

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Cynthia Pense
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Davis Elementary School
(As it should appear in the official records)

School Mailing Address 1500 FM 1777
(If address is P.O. Box, also include street address.)

City Royse City State TX Zip Code+4 (9 digits total) 75189-0479

County Rockwall County

Telephone (972) 636-9549 Fax _____

Web site/URL <https://www.rcisd.org/o/davis> E-mail worthyk@rcisd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Kevin Worthy E-mail worthyk@rcisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Royse City Independent School District Tel. (972) 636-2413

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Scott Muckensturm
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 9 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	79
1	85
2	87
3	80
4	80
5	80
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	491

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- | |
|--|
| <u>0.6</u> % American Indian or Alaska Native |
| <u>0.4</u> % Asian |
| <u>5.4</u> % Black or African American |
| <u>43.2</u> % Hispanic or Latino |
| <u>0</u> % Native Hawaiian or Other Pacific Islander |
| <u>47.6</u> % White |
| <u>2.8</u> % Two or more races |
| 100 % Total |

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 15%

If the mobility rate is above 15%, please explain:

The latest demographic report shows Royse City ISD as the 6th fastest growing ISD in North Texas for annual new home closings. With a current enrollment topping 8,600 students, the district is expected to exceed 15,000 by 2030. With 77 square miles of land within district boundaries, numerous active and planned subdivisions will continue to bring new families to RCISD schools, including Davis Elementary.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	46
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	30
(3) Total of all transferred students [sum of rows (1) and (2)]	76
(4) Total number of students in the school as of October 1, 2021	491
(5) Total transferred students in row (3) divided by total students in row (4)	0.15
(6) Amount in row (5) multiplied by 100	15

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Bengali, Tigrinya, and Kiswahli

English Language Learners (ELL) in the school: 23 %
111 Total number ELL

7. Students eligible for free/reduced-priced meals: 52 %

Total number students who qualify: 254

8. Students receiving special education services with an IEP: 19 %
Total number of students served 93

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>22</u> Autism	<u>0</u> Multiple Disabilities
<u>2</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>19</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>19</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>77</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 8 %
Total number of students served: 37

10. Number of years the principal has been in the position at this school: 1

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	13
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	96%	99%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

At Davis Elementary, we will provide a safe, supportive, and challenging environment in which all staff and students learn and grow to become respectful and responsible leaders.

17. Provide a URL link to the school's nondiscrimination policy.

<https://royse.esc11.net/Page/164>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Davis Elementary School (DES) is the longest standing of six elementary campuses in the rapid growth suburban district of Royse City Independent School District (RCISD). RCISD, located 30 miles east of Dallas, Texas, is currently the sixth fastest growing district in the Dallas-Fort Worth area, spans roughly 77 square miles across three counties, and projects a student population increase from approximately 8,600 students to over 15,000 in the next decade. Royse City is a close-knit community that proudly supports the local schools and Bulldog Learners from grades PreK through 12. Davis Elementary is home to 491 students in Kindergarten through Grade 5 and is named in honor of two well-respected Royse City educators and community members, Bonnie Faye Davis and Mary Davis.

Davis Elementary is a culturally, economically, and academically diverse campus. Currently, approximately one quarter of the population receives services through the Emergent Bilingual or English as a Second Language programs. Families at DES represent the economic diversity of the community, with over half of students considered economically disadvantaged. Programs are available for students of all ability levels, with Gifted and Talented classes for students in grades Kindergarten through Fifth as well as inclusion, resource, and two self-contained classes for students who receive special education who have more severe cognitive or physical needs. All students participate in fine arts courses, and extracurricular activities and campus events are also encouraged.

High expectations, positive relationships, and community are driving forces in RCISD and define the heart and work of Davis Elementary. Strategic planning initiatives involving community members and a strong community-based accountability system have helped RCISD hone in on what community members value and expect for each graduate. As a part of these processes, the district developed a LEAD Learner Profile that outlines the community's academic and social-emotional expectations for each student as they grow to learn, excel, advocate, and discover. To that end, DES further developed a detailed campus plan to ensure a firm foundation enabling even our youngest learners to begin mastering the skills outlined by the community.

Strategic master scheduling protects time for daily character education including personal responsibility and leadership skills from Kindergarten through Grade 5. Students enjoy the opportunity to grow and shine in many areas, and younger students learn from older students through multi-age morning clubs and cooperative class projects. RCISD believes that building positive relationships is fundamental to educating all students; therefore, teachers receive training in proven relationship building processes and utilize them consistently. DES has achieved national showcase status for the past five years in this important area of serving students, and RCISD is one of only six national showcase districts to achieve the same recognition district-wide.

