Katy Independent School District

Davidson Elementary

2023-2024 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

Davidson Elementary has a reputation for being a warm and welcoming school where students thrive academically and socially. While we have a history of academic success, there are areas we need to focus on in order to continue to provide the very best learning opportunities for our students. The staff at KDE has a true heart for children, and we are committed to doing all that we can to be the very best for our Dragons. Throughout this year, we will be learning and growing right alongside our students.

Throughout this year, we will be learning and growing right alongside our students. Keiko Davidson Elementary is a neighborhood school serving PreK through fifth-grade students. Davidson also has Lifeskills, ASIP, YCAP, and Early Childhood Special Education (ECSE) units. This is the eighth 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 14.9% 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 Hispanic 15.15%-162 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: : Special Education students are underperforming 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.

Student Learning

Student Learning Summary

Davidson Elementary is an eight-year-old campus of Pre-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 that 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. Our students do well overall academically, and our families are engaged in the education of their children. Overall, our students are happy and engaged at school and enjoy learning

Student Learning Strengths

Our students love to learn and are happily engaged in learning. Our families are supportive and provide rich experiences for their children that enhance the overall educational experience. Our students consistently score above state and district average on all state assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: : Special education students are underperforming 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.

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 that 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 to instruction, the school context, and the 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 eBlast system and social media 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 that 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 front-row sound systems. Davidson is proud of the following strengths: 1. Teachers are aware of the urgency of using best instructional practices and the rigor of the TEKS. 2. Teachers accommodate special populations through IEPs, 504 Accommodations, and MTSS accommodations. 3. MTS is utilized for academic and behavioral 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. 6. Teachers are focusing their professional development in areas of literacy, math numeracy, problem-solving, talk across content, and social and emotional needs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Special education students are underperforming 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.

Perceptions

Perceptions Summary

Our theme this year is Hanging 10.

The culture and climate at KDE is one of positive encouragement, kindness, and family. We practice PBIS -Positive Behavior Support for our students. Teachers are trained in Love and Logic, Trauma-Informed Practices, 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, KDE Kindness Crew, Special Buddies, Safety Patrol, and Purposeful People service projects. We are continuing the House System this year inspired by the Ron Clark Academy.

We are truly focused on creating a true family at KDE. 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, Dragon Times Newspaper crew, and Dragon Academy. Families attend our school events and support campus initiatives. PTA sponsors a Trunk or Treat, Mother/Son, Daddy/Daughter, Spirit Nights, Parent Speaker Series, and other family programs. Our staff works to create positive community interactions through newsletters, Meet the Teacher, Grade level orientation meetings, conferences, newsletters, and social media.

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.

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 goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading 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 PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Goals

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

Performance Objective 1: HB3: The percentage of Davidson Elementary 3rd grade students who achieve Meets and above in Math on STAAR will increase to 77% by July 2024.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Incorporate differentiation structures and strategies as the basis for decisions to increase overall performance and close gaps in learning.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: All grade-level staff members will demonstrate proficiency in the workshop model in math resulting in student growth and achievement. **Staff Responsible for Monitoring:** Grade level teachers Instructional Coaches in Math/Science Campus Administration **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	40%			
Strategy 2 Details	Reviews			
Strategy 2: Utilized a variety of data sources to create individualized plans focused on targeted growth for students. Data discussions and focused small group planning will take place bi-weekly for this targeted group of students	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increase the percentage of students achieving meets and masters on STAAR **Staff Responsible for Monitoring:** Grade level teachers Instructional Coaches in ELA/SS and Math/Science Campus Administration **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	30%			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 2: By July 2024, 93% of all 5th-grade students will meet standards on the Science STAAR assessment

Evaluation Data Sources: Students will engage in hands-on science experience using the ADI approach. Teachers will receive training and ongoing support to encourage implementation with fidelity.

