

# San Antonio Independent School District

## Davis Middle School

### 2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated



# Mission Statement

## S.J. Davis Mission

**Our mission is to build a foundation of trust and improve student mastery by focusing on three significant areas of growth: empowering community, academic mastery, and positive relationships; fostering a lifelong habit of giving back to our community and productive citizenship.**

# Vision

## S.J Davis Vision

**At Davis Middle School, all gardens grow**

**Through:**

**Empowering Community**

**Academic Mastery**

**Positive Relationships**

# Value Statement

**If we deliver high-quality instruction, develop a system for continuous quality, engage and empower all stakeholders to play a key role in the state of academics, then we will see an increase in school culture, family satisfaction, and academic outcomes positioning SJ Davis Middle school to be the training ground of an excellent middle school experience.**

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| Through:   | 2  |
| Empowering Community   | 2  |
| Academic Mastery   | 2  |
| Positive Relationships   | 2  |
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Davis Middle School is a neighborhood school located east of San Antonio. Davis Middle School is part of SAISD and is home to over 600 6-8th grade students. Davis has a rich history in the community. many families have built a legacy through Davis Middle School and Sam Houston High School. Davis is a Title 1 campus with students enrolled in Special Education, Dual Language, and ESL. Students also participate in Athletics, Fine Arts, and other extra curriculum activities.

Davis population comprises 96% economic disadvantage, 62% Hispanic, 32% African American, and a mobility rate of 21.6%. Davis population also consists of 16.6% of special education students and 18% of limited English speaking students. Davis offers programs such as a Behavior Academic Classroom and an Alternate Curriculum Environment classroom.

Davis was rated an "F" for Overall Performance, Student Achievement, Closing the Gap, and School Performance.

### Demographics Strengths

Davis Athletics programs have been highly successful.

Although there are many new teachers to the campus, the veteran teacher are highly committed to the success of the campus.

There are two dominant ethnicities represented at Davis

Hispanic: 63%

Black: 31.8%

Gender:

56% male

44% female

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Davis's average daily attendance was 74.1 for the 2021-2022 school year. **Root Cause:** Lack of timely systems in place to address attendance.

**Problem Statement 2:** Since 2018, the enrollment of Davis Middle School has declined from 630 to projected 599 students. **Root Cause:** The campus's negative reputation and inconsistently implemented a student recruitment and retainment process.

# Student Learning

## Student Learning Summary

Student achievement 2021-2022 STAAR Results

| Grade Level | Content Area   | Approaches | Meets   | Masters | Number of students tested |
|-------------|----------------|------------|---------|---------|---------------------------|
| 6           | Reading/ ELA   | 29%(38)    | 15%(20) | 11%(8)  | 130                       |
| 6           | Math           | 31%(40)    | 13%(10) | 5%(6)   | 127                       |
| 7           | Reading        | 51%(82)    | 35%(22) | 9%(15)  | 162                       |
| 7           | Math           | 32%(52)    | 9%(15)  | 3%(5)   | 160                       |
| 8           | Reading        | 53%(99)    | 26%(49) | 15%(28) | 186                       |
| 8           | Math           | 35%(65)    | 10%(19) | 3%(6)   | 188                       |
| 8           | Science        | 44%(81)    | 13%(24) | 6%(11)  | 186                       |
| 8           | Social Studies | 30%(54)    | 15%(28) | 6%(11)  | 181                       |

## Student Learning Strengths

69% of 7th-graders made growth in the area of Reading on the 21-22 STAAR assessment

52% of 7th-graders made growth in the area of Math on the 21-22 STAAR assessment

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 46% of students are demonstrating success at the approaches level on STAAR Reading/ELA at all levels. **Root Cause:** Systems for consistent timely, embedded, and effective research-based instruction and progress monitoring intervention have not been sufficiently developed and monitored.

**Problem Statement 2 (Prioritized):** 33% of students are demonstrating success at the approaches level on STAAR Mathematics at all levels. **Root Cause:** Systems for consistent timely, embedded, and effective research-based instruction and progress monitoring intervention have not been sufficiently developed and monitored

**Problem Statement 3 (Prioritized):** As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

# School Processes & Programs

## School Processes & Programs Summary

Davis Middle School has a history of losing personnel on a yearly to include teachers in the core areas and administration. Currently the administration is working on retention strategies to include monthly teacher of the month award, monthly breakfast for the teacher, and acknowledgements throughout the school year during faculty meetings. In conjunction with the office of school leadership Davis Middle School is also working through the TIPS plan process to ensure systems are in place to ensure school culture around accountability and retention are adequately addressed.

