

Katy Independent School District
Davidson Elementary
2026-2027 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.

Table of Contents

Comprehensive Needs Assessment 4

 Needs Assessment Overview 4

 Demographics 5

 Student Learning 7

 School Processes & Programs 9

 Perceptions 11

Priority Problem Statements 13

Comprehensive Needs Assessment Data Documentation 14

Goals 16

 Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences. 16

 Goal 2: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff. 30

 Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members. 35

 Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement. 39

Targeted Support Strategies 43

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Keiko Davidson Elementary is committed to providing a high-quality educational experience that supports the academic, social, and emotional growth of every student. As the campus enters its thirteenth year, it continues to build upon a strong tradition of excellence while responding to the evolving needs of its diverse student population. The campus serves students from a wide range of cultural, linguistic, and socioeconomic backgrounds, creating opportunities to deliver inclusive, differentiated instruction that meets the needs of all learners.

Current data indicate several priority areas for continued improvement. With 32.4% of students identified as English Learners, 17.1% receiving special education services, and 15% identified as economically disadvantaged, the campus must continue to strengthen instructional practices that accelerate learning and ensure equitable access to rigorous grade-level curriculum. Teachers will continue to utilize data-driven instruction, targeted interventions, and differentiated learning experiences to support student growth and close achievement gaps.

Davidson Elementary is also committed to increasing authentic student engagement through meaningful, hands-on learning experiences, collaborative learning opportunities, and instructional strategies that promote critical thinking, problem-solving, and student ownership of learning. Continued professional learning will focus on strengthening instructional practices that improve student outcomes while fostering a positive and inclusive classroom environment.

Although enrollment has declined in recent years, the campus remains dedicated to maintaining the high standards of instruction, strong relationships, and collaborative culture that have become hallmarks of Davidson Elementary. The smaller student population provides opportunities for more personalized instruction, stronger family partnerships, and increased individual support for students.

Through collaborative planning, continuous improvement, strong family engagement, and a commitment to meeting the needs of every learner, Davidson Elementary will continue to provide an exceptional educational experience that prepares all students for future success while maintaining its tradition of academic excellence.

Demographics

Demographics Summary

Keiko Davidson Elementary School has established a reputation as a warm, welcoming, and high-performing learning community where students thrive academically, socially, and emotionally. While the campus has a strong history of academic success, continuous improvement remains a priority as we strive to provide the highest quality educational experiences for every student. Our dedicated staff is deeply committed to fostering student growth and creating a supportive environment where all learners can succeed. Throughout the school year, faculty and staff will engage in ongoing professional learning to strengthen instructional practices and improve student outcomes.

Keiko Davidson Elementary is a neighborhood school serving students in Prekindergarten through fifth grade and includes specialized programs for Early Childhood Special Education (ECSE) and Life Skills students. Now entering its thirteenth year, the school serves a highly diverse student population representing the Houston area, the state of Texas, the United States, and numerous countries around the world, including Mexico, India, China, several African nations, Canada, countries throughout Europe, and South America. This rich cultural diversity enhances the educational experience while emphasizing the need for culturally responsive instruction and inclusive learning practices.

Although the campus has experienced a decrease in enrollment in recent years, Davidson Elementary's commitment to excellence has remained unchanged. Our smaller student population has created opportunities to provide more personalized instruction, strengthen relationships with students and families, and maintain a close-knit school community. High expectations for teaching and learning continue to guide our work, and our staff remains dedicated to delivering rigorous, engaging instruction that meets the needs of every learner.

The campus serves a significant population of multilingual learners, with 32.4% of students identified as English Learners (ELs). Additionally, 17.1% of students receive special education services, 15% are identified as economically disadvantaged, and the campus has a relatively low student mobility rate of 5.9%, allowing for instructional continuity and strong school-community relationships.

Current student demographics are as follows:

- Asian: 37.56%
- White: 32.06%
- Hispanic: 15.15%
- Black/African American: 8.63%
- Two or More Races: 5.31%
- Native Hawaiian/Pacific Islander: 0.35%
- American Indian/Alaska Native: 0.27%

These demographics reflect the diverse needs of our student population and reinforce the importance of implementing equitable instructional practices, targeted interventions, and differentiated supports. Moving forward, Davidson Elementary will continue to focus on closing achievement gaps, strengthening support for multilingual learners and students receiving special education services, expanding family and community partnerships, and ensuring that every student is prepared for future academic success. Through collaborative planning, data-driven instruction, and a commitment to continuous improvement, Davidson Elementary will continue to build on its tradition of excellence while meeting the evolving needs of its students.

