

Irving Independent School District
Davis Elementary School
2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth



Mission Statement

It is the mission of J. O. Davis Elementary School to ensure high levels of learning for all. While promoting a positive school environment, our children, parents, and educators will collaboratively participate in the teaching and learning process.

Vision

We believe that in order to achieve high levels of learning, we must commit to reaching the unique needs of our learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Learner Demographics

- Female 48%
- Male 52%
- Hispanic 63%
- African American 29%
- White 4%
- Asian 3%
- Gifted and Talented 10%
- Special Education 10%
- Bilingual 46%
- ESL 6.7%

Staff Demographics

- Female 90%
- Male 10%
- Hispanic 60%
- African American 25%
- White 10%
- Asian 4%
- Staff Retention 73%

Demographics Strengths

Staff diversity reflects the student population of the top two student groups, with 60% Hispanic and 25% African American. More than half of the teachers on campus have more than six years of teaching experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff retention data highlights the need for an aggressive teacher retention program. Two para and three teacher positions remained vacant the second half of the school year. **Root Cause:** With the increase in remote education and ESSER funded positions/bonuses, the number of non-traditional career options for educators has increased enticing teachers to take non-classroom positions.

Student Learning

Student Learning Summary

For the 21-22 school year, J. O. Davis Elementary earned an overall accountability rating of 85, B. Of the three accountability domains, Domain II: School Progress (Academic Growth) was the highest with a scaled score of 92. Domain I: Student Achievement received a scaled score of 58 and Domain III: Closing the Gaps received a scaled score of 74.

Across all STAAR exams, 27% received a score of Meets or Masters Grade Level.

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	323	323	100	-	746	
Approaches GL or Above	212	177	55	-	444	60%
Meets GL or Above	102	77	22	-	201	27%
Masters GL	53	28	7	-	88	12%
Total Percentage Points						99%
Component Score						33

Eight-five percent of 4th and 5th graders demonstrated Academic Growth.

Academic Growth Score

	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects	46	0.0	7	3.5	283	283.0	286.5	336	85
Reading / ELA	22	0.0	1	0.5	142	142.0	142.5	165	86
Mathematics	24	0.0	6	3.0	141	141.0	144.0	171	84

The low percentage of learners in 3rd - 5th scoring in the Approaches, Meets, and Masters Performance Levels negatively impacted Domain III: Closing the Gap. None of the eight groups that met the minimum size of 25, also met the STAAR Target for average percentage of assessment results at the Approaches, Meets, and Masters Grade Level standards.

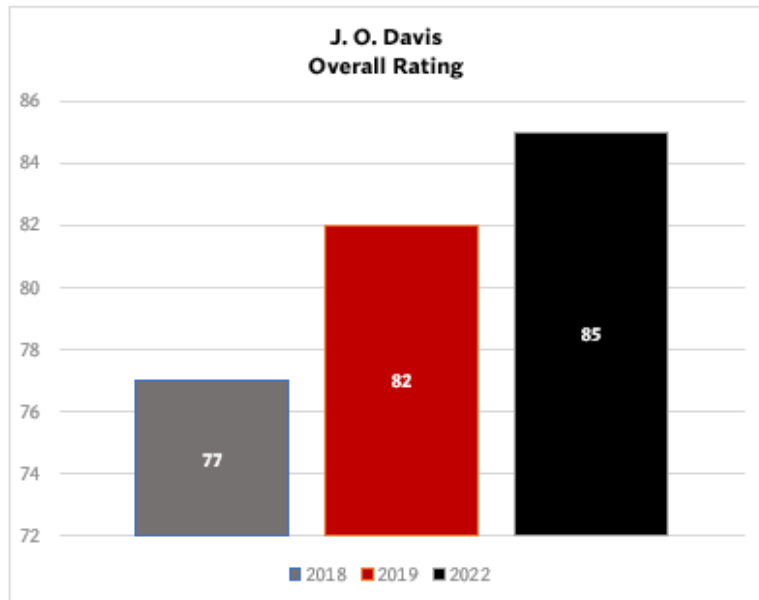
Texas Education Agency
2022 Closing the Gaps
DAVIS EL (057912121) - IRVING ISD - DALLAS COUNTY

Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	2	16	13%	30%	3.9
Growth Status	14	14	100%	50%	50.0
ELP Status	1	1	100%	10%	10.0
Student Success Status	0	8	0%	10%	0.0
Closing the Gaps Score					64

J. O. Davis earned a Distinction Designation for Top 25%: Comparative Academic Growth.

Student Learning Strengths



Despite the COVID-19 pandemic, J. O. Davis earned a B rating and received one Distinction Designation for the 21-22 school year. Our school continues to improve our Overall Rating Score each year.

Given the impact of COVID-19, schools did not receive a rating for the 2019-2020 and 2020-2021 school years.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of learners scoring Approaches, Meets, and Masters Grade Level on the Science STAAR was significantly lower than the district average in all performance levels. **Root Cause:** The lack of science training and focus on science instruction may be the cause. Due to safety concerns during the pandemic and some learners opting for remote instruction, hands on science lessons were not provided.

School Processes & Programs

School Processes & Programs Summary

Our school is going into its 4th year as a Professional Learning Community. Time for intervention is included during the school day. The campus schedule allows time for teacher teams to disaggregate data and plan tier 1 instruction. Professional learning opportunities for teachers and paraprofessionals are based on staff requests and learner data. Campus communication is provided twice a week through the Davis Details and the Bruins Blast. Staff meetings are held monthly.

Extra curricular opportunities are available to learners at our school. Offerings include:

- Cooking
- Dance
- Soccer
- Board Games
- Chess
- STEAM
- Book Clubs
- National Elementary Honor Society
- Choir

School Processes & Programs Strengths

Our House System brings a sense of community and a spirit of belonging. Learners and staff members are organized into teams and work collaboratively across classrooms and grade levels to encourage and motivate each other for the chance at being the House Champion at the end of the school year.

Our professional development focus for the last two years has been on planning effective small group lessons to reach the unique needs of our learners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Intervention provided during the school day is ineffective. **Root Cause:** Teachers do not have time to plan effective lessons for flexible groups.