Davis Middle School Has a significant turnover rate of teachers, with many positions being vacant at the end of the school year. The Davis Middle School utilized a block Schedule to allow Teachers to have more PLC time per week.

Teacher have weekly PLC to develop targetted instructional plans and receive professional development and support.

Campus programs include -

-Postive Behaviorial Intervention System (PBIS) Team

-Fulltime SEL Facilitator

-Fine Arts/Elective Programs: Theatre Arts, Fine Arts, Band, Computer Science, Tech Apps, LOTC, Avid Program

-ACE Afterschool Program

-STEM Club

## School Processes & Programs Strengths

Teacher have weekly PLC to develop targetted instructional plans and receive professional development and support.

-Postive Behaviorial Intervention System (PBIS) Team

-Fulltime SEL Facilitator

-Fine Arts Program: Theatre Arts, Fine Arts, Band, Computer Science, Tech Apps, LOTC, Avid Program

-ACE Afterschool Program

-STEM Club

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Students self-reported through the SEAD Survey that only 54% of students felt they had a growth mindset and 59% of students reported to be able to self-manage. **Root Cause:** Campus has not implemented SEL and Avid strategies with fidelity.

# Perceptions

## Perceptions Summary

A current Teacher survey has found that there are many areas of concern at Davis Middle school. Teachers state that Davis Middle School Lack Academic opportunities, Peer Culture, a positive learning environment, and professional development opportunities. Teachers also stated concerns with communication from the top down, lack of consistency, Safety, fidelity, and ain consistency when it came to students' behavior

Davis Middle School has community outreach programs to help parents and students, family and community engagement specialists, Community In School, City Year mentoring, and other mentor programs where all utilized on campus to serve student needs.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** According to Family Survey results, 22% of parents agreed the campus valued Family Involvement and provided opportunities for family to engage with their students' school. **Root Cause:** Campus did not have a variety of events student and families were interested in engaging with nor were events marketed to families to generate interest.



# Priority Problem Statements

**Problem Statement 1:** Davis's average daily attendance was 74.1 for the 2021-2022 school year.

**Root Cause 1:** Lack of timely systems in place to address attendance.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 33% of students are demonstrating success at the approaches level on STAAR Mathematics at all levels.

**Root Cause 2:** Systems for consistent timely, embedded, and effective research-based instruction and progress monitoring intervention have not been sufficiently developed and monitored

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 46% of students are demonstrating success at the approaches level on STAAR Reading/ELA at all levels.

**Root Cause 3:** Systems for consistent timely, embedded, and effective research-based instruction and progress monitoring intervention have not been sufficiently developed and monitored.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready.

**Root Cause 4:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Students self-reported through the SEAD Survey that only 54% of students felt they had a growth mindset and 59% of students reported to be able to self-manage.

**Root Cause 5:** Campus has not implemented SEL and Avid strategies with fidelity.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** According to Family Survey results, 22% of parents agreed the campus valued Family Involvement and provided opportunities for family to engage with their students' school.

**Root Cause 6:** Campus did not have a variety of events student and families were interested in engaging with nor were events marketed to families to generate interest.

**Problem Statement 6 Areas:** Perceptions

# Goals


**Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS**

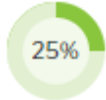





1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 1:** By the end of the 2022-2023 school year, Davis Middle School will increase student attendance from 74% to 90% measured by the Campus ADA rate.

**High Priority**

**Evaluation Data Sources:** PEIMS data, Frontline Reports

| Strategy 1 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <p><b>Strategy 1:</b> Davis Middle School students with 100% perfect attendance will be recognized quarterly during the academic year by evidence from frontline data and a recognition flyer.</p> <p><b>KPI/Metric/Measure:</b> PEIMS Report</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Data Clerk</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p> | Formative  |     |     | Summative |
|  | Oct  | Jan | Apr | June      |
|  |  <p>25%</p> |     |     |           |

| Strategy 2 Details  | Reviews   |            |            |                  |
|---|---|------------|------------|------------------|
| <p><b>Strategy 2:</b> The Family and Community Engagement (FACE) Specialist will coordinate events, programs, and activities that will increase parent engagement resulting in a 10% in parent involvement. Activities will include parent classes, volunteerism, and social events as evidenced by sign-in sheets, and SEAD data.</p> <p><b>KPI/Metric/Measure:</b> Sign-in Logs<br/> <b>Staff Responsible for Monitoring:</b> Face Specialist</p> <p><b>TEA Priorities:</b><br/>           Improve low-performing schools<br/> <b>- ESF Levers:</b><br/>           Lever 3: Positive School Culture<br/> <b>Problem Statements:</b> Perceptions 1</p>   | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Oct</b>  | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|   |  |            |            |                  |
| Strategy 3 Details  | Reviews   |            |            |                  |
| <p><b>Strategy 3:</b> Promoting positive relationships between students, the school, peers, teachers, and the community through quarterly school incentive programs and events which will include healthy snacks, positive rewards, classroom supplies, and items of distinction by evidence of event flyers, student surveys, and frontline discipline reports.</p> <p><b>KPI/Metric/Measure:</b> Grade-level team meetings<br/>           PBIS Documentation<br/>           School Systems<br/>           Parent meeting with (Counselors, City Year, Communities in Schools, FACE Specialist)<br/> <b>Staff Responsible for Monitoring:</b> Principal<br/>           Assistant Principal<br/>           Counselors<br/>           FACE Specialist</p> <p><b>Title I:</b><br/>           2.6<br/> <b>- TEA Priorities:</b><br/>           Improve low-performing schools<br/> <b>- ESF Levers:</b><br/>           Lever 3: Positive School Culture<br/> <b>Problem Statements:</b> School Processes &amp; Programs 1<br/> <b>Funding Sources:</b> - 282 - ESSER - \$7,000</p> | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Oct</b>  | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|   |  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>  |   |            |            |                  |

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** Davis's average daily attendance was 74.1 for the 2021-2022 school year. **Root Cause:** Lack of timely systems in place to address attendance.

### School Processes & Programs

**Problem Statement 1:** Students self-reported through the SEAD Survey that only 54% of students felt they had a growth mindset and 59% of students reported to be able to self-manage. **Root Cause:** Campus has not implemented SEL and Avid strategies with fidelity.

### Perceptions

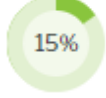

**Problem Statement 1:** According to Family Survey results, 22% of parents agreed the campus valued Family Involvement and provided opportunities for family to engage with their students' school. **Root Cause:** Campus did not have a variety of events student and families were interested in engaging with nor were events marketed to families to generate interest.







**Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS**

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 2:** By end of year, Davis Middle School will increase overall student growth from 56 % of students to 74 % on the 2022-2023 STAAR Assessment.

**Evaluation Data Sources:** STAAR data

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Implement needed extension of classroom instruction for students by utilizing weekly afterschool tutorials or monthly Saturday schools; as well as resources to support these programs. As evidenced by the tutoring calendar, Saturday school calendar, and student attendance.</p> <p><b>KPI/Metric/Measure:</b> Tutoring Calendar<br/>Saturday Calendar</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Team, Department Chairs, Administration</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |    |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> 100% of Davis students will utilize a comprehensive selection of library books as well as digital materials (ebooks) in English and Spanish across genres to promote literacy across grade levels and cultures by evidence of insignia student library student check-out history report.</p> <p><b>KPI/Metric/Measure:</b> Teacher usage, Student usage, Circulation stats</p> <p><b>Staff Responsible for Monitoring:</b> Librarian</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1</p>                      | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |  |     |     |           |