Strategy 1 Details	Reviews			

Strategy 1: Students will engage in hands-on science experience using the ADI approach. Teachers will receive training and ongoing support to encourage implementation with fidelity.
    Strategy's Expected Result/Impact: Increased performance on STAAR and higher engagement in science
    Staff Responsible for Monitoring: Grade level teachers
Instructional Coaches in ELA/SS and Math/Science
Campus Administration
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	40%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 3: HB3: The percentage of Davidson Elementary 3rd grade students who achieve Meets and above in Reading on STAAR will increase to 86% by July 2024.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Utilized a variety of data sources to create individualized plans focused on targeted growth for students. Data discussions and focused small group planning will take place bi-weekly for this targeted group of students.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Increase the percentage of students achieving meets and masters on reading STAAR **Staff Responsible for Monitoring:** Coaches Leadership	30%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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 and an increase in staff morale.

Evaluation Data Sources: Observation
Discipline reports
Surveys
House System
Dragon In Training
Community Circle Observation
Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: All students and staff will continue to engage in the House System.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Stronger community and inclusion of all students.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Leadership Team House Committee **ESF Levers:** Lever 3: Positive School Culture	75%			
Strategy 2 Details	Reviews			
Strategy 2: Purposeful People will be implemented at least 4 days a week in the community circle.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Stronger community and inclusion of all students.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Leadership Team **ESF Levers:** Lever 3: Positive School Culture	50%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

Performance Objective 2: Davidson Elementary will increase daily attendance by at least five students.

   Evaluation Data Sources: Daily Attendance

Strategy 1 Details	Reviews			

Strategy 1: Staff members will use the house system and WOWs to reward attendance for students. Teachers will also reach out to parents when a student has been absent more than one day.
    Strategy's Expected Result/Impact: Increased attendance and higher academic performance
    Staff Responsible for Monitoring: Teacher
Leadership Team
 	
    ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	20%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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 2024, Davidson Elementary will ensure resources and professional development are appropriately allocated in order to maximize student and teacher engagement and growth.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will receive professional development throughout the year to support all levels of students, including behavior support, in the classroom.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Higher student achievement, lower office referrals, and higher teacher satisfaction. **Staff Responsible for Monitoring:** Leadership Team Instructional Coaches Behavior Support **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing		30%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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 2: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health

Evaluation Data Sources: FitnessGram
Class Observation,
Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	40%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Addendums

The percent of **Davidson** Elementary 3rd grade students who achieve Meets and above in Reading will increase **64%** to **86%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			65%	67%	82%	86%
Actual	65%	64%	60%	81%	85%	
Met Goal			N	Y	Y	

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Davidson	3rd Grade Reading At Meets or Above	2019 Actual	18	72%	33	64%	60	47%	0		77	79%	0		5	20%	15	33%	15	47%	72	63%
		2021 Actual	17	53%	27	59%	41	59%	0		63	62%	0		15	60%	18	22%	14	57%	51	57%
		2022 Actual	14	64%	32	69%	50	88%	1	100%	77	83%	1	100%	15	80%	24	42%	31	77%	48	85%
		2023 Target		72%		79%		67%				93%				20%		33%		47%		73%
		2023 Actual	16	100%	24	79%	45	76%	1	100%	69	91%	1	100%	7	57%	35	54%	32	69%	34	79%
		Met Target		Y		Y		Y				N				Y		Y		Y		Y
		2024 Target		72%		79%		67%				93%				20%		**64%**		**79%**		73%

The percent of **Davidson** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **60%** to **77%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			61%	63%	76%	77%
Actual	69%	60%	56%	75%	71%	
Met Goal			N	Y	N	

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Davidson	3rd Grade Math At Meets or Above	2019 Actual	18	72%	33	61%	60	30%	0		77	82%	0		5	20%	15	33%	15	40%	72	75%
		2021 Actual	17	24%	27	48%	41	54%	0		63	70%	0		15	53%	18	17%	14	57%	51	63%
		2022 Actual	14	57%	32	59%	50	70%	1	100%	77	87%	1	100%	15	80%	24	38%	31	68%	48	81%
		2023 Target		72%		69%		55%				95%				20%		33%		40%		75%
		2023 Actual	16	81%	24	50%	45	58%	1	100%	69	86%	1	100%	7	43%	35	37%	32	59%	34	68%
		Met Target		Y		N		Y				N				Y		Y		Y		N
		2024 Target		72%		69%		**68%**				**95%**				20%		33%		40%		75%