Demographics Strengths

Keiko Davidson Elementary's diverse student population is one of its greatest strengths. Students represent a wide range of cultures, languages, and life experiences, creating a rich learning environment that promotes global awareness, respect, and collaboration. This diversity provides meaningful opportunities for students to learn from one another while developing cultural competence and appreciation for different perspectives.

The campus serves a multilingual community, with 32.4% of students identified as English Learners (ELs) representing 33 different languages. This linguistic diversity enriches classroom instruction and encourages the use of culturally responsive teaching practices that support language development and academic achievement for all students.

Davidson Elementary benefits from highly engaged families who value education and actively partner with the school to support student success. Parents and community members volunteer their time, participate in school events, and contribute to a strong home-school partnership that positively impacts student learning and campus culture.

The campus is staffed by dedicated, highly qualified educators who embrace collaboration, continuous professional learning, and data-driven instruction. Teachers work together to meet the diverse academic, social, and emotional needs of students while maintaining high expectations for learning and achievement.

With a relatively low student mobility rate of 5.9%, Davidson Elementary is able to foster strong relationships among students, families, and staff, creating a stable and supportive learning environment. The campus also offers specialized programs, including Early Childhood Special Education (ECSE) and Life Skills, ensuring that students with diverse learning needs receive high-quality instruction and individualized support.

Collectively, these demographic strengths contribute to a welcoming, inclusive school community where diversity is celebrated, relationships are valued, and every student is provided opportunities to achieve academic and personal success.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement

Root Cause: Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.

Problem Statement 2 (Prioritized): Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups.

Root Cause: Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Student Learning

Student Learning Summary

Keiko Davidson Elementary is a thirteen-year-old campus serving students in Prekindergarten through fifth grade in Katy Independent School District. We are proud to serve a diverse community of learners representing a wide range of cultural, linguistic, and academic backgrounds. Our student population includes White, Asian, Hispanic, Black/African American, Multiracial, Native Hawaiian/Pacific Islander, and American Indian/Alaska Native students, creating a rich learning environment that celebrates diversity and inclusion.

Approximately 32.4% of our students are identified as English Learners (ELs), representing 33 different languages and families from countries around the world. This diversity provides unique opportunities to build students' academic language proficiency while honoring and celebrating their cultural experiences. Our teachers are committed to providing high-quality, differentiated instruction that accelerates English language acquisition while ensuring access to rigorous grade-level learning for all students.

Davidson Elementary also serves students with a variety of learning needs, including 17.1% of students receiving special education services and 15% of students identified as economically disadvantaged. In addition, our campus provides specialized Early Childhood Special Education (ECSE) and Life Skills programs. We remain committed to meeting the needs of every learner by providing targeted interventions, enrichment opportunities, and individualized support that promote academic growth and student success.

While our campus enrollment has decreased in recent years, our commitment to excellence has remained unchanged. Our smaller enrollment allows us to provide more personalized instruction, strengthen relationships with students and families, and continue fostering a close-knit school community. Davidson Elementary maintains a strong tradition of academic achievement supported by highly qualified educators, engaged families, and a collaborative school culture.

Our families play an active role in supporting student learning through volunteering, participating in school events, and partnering with teachers to ensure student success. Together, we cultivate a positive school climate where students feel safe, valued, challenged, and inspired to become lifelong learners. By maintaining high expectations, embracing continuous improvement, and focusing on the needs of every child, Davidson Elementary continues its tradition of excellence while preparing students for future success.

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 averages on all state assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement

Root Cause: Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.

Problem Statement 2: Students are not demonstrating at least a year's growth on various assessments, including STAAR.

Root Cause: Teachers are not utilizing data to inform their practice in a targeted manner, and they are not utilizing a variety of structures, such as small groups, effectively.

Problem Statement 3 (Prioritized): Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for

all student groups.

Root Cause: Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Problem Statement 4: Students are not demonstrating at least a year's growth on various assessments, including STAAR.

Root Cause: Teachers are not utilizing data to inform their practice in a targeted manner, and they are not utilizing a variety of structures, such as small groups, effectively.

School Processes & Programs

School Processes & Programs Summary

Keiko Davidson Elementary is committed to providing a high-quality educational experience through strong instructional practices, collaborative leadership, and a student-centered approach. Our campus is staffed with dedicated educators who are passionate about teaching, building meaningful relationships with students, and fostering academic and personal growth. We intentionally recruit and retain educators who are committed to continuous improvement and provide ongoing professional learning opportunities that develop teacher capacity and instructional leadership.

Davidson Elementary is recognized by students, families, and staff as a school that provides a safe, welcoming, and academically rigorous learning environment. While maintaining high expectations for student achievement, the campus also emphasizes the development of the whole child by promoting responsibility, collaboration, and positive character traits. Every decision is guided by what is best for students, ensuring that learning remains at the center of all campus practices.

Instructional decisions are driven by data and responsive to student needs. Teachers collaborate regularly during professional learning community (PLC) meetings and planning sessions with instructional coaches to analyze student data, design high-quality lessons, and develop targeted interventions and enrichment opportunities. When students experience learning challenges, teachers adjust instructional strategies and provide differentiated support to ensure all learners have opportunities for success.

Davidson places a strong emphasis on protecting instructional time and maximizing student learning. Classroom instruction is prioritized by minimizing unnecessary interruptions and ensuring students remain actively engaged in meaningful learning experiences throughout the school day. Teachers utilize research-based instructional practices, collaborative planning, and data-informed decision-making to deliver rigorous, engaging instruction aligned to district and state standards.

Technology is integrated throughout the instructional program to enhance learning and prepare students for future success. Students and staff utilize classroom technology, including computers, laptops, iPads, and other digital resources, to support instruction, collaboration, creativity, and communication.

Strong partnerships with families remain a cornerstone of Davidson's success. The campus maintains consistent and transparent communication through weekly grade-level newsletters, campus newsletters, the eBlast communication system, social media, and family events. These ongoing communication efforts strengthen the home-school connection and support a collaborative partnership focused on student achievement and well-being.

Through a culture of collaboration, continuous improvement, and high expectations, Keiko Davidson Elementary remains committed to ensuring that every student receives an exceptional educational experience while continuing its tradition of academic excellence and strong community partnerships.

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: Students are not demonstrating at least a year's growth on various assessments, including STAAR.

Root Cause: Teachers are not utilizing data to inform their practice in a targeted manner, and they are not utilizing a variety of structures, such as small groups, effectively.

Problem Statement 2: Students are not demonstrating at least a year's growth on various assessments, including STAAR.

Root Cause: Teachers are not utilizing data to inform their practice in a targeted manner, and they are not utilizing a variety of structures, such as small groups, effectively.

Perceptions

Perceptions Summary

Although Keiko Davidson Elementary is experiencing a decline in enrollment, our commitment to providing high-quality instruction and exceptional learning experiences remains unwavering. This year's theme, **"Dragons Are Learning Is Sweet at KDE!"**, reflects our continued focus on academic excellence while creating an engaging and supportive environment where every student can thrive.

The culture and climate at Davidson Elementary are built on kindness, encouragement, collaboration, and a strong sense of family. Through the implementation of Positive Behavioral Interventions and Supports (PBIS) and trauma-informed practices, our staff fosters a safe, respectful, and inclusive learning environment where students feel supported both academically and socially.

Davidson Elementary maintains high expectations for student achievement while providing opportunities for students to develop leadership, responsibility, and service through programs such as Student Council, Read Deed Run, Special Buddies, Safety Patrol, Purposeful People service projects, and our House System inspired by the Ron Clark Academy. These initiatives help strengthen school connectedness and promote positive relationships among students and staff.

Family and community engagement continue to be a cornerstone of our campus success. Dedicated volunteers support the school through the cafeteria, library, workroom, fundraising efforts, school events, and the school store. Families actively participate in after-school enrichment programs, campus events, and PTA-sponsored activities, including Trunk or Treat, Mother/Son and Daddy/Daughter events, Spirit Nights, Parent Speaker Series, and other family engagement opportunities. Staff members foster strong home-school partnerships through regular communication, including newsletters, Meet the Teacher, grade-level orientation meetings, parent conferences, and social media.

As our campus enrollment changes, Davidson Elementary remains committed to maintaining the high standards of instruction, strong relationships, and welcoming environment that have defined our school. Our smaller enrollment provides an opportunity to offer more personalized support while continuing to ensure that every student is challenged, engaged, and empowered to achieve success.

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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups.

Root Cause: Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Problem Statement 2 (Prioritized): Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement

Root Cause: Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.

Priority Problem Statements

Problem Statement 1: Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement

Root Cause 1: Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.

Problem Statement 1 Areas: Demographics - Student Learning - Perceptions

Problem Statement 2: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups.

Root Cause 2: Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Problem Statement 2 Areas: Demographics - Student Learning - Perceptions

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
- 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

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
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Goals

Goal 1: Strategic Design Goal 2: 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 Reading will increase to 79% by July 2027.

High Priority

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. Strategy's Expected Result/Impact: Teachers will implement data-driven small-group instruction, purposeful independent learning, and engaging hands-on instructional experiences to differentiate instruction, address individual student needs, and increase academic growth and achievement for all learners. Staff Responsible for Monitoring: Grade level teachers Instructional Coach Campus Administration ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 2	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Utilized a variety of data sources to create individualized plans focused on targeted growth for students. Teachers will engage in PLCs and vertical team meetings twice a month to discuss data and participate in professional learning. Strategy's Expected Result/Impact: Increase the percentage of students achieving meets and masters on STAAR Staff Responsible for Monitoring: Grade level teachers Instructional Coach Campus Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - Perceptions 1, 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement authentic, student-centered learning experiences that promote collaboration, critical thinking, problem-solving, and real-world application to increase student engagement, ownership of learning, and academic achievement. Strategy's Expected Result/Impact: Increase overall student growth in all areas as measured by formal and informal assessments. Staff Responsible for Monitoring: Grade-level teachers Instructional Coach Campus Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 3 - Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement **Root Cause:** Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.

Problem Statement 2: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. **Root Cause:** Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Student Learning

Problem Statement 1: Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement **Root Cause:** Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.

Problem Statement 3: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. **Root Cause:** Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Perceptions

Problem Statement 1: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. **Root Cause:** Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Problem Statement 2: Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement **Root Cause:** Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percentage of Davidson Elementary 3rd-grade students who achieve Meets and above in Math will increase to 77% by July 2027.

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. 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: Grade level teachers Instructional Coach Campus Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - Perceptions 1, 2		Formative			Summative
		Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement Root Cause: Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.

Demographics

Problem Statement 2: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. **Root Cause:** Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Student Learning

Problem Statement 1: Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement **Root Cause:** Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.

Problem Statement 3: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. **Root Cause:** Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Perceptions

Problem Statement 1: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. **Root Cause:** Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Problem Statement 2: Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement **Root Cause:** Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: By July 2027, 90% of all 5th-grade students will meet standards on the Science STAAR assessment.

High Priority
Evaluation Data Sources: STAAR

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 Coach Campus Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 3 - Perceptions 1		Formative			Summative
		Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. Root Cause: Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.
Student Learning
Problem Statement 3: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. Root Cause: Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Perceptions

Problem Statement 1: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. **Root Cause:** Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: By May 2027, at least 80% of students will meet or exceed their projected growth target on MAP in reading and math, and the percentage of students meeting or exceeding expected growth on STAAR will increase by 5% compared to the prior year.

High Priority

Evaluation Data Sources: MAP

STAAR

KLA

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted small-group instruction and Tier II/Tier III interventions based on assessment data. Strategy's Expected Result/Impact: Increased student performance Staff Responsible for Monitoring: Administration Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - Perceptions 1, 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development for teachers on data-driven instruction, differentiation, and evidence-based practices through PLCs, planning structures, and classroom coaching. Strategy's Expected Result/Impact: Increase student achievement to support at least one year's growth. Staff Responsible for Monitoring: Instructional coach and coordinator Teachers Administration' TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 3 - Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Implement targeted small-group instruction and interventions aligned to student needs, with a focus on Special Education students' IEP goals. Monitor progress every 6-8 weeks through formative assessments, MAP checkpoints, and PLC reviews, while providing ongoing professional development and coaching to teachers on data-driven instruction, differentiation, inclusive practices, and evidence-based strategies to close achievement gaps. Strategy's Expected Result/Impact: Increased student achievement and performance on various assessments such as STAAR and MAP. Staff Responsible for Monitoring: Special education staff General education teachers Adminstration Instructional Coach and Coordinator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 2		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement Root Cause: Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.
Problem Statement 2: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. Root Cause: Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.
Student Learning
Problem Statement 1: Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement Root Cause: Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.

Student Learning

Problem Statement 3: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. **Root Cause:** Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Perceptions

Problem Statement 1: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. **Root Cause:** Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Problem Statement 2: Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement **Root Cause:** Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: By May of 2027, Davidson will increase the number of students participating in the campus Coordinated Health Program by 5%.

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. 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 ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 2		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement Root Cause: Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.
Student Learning
Problem Statement 1: Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement Root Cause: Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.

Perceptions

Problem Statement 2: Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement **Root Cause:** Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: Provide targeted, differentiated instruction and progress monitoring, using integrated second language acquisition methods to ensure equitable access to grade-level content and measurable growth in all domains.

Evaluation Data Sources: TELPAS and STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Use EB students' language proficiency and academic data to identify instructional needs and plan targeted, differentiated, grade-level instruction incorporating appropriate second language acquisition supports. Strategy's Expected Result/Impact: Increase in English language proficiency and academic performance, as evidenced by measurable growth in TELPAS and/or STAAR scores. Staff Responsible for Monitoring: EB Specialist & Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 3 - Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. Root Cause: Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.
Student Learning
Problem Statement 3: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. Root Cause: Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Perceptions

Problem Statement 1: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. **Root Cause:** Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Goal 2: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

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.

High Priority

Evaluation Data Sources: Discipline reports

Surveys

House System

Dragon In Training

Community Circle Observation

Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: The staff will complete and implement MTTS-B strategies to improve the overall behavior and engagement of students. Strategy's Expected Result/Impact: Stronger community and inclusion of all students, and a decrease in office referrals. Staff Responsible for Monitoring: Campus Administration MTSS-B Committee ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - Student Learning 3 - Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers. Strategy's Expected Result/Impact: All stakeholders will feel safer at school. Staff Responsible for Monitoring: Counselor Leadership Team ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 3 - Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Parents will have multiple opportunities to engage with the school community in a variety of ways, including ESL events such as parent gatherings, PTA events such as Family Engagement Night, and campus events such as Curriculum Night. Strategy's Expected Result/Impact: Increased parent engagement strengthens students' sense of belonging, supports academic growth through family involvement, and promotes overall well-being by connecting families to school resources and activities Staff Responsible for Monitoring: Administration ESL Team Teachers Counselor Instructional Coach ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - Perceptions 1, 2		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement Root Cause: Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.
Problem Statement 2: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. Root Cause: Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.
Student Learning
Problem Statement 1: Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement Root Cause: Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.

Student Learning

Problem Statement 3: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. **Root Cause:** Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Perceptions

Problem Statement 1: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. **Root Cause:** Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Problem Statement 2: Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement **Root Cause:** Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.

Goal 2: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

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: Teachers Leadership Team Attendance Committee TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 3 - Perceptions 1		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. Root Cause: Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.
Student Learning
Problem Statement 3: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. Root Cause: Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Perceptions

Problem Statement 1: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. **Root Cause:** Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: By May of 2027, Davidson Elementary will ensure resources and professional development are appropriately allocated to maximize student and teacher engagement and growth.

Evaluation Data Sources: Attendance, feedback, and student progress

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. 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 Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - Perceptions 1, 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: One hundred percent of teachers at KDE hold ESL certification, thanks to district-led certification preparation sessions and study resources. Monitor teacher certification progress each semester and provide targeted support, mentoring, and accountability to ensure timely completion. Strategy's Expected Result/Impact: Increase the performance of ESL students on various assessments including but not limited to TELPAS and STAAR. Staff Responsible for Monitoring: ESL staff Administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 3 - Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Demographics**

Problem Statement 1: Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement **Root Cause:** Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.

Problem Statement 2: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. **Root Cause:** Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Student Learning

Problem Statement 1: Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement **Root Cause:** Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.

Problem Statement 3: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. **Root Cause:** Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Perceptions

Problem Statement 1: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. **Root Cause:** Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Problem Statement 2: Students receiving special education services are performing below their general education peers on state assessments, indicating a need to strengthen instructional practices, individualized supports, and access to grade-level curriculum to improve student achievement **Root Cause:** Student performance data are not consistently analyzed and used to inform individualized instructional decisions, interventions, and progress monitoring. Additionally, students may require adjustments to their instructional programming, accommodations, or services to ensure they receive the support necessary to make meaningful academic progress.

Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

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 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 ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 3 - Perceptions 1		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. Root Cause: Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.
Student Learning
Problem Statement 3: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. Root Cause: Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Perceptions

Problem Statement 1: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. **Root Cause:** Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: All campus literacy teachers will be ESL certified within one (1) year of their hire date.

Evaluation Data Sources: Katy ISD ESL Certification Dashboard & SBEC Certification

Strategy 1 Details	Reviews			
Strategy 1: Monitor and track ESL certification status for all RLA/English teachers to ensure completion of ESL certification requirements. Strategy's Expected Result/Impact: 100% of RLA/English teachers will obtain ESL certification within one year of their hire date, ensuing teacher are appropriately certified and equipped to meet the linguistic and academic needs of EB students. Staff Responsible for Monitoring: EB Specialist & Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 3 - Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. Root Cause: Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.
Student Learning
Problem Statement 3: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. Root Cause: Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Perceptions

Problem Statement 1: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. **Root Cause:** Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 2: Ensure effective implementation of language programs by providing differentiated instructional support, aligning classroom practices with program content goals, and maintaining fidelity to district-approved program models to maximize student language development across all grade levels.

Evaluation Data Sources: Observation tools, student work, EB student language and academic progress data.

Strategy 1 Details		Reviews			
Strategy 1: Conduct regular classroom walkthroughs to monitor fidelity to district-approved language program models and alignment of instructional practices with program expectations. Strategy's Expected Result/Impact: Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. Staff Responsible for Monitoring: EB Specialist & Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 3 - Perceptions 1		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. Root Cause: Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Student Learning

Problem Statement 3: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. **Root Cause:** Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Perceptions

Problem Statement 1: Student achievement data indicate that not all students are demonstrating at least one year's academic growth on district and state assessments, including STAAR. While many students are meeting grade-level expectations, targeted instructional practices must be strengthened to ensure consistent growth and achievement for all student groups. **Root Cause:** Teachers need continued support in analyzing student data and implementing targeted, differentiated instructional practices, including flexible small-group instruction, to accelerate student growth and ensure all learners make at least one year's academic progress.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Incorporate differentiation structures and strategies as the basis for decisions to increase overall performance and close gaps in learning.
1	1	2	Utilized a variety of data sources to create individualized plans focused on targeted growth for students. Teachers will engage in PLCs and vertical team meetings twice a month to discuss data and participate in professional learning.
1	2	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.
1	3	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.
1	4	1	Implement targeted small-group instruction and Tier II/Tier III interventions based on assessment data.
1	4	2	Provide professional development for teachers on data-driven instruction, differentiation, and evidence-based practices through PLCs, planning structures, and classroom coaching.
1	4	3	Implement targeted small-group instruction and interventions aligned to student needs, with a focus on Special Education students' IEP goals. Monitor progress every 6-8 weeks through formative assessments, MAP checkpoints, and PLC reviews, while providing ongoing professional development and coaching to teachers on data-driven instruction, differentiation, inclusive practices, and evidence-based strategies to close achievement gaps.



The Percent of **Davidson** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 73% to 75% by July 2029.

Davidson: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	73%	79%	79%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	73%	79%	79%	80%	80%
		Met Internal Goal	-	Yes	Yes			

MET 2029 Goal in 2025
MET 2029 Goal in 2026

Davidson: Targets	3rd Grade Reading Meets or Above		# 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	# EB	% EB
		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	7	71%	30	47%	47	70%	1	100%	82	82%	0		14	93%	36	31%	25	56%	57	65%
		2025 Actual	16	69%	16	56%	37	70%	0		64	91%	0		9	89%	31	48%	22	64%	45	76%
		2026 Target				66%												58%				
		2026 Actual	11	82%	16	88%	29	72%	1	0%	58	81%	0		14	79%	25	44%	21	62%	53	77%
		Met Target				Y											N					
		2027 Target										91%						54%				

The Percent of **Davidson** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 76% to 78% by July 2029.

Davidson: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	76%	77%	72%			
		State Rate	40%	44%	44%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	76%	77%	77%	78%	78%
		Met Internal Goal	-	Yes	No			

Davidson: Targets	3rd Grade Math Meets or Above		# 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	# EB	% EB
		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	7	57%	30	50%	47	68%	1	100%	82	88%	0		14	100%	36	39%	25	64%	57	77%
		2025 Actual	16	44%	16	44%	37	73%	0		64	95%	0		9	78%	31	52%	22	59%	45	82%
		2026 Target		54%		54%																
		2026 Actual	11	73%	16	44%	29	72%	1	0%	58	78%	0		14	86%	25	40%	21	52%	53	68%
		Met Target		Y		N																
		2027 Target				54%						88%										