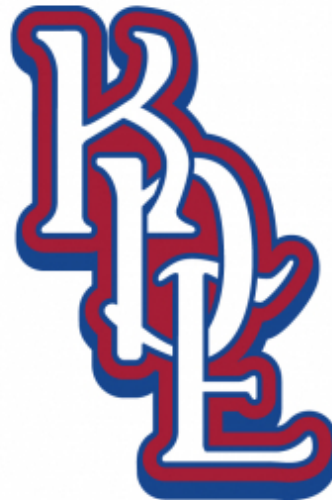


Katy Independent School District
Davidson Elementary
2019-2020 Campus Improvement Plan



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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Keiko Davidson Elementary is a neighborhood school serving PreK through fifth-grade students. Davidson also has Lifeskills and Early Childhood Special Education (ECSE) units. This is the sixth year the school has been opened. 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 24.0% English Language Learners on our campus. Davidson has a small population of Economically disadvantaged students. Our mobility rate is 7.1. Our demographics currently breakdown as follows:

White 32.06%-362 Students
Asian 37.56%-424 Students
Black 8.63%-97 Students
Two or More Races 5.31%-60 Students
American Indian/Alaskan Native 0.27%-3 Students
Native Hawaiian Pacific 0.35%-4 Students

Demographics Strengths

Keiko Davidson has many demographic strengths. Davidson has students that come from 39 different countries. Our students learn to celebrate and embrace cultural diversity. Our mobility rate is low, and this allows our students to grow up within our community. Our families are truly invested in KDE.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A percent of students are not making a year or mores growth in all grade levels and content areas. **Root Cause:** Students are not receiving appropriate small group instruction and are engaged in "activities" instead of meaningful practice centered around goals. Teachers are not using student data to drive decisions in the classroom.

Student Academic Achievement

Student Academic Achievement Summary

Davidson Elementary is a five-year-old campus of kindergarten through 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 1129 students in a thriving young neighborhood of families. we have experienced an increase in our low income and special education students. We have seen a slip in our overall student achievement from 2018-2019 and a drop in our overall growth measure. This is an area of focus for the 2019-2020 school year.

Student Academic Achievement Strengths

Davidson Elementary School Met STAAR Standard in Student Achievement, Student Progress, Closing Performance Gaps and Postsecondary Readiness. Davidson received an overall A rating from TEA. Students at Davidson consistently score above the state and district averages on STAAR.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: A percent of students are not making a year or mores growth in all grade levels and content areas. **Root Cause:** Students are not receiving appropriate small group instruction and are engaged in "activities" instead of meaningful practice centered around goals. Teachers are not using student data to drive decisions in the classroom.

Problem Statement 2: Special education students are under performing general education students on state assessments. **Root Cause:** Student data is not utilized to drive instruction for individual students. Students may need adjustments to their programming.

Problem Statement 3: PBIS has not been implemented with fidelity. Students and staff are struggling with problem solving skills. **Root Cause:** PBIS has not been implemented with fidelity.

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, mobile Chrome Book carts, mirror 360, smart panels 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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A percent of students are not making a year or mores growth in all grade levels and content areas. **Root Cause:** Students are not receiving appropriate small group instruction and are engaged in "activities" instead of meaningful practice centered around goals. Teachers are not using student data to drive decisions in the classroom.

Problem Statement 2: PBIS has not been implemented with fidelity. Students and staff are struggling with problem solving skills. **Root Cause:** PBIS has not been implemented with fidelity.

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 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, watchdog dads, mother and son, father and daughter and many more events.

Davidson was recently ranked #1 elementary school in the Houston area by NICHE.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: PBIS has not been implemented with fidelity. Students and staff are struggling with problem solving skills. **Root Cause:** PBIS has not been implemented with fidelity.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- 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
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: By June 2020, 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 2019 and 2020 Index 1 scores

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) 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.				
Funding Sources: 199 - General Fund - 45000.00, 199 - General Fund PTA Donation - 10000.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
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. Student growth in improve. Student's will perform at meets/masters level in all STAAR assessments.				


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

Performance Objective 2: By June 2020, 100% of Davidson Elementary students will demonstrate at least one year's growth on the Reading and Math STAAR Test.

Evaluation Data Source(s) 2: 2020 STAAR Assessment

Summative Evaluation 2:

Targeted or ESF High Priority

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. Student growth in improve. Student's will perform at meets/masters level in all STAAR assessments.				
						

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.

Classroom Observation

Student Work

Summative Evaluation 3:

Targeted or ESF High Priority

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.

Classroom observations

Summative Evaluation 1:

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.				
2) 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.				
3) Staff will participate in Restorative Circle Book Study and implement strategies as part of community circle.	Campus Leadership	Students will demonstrate problem solving strategies and classrooms will be more supportive of social and emotional needs.				
Funding Sources: 199 - General Fund - 500.00						
4) 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. Teachers will create cool down areas in the classroom for students to access as needed.	Campus Leadership	Students will demonstrate problem solving strategies and classrooms will be more supportive of social and emotional needs.				
Funding Sources: 199 - General Fund - 500.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
5) 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.				

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 2020, 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:

Targeted or ESF High Priority

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				
						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	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.

2019-2020 Campus Advisory Council

Committee Role	Name	Position
Administrator	Jessie Miller	Principal
Parent	Victor Abu	Parent
Parent	Samuel Branjon	Parent
Parent	Eric Damshekan	Parent
Non-classroom Professional	Lori Davies	Professional
District-level Professional	Jeremy Fraizer	District Level Professional
Non-classroom Professional	Andrea Garcia	Professional
Administrator	Kristi Gonzales	Assistant Principal
Classroom Teacher	Rachel Justice	Teacher
Parent	Poornima Kadiri	Parent
Administrator	Dee Ann Larsen	Assistant Principal
Classroom Teacher	Diana Novosad	Teacher
Non-classroom Professional	Wellyna Olivier	Instructional Coach
Business Representative	Terion Peloquin	
Non-classroom Professional	Josette Snead	Counselor
Parent	Michelle Thomas	Parent

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$45,000.00
2	1	3	Books for Book Study		\$500.00
2	1	4	Cool Down Items		\$500.00
Sub-Total					\$46,000.00
199 - General Fund PTA Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development and resources		\$10,000.00
Sub-Total					\$10,000.00
Grand Total					\$56,000.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
KEIKO DAVIDSON EL (101914138) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		91	A
Student Achievement		92	A
STAAR Performance	68	92	
College, Career and Military Readiness			
Graduation Rate			
School Progress		82	B
Academic Growth	76	82	B
Relative Performance (Eco Dis: 8.2%)	68	72	C
Closing the Gaps	94	89	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned