

**Katy Independent School District**  
**Davidson Elementary**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# **Mission Statement**

Together with our community, the Davidson staff will provide a nurturing environment committed to excellence in achievement for all. Students will be challenged and provided an educational foundation which enables them to become collaborative, creative, productive adults who thrive in an ever-changing global world.

# **Vision**

Davidson Elementary is a caring community that values diversity and prepares every child for the future in an ever-changing world.

# Comprehensive Needs Assessment

Revised/Approved: August 18, 2018

## Demographics

### Demographics Summary

Davidson Elementary is entering our fourth school year. During our first two years, we experienced tremendous growth. We were the largest elementary school in Katy ISD during the 2015-2016 school year. After losing about 350 students to Jenks Elementary, we now have 1146 students. Davidson has a diverse population of students from all over the Houston area, Texas, the United States and many countries such as Mexico, India, China, Africa, Canada, Europe and South America. Due to our diverse population, we also have 23.7 English Language Learners on our campus. Davidson has a small population of Economically disadvantaged students. who are eager to work in Katy ISD and at Davidson. We seek out teachers who are called to the profession and who are committed to creating relationships with our students. We support teachers in their professional development and in creating teacher leaders. We can select the highest quality teachers to teach at Davidson due to continued support for growth and a supportive and encouraging community.

### Demographics Strengths

Keiko Davidson has many demographic strengths. Families move to Katy ISD and to the Pine Mill Ranch/Cardiff Ranch subdivisions for the schools. Most of our families are extremely supportive of our campus and staff. We have a diverse group of families which bring exciting new ideas and talents to our school.

Davidson staff is a highly experienced group of professionals with a commitment to their own and their team's professional growth. We provide Instructional Coaches to support lesson planning and high-quality assessments. Our mentor program encourages teachers to continue in the teaching professional. We recruit teachers from all over the Houston area, our state and out of state to create an environment which is diverse. This matches the community in which we live.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

Davidson Elementary is a four-year-old campus of kindergarten fifth-grade students in Katy ISD. We are a diverse community of white, Asian, African American and Hispanic students. Approximately, one-fourth of our students are in the ESL program. We have an involved community which consistently supports student learning and achievement. The current needs at Davidson Elementary are to provide instruction to a very diverse population of students. A fourth of our students are in the ESL program. We are charged with assisting students to become proficient in English at a fast-pace. We have 33 different languages spoken and a large population of students from many different countries and different states in the United States. This provides unique opportunities to fill in learning gaps and teach children from very different academic backgrounds. In addition, we have many academically able students who require enrichment learning opportunities for their continued growth and success. We are continuously growing with a current enrollment of 1146 students in a thriving young neighborhood of families.

Students in 3-5 performed well on STAAR, and consistently score above the district and state average.

STAAR Reading: 93%

STAAR Math: 97%

STAAR Writing: 90%

STAAR Science: 92%

Our special education students struggled in reading and writing, and our ESL students struggled in science. In fact, our science scores for our ESL students fell below the district average.

### **Student Academic Achievement Strengths**

Davidson Elementary School Met STAAR Standard in Student Achievement, Student Progress, Closing Performance Gaps and Postsecondary Readiness. We scored a 40/40 System Safeguard Indicators for a total of 100%.

Index I 95- Target Score 60

Index 2 56- Target Score 32

Index 3 62- Target Score 28

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** 50% of the 5th grade ELL students showed progress on the STAAR science assessment. **Root Cause:** Our ELL students are showing a weakness in academic and assessment language.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Davidson Elementary has high-quality staff members who are eager to work in Katy ISD and at Davidson. We seek out teachers who are called to the profession and who are committed to creating relationships with our students. We support teachers in their professional development and in creating teacher leaders. We can select the highest quality teachers to teach at Davidson due to continued support for growth and a supportive and encouraging community.

Parents, teachers, and students at Davidson Elementary take pride in their school and the school's reputation for success. The perception of Davidson is that it is already a school which offers a safe and positive environment with a strong focus on academic excellence. We have a high standard for best instructional practices as well as building social character. Davidson's focus goes far beyond just STAAR scores. Our commitment is to keep students at the center of all of our decisions. As a result, learning is of paramount importance. When our students do not learn, we make adjustments within instruction, the school context and organization. We work hard to ensure that instructional time is protected. Teachers and students are kept in the classroom as much as possible and are not removed for unnecessary reasons. Teachers value the planning time that they have with their teams and our instructional coaches. They prepare for their individual classroom instruction by using outstanding group plans. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

Davidson utilizes current technology through computers, laptops, i-pads and other communication devices students bring from home. Our community receives digital information weekly from our grade levels and school. In addition, we use the REMIND text system to communicate immediately with our families.

### **School Processes & Programs Strengths**

Davidson staff is a highly experienced group of professionals with a commitment to their own and their team's professional growth. We provide Instructional Coaches to support lesson planning and high-quality assessments. Our mentor program encourages teachers to continue in the teaching profession. We recruit teachers from all over the Houston area, our state and out of state to create an environment which is diverse. This matches the community in which we live.

Teachers consistently review data from lessons and assessments to provide instruction based on the students' needs. KDE utilizes the workshop model for instruction incorporating mini-lessons, independent work time, partner/small group work and teacher conferences.

Our technology strengths include i-pads, short throw projectors in each classroom and the front row sound systems.

Davidson is proud of the following strengths:

1. Teachers are aware of the urgency for using best instructional practices and the rigor of the TEKS.
2. Teachers accommodate special populations through IEP's, 504 Accommodations, and RTI accommodations.
3. RTI is utilized for academic and behavior concerns for students.
4. Our master schedule and calendar maximize the amount of time spent on instruction.
5. Safety drills are performed frequently and efficiently.

## Perceptions

### Perceptions Summary

The culture and climate at KDE is one of positive encouragement. We practice PBIS -Positive Behavior Support for our students. Teachers are trained in Love and Logic and Capturing Kids Hearts. We have a staff and community which values high academic achievement. We support service to others through our Staff Initiatives, Read, Deed, Run Program, Student Council and Core Essential service projects. Our themes include: All Dragons Deserve It and All Kids Deserve It.

Davidson Elementary has a wonderful group of volunteers who assist in the cafeteria, workroom, library, fundraisers, school store, and campus events. Our community is highly involved in after-school programs such as Read, Deed, Run, Choir, Robotics, Mad Science and Dragon Academy. Families attend our school events and support the campus initiatives. PTA sponsors a Spring Carnival, Fun Run, Spirit Nights, Parent Speaker Series and other family programs. Our staff works to create positive community interactions through newsletters, Meet the Teacher, Grad level orientation meetings, conferences, newsletters and social media (Twitter).

Davidson is working with the KATYISD behavior specialist to revisit PBIS implementation.

### Perceptions Strengths

Davidson has established a culture of academic success and commitment to service. Campus data indicates that PBIS is effective and used school-wide to make a difference in positive teacher and student interactions. Davidson implements many different opportunities for learning and incorporates fun activities for students both during and after the school day.

Davidson Elementary School has a high degree of parental involvement through a variety of different programs including: carnival, spirit nights, movie nights, watch dog dads, mother and son, father and daughter and many more events.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** PBIS has not been implemented with fidelity. **Root Cause:** Lack of teacher understanding and training.



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

## Employee Data

- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

# Goals


Revised/Approved: July 24, 2017

## Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** By June 2019, 96% of Davidson Elementary students will pass Reading, Writing, Math and Science STAAR tests at Meets or Masters Grade Level Expectations.

