

South Davis Elementary  
Campus/Department Improvement Plan  
2009-2010

# Campus/Department Improvement Plan 2009-2010

## South Davis Elementary

### Overview

South Davis Elementary School is a Title 1 Schoolwide Campus. Our enrollment is 569 students. We are a very ethnically diverse campus. Our student body is .4% American Indian, 2% Asian/Pacific Islander, 26% African American, 55% Hispanic and 16% White. We also have a very ethnically diverse staff. Our staff is 45% African American, 14% Hispanic and 61% White. We are working to increase our staff diversity as hiring opportunities become available. Our campus programs include Bilingual, English as a Second Language, Special Education, FastForward, and SIPPS. Currently 91% of our students receive a Free or Reduced Lunch. This school year 69 of our students were Homeless and received assistance from our Families in Transition Program.

Our Comprehensive Needs Assessment was completed by a committee that included professional and paraprofessional staff members, parents and community members. We met several times and reviewed pertinent data and reports that included the following: enrollment, attendance, student discipline, DRA, Benchmark and TAKS assessments, number of students in special programs and their assessment reports, school mission as related to the district mission, end of year curriculum committee reports, parent involvement, parent education programs and attendance, our instructional schedules and effectiveness, staff development trainings and attendance, our Response to Intervention Plans, technology use and effectiveness. parent surveys, tutoring reports and their effectiveness, and all staff positions and their effectiveness.

Our CNA revealed a need to improve the following: our classroom management and instructional schedules, reduce the number of office referrals and student OCS and HBI days, increase the use of differentiated instruction, increase the number of students passing DRA, benchmark and TAKS assessments, improve parent communication and involvement, improve attendance and decrease tardies, increase staff development in Math at all grade levels, improve writing instruction at all grade levels and a need to model respect and civility for our students.

Our CNA also revealed our strengths. Academically we showed improvement in TAKS reading, writing and science scores for African American students. We had 55 students that received commended in Reading, 41 in Math, and 13 in Science. Additionally we continued to have good attendance overall. We also experienced increased support from our community especially the South Davis Neighbors, the Pantego Lions Club, Fielder Road Baptist Church and University Baptist Church. Our CNA also clearly revealed our weaknesses. Our goal is to improve our success rate in all TAKS areas for all accountability groups in all subjects. We are also striving to improve our parent involvement and education by increasing our level of communication and developing ways to make our diverse parents feel 100% welcome on our campus.

# Campus/Department Improvement Plan 2009-2010

## South Davis Elementary

### Comprehensive Needs Assessment **Sources of Data**

Required form for  
Campus/Department Plans

A Comprehensive Needs Assessment was conducted with the Committee on           May 21, 2009          

Participants in Attendance	Data Sources Examined
Erma J. Nichols	District and Campus Mission Statements AEIS Reports
Patricia Mann	TAKS data DRA data
Mary Rogers	Benchmark Testing data Campus Discipline referral data Parent surveys
Ann Johnston	Student and Staff attendance data Referrals to Special Education
Roshale Thompson	Number of Homeless students 2009 Attendance reports Ethnic distribution of staff and students
Micah Robertshaw	Truancy report Parent Education enrollment and attendance in ESL and Parenting classes
Emily Fairbanks	Campus Mobility Rate Campus Staff Development trainings and staff attendance
Jeanmarie Bryant	Walk - Thru summary Curriculum Committee Reports for Lang. Arts, Math, Social Studies, Science. Mentor summaries
Kristina Casterlin	Student enrollment in Special Programs Safety Report
Sherry Walsh	Team Meeting Agendas and Minutes Class schedules
Khobi Johnson	Highly qualified staff reports

To be submitted with CIP/DIP

# Campus/Department Improvement Plan 2009-2010

## South Davis Elementary

### Comprehensive Needs Assessment

### **Summary of Findings**

Required form for  
Campus/Department Plans

Date Completed: June 5, 2009

Provide a written summary of the findings from the data analysis:

Our data analysis revealed a need to improve our success rate in all academic areas for all accountability groups, especially our Hispanic and Economically Disadvantaged student population . We need to strengthen our discipline procedures, work to improve the daily attendance rate and decrease tardies, as well as continue to improve parent involvement. Our teachers need to use differentiated instruction strategies to better meet the needs of our students and staff need to continue to model civility and respect for all.

<b>Prioritized Needs</b>	
<b>Needs</b>	<b>Data Source</b>
Increase the TAKS passing rates in all accountability groups in Reading, Math, Science and Writing.	Benchmarks, TAKS reports, AEIS report, Tutoring reports.
Improve classroom instruction especially efforts to differentiate and meet the needs of all students.	DRA scores, TAKS scores, Benchmark test results, EOY test results.
Improve Student/Teacher relationships.	Campus Discipline Report, Parent Survey, Team Meeting Agendas and Minutes, Administration Walk - Thru summaries
Increase the % of students attending school every day and on time.	Attendance report, truancy report.
Increase parent involvement in campus trainings, committees, and events. Work toward making parents feel like family.	Parent surveys, teacher communication reports, school event sign in sheets.
Improve campus discipline. Reduce number of referrals and days spent in OCS, Choices and HBI.	Campus Discipline Report

To be submitted with CIP/DIP

# Campus/Department Improvement Plan 2009-2010

## South Davis Elementary

Goal: To develop and implement a system of academic interventions.