Davis Elementary faculty and staff hold the strong conviction that each student can learn and grow in order to fulfill his or her unique potential and that teachers working together can change the life trajectory of a child. Learning obstacles are opportunities the team faces and overcomes together to ultimately achieve student growth. Annual parent meetings convey grade level expectations, and each fall, teachers empower learners to share their learning celebrations, growth goals, and academic plans with their parents and guardians through student-led parent-teacher conferences. Teachers believe that enabling students to own their learning helps them to develop strong leadership and personal skills that will serve them well into adulthood. Mentors are available for DES students on a weekly basis through collaboration with local community volunteers and RCISD secondary student leaders. Teachers put in extra time, make home visits, and ensure students have supplies and materials needed to be successful. This heart for students functions as the compass at Davis Elementary and Royse City ISD.

At Davis Elementary School, student goal setting is a critical component to success. Students learn how to set and track lead measures crucial for growth. When a student reaches their goal, everyone celebrates together, and the student is able to ring the campus goal bell. These celebrations are heard throughout the school, and other classes will step out into the hallway to cheer on their fellow DES Bulldogs. Vulnerability-based trust anchors the teamwork at DES, and nowhere is this better exemplified than in the team's weekly

professional learning community (PLC) meetings. Weekly PLC Meetings are held for each grade level team and include participation with teachers from special education, language acquisition, and intervention departments. Administrators and teachers study student data to inform instruction. If a student is not showing appropriate growth, teachers at DES take responsibility and adjust their instructional practices but also help the student identify his or her role in their progress and success. This collaboration for student success and core instructional planning exemplifies the dedication faculty and staff at DES hold for student growth and learning.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Over the past four years, Davis Elementary School has refined and realigned Tier 1 instructional practices with the goal of improving reading growth and achievement. A campus literacy audit allowed a deeper review of materials, curricula, and instruction, and revealed areas of strength and opportunity. The administrators and leadership team then streamlined improvement strategies to ensure growth in student performance and teacher effectiveness.

Literacy audit findings compelled a deep study of the Texas Essential Knowledge and Skills (TEKS) for Reading and Language Arts. During weekly PLCs and data meetings, teams created know-show charts, examined high-priority TEKS, and evaluated lesson plans to ensure instructional alignment and rigor of activities in relation to student expectations. Skill focus for grades kindergarten through fifth ranged from foundational skills through explicit, systematic instruction to comprehension and inference skills. The creation and implementation of vertically aligned strategies and instructional practices led teachers to an increased awareness and intentionality toward ensuring students mastered not only the foundations of reading, but also the thinking and writing skills associated with reading comprehension.

Reading and writing were seamlessly integrated across all subjects and featured as reciprocal skills, with a specific focus on oral language development for all grades. Beginning in Kindergarten, students were explicitly instructed in speaking in complete sentences as a precursor to writing. Music classes integrated fluency practice and poetry skills, with students applying phrasing, poetry structure and characteristics such as rhyme and meter, during their Specials rotation. Word walls, vocabulary lessons, and other language supports placed academic vocabulary as a core instructional feature.

Teachers also received training in aligning questioning and activities to TEKS verbs and expectations. Question stems were implemented across subject areas and grade levels to better align with state standards. Formative assessments examined student mastery, and data collected prompted instructional adjustments. To ensure proper alignment and rigor, administrators and instructional coaches planned with teachers, modeled lessons, and assisted in material preparation. Areas where there were gaps in the curriculum were addressed through district curriculum guides and the DES team worked to create lessons and resources to address the needs from the audit.

Teachers facilitated small group, guided reading instruction across all grade levels using high interest, diverse texts. Small groups were adjusted on an ongoing basis based on universal screener data and student growth data so that readers remained challenged. District designed assessments spotlighted low-performing TEKS, and these standards became the focus of literacy-based station rotations.

Through parent education meetings, conferences, and newsletter reminders, take home book bags, online intervention program use, family reading games, and free online books for pleasure reading, parents were able to better support reading growth at home. Teachers and students tracked reading progress data, and students charted their lead measures and reading behaviors. When students and classes met growth goals, the team celebrated, students rang the campus “goal bell,” and students were able to get a book from the campus book vending machine to promote and encourage further reading.