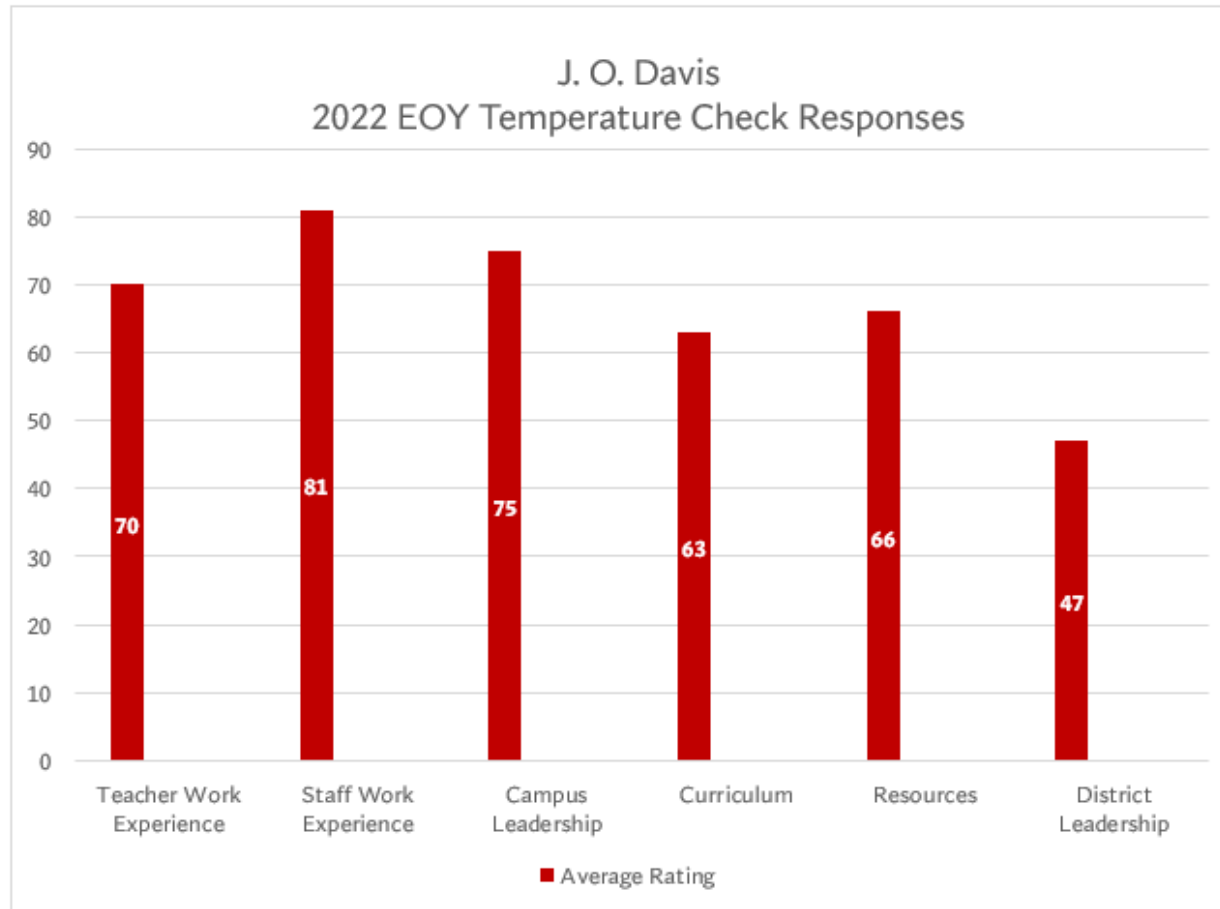
Perceptions

Perceptions Summary

Data from the 2022 EOY Temperature Check Survey reveals that teachers and staff are most satisfied with campus leadership.

Staff Perceptions

- 84% of survey respondents rated our school an A or B in engaging learners.
- 50% of J. O. Davis teachers agreed or strongly agreed to, "I look forward to going to work."
- 84% of J. O. Davis teachers agreed or strongly agreed to, "My school leader has my well-being in mind."



Perceptions Strengths

With 36 survey responses -

- 100% agreed or strongly agreed with the statement, "My principal communicates a clear vision for my school."
- 100% agreed or strongly agreed with the statement, "My principal's behavior toward the staff is supportive and encouraging."

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff members were unsatisfied with district requirements. **Root Cause:** Inconsistent implementation of district programs and unclear roles of district personnel.

Priority Problem Statements

Problem Statement 2: The percentage of learners scoring Approaches, Meets, and Masters Grade Level on the Science STAAR was significantly lower than the district average in all performance levels.

Root Cause 2: The lack of science training and focus on science instruction may be the cause. Due to safety concerns during the pandemic and some learners opting for remote instruction, hands on science lessons were not provided.

Problem Statement 2 Areas: Student Learning

Problem Statement 1: Intervention provided during the school day is ineffective.

Root Cause 1: Teachers do not have time to plan effective lessons for flexible groups.

Problem Statement 1 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

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
- Male / Female performance, progress, 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
- Gifted and talented data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback

- Teacher/Student Ratio
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

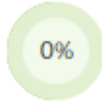
Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at the meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.


Performance Objective 1: *Increase the percentage of PK learners who are On Track Rapid Vocabulary in English from 66% to 75% by June 2023 and On Track Vocabulario Rapido in Spanish from 68% to 75% by June 2023.


*Increase the percentage of PK learners who are On Track on Phonological Awareness in English from 49% to 60% by June 2023.


*Increase the percentage of PK learners who are On Track on Escritura Temprana in Spanish from 63% to 73% by June 2023.


Evaluation Data Sources: Circle

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire an instructional paraprofessional to support PK-5 literacy intervention during the school day.</p> <p>Strategy's Expected Result/Impact: Learners will have additional, direct instructional support during the school day. Seventy five percent of learners will be On Track.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - 211 - Title I-A - \$27,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at the meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.






Performance Objective 2: * The percent of Kinder learners "on track" by mClass will increase from 56% to 65% by June 2023.

* The percent of First grade learners "on track" on mClass will increase from 45% to 55% by June 2023.

* The percent of Second grade learners "on track" on mClass will increase from 55% to 65% by June 2023.

High Priority

Evaluation Data Sources: mClass

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire an instructional paraprofessional to support PK-5 literacy intervention during the school day.</p> <p>Strategy's Expected Result/Impact: Learners will have additional, direct instructional support during the school day. 50% of K-2 learners will be On Track.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - 211 - Title I-A - \$27,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at the meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.


Performance Objective 3: * The percent of 3rd learners at or above the 41st %tile will increase from 47% to 57% on Reading MAP by June 2023.

* The percent of 4th learners at or above the 41st %tile will increase from 52% to 62% on Reading MAP by June 2023.

* The percent of 5th learners at or above the 41st %tile will increase from 50% to 60% on Reading MAP by June 2023.

High Priority

Evaluation Data Sources: MAP Student Achievement Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire an instructional paraprofessional to support PK-5 literacy intervention during the school day.</p> <p>Strategy's Expected Result/Impact: Learners will have additional, direct instructional support during the school day. Domain I goal is to achieve a scaled score of 91.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - 211 - Title I-A - \$27,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase intervention materials for STAAR.</p> <p>Strategy's Expected Result/Impact: Increase Meets and Masters reading performance on STAAR</p> <p>Staff Responsible for Monitoring: Academic Specialist</p>	Formative			Summative
	Nov	Feb	Apr	June

Title I:

2.4, 2.6

- TEA Priorities:

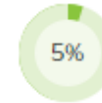
Build a foundation of reading and math


- ESF Levers:


Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction


- Targeted Support Strategy

Funding Sources: - 211 - Title I-A - \$15,000



 No Progress

 Accomplished


 Continue/Modify





 Discontinue

Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at the meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

Performance Objective 1: Increase the percentage of PK learners who are On Track in English Math by 80% to 90% by June 2023.
 Increase the percentage of PK learners who are On Track in Spanish Math by 74% to 85% by June 2023.

Evaluation Data Sources: Circle

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire an instructional paraprofessional to support PK-5 math intervention during the school day. Strategy's Expected Result/Impact: Learners will have additional, direct instructional support during the school day. Ninety percent of PK learners will be On Track. Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 211 - Title I-A - \$27,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at the meets grade level or above on STAAR Math from 20.4% to 49% by 2024.


Performance Objective 2: * The percent of Kinder learners at or above the 41st %tile will increase from 62% to 72% on Math MAP by June 2023.

* The percent of 1st learners at or above the 41st %tile will increase from 59% to 69% on Math MAP by June 2023.

* The percent of 2nd learners at or above the 41st %tile will increase from 47% to 57% on Math MAP by June 2023.

High Priority

Evaluation Data Sources: MAP Student Achievement Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire an instructional paraprofessional to support PK-5 math intervention during the school day. Strategy's Expected Result/Impact: Learners will have additional, direct instructional support during the school day. Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 211 - Title I-A - \$27,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the Solution Tree RTI model to develop a learning schedule that includes non-tier 1 instructional time to provide academic enrichment and interventions within the school day. Strategy's Expected Result/Impact: Students will receive targeted interventions and enrichment during school hours</p>	Formative			Summative
	Nov	Feb	Apr	June

in such a way that it will result in an increase of students meeting and exceeding NWEA MAP math growth.

Staff Responsible for Monitoring: Campus administrators

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Targeted Support Strategy



No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at the meets grade level or above on STAAR Math from 20.4% to 49% by 2024.