Performance Objective: To increase the % of students passing TAKS in Reading, Writing, Math, and Science in all accountability groups especially Hispanics, and Ec. Disadvantaged.

Summative Evaluation: Passing rate in Reading, Math, Writing and Science on the 2009-10 TAKS

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Improve staff knowledge and use of differentiated instruction strategies and techniques	Title 1, Instructional Facilitator (Salary Amount Funded by Title 1)	Erma Nichols, Principal and Patsy Mann, Asst. Principal	Daily	Daily Walk Throughs and Weekly Lesson Plans, Weekly Team Minutes.	Add Del
Improve math instruction in all grade levels.	District Funded Curriculum Staff Development and Campus Trainings (Title 1 \$500.00), Math Tutoring(Title 1, \$11,375)	Erma Nichols, Principal and Patsy Mann, Asst. Principal	Monthly	ERO, Staff Training Attendance Reports, Benchmark Scores	Add Del
Improve reading instruction in all grade levels.	Instructional Facilitator (Salary Amount Funded by Title 1), Reading Tutoring (Title 1, \$11,375)	Erma Nichols, Principal and Patsy Mann, Asst. Principal	Monthly	ERO, Staff Training Attendance Reports, Benchmark Scores	Add Del
Improve writing instruction in all grade levels.	District Curriculum Staff Development and Campus Trainings(Title 1,\$500), Writing Tutoring (Title 1, \$11,375)	Erma Nichols, Principal and Patsy Mann, Asst. Principal	Monthly	ERO, Staff Training Attendance Reports, Benchmark Scores	Add Del
Improve science instruction in all grade levels.	Campus - Wide Science Teacher (Salary Amount Funded by Title 1)	Erma Nichols, Principal and Patsy Mann, Asst. Principal	Monthly	ERO, Staff Training Attendance Reports, Benchmark Scores	Add Del

# Campus/Department Improvement Plan 2009-2010

## South Davis Elementary

Goal: To reduce course/subject failure rates.

Performance Objective: To increase the success rate of all students in reading, math, writing and science  
To increase the passing rate each six weeks in all subjects.

Summative Evaluation: Passing rate 2009/10 TAKS

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Provide improved opportunities to use technology in classroom instruction and learning.	Title 1 AARA Funds (\$39, 975)	Erma Nichols, Principal and Patsy Mann, Assistant Principal	Daily and Monthly	Walk Thrus, Staff Sign In/Out logs for technology labs and equipment, DRA and Benchmark reports, student report cards	<input type="button" value="Add"/> <input type="button" value="Del"/>
Provide small group targeted assistance in all academic areas.	Title 1 Tutoring Funds (\$45,500)	Erma Nichols, Principal and Patsy Mann, Assistant Principal	Monthly tutoring reports	Team meeting minutes, progress report grades, DRA and Benchmark reports.	<input type="button" value="Add"/> <input type="button" value="Del"/>
Provide additional reading strategies through FastForward Program in grades 1 - 6.	Title 1, Tutoring Funds (\$11,375)	Erma Nichols, Principal and Patsy Mann, Assistant Principal	Daily	FastForward Attendance Reports and Progress Reports.	<input type="button" value="Add"/> <input type="button" value="Del"/>
Provide additional instructional support in Kindergarten Classrooms	Additional Kindergarten Teaching Assistant (Salary Amount Funded by Title 1)	Erma Nichols, Principal and Patsy Mann, Assistant Principal	Daily	Walk Thrus, DRA scores, Benchmark reports.	<input type="button" value="Add"/> <input type="button" value="Del"/>
Develop and implement campus - wide incentives to promote perfect/good attendance.	Campus General Funds	Erma Nichols, Principal and Sylvia Aguilar, Attendance Clerk	Every 6 weeks	Attendance reports	<input type="button" value="Add"/> <input type="button" value="Del"/>

# Campus/Department Improvement Plan 2009-2010

## South Davis Elementary

Goal: To develop subject area vertical alignment.

Performance Objective: To improve student instruction and to provide continuity of instruction between all district elementary schools.

Summative Evaluation: Passing % on report cards, DRA, Benchmark test and 2009/10 TAKS

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
All staff will participate in Network and District trainings in Vertical Alignment	District Staff Development Trainers paid from District Funds	Debbie Williams, Ex. Dir., Elementary Education and Erma Nichols, Principal	Monthly	ERO, Training Attendance Logs and Campus Curriculum Team Meeting Minutes.	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 2px;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 2px;">Del</div>
Develop and implement Campus - Wide Vertical Alignment Team	Professional Extra Duty Pay (Amount Funded by Title 1)	Erma Nichols, Principal and Patsy Mann, Assistant Principal	Monthly	Committee Meeting Minutes, and participation by Principal or Assistant Principal.	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 2px;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 2px;">Del</div>

# Campus/Department Improvement Plan 2009-2010

## South Davis Elementary

Goal: To engage parents and the community in the education process.

Performance Objective: