Result/Impact:</b> Campus should have 100% compliance with immunizations by the end of the year <b>Staff Responsible for Monitoring:</b> School Nurse	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





**Measurable Objective 2:** Vision Screening at Grades PK, K, 1, 3, 5 will be completed by a certified school nurse on or before December 31, 2022

**Evaluation Data Sources:** Vision screening records for all applicable students completed by School Nurse; estimated number of students to be screened

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> School nurse will provide information to admin team and classroom teachers regarding schedule for Vision Screening <b>Strategy's Expected Result/Impact:</b> Students in PK, K, 1, 3, and 5 should have vision screening done by December 31, 2022 <b>Staff Responsible for Monitoring:</b> School Nurse <b>Action Steps:</b> School Nurse will create a s schedule for vision screening and will communicate the information to admin team and classroom teachers. Any student that fails the vision screening will be invited on a field trip to receive free glasses.	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





**Measurable Objective 3:** Hearing Screening at Grades PK, K, 1,3, and 5 will be completed by a certified school nurse or screener on or before December 31, 2022

**Evaluation Data Sources:** Data entry, referral forms, and state report completed/submitted by School Nurse; estimated number of students to be screened

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> School Nurse will provide a schedule to the admin team and classroom teachers regarding hearing screening. <b>Strategy's Expected Result/Impact:</b> Students in PK, K, 1, 3, and 5 will have completed their screening by December 31, 2022. <b>Staff Responsible for Monitoring:</b> School Nurse <b>Action Steps:</b> School nurse will create a schedule for hearing screening and will follow-up with parents if a student fails the screening	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 4:** Type 2 Diabetes Screening at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 31, 2022

**Evaluation Data Sources:** Screening data entry, referral forms and state report completed/submitted by School Nurse

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> School Nurse will provide a schedule of students who will be screened to admin team and office staff. <b>Strategy's Expected Result/Impact:</b> Students in grades 1, 3, and 5 will complete their screening by December 31, 2022 <b>Staff Responsible for Monitoring:</b> Briseida Herrera - School Nurse <b>Action Steps:</b> School Nurse will create a schedule for students who need the Diabetes Screening. School Nurse will follow-up with parents if student fails screening.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 5:** Spinal Screening at Grades 5 for girls only will be completed by a certified school nurse or screener on or before December 31, 2022

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by School Nurse

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> School Nurse will create a schedule for 5th grade girls to do the the screening and inform admin team and teachers. <b>Strategy's Expected Result/Impact:</b> 5th grade girls will have their Spinal Screening done by December 31, 2022. <b>Staff Responsible for Monitoring:</b> Briseida Herrera - School Nurse <b>Action Steps:</b> School Nurse will collaborate with 5th grade teachers in creating a schedule for 5th grade girls spinal screening.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Measurable Objective 6:** 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 2022-2023

**Evaluation Data Sources:** Medication binder and Health Office Anywhere (HOA)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> School Nurse will request medication orders from physician for students needing to take medication on campus and reach out to parents to request the medication to be given on campus. <b>Strategy's Expected Result/Impact:</b> Students needing medication will have proper documentation from their physician. <b>Staff Responsible for Monitoring:</b> Briseida Herrera - School Nurse <b>Action Steps:</b> School Nurse will administer medication as ordered by physician. School Nurse will follow up with parents for students who have medical condition and need medication on campus.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 7:** AED (Automated External Defibrillator) Monthly Maintenance Checks will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

**Evaluation Data Sources:** Number of AEDs on campus.. Monthly maintenance log

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> School Nurse will check AED monthly to ensure that AED is in proper working condition and make sure that expiration date is up to date. <b>Strategy's Expected Result/Impact:</b> Monthly check will ensure that AED is in working condition in the event of an emergency. <b>Staff Responsible for Monitoring:</b> Briseida Herrera - School Nurse <b>Action Steps:</b> School Nurse will check AED monthly to ensure that it is in proper working condition.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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

**Measurable Objective 1:** By the end of the year, 80% of families will participate in Brighter Bites Program





**Evaluation Data Sources:** Brighter Bites will provide campus with number of families who signed up for the program

Strategy 1 Details	Reviews			
	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>				

