E. T. Davis Elementary School

Strategy Map 2026 - 2027

VISION

Our scholars will be empowered to think independently, become life long learners and college/career ready.

MISSION

Our scholars will achieve their highest potential by providing a high quality education in a safe and nurturing environment.

BELIEFS

At DES we believe in the transformative power of education and the potential of every scholar. Our guiding principals of Children First, Respect, Determination, Continuous Improvement, and Gratitude reflect our commitment to fostering a nurturing and empowering environment where ALL can thrive.

	Culture of Learning	Leadership of Learning	Engagement of Growth
OBJECTIVE	• Maximize student growth and content mastery by increasing ELA proficiency from 21.72% to 33%, Math proficiency from 8.14% to 19%, and Science proficiency from 17.07% to 25%.	• Enhance instructional leadership by delivering continuous, high-quality professional learning for all teachers and staff to elevate classroom instruction in 100% of classrooms, increase teacher retention, and accelerate student academic growth.	• Expand collaborative partnerships with all stakeholders to cultivate a positive, inclusive school culture, decrease chronic absenteeism by 10%, elevate parental engagement in student success, and achieve at least an 80% positive rating on annual school climate surveys.
CRITICAL INITIATIVES	• Implement High-Leverage Practices (HLPs) and Data-Driven Explicit Instruction to accelerate academic growth and close proficiency gaps by 3% to 5% in reading, math, and science, and targeted professional development. • Decrease chronic absenteeism by 10% and reduce discipline infractions by 10% in order to foster a positive, safe learning environment for all students.	• Strengthen PLCs through collaborative data analysis, instructional planning, and progress monitoring to improve instructional practices and student achievement. • Build teacher and leadership capacity through targeted professional learning, instructional modeling, collaborative walkthroughs, and feedback cycles.	• Enhance family engagement and strengthen community collaboration by hosting quarterly events, establishing active partnerships, and improving communication to build stronger school–home connections. • Increase student engagement by expanding clubs, organizations, and meaningful leadership opportunities that develop scholars' confidence, responsibility, and collaboration skills.
INTENDED OUTCOMES	• Increase student proficiency in reading, math, and science and reduce proficiency gaps by 3–5 percentage points • Improve student attendance and behavior by reducing chronic absenteeism and discipline infractions by 10% .	• Improve instructional effectiveness and student achievement through data-driven, targeted planning, and ongoing progress monitoring in PLCs. • Strengthen teacher and leadership effectiveness, that improve instruction and student achievement.	• Increase family participation, strengthen community partnerships, and improve two-way communication that supports student learning. • Increase participation in clubs, organizations, and leadership roles, fostering greater confidence, collaboration, and a stronger sense of belonging.
KEY MEASURES	• Classroom walkthroughs and instructional observations, use data & state assessment results to see growth. • Powerschool discipline data showing a 10% reduction in chronic absenteeism and discipline infractions from current & previous year	• PLC and planning records, walkthrough evidence of improved instructional practices, and student data showing increased mastery. • Track professional learning participation, feedback cycles, and improvement in instructional practices via walkthroughs.	• Document quarterly events, family survey feedback, and satisfaction with school–home communication. • Track quarterly participation, using scholar surveys and teacher observations, to measure growth in confidence.

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