1b. Mathematics curriculum content, instruction, and assessment:

During daily mathematics instruction, Davis Elementary School teachers provide engaging, aligned content to build students’ skills in numeracy, place value, problem solving, geometry and measurement, data analysis, personal financial literacy, and algebraic thinking. Vertically aligned expectations, practices, and vocabulary instruction based on district curriculum and pacing guides help students transition from one grade level to another while building strong foundations in mathematical thinking and problem solving.

These lesson cycles include a solid daily spiral review to address all high priority standards from the TEKS in grades Kindergarten through Fifth.

Following the spiral review, students engage in problem solving activities which require students to use mathematical processes and to justify their reasoning through a variety of acceptable solution pathways and problem solving strategies. Teachers facilitate number talks and teach mental math exercises daily and provide incentives for students who have mastered various skills, such as counting to 120 in kindergarten or mastering multiplication facts in third grade. Students receive core instruction in mathematics in small groups and with individualized learning stations based on student need, allowing Davis Elementary teachers to strategically monitor mathematical progress and behaviors and efficiently address student mistakes to enhance learning.

High priority, foundational skills which prepare students for upper level math courses are specifically emphasized, and students set individual goals for mastery of each of these skills. Customized online resources address gaps in student mastery or individualized plans for extending learning both at home and at school to earn incentives. Students set academic growth and mastery goals with teacher support and include data from district designed assessments and math universal screeners given three times during the year. Tracking lead measures and learning behaviors supports student academic growth. Students who need additional support may receive structured classroom assistance or tutoring to foster continued growth.

During the pandemic, online learning platforms ensured quality instruction continued for students participating from home, and online courses followed the same curriculum guides and pacing as in-person classrooms. Following the pandemic, these strategies continued to support growth and individualization. Conversely, students who have demonstrated early mastery and require enrichment receive challenging, customized learning opportunities through differentiated centers, small group instruction, and online learning platforms.

Ongoing professional development, instructional coaching, weekly data meetings, and common planning time ensure teacher familiarity with state skills and the required demonstrations of learning for students to show mastery at each level. These opportunities also provide time for teachers to review formative assessments and adjust future learning plans. Teachers study state standards and develop formative assessments to assess student mastery at the end of each lesson using the TEKS Resource system.

Students learn to apply metacognitive practices and mathematical thinking to real-world situations. These situations create an engaging learning environment that builds learners' confidence levels as well as their problem solving skills. Students begin with hands-on, concrete experiences and move into pictorial representations for problem solving. Eventually, students use written expressions and begin to solve word problems, ultimately achieving mastery of problems that require multi-step solutions.

1c. Science curriculum content, instruction, and assessment:

In science, teachers at Davis Elementary utilize district curricula and a variety of research-based lesson planning resources to design an instructional sequence which fosters inquiry-based learning and critical thinking skills. Science lessons are planned based on TEKS aligned, district-designed curriculum guides and pacing calendars. Additionally, teachers utilize cross-curricular activities with an emphasis on writing in science to support the construction of new scientific understanding. Writing gives students the opportunity to articulate their thinking as they engage in the scientific process during an investigation. Instruction promoting curiosity and exploration creates students eager to interact with the natural world surrounding them in the community.

Project-based learning is a focus across the DES campus. Teachers participate in a regional science cohort where they have the opportunity to plan and attend field-based learning experiences with area colleagues and receive coaching and professional learning from the regional science coordinator. In the gifted and talented classroom, students identify an area of interest they would like to explore with minimal teacher direction. Students design their projects and "Praise-Question-Polish" each other as they go to make adjustments to their projects based on the feedback received from their peers and teacher. In the STEM lab,

which is part of the specials rotation, students receive additional hands-on, interactive science experience. Students participate in a campus science fair, and attend workshops that guide them through the scientific process while they conduct their self-selected experiments.

Fifth graders attend a nature and science camp, which provides students and their chaperones the opportunity to spend three days and two nights immersed in the outdoors. Campers hike, explore natural resources, and learn ways to reduce their carbon footprint. Musical programs presented by students throughout the year integrate science topics including insects, sea creatures, and farm animals, and students regularly present these to parent and community groups.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Social Studies topics such as geography, citizenship, government, culture, and history are seamlessly incorporated into daily instruction, from morning announcements to Reading-Language Arts curriculum. Students begin each day with student produced announcements and character education. Announcements cover topics such as Native American, Black, Women's, and Hispanic Heritage History Months, and also highlight cultural celebrations and holidays throughout the year.

Staff utilize character education curriculum resources that teach students essential social skills including role playing scenarios of conflict resolution and appropriate communication. Thursdays are "Think College and Career" days, and the announcements spotlight different colleges and careers that students may pursue post-graduation. Staff and students wear t-shirts or clothing representing colleges and careers from around the world, and several staff have gone the extra mile to reach out to colleges and trade schools for items to wear and display. The bilingual video crew also supplements announcements with lessons revolving around civic issues like personal responsibility and community service projects.

A district-designed lesson and pacing guide, which utilizes a weekly periodical covering everything from world history to Texas history and current events, drives Social Studies instruction. Teachers are intentional about integrating history into the Reading-Language Arts block. Fourth graders research famous Hispanic Americans with the assistance of the librarian and create "Bottle Buddies" of the person they studied to accompany their written report. DES invites the community to attend a Fall Hispanic Heritage event, which features the Bottle Buddies, student research, and student performances of poems and songs highlighting and celebrating their cultural heritage.

Presentations throughout the year, such as voting day and musical performances, incorporate social studies connections. These performances cover topics including world cultures, holidays around the world, Texas history, and U.S. History. The librarian also curates a collection of titles featuring famous Americans from diverse backgrounds that staff may check out to read aloud to students.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Davis Elementary's Fine Arts Program excels in both implementing fine arts curriculum and supporting core learning standards. Students attend art and music weekly and participate in engaging lessons, performances, and art displays. DES' art teacher incorporates core skills into lessons through integrating literature, studying illustrators, and connecting art to social-emotional learning (SEL). Studies of famous artists inform

and influence student artwork as learners create pieces in the styles of the masters using pottery, pastels, watercolors, and other mediums. Conversely, students are also encouraged to find their own voice and “make their mark” with original pieces of artistic expression. Students take pride in their regularly displayed artwork, and families enjoy the pieces showcased at the yearly Fine Arts Night.

An active music program allows commitment to excellence in music education for all learners. Students benefit from weekly music instruction as well as various extra curricular opportunities such as Davis Drum Club, Music Club, Honor Choir, Ukulele Club, and All City Choir. Musicals and performances often support learning in core content areas, covering topics such as Texas History, cultural celebrations, science concepts, poetry skills, and holidays around the world. Adaptations and accommodations ensure that students of all abilities engage in fine arts instruction and benefit from artistic and musical expression.

2b. Physical education/health/nutrition

Healthy habits, proper nutrition, and physical movement help students feel better, manage behaviors, and achieve academically. Students receive daily physical education addressing health curriculum and units of study including sports skills and activities such as roller skating or climbing, both provided through an innovative local foundation grant. Students with specific movement needs that cannot be met within the traditional physical education program receive adaptive physical education services.

In addition, DES’ morning club time includes movement opportunities such as Zumba, recess club, and yoga to offer students a chance to socialize and play prior to the instructional day in order to prepare for learning. Students with specific needs may receive a “golden ticket” to these clubs regardless of space and arrival time so that their individual needs are met. Utilizing the latest educational research, students are also given brain breaks several times throughout the instructional day to help students activate, energize, and stimulate their brains.

Field Day includes safety presentations from the local fire and police departments, a variety of physical activities, and health lessons in a fun setting, and the main campus fundraiser is fitness and character education focused. Davis Elementary’s nurse provides lessons throughout the year and works with families to arrange health screenings and outside services as needed.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

DES is committed to producing students who use technology responsibly in their daily life. Students each have a school-issued device and learn digital citizenship through curriculum delivered in the STEM lab. A technology integration coach is available to help students and teachers troubleshoot issues and to demonstrate how to use various apps that enhance mastery of state standards. This coach encourages annual participation in the district badging system which recognizes staff for incorporating innovative learning experiences into their instruction. Additionally, technology application TEKS are integrated into all content areas to further develop and foster critical thinking skills, higher order thinking, and innovative problem solving.

Staff have the opportunity to enroll in Google Educator Certification, Levels 1 and 2, offering them the chance to take part in tech-based professional development. The STEM classroom focuses on TEKS-based science, technology, coding, and hands-on engineering activities including building, creating, and developing for a purpose to solve a real world problem.

The Davis librarian fosters a love of reading and promotes the development of reading skills by supporting students as they research different topics, selecting books for teachers that reinforce classroom learning, pushing into classrooms to increase access to library resources, and teaching students how to use online resources to read outside of school.

2e. Any other interesting or innovative curriculum programs you would like to share

Leadership and personal responsibility are core values at Davis Elementary School. Daily character education times, specified in the master schedule, ensure that all students develop essential skills such as taking responsibility, putting first things first, and achieving personal goals. During each morning session students learn about taking initiative, choosing actions, and setting goals. Students track their own learning behaviors and progress and adjust goals based on new data. DES learners work with others to find win-win solutions, resolve conflicts, and value others' ideas and strengths. Lessons address life balance, self-care, and serving others. Service projects are campus-wide so that students learn how helping others can fill their own buckets as well as help those in need.