**Measurable Objective 2:** Students from PK-5 will receive at least 30 minutes of physical education daily.

**Evaluation Data Sources:** Classroom and ancillary schedule



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Admin Team will create a schedule to ensure that students are receiving at least 30 minutes of physical activity during as part of their ancillary <b>Strategy's Expected Result/Impact:</b> Students will be able to focus better in the classroom and will build a strong and healthy body <b>Staff Responsible for Monitoring:</b> PE Coach, Admin Team <b>Action Steps:</b> At the beginning of the year, the admin team will create an ancillary schedule to ensure that students are receiving at least 30 minutes of physical activity. Teachers will also embed in their daily schedule at least 15 minutes of daily physical activity.  <b>Title I:</b> 2.4	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>				

## 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 Meets on the 5th grade STAAR Science will increase 4 percentage points from 47% to 51%





### Strategic Priorities:

Expanding Educational Opportunities

**Measurable Objective 1:** The percentage of students who scored Meets on the 5th grade STAAR Science will increase 4 percentage points from 47% to 51%

**Evaluation Data Sources:** common assessments, interim assessments, exit tickets, STAAR data

### HB3 Board Goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Embed STAAR 2.0 item type questions in Do Nows and during science instruction <b>Strategy's Expected Result/Impact:</b> Students will be able to familiarize themselves in different types of questions that will be added in this year's STAAR assessment. <b>Staff Responsible for Monitoring:</b> Admin Team <b>Action Steps:</b> Teachers will incorporate STAAR 2.0 items in her Do Nows  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teacher will utilize small-group instruction based on student data <b>Strategy's Expected Result/Impact:</b> Students will receive science intervention that will assist in understanding science concepts. <b>Staff Responsible for Monitoring:</b> Admin Team, Science Teacher <b>Action Steps:</b> After every assessment, teacher and students will track student progress. Teacher will provide small-group instruction to students based on low-performing TEKS.  <b>Title I:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

# State Compensatory

## Budget for 297 Davila Elementary School

**Total SCE Funds:** \$22,628.00

**Total FTEs Funded by SCE:** 2

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

SCE Funds are used for academic tutor to provide additional support to students for intervention. We will also use some of the funds for instructional resources that teachers use to supplement their instruction.

## Personnel for 297 Davila Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brenda Campos	Teacher, ESL	1
Eleana Gomez	Academic Tutor	1

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

Please see TitleIcrate for the following documentation.

## 2. Campus Improvement Plan

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

Please see TitleIcrate for the following documentation.

### 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 unit assessments and 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, Ren360, 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

Presentin completed SIP durinnng Title 1 Meetings and Coffee with the Principal.

We provide the SIP to parents in the following lanugages:

- Englishj
- 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 Content Based Learning Strategies for ALL learners
- B. Campus-wide writing in all content areas utilizing Empowering Writers skills and strategies
- C. Embed intervention block in teacher's daily instruction
- D. Utilize 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 Socciety, Children's Museum of Houston, and Texas Wildlife Association that provide additional learning experinces 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:
- Small Group Instruction based on student data needs:
- Monthly Vertical Alignment and weekly PLCs including At Bats
- Writing in all content areas
- Include intervention block in teachers' daily schedule to enusre consistent small-group instruction throughout the day for reading and math
- Utilize Math and Reading Interventionist to provide Accelerated Learning Instruction to 4th and 5th grade students who did not pass STAAR Reading and Math

### **3. Annual Evaluation**

#### **3.1: Annually evaluate the schoolwide plan**

Please see Title1Crate for the following documentation.

### **4. Parent and Family Engagement (PFE)**

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

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

### **5. Targeted Assistance Schools Only**

# Title I Personnel

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

# Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Maritess Alviento	Teacher Specialist
Administrator	Avisay Cerda	Principal
Classroom Teacher	Lizette Arzate	Classroom Teacher
Classroom Teacher	Elizabeth Foster	Classroom Teacher
Classroom Teacher	Kariati Easterwood	Classroom Teacher
Classroom Teacher	Rosa Villatoro	Classroom Teacher
Non-classroom Professional	Irma Martinez	Non-classroom Professional
Special Education Representative	Mayra Gutierrez	paraprofessional
Parent	Cindy Hernandez	Parent
Parent	Gamaliel Claudio Nogueras	Parent
Community Representative	Suheighty Marrerro	Community Representative
Community Representative	Crystal Williams	Community Representative
Business Representative	Arnold Jimenez	Business Representative