Performance Objective 3: * The percent of 3rd learners at or above the 41st %tile will increase from 37% to 50% on Math MAP by June 2023.

* The percent of 4th learners at or above the 41st %tile will increase from 39% to 50% on Math MAP by June 2023.

* The percent of 5th learners at or above the 41st %tile will increase from 35% to 50% on Math MAP by June 2023.

High Priority


Evaluation Data Sources: MAP Student Achievement Report


Strategy 1 Details	Reviews			
<p>Strategy 1: Hire an instructional paraprofessional to support PK-5 math intervention during the school day. Strategy's Expected Result/Impact: Learners will have additional, direct instructional support during the school day. Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 211 - Title I-A - \$27,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the Solution Tree RTI model to develop a learning schedule that includes non-tier 1 instructional time to provide academic enrichment and interventions within the school day. Strategy's Expected Result/Impact: Students will receive targeted interventions and enrichment during school hours in such a way that it will result in an increase of students meeting and exceeding NWEA MAP math growth. Staff Responsible for Monitoring: Campus administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.


Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 32% to 60% by May 2023.


Evaluation Data Sources: STAAR Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire an instructional paraprofessional to support 3-5 reading intervention during the school day.</p> <p>Strategy's Expected Result/Impact: Learners will have additional, direct instructional support during the school day. Forty percent of 3-5 learners will achieve Meets or Masters on STAAR reading.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - 211 - Title I-A - \$27,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress

 Accomplished






 Continue/Modify

 Discontinue

Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 23% to 60% by May 2023.




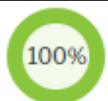
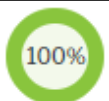
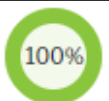




Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire an instructional paraprofessional to support 3-5 math intervention during the school day.</p> <p>Strategy's Expected Result/Impact: Learners will have additional, direct instructional support during the school day. Thirty percent of 3-5 learners will achieve Meets or Masters on STAAR math.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - 211 - Title I-A - \$27,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: In Irving ISD, we will increase the parent and community engagement in the City of Irving.

Performance Objective 1: 80% of learners parents will participate in teacher/parent conferences in October.

Evaluation Data Sources: Teacher sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Each teacher will contact parents two weeks prior to conference date. Strategy's Expected Result/Impact: Increase participation in parent/teacher conferences Staff Responsible for Monitoring: Grade level administrator</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote parent/teacher conferences using school's social media websites, School Messenger, and PeachJar. Strategy's Expected Result/Impact: Increase participation in parent/teacher conferences Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

State Compensatory

Budget for Davis Elementary School

Total SCE Funds: \$30,740.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

General Instructional Aide duties include provide small group intervention instruction during the instructional day.

Personnel for Davis Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cindy Meza	general instructional aide	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment includes ongoing discussions based on both quantitative and qualitative data. During administrative and team leader meetings, data is reviewed to identify shifts necessary to improve our campus performance and environment for learners and staff members.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our campus stakeholders include staff, teachers, parent volunteers, and partners in education.

2.2: Regular monitoring and revision

Our school plan is reviewed in November, February, & April. The summative evaluation takes place in June.

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

The campus improvement plan is available in English only. The current CIP can be found in the front office and on the campus website.

2.4: Opportunities for all children to meet State standards

2.5: Increased learning time and well-rounded education

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

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Our school plan is evaluated annually in June. It is at this time the summative evaluation of the plan is completed. Strategies are abandoned, revised, or continued based on their

effectiveness.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Our Parent & Family Engagement Policy was distributed by email to all parents via School Messenger on September 27, 2022. The PFE was distributed in English and Spanish.

4.2: Offer flexible number of parent involvement meetings

The annual Title I meeting was held on Wednesday, September 28 at 8:30 am and Thursday, September 29 at 5:00 pm.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Camila Douglas	intervention specialist		1
Daisy Silos	intervention specialist		1
Maricruz Romero	parent liaison	Parent and Family Engagement	1
Vacant	general instructional aide		1