Relationship processes create positive and supportive teacher-student bonds and student to student interactions are positive and supportive. Frequent affirmations, both for staff and students, create a campus culture of positivity and celebration. Behavior and environment-specific lessons address needs and issues as they arise. Teachers have easy access to these fully-developed lessons, which promotes simple implementation and real-time facilitation. Two yearly parent, staff, and student surveys gather information about needs, successes, and perceptions so that the DES team can better serve stakeholders.

3. Academic Supports

3a. Students performing below grade level:

Formative and summative assessment data is utilized to drive and differentiate instruction based on individual student needs and learning styles. When data indicates that a student is performing below grade level expectations, DES staff meet to create a learning plan involving both Tier 1 and Tier 2 supports to change the performance trajectory for the student. Three times a year, students complete online universal screeners to assess their skills in Reading and Math for grades Kindergarten through Fifth, and for Science in Grade 5. This data helps identify students who are in need of additional support.

Grade level teams, campus specialists, and administrators meet weekly in PLCs to determine instructional adjustments for students and to discuss student growth and performance. The PLC Team assigns students to an appropriate intervention based on the needs identified by data. Tier 2 assistance is available in the general education classroom through small group instruction and Response to Intervention time dedicated in the master schedule, as well as through before and after school tutoring. Students in Tier 2 are progress monitored every three weeks to ensure effectiveness of interventions and to monitor student growth.

If learners need more intensive support, the Student and Teacher Assistance Team (STAT Committee) convenes and may assign the student to Tier 3 Interventions with the Intervention Specialists in the areas of Reading or Math. These students are also progress monitored every three weeks for growth tracking and decision making. All groups are flexible and students may move between the Tiers as their data indicates. Parents receive progress updates regularly and are involved throughout the STAT process.

Students also have access to individualized online learning programs customized to fill their learning gaps, and students who failed state exams receive accelerated instruction plans to ensure 30 or more hours of additional instruction and to track growth in skills needed for success.

3b. Students performing above grade level:

Davis Elementary values growth for all students, including those learners who perform above grade level. DES provides enrichment opportunities through Gifted and Talented (GT) classes, flexible enrichment groups, project-based learning, individualized instruction, and differentiated learning stations. Nominations and recommendations for gifted and talented assessment are held yearly per the district and state model, and parents or teachers may nominate a student for testing. DES' Gifted and Talented Teacher uses project-based and inquiry learning to facilitate services for students meeting criteria for RCISD's Gifted and Talented program. Classes meet several times a week, and student learning culminates in various individualized research and creative problem solving projects that are displayed and presented during an

annual Gifted and Talented Expo.

Additionally, students who have not qualified for the gifted and talented program but who have demonstrated advanced mastery of skills have the opportunity to attend flexible enrichment groups for learning extension experiences. Teachers use a variety of online learning platforms to customize instruction and set individualized goals for students, and differentiated learning stations used in core classrooms provide additional challenges for those students who have demonstrated the need for enrichment.

All students track their own progress in mastery and meet with their teachers regularly to set growth goals that stretch their learning. Project-based learning is also available and differentiated for students through science and the STEM lab rotation. These projects allow students performing above grade level to really extend their learning and products through student choice and self-expression.

Other extracurricular activities, the RCISD District Science Fair, and academic competitions are also available for students in a variety of areas. Emergent Bilingual students demonstrating rapid learning in English receive language learning extension experiences with the support of DES' English as a Second Language (ESL) Teacher.

3c. Students with disabilities:

Davis Elementary strongly believes in educating students in the least restrictive environment. General education curriculum is the foundation for all instructional programs, and planning for a student's special education program begins on the neighborhood campus. The Full and Individual Evaluation, along with current information regarding present levels of academic achievement and functional performance form the basis for decision-making by the Admission Review and Dismissal (ARD) Committee who determine specific services needed on an individual basis. A full continuum of instructional and related services is available to eligible students, with initial consideration given to provision of services in the general education classroom to the greatest extent possible.

Students who benefit from highly specialized programming receive services from a special education teacher and staff in one of our two district centralized classrooms designed to assist students in accessing grade enrolled TEKS through prerequisite, vertically-aligned skills. These supports are designed specifically for students with significant needs in one or more of the following: social/behavioral/emotional, physical, or cognitive areas. Special education staff receive ongoing training to implement research-based intensive supports outlined in each student's Individualized Education Plan (IEP).