| Strategy 3 Details  | Reviews   |            |            |                  |
|---|---|------------|------------|------------------|
| <p><b>Strategy 3:</b> Implement needed extension of classroom instruction for 75% of students by utilizing field trips to support academic programs.</p> <p><b>KPI/Metric/Measure:</b> Lesson Plans with reflections and reviews</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b><br/>2.4</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levels:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>  | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Oct</b>  | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|   |  |            |            |                  |
| Strategy 4 Details  | Reviews   |            |            |                  |
| <p><b>Strategy 4:</b> 100% of 6th-grade Students will use AVID strategies to develop self-management life skills for long success to include a student data profile to track progress toward goals.</p> <p><b>KPI/Metric/Measure:</b> Assessment Data (CBAs, MAP, STAAR), Student SEAD Survey</p> <p><b>Staff Responsible for Monitoring:</b> Avid Teacher, Campus Administration</p> <p><b>Title I:</b><br/>2.5</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Supplies and Materials, Avid Intervention Tutoring, Printing Services - 211 - ESEA Title I, Part A - Regular - \$10,000</p> | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Oct</b>  | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|   |  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>  |   |            |            |                  |

### Performance Objective 2 Problem Statements:

| <b>Student Learning</b>  |
|--|
| <p><b>Problem Statement 1:</b> 46% of students are demonstrating success at the approaches level on STAAR Reading/ELA at all levels. <b>Root Cause:</b> Systems for consistent timely, embedded, and effective research-based instruction and progress monitoring intervention have not been sufficiently developed and monitored.</p> |
| <p><b>Problem Statement 2:</b> 33% of students are demonstrating success at the approaches level on STAAR Mathematics at all levels. <b>Root Cause:</b> Systems for consistent timely, embedded, and effective research-based instruction and progress monitoring intervention have not been sufficiently developed and monitored</p>  |

## School Processes & Programs


**Problem Statement 1:** Students self-reported through the SEAD Survey that only 54% of students felt they had a growth mindset and 59% of students reported to be able to self-manage. **Root Cause:** Campus has not implemented SEL and Avid strategies with fidelity.





**Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS**

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 3:** By the end of the year, Davis Middle School students will decrease campus discipline referrals by 10% and increase student sense of belonging by 10% as evidenced in Frontline Discipline Reports and student SEAD survey.

**Evaluation Data Sources:** SEAD Student Survey, Frontline Discipline Reports

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Hire part-time administration to provide SEL Intervention to 100% of students and coach teachers in classroom routines and procedures that promote safe and supportive learning environments.</p> <p><b>KPI/Metric/Measure:</b> Student SEAD Survey, Frontline Discipline Reports,</p> <p><b>Staff Responsible for Monitoring:</b> Administration, part-time admin (SEL Facilitator)</p> <p><b>Title I:</b><br/>2.5</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Part Time Admin - 282 - ESSER - \$12,000</p> | Formative   |     |     | Summative |
|   | Oct   | Jan | Apr | June      |
|   |  |     |     |           |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

| School Processes & Programs   |
|---|
| <p><b>Problem Statement 1:</b> Students self-reported through the SEAD Survey that only 54% of students felt they had a growth mindset and 59% of students reported to be able to self-manage. <b>Root Cause:</b> Campus has not implemented SEL and Avid strategies with fidelity.</p> |



**Goal 2: ENSURE PROFICIENCY**

2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)

**Goal 3: ENSURE PROFICIENCY**


2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR






**Goal 4: ENSURE PROFICIENCY**

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

**Performance Objective 1:** By the end of the year, students performing at the "meets" level in ELAR on the STAAR will increase from 22% to 25%.

**Evaluation Data Sources:** Formative Assessments: Teacher Created Assessments, Quarterly CBA's, and Semester Exams  
 Comprehensive Assessments ( MAP, STAAR)  
 Attendance by Instructor Quarterly Grades

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> 100% of teachers will implement Strategy 1 instruction: Quality first instruction that is literacy-rich and includes the following elements in all core areas:</p> <p>Davis will continue to implement the Gradual Release of Responsibility (GRR), formative/common assessments-evidence of learning (ELOs), use of clear learning targets (CLOs), technology-rich integrated instruction, and collaborative conversations planned through content professional learning communities (PLC).<br/>                     Instructional planning to include strategies for differentiation for at-risk, special education, ESL/ELL/DL students, and other special needs students to include integrated instructional technology and 7 steps and other SIOP strategies.<br/>                     Backward design in common lesson planning, creating common assessments and exit slips/understanding checks through CORE PLCs/department meetings.</p> <p>By evidence of lesson plans and walkthrough data.</p> <p><b>KPI/Metric/Measure:</b> Lesson Plans with reflection and reviews<br/>                     Classroom walkththroughs with appropriate feedback<br/>                     PLC with Instructional Team<br/>                     Spiraling miss TEKS<br/>                     Incorporation of new classroom digital formats</p> <p><b>Staff Responsible for Monitoring:</b> Department Chair<br/>                     Davis Instructional Leadership Team) (ILT)<br/>                     Instructional Specialist<br/>                     Administration</p> <p><b>TEA Priorities:</b><br/>                     Build a foundation of reading and math, Improve low-performing schools<br/>                     - <b>ESF Levers:</b><br/>                     Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> | Formative   |     |     | Summative |
|   | Oct   | Jan | Apr | June      |
|   |  |     |     |           |

| Strategy 2 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 2:</b> Teachers will use assessment data, and other measurements, to assign student extended learning opportunities to include after school, and Saturday tutoring sessions.</p> <p><b>KPI/Metric/Measure:</b> Lesson Plans with reflection and reviews<br/>Assessment Data</p> <p><b>Staff Responsible for Monitoring:</b> Department Chair<br/>Davis Instructional Leadership Team) (ILT)<br/>Instructional Specialist<br/>Administration</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p>  | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |  |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |   |     |     |           |

**Performance Objective 1 Problem Statements:**


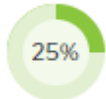
| Student Learning  |
|---|
| <p><b>Problem Statement 1:</b> 46% of students are demonstrating success at the approaches level on STAAR Reading/ELA at all levels. <b>Root Cause:</b> Systems for consistent timely, embedded, and effective research-based instruction and progress monitoring intervention have not been sufficiently developed and monitored.</p>  |
| <p><b>Problem Statement 2:</b> 33% of students are demonstrating success at the approaches level on STAAR Mathematics at all levels. <b>Root Cause:</b> Systems for consistent timely, embedded, and effective research-based instruction and progress monitoring intervention have not been sufficiently developed and monitored</p>   |
| <p><b>Problem Statement 3:</b> As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. <b>Root Cause:</b> As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.</p> |

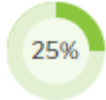
**Goal 4: ENSURE PROFICIENCY**


2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)


**Performance Objective 2:** By the end of year, students performing at the "meets" level in Mathematics on STAAR will increase from 10% to 13%.


**Evaluation Data Sources:** Formative Assessments: Teacher Created Assessments, Quarterly CBA's, and Semester Exams  
 Comprehensive Assessments ( MAP, STAAR)  
 Attendance by Instructor Quarterly Grades


| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Provide teachers with digital resources like Imagine Math that scaffold learning through animation, interaction and problem solving approaches, that are targeted on each math standard objective.</p> <p><b>KPI/Metric/Measure:</b> All Formative Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Department Chair<br/>                     Davis Instructional Leadership Team) (ILT)<br/>                     Instructional Specialist<br/>                     Administration</p> <p><b>TEA Priorities:</b><br/>                     Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>                     Lever 5: Effective Instruction</p>                    | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |    |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Teachers will use assessment data, and other measurements, to assign student extended learning opportunities to include after school, and Saturday tutoring sessions.</p> <p><b>KPI/Metric/Measure:</b> Lesson Plans with reflection and reviews<br/>                     Assessment Data</p> <p><b>Staff Responsible for Monitoring:</b> Department Chair<br/>                     Davis Instructional Leadership Team) (ILT)<br/>                     Instructional Specialist<br/>                     Administration</p> <p><b>TEA Priorities:</b><br/>                     Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>                     Lever 5: Effective Instruction</p> | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |  |     |     |           |

| Strategy 3 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
| <p><b>Strategy 3:</b> Strategy 1: Quality first instruction that is literacy-rich and includes the following elements in all core areas:</p> <p>Davis will continue to implement the Gradual Release of Responsibility (GRR), formative/common assessments-evidence of learning (ELOs), use of clear learning targets (CLOs), technology-rich integrated instruction, and collaborative conversations planned through content professional learning communities (PLC).</p> <p>Instructional planning to include strategies for differentiation for at-risk, special education, ESL/ELL/DL students and other special needs students to include integrated instructional technology and 7 steps and other SIOp strategies.</p> <p>Backwards design in common lesson planning, creating common assessments and exit slips/understanding checks through CORE PLCs/department meetings.</p> <p><b>KPI/Metric/Measure:</b> Lesson Plans with reflection and reviews<br/> Classroom walkththroughs with appropriate feedback<br/> PLC with Instructional Team<br/> Spiraling miss TEKS<br/> Incorporation of new classroom digital formats</p> <p><b>Staff Responsible for Monitoring:</b> Department Chair<br/> Davis Instructional Leadership Team) (ILT)<br/> Instructional Specialist<br/> Administration</p> <p><b>TEA Priorities:</b><br/> Build a foundation of reading and math, Improve low-performing schools<br/> - <b>ESF Levers:</b><br/> Lever 5: Effective Instruction</p> | Formative  |     |     | Summative |
|   | Oct  | Jan | Apr | June      |
|   | <div data-bbox="1444 207 1549 305" style="display: inline-block; text-align: center;">  <p>25%</p> </div> |     |     |           |


No Progress


Accomplished


Continue/Modify


Discontinue







**Goal 4: ENSURE PROFICIENCY**

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

**Performance Objective 3:** By the end of year, students performing at the "meets" level in Science on STAAR will increase from 13% to 16%.

**Evaluation Data Sources:** Formative Assessments: Teacher Created Assessments, Quarterly CBA's, and Semester Exams  
 Comprehensive Assessments ( MAP, STAAR)  
 Attendance by Instructor Quarterly Grades

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Strategy 1: Quality first instruction that is literacy-rich and includes the following elements in all core areas:</p> <p>Davis will continue to implement the Gradual Release of Responsibility (GRR), formative/common assessments-evidence of learning (ELOs), use of clear learning targets (CLOs), technology-rich integrated instruction, and collaborative conversations planned through content professional learning communities (PLC).</p> <p>Instructional planning to include strategies for differentiation for at-risk, special education, ESL/ELL/DL students and other special needs students to include integrated instructional technology and 7 steps and other SIOP strategies.</p> <p>Backwards design in common lesson planning, creating common assessments and exit slips/understanding checks through CORE PLCs/department meetings.</p> <p><b>KPI/Metric/Measure:</b> Lesson Plans with reflection and reviews<br/>                     Classroom walkththroughs with appropriate feedback<br/>                     PLC with Instructional Team<br/>                     Spiraling miss TEKS<br/>                     Incorporation of new classroom digital formats</p> <p><b>Staff Responsible for Monitoring:</b> Department Chair<br/>                     Davis Instructional Leadership Team) (ILT)<br/>                     Instructional Specialist<br/>                     Administration</p> <p><b>TEA Priorities:</b><br/>                     Build a foundation of reading and math, Improve low-performing schools<br/>                     - <b>ESF Levers:</b><br/>                     Lever 5: Effective Instruction</p> | Formative   |     |     | Summative |
|   | Oct   | Jan | Apr | June      |
|   | <div data-bbox="1444 548 1549 646" style="text-align: center;"> <p>15%</p> </div> |     |     |           |

| Strategy 2 Details   | Reviews   |            |            |                  |
|--|---|------------|------------|------------------|
| <p><b>Strategy 2:</b> Experimental Labs will be conducted to allow students hands on experience with scientific concepts and principles.</p> <p><b>KPI/Metric/Measure:</b> Lesson Plans with reflection and reviews<br/>Assessment Data</p> <p><b>Staff Responsible for Monitoring:</b> Department Chair<br/>Davis Instructional Leadership Team) (ILT)<br/>Instructional Specialist<br/>Administration</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Curriculum</p>   | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Oct</b>  | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|  |  |            |            |                  |
| Strategy 3 Details   | Reviews   |            |            |                  |
| <p><b>Strategy 3:</b> Decrease class sizes to increase student achievement.</p> <p><b>KPI/Metric/Measure:</b> Class sizes, district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6<br/>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p>  | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Oct</b>  | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|  |  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |   |            |            |                  |









**Goal 4: ENSURE PROFICIENCY**

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

**Performance Objective 4:** By the end of year, students performing at the "meets" level in Social Studies on STAAR will increase from 16% to 19%.