**Evaluation Data Source(s) 1:** Comparison of 2018 and 2019 Index 1 scores

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) 1) Implementation of reading, writing and math workshop models to provide engaging and meaningful learning opportunities for students: (a) create grade level team lesson plans which support the workshop model (b) assure teachers are provided with a variety of appropriate reading leveled books for their grade level (c) provide additional support and modeling for teachers needing additional assistance in the workshop model of instruction.	Grade level teachers Instructional Coaches in ELA/SS and Math/Science Campus Administration	All grade level staff members will demonstrate proficiency in the workshop model in reading, writing and math.				
Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 199 - General Fund Other Donation - 40000.00						
2) 2) Incorporate differentiation structures and strategies as the basis for decisions to increase overall performance and close gaps in learning.	Grade level teachers Instructional Coaches in ELA/SS and Math/Science Campus Administration	All grade level staff members will demonstrate proficiency in the workshop utilizing data to support small group instruction in math, reading, phonics, and writing.				
Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 865 - Principal Activity - 6000.00						
						

**Performance Objective 1 Problem Statements:**

**Curriculum, Instruction, and Assessment**


**Problem Statement 1:** A percent of students are not making a year or more growth in all grade levels and content areas. **Root Cause 1:** Students are not receiving appropriate small group instruction and are engaged in "activities" instead of meaningful practice centered around goals.

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 2:** By June of 2019, 96% of Davidson Elementary special education students will pass Reading, Writing, Math, and Science STAAR.

**Evaluation Data Source(s) 2:** Comparison of 2018 and 2019 Index 1 scores on STAAR

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Implementation of reading, writing and math workshop models to provide engaging and meaningful learning opportunities for students: (a) create grade level team lesson plans which support the workshop model (b) assure teachers are provided with a variety of appropriate reading leveled books for their grade level (c) provide additional support and modeling for teachers needing additional assistance in the workshop model of instruction.	Grade level teachers Instructional Coaches in ELA/SS and Math/Science Campus Administration	All grade level staff members will demonstrate proficiency in the workshop model in reading, writing and math.				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1						
						

**Performance Objective 2 Problem Statements:**


Student Achievement
<b>Problem Statement 1:</b> Special education students are under performing general education students on state assessments. <b>Root Cause 1:</b> Student data is not utilized to drive instruction for individual students.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> A percent of students are not making a year or mores growth in all grade levels and content areas. <b>Root Cause 1:</b> Students are not receiving appropriate small group instruction and are engaged in "activities" instead of meaningful practice centered around goals.

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 3:** Davidson staff will implement the district's curriculum, and utilize a variety of instructional models to create opportunities for students to improve learning and demonstrate the Instructional Cornerstones.

**Evaluation Data Source(s) 3:** Variety of state, local, and campus-based assessments.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) 1) Teams will be bi-weekly in planning and PDR. Teachers will participate in learning walks.	Campus Leadership Instructional Coaches	Student performance will increase, and teacher engagement will increase.				
Problem Statements: Curriculum, Instruction, and Assessment 1						
						

**Performance Objective 3 Problem Statements:**

Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> A percent of students are not making a year or mores growth in all grade levels and content areas. <b>Root Cause 1:</b> Students are not receiving appropriate small group instruction and are engaged in "activities" instead of meaningful practice centered around goals.


**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 4:** Identify and implement increased opportunities to share information and gather input from parents, students, staff, and community members which result in an increase in opportunities over 2018-2019.


**Evaluation Data Source(s) 4:** Feedback from community

**Summative Evaluation 4:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) 1) The principal will begin a campus blog to highlight curriculum events happening in the classroom as well as start a book club for students and parents.						




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 5:** By May of 2019, all students in RTI Tier 1, 2 and 3 will have a specialized plan in order to support their emotional, social, behavioral, and academic needs.

**Evaluation Data Source(s) 5:** A variety of assessments including state, local, and campus-based assessments.

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) 1.) The RTI process will be restructured with a clear step-by-step process for teachers to follow including expectations for each tier.	Campus Leadership Instructional Coaches Instructional Coordinator	Students and teachers will have appropriate supports in place in order to ensure all students show at least a year of growth.				
2.) Kid Chats will be implemented in order to support student and teacher needs at the classroom level for all students.			Problem Statements: Curriculum, Instruction, and Assessment 1			

**Performance Objective 5 Problem Statements:**

Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> A percent of students are not making a year or mores growth in all grade levels and content areas. <b>Root Cause 1:</b> Students are not receiving appropriate small group instruction and are engaged in "activities" instead of meaningful practice centered around goals.




## Goal 2: Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 1:** Support initiatives to increase staff and student engagement by addressing behavioral, social, health and emotional needs to create a positive learning and working environment as evidenced by a decrease in discipline referrals and out of class placements.

**Evaluation Data Source(s) 1:** Comparison of PEIMS discipline data from previous years, and referrals for differentiated instruction and/or services.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) 1) PBIS will continue to be overhauled this school year with. A vertical PBIS team has been created and will continue to led by the work for the campus. SOAR expectations will be reviewed and revised to meet the current needs of our students. 2) Teachers will use WOW forms and Dragons in Training forms.	Campus Leadership Team Campus staff PBIS Committee	Students will move from tangible rewards as primary source of motivation to internal sources for motivation.				
Problem Statements: Perceptions 1						
2) 2) All homeroom classrooms will start the day with community circle. Teachers will be provided support from the counselor to focus on core essentials and other appropriate topics.	Classroom teachers Campus Leadership	Students will grow as a community and work together to solve and prevent problems.				
Problem Statements: Perceptions 1						
3) Small group sessions and parent education classes will be held on topics such as anxiety, friendships, and cyber safety.	Counselor Principal	Create a positive social and emotional environment for students. Students will have strategies that will allow them to make appropriate decisions and problem in situations.				
Problem Statements: School Culture and Climate 1						
						

### Performance Objective 1 Problem Statements:

School Culture and Climate
<b>Problem Statement 1:</b> PBIS has not been implemented with fidelity. <b>Root Cause 1:</b> Lack of teacher understanding and training.
Perceptions
<b>Problem Statement 1:</b> PBIS has not been implemented with fidelity. <b>Root Cause 1:</b> Lack of teacher understanding and training.

**Goal 3: Katy ISD will attract and support high-quality staff members to optimize their impact on student learning and create a culture of staff retention.**

**Performance Objective 1:** By May of 2019, Davidson Elementary will ensure resources and professional development are appropriately allocated in order to maximize student and teacher engagement and growth.

**Evaluation Data Source(s) 1:** A variety of assessments including state, local, and campus-based assessments.

Teacher feedback  
Classroom Observations

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Teachers will engage in a variety of collaborative structures, such as PDR, RTI, and Kid Chat.	Campus Leadership Instructional Coaches Instructional Coordinator	Increased engagement and growth for teachers and students				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1						

**Performance Objective 1 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Special education students are under performing general education students on state assessments. <b>Root Cause 1:</b> Student data is not utilized to drive instruction for individual students.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> A percent of students are not making a year or mores growth in all grade levels and content areas. <b>Root Cause 1:</b> Students are not receiving appropriate small group instruction and are engaged in "activities" instead of meaningful practice centered around goals.

# State Compensatory

## Personnel for Davidson Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Debra Wheelis	Teacher	Academic Support	1
Rachel Justice	Teacher	Academic Support	1

## Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Clifford Reed	Assistant Principal
Administrator	Jessie Miller	Principal
Administrator	Dee Ann Larsen	Assistant Principal
Classroom Teacher	Christina Alvarado	Teacher
Parent	Hugo Aguilar	Parent
Parent	Temitope Ayoola	Parent
Business Representative	Carolyn Bauerschlag	Business Representative
Community Representative	Keiko Davidson	Community
District-level Professional	Jeremy Frazier	District Representative
Parent	Becky Grabill	Parent
Business Representative	Barbie Jaloway	Business
Classroom Teacher	Crystal Matovich	teacher
Parent	Cathleen Pittman	Parent
Non-classroom Professional	Andrea Purcell	Instructional Coordinator
Parent	Martha Quintero	Parent
Non-classroom Professional	Brenda Rison	Dyslexia Teacher
Parent	Alba Villegas	Parent
Classroom Teacher	Debra Wheelis	Teacher

# Campus Funding Summary

<b>199 - General Fund Other Donation</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$40,000.00
<b>Sub-Total</b>					\$40,000.00
<b>865 - Principal Activity</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Hands on student resources		\$6,000.00
<b>Sub-Total</b>					\$6,000.00
<b>Grand Total</b>					\$46,000.00