Effective literacy instruction is essential for all students and is especially critical for students identified with dyslexia. Services for students with dyslexia are provided through special education or Section 504. DES students receive evidence-based, multisensory structured literacy instruction from a Certified Academic Language Therapist (CALT) or from a special education teacher trained in dyslexia intervention strategies.

Students in special education and 504 participate in campus activities such as performing in campus productions alongside peers, extracurricular offerings, and producing artwork for the DES Art Show each year. Students are also given the opportunity to participate in events specially designed for their needs, through both locally and nationally sponsored competitions.

3d. English Language Learners:

Davis strongly emphasizes the use of language-rich interactive strategies to enhance and expand the effectiveness of instruction for English Language Learners (ELLs). Data analysis drives instructional practices and campus-based decisions. Professional Learning Communities are dedicated to collaboration and instructional decision-making.

DES's one-way dual language program serves nearly 68% of the school's English Language Learners. The goal of the program model is for emergent bilingual students to attain full proficiency, including grade-level literacy skills in both languages, while gaining an appreciation for multiculturalism. This model ensures that

students have access to viable and guaranteed grade level curriculum and special program choice and validates students' background when planning for instruction.

Intensive English language instruction programs provided by English as a Second Language certified teachers trained in effective second language acquisition methods serve the remaining 32% of the English Language Learners at DES. ESL is a content-based intensive language instruction program. Students receive instruction in English only, while teachers integrate second language acquisition methods. Depending on language needs, services may be pull-out, inclusion, content-based, and/or co-teach model. Instruction utilizes the TEKS and the English Language Proficiency Standards (ELPS) cultivating of English language skills and the promoting of academic success in all grade level content areas.

Focused on continuous improvement, Davis provides targeted instruction to increase language acquisition and student achievement. A robust online testing platform allows quick language proficiency assessment in the Fall and Spring in preparation for the Texas English Language Proficiency Assessment System (TELPAS). To foster student agency, teachers work with ELL students to set their language goals and monitor their progress as it relates to listening, speaking, reading, and writing. This process, along with a strong instructional leadership model which includes the use of ELPS-TELPAS Proficiency Level Descriptors to track and update student progress throughout the school year, informs coaching and professional development offerings for teachers.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Providing a positive and safe school environment where students can grow, explore, and reach their full potential, both academically and socially-emotionally, is a central focus for the Davis Elementary team. Starting each day off right is essential to set the tone for learning. Teachers greet students each morning, lively music plays at morning drop off, staff dress up in silly costumes for afternoon dismissal, and student-led morning announcements are positive, upbeat, and showcase college and career awareness on “Think College Thursday.” Students share positive happenings with classmates each morning, and formal launches are used at the end of classes to remind students to carry their learning and leadership into other settings. Utilizing relationship building processes is a key focus for all staff, and ensuring students have the skills to develop themselves and relate to others is part of DES’ daily expectations and founded on strategic planning initiatives involving community input.

Common schoolwide procedure lessons are implemented from the first day of school and reviewed as needed, ensuring that all students know behavioral expectations. These lessons range from appropriate bus behavior, walking in the hallways, and how to behave in the cafeteria, to how to make a request, accept no for an answer, disagree appropriately, or make an apology. The counselor meets with classes on a regular basis to teach more in-depth skills, and learners also have access to the counselor for their individual needs. Staff explicitly teach leadership skills daily, such as collaboration, conflict resolution, responsibility, and goal setting to promote future college and career success, and announcements showcase career and college options on a weekly basis.

DES believes that student success and empowerment depends on students knowing expectations and having the skills to follow them. When students expect the best from themselves and others, it creates an environment where growth and responsibility are the norm. DES recognizes growth through celebrations on campus and on social media. When the goal bell rings at DES, it means a child has met his or her goal, and the whole school celebrates. It is not uncommon to hear cheering from down the hall while others are ringing the bell.

Students can also participate in campus positive behavior support incentives such as earning a book from the vending machine or positive office referrals. Extracurricular activities and morning clubs allow students to explore personal areas of interest, and they enable students to shine in areas outside of the academic classroom in ways not otherwise possible.