**Evaluation Data Sources:** Formative Assessments: Teacher Created Assessments, Quarterly CBA's, and Semester Exams  
 Comprehensive Assessments ( MAP, STAAR)  
 Attendance by Instructor Quarterly Grades

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Strategy 1: Quality first instruction that is literacy-rich and includes the following elements in all core areas:</p> <p>Davis will continue to implement the Gradual Release of Responsibility (GRR), formative/common assessments-evidence of learning (ELOs), use of clear learning targets (CLOs), technology-rich integrated instruction, and collaborative conversations planned through content professional learning communities (PLC).</p> <p>Instructional planning to include strategies for differentiation for at-risk, special education, ESL/ELL/DL students and other special needs students to include integrated instructional technology and 7 steps and other SIOP strategies.</p> <p>Backwards design in common lesson planning, creating common assessments and exit slips/understanding checks through CORE PLCs/department meetings.</p> <p><b>KPI/Metric/Measure:</b> Lesson Plans with reflection and reviews<br/>                     Classroom walkththroughs with appropriate feedback<br/>                     PLC with Instructional Team<br/>                     Spiraling miss TEKS<br/>                     Incorporation of new classroom digital formats</p> <p><b>Staff Responsible for Monitoring:</b> Department Chair<br/>                     Davis Instructional Leadership Team) (ILT)<br/>                     Instructional Specialist<br/>                     Administration</p> <p><b>TEA Priorities:</b><br/>                     Build a foundation of reading and math, Improve low-performing schools<br/>                     - <b>ESF Levers:</b><br/>                     Lever 5: Effective Instruction</p> | Formative   |     |     | Summative |
|   | Oct   | Jan | Apr | June      |
|   |  |     |     |           |






| Strategy 2 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 2:</b> Students will be provided the opportunity to explore and study the historical site of the Alamo, which is of pivotal significance in Texas History.</p> <p><b>KPI/Metric/Measure:</b> Lesson Plans with reflection and reviews<br/>Assessment Data</p> <p><b>Staff Responsible for Monitoring:</b> Department Chair<br/>Davis Instructional Leadership Team) (ILT)<br/>Instructional Specialist<br/>Administration</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> | Formative   |     |     | Summative |
|   | Oct   | Jan | Apr | June      |
|   | <br>0% |     |     |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |   |     |     |           |

**Goal 5: ENSURE PROFICIENCY**

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

**Performance Objective 1:** By the end of 2022-2023, Davis middle school will Decrease the student dropout rate from 7.5% to 3% based on the State Accountability Report.

**Evaluation Data Sources:** PEIMS  
Community In Schools Data  
Face Specialist Data

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Implement a campus-wide system for monitoring student attendance and connecting troubled students and parents with appropriate resources which will positively impact drop-out rates.</p> <p><b>KPI/Metric/Measure:</b> PEIMS<br/>Community in Schools Data<br/>Face Specialist Data</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p>  | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |  |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |   |     |     |           |

**Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS**

3a: Increase the percent of Grade 8 students earning HS credit

**Performance Objective 1: Spanish:**

By the end of the 2022-2023 school year Davis MS will increase the number of students passing the EOC exam will increase by 10% .

**Evaluation Data Sources:** Formative Assessments: Teacher Created Assessments, Quarterly CBA's, and Semester Exams  
Comprehensive Assessments ( EOC)  
Attendance by Instructor Quarterly Grades

**Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS**

3a: Increase the percent of Grade 8 students earning HS credit

**Performance Objective 2:** By the end of the 2022-2023 school year, Davis MS will increase the percentage of Grade 8 students earning HS credit in the Middle School by 10% measured by the Partners (MSP) Program.

**Evaluation Data Sources:** Edgenuity

**Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS**

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

**Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS**  
4a: Increase the % meeting TSI/SAT/ACT college-ready performance

**Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS**

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)



**Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS**


4c: Increase the percent of graduates attending College


**Goal 11:** District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY


2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)


**Performance Objective 1:** By the end of 2022-2023, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.


**Evaluation Data Sources:** CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.</p> <p><b>KPI/Metric/Measure:</b> By the end of 2022-2023, the college ready ratings will increase by 5%</p> <p><b>Staff Responsible for Monitoring:</b> SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$3,105</p> | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |  |     |     |           |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

| <b>Student Learning</b>   |
|---|
| <p><b>Problem Statement 3:</b> As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. <b>Root Cause:</b> As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.</p> |

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

Dates the CNA was reviewed and or revised for the school year:

Q1-11/4/2022

The 21-22 CIPs were reviewed and used to guide and evaluate the systems in place. A team of stakeholders reviewed historical achievement and enrollment data and identify trends and patterns for student learning, demographic and perceptions components. These trends and patterns were used to develop problem statements and identify root causes. This information in conjunction with the Target Improvement Plan was used to identify strategies to address the problem statements and root causes.

## 2. Campus Improvement Plan

### 2.2: Regular monitoring and revision

CIP is Monitored reviewed evaluated and revised by CILT, the meeting, and agenda can be found in Title 1 folders or Plan4learning.

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

The Campus Improvement Plan is made available in both English and Spanish to parents and community stakeholders in multiple ways. Digitally, the CIP is available on the campus website; physical paper copies are made available during Parent and community engagement meetings and are always available in the front office.

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

Davis Middle School will provide opportunities for all children, including each of the subgroups of students, to meet State academic standards. All strategies identified on the CIP have been developed specifically to address the instructional needs of At-Risk students. In the Plan4Learning system, strategies that provide opportunities for all students have been identified by checking the appropriate element box. Clicking on the green “+” symbol will provide a list of the strategies that are aligned with this element.

## 3. Annual Evaluation

### 3.1: Annually evaluate the schoolwide plan

Face Specialist works collaboratively with parents to develop and refine the Parent and Family Engagement Policy every year. This policy is made available to parents in Spanish and English via multiple forms, including but not limited to, paper copies sent home and available in the front office and digital copies sent via e-mail.

Parent education meetings are held once per month in English and Spanish by the Family and Community Engagement Specialist. One session each semester will focus on providing

parents assistance in understanding the State's academic standards, the State and local assessment standards. Davis Middle School will support parents' involvement in improving their child's achievements by hosting one curriculum night per semester that provides parents ideas and instructional activities that can be done at home with students to improve student achievements.

Our Family and Community Engagement Specialist and counselor (federal funds) collaborate to provide resources, parent education, and outreach to families.

Parents receive school information in both Spanish and English in several formats - flyers, voice messages, letters, parent meetings, family events. Our Bilingual teachers and counselors will often act as translators for families who speak languages other than English.

Our campus provides opportunities for parent activities at various times during the day. Some events are scheduled during the day; others are scheduled in the evening to accommodate working parents. Family surveys will be utilized to get feedback from families at events to continuously improve events from the perspective of families being served.

A list of the individuals and their roles who assist with the development and refinement of the Parent and Family Engagement Policy for the 22-23 school year is included below:

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

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

The Parent Family Engagement Policy was distributed at a meeting held on 11/4/2022 from 3:00- 3:45 at Davis Middle School. The meeting and refinement of policy were conducted in English and Spanish. Campus Compact is available in English and Spanish directly from the campus website.

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

Parent involvement meetings are offered throughout the school year.

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

# Campus Funding Summary

| 164 - State Compensatory Education (SCE) |           |          |   |              |                    |
|--|-----------|----------|---|--------------|--------------------|
| Goal                                     | Objective | Strategy | Resources Needed  | Account Code | Amount             |
| 11                                       | 1         | 1        | MAP Assessment Platform   |              | \$3,105.00         |
| <b>Sub-Total</b>                         |           |          |   |              | <b>\$3,105.00</b>  |
| 211 - ESEA Title I, Part A - Regular     |           |          |   |              |                    |
| Goal                                     | Objective | Strategy | Resources Needed  | Account Code | Amount             |
| 1  | 2         | 4        | Supplies and Materials, Avid Intervention Tutoring, Printing Services |              | \$10,000.00        |
| <b>Sub-Total</b>                         |           |          |   |              | <b>\$10,000.00</b> |
| 282 - ESSER                              |           |          |   |              |                    |
| Goal                                     | Objective | Strategy | Resources Needed  | Account Code | Amount             |
| 1  | 1         | 3        |   |              | \$7,000.00         |
| 1  | 3         | 1        | Part Time Admin   |              | \$12,000.00        |
| <b>Sub-Total</b>                         |           |          |   |              | <b>\$19,000.00</b> |