2. Engaging Families and Community:

Parent involvement is critical to student success, and DES encourages all parents to engage in their child’s educational experience. Grade level specific informational meetings, as well as Title I meetings, are held at the beginning of each year to overview academic and behavioral expectations for each grade level. During these sessions, teachers review reading and math expectations and provide tips for how parents can support learners at home. Presenters also showcase and explain learning resources provided by DES and RCISD, and parents learn how to access them at home. In October, student-led parent teacher conferences allow students, parents, and teachers to meet to discuss growth, goals, and learning behaviors. Students share their personal and academic wildly important goals with their parents and their lead measures that they are tracking for improvement. This direct contact with families about specific needs and goals for their child helps empower parents to support learning at home.

Campus events and communications also ensure parents have the opportunity to engage in their child’s learning. Reading, Math, and Science Family Nights occur on a rotating basis so that parents can attend and participate in learning activities with their children. Parent newsletters with a translation feature, social media accounts, parent emails, and the district app offer ways to send information to parents who are unable to attend campus events but wish to help their child at home.

Parent organizations led by volunteers also offer a way for parents to participate in extracurricular and character building activities with their children. The DES Parent Teacher Organization ensures opportunities for parents to participate and volunteer at campus events and gives parents a voice in the offerings of the campus. The campus fathers organization meets monthly for breakfast and quality time with their children. During each meeting, fathers share what makes them proud of their child, participate in a lesson on the monthly character trait, and then have a structured conversation with their child about how to apply that learning. Students who do not have fathers at home or whose fathers are unable to attend may attend with their mothers or another adult in their life.

Community partners provide mentors and volunteers who meet regularly with students, provide food, clothing, and materials for students in need, and contribute to campus culture and teacher appreciation efforts. This partnership has been invaluable to the DES team, families, and students and the overall culture of the campus.

3. Creating Professional Culture:

Creating a culture that values and supports teachers is at the heart of Davis Elementary School. Focusing on the whole teacher and providing both professional and personal care is what makes DES a great place to be. These relationships and care for others extends beyond administration and encompasses how staff members relate to one another. From sending meals when someone is sick or facing a personal challenge, or simply giving a team member a break when they need it, the culture of care runs through the very core of Davis.

The Process Champions team works to model and exemplify relationship building principles and showcases staff members who are contributing as well with monthly awards, shoutouts, and affirmations. Team members can nominate a peer for a positive office referral, and the administration will call the staff member to the office, celebrate with a small token of appreciation, and then call their family member of choice to brag on them. “Happy carts” and other fun appreciation activities contribute to the overall feel of DES. Setting and celebrating professional goals are also one way DES celebrates staff. Teachers who meet goals, whether academic or personal in nature, have the same opportunity to ring the goal bell and celebrate with the team.

Empowering staff to share their expertise and experience with others is another way DES values team members. During staff-led faculty meetings and PLCs, staff discuss and explore quality strategies and further cultivate a culture of collaboration through learning walks and observing peers. Teachers and staff hold positions on various campus and district committees where they provide valuable input to drive initiatives and instructional changes. When teachers indicate their needs and professional goals, administrators respond and plan professional learning opportunities to align with their present and future needs. This culture of transparency and support creates an environment where teachers feel valued and supported to grow.

DES and RCISD actively value all staff members. Campus administrators meet monthly with paraprofessionals to gather their input about campus improvements needed and for ideas they have regarding their roles. Leadership gathers input about suggested clubs and organizations, and staff eagerly take on leadership and implement their ideas. Paraprofessionals wishing to pursue their degree and teaching certification are encouraged to participate in the district’s Grow Your Own Program which will provide free college courses and training in order to achieve their goal.

4. School Leadership:

Leadership and growth are critical components to the culture and work at DES and RCISD, and each member of the team is expected to be a leader in their role. Coaching is a central process for each member of the campus team, including administrators. Leading by example, both administrators meet biweekly with district supervisors to discuss data, campus initiatives, and personal leadership growth. In turn, the principal and assistant principal meet with teachers regularly through PLCs, individual data meetings, and coaching sessions to grow and refine their instructional skills. Teachers set high growth and performance goals for themselves and their students and track data with supervisors to monitor progress. DES administrators plan

with teachers, review student work, and give feedback on instruction through weekly walkthroughs. Taking a responsive rather than a reactive approach, administrators encourage teacher leadership and autonomy and provide ongoing training based on data collected through observations and walkthroughs.

Proactive structures and systems ensure all stakeholders know and understand the mission, vision, and expectations for the campus. Central to the success of these structures is clear, frequent, and aligned communication. A shared campus organizational chart and teacher handbook explains procedures and roles, and a common resource houses all social-emotional learning resources. These common documents define expectations and provide clarity, but they also provide efficiency for the staff so that they can spend more time on student learning. Administrators routinely review expected processes and attend all PLCs and professional development sessions to monitor and participate in the instructional work of the campus.

Empowering and building other leaders is also a core principle for DES and the purpose of true leadership. Growing teachers ultimately results in growing students, and it breathes life into classroom learning activities. Teachers lead, create, and implement innovative teaching practices and take risks by stretching themselves and trying new approaches. Administrators give grace and communicate that growth takes risk when a strategy is ineffective or needs refinement. Teachers are encouraged to apply to the RCISD Education Foundation annually for innovative teaching grants, and many DES teachers have received funding for instructional activities they wished to implement in their classrooms. Additionally, administrators meet with team members to define and explore their professional goals and then ensure that staff have the opportunity to participate in activities, roles, and responsibilities that will help them in their path to reaching their career goals.

5. Culturally Responsive Teaching and Learning:

As a diverse and growing campus community, Davis Elementary School prides itself on engaging and celebrating all learners, families, and staff in the educational process. One core belief of DES is that social-emotional learning promotes equity for all students as it teaches skills needed to empower learners and promote understanding and respect among all. Daily character education lessons that are inclusive and responsive to the needs of the students are delivered by both the classroom teacher and the campus counselor. All students receive instruction in a variety of social skills, including how to synergize, respect, and understand others, as well as how to disagree, take no for an answer, and to apologize.

Teachers and students cooperate and collaborate to develop classroom social contracts and answer such questions as how students want the teacher to treat them, how they should treat their peers, and how they will agree to handle conflict if it arises. District developed character education and social skills lessons are also used that are customized to the community's input during strategic planning sessions and focus on what our stakeholders want graduates to know and be able to do.

In order to build dreams and envision success for themselves, students need to see role models like them who have accomplished amazing things. Therefore, in addition to quality social-emotional instruction, Davis Elementary celebrates and encourages participation of families of all backgrounds. Bilingual classes are offered in Spanish for students who qualify, and translators are provided for parent meetings and employed on staff. Other translation services needed by families, such as American Sign Language, are also provided.

Student crews produce daily video announcements in both English and Spanish showcasing a variety of role models in many different careers and fields, and curriculum resources provide diverse texts and lessons that represent all cultures. During monthly cultural focuses, all classrooms participate in interactive read alouds focused on that particular culture, such as during Black History Month or Hispanic Heritage Month.

Fine Arts performances incorporate and study various cultural traditions from around the world, and the campus librarian ensures a variety of represented backgrounds in the library offerings. Students lead cultural events such as Las Posadas and Cinco de Mayo festivities. Families and community come together as students perform various cultural celebrations where they research and present projects and performances related to their culture.

PART VI - STRATEGY FOR EXCELLENCE

Aristotle said, “We are what we repeatedly do. Excellence, then, is not an act, but a habit.” Davis Elementary has spent the last three years refocusing on the habits of excellence that bring about growth in students, and the central, driving force of this improvement has been the power and productivity of implementing data meetings which include formative assessment implementation and review during weekly PLC meetings.

DES data meetings have always focused time on studying the TEKS and learning more about what the students should know and be able to do by the end of each lesson, and district exams and universal screeners have been aligned with curriculum expectations. Teachers have reviewed TEKS resources, studied the student expectations, and utilized the terminology in the standards in student assignments. The time spent refining these pieces of the PLC process and understanding the standards have served the campus well as the team transitioned into the next steps of aligning formative assessments to the daily and weekly expectations in order to more immediately assess mastery of skills and concepts taught.

DES PLCs historically examined students' data for the purpose of informing and adjusting instruction and used summative assessment data to inform curriculum adjustments and larger instructional courses of action such as review sessions, intervention needs, and tutoring planning. This shift to using formative assessment data has provided a greater impact on day to day Tier 1 instructional improvements, and resulted in increased student growth. Making micro-adjustments more quickly has challenged teachers to examine their teaching practices and collaborate more with their peers to find and implement effective strategies across grade levels.

As teams made revisions to their instructional practices, they discovered their power and resulting responsibility to drive growth for students. This revival of collective teacher efficacy and collaboration to monitor and adjust instruction was born from the formative assessment and data meeting process. As teachers reviewed not only their own, but their peers' formative assessments and student work, they began to see that collaborating with each other, working together, and improving instruction as teams could be the catalyst for student growth and success.

Teachers met with administrators and peers to set growth goals for their classes and used formative assessments, instructional changes, and collaboration to achieve those goals. This habit of weekly PLCs examining formative assessments and adjusting instruction was the driving force in growth for teachers, and in turn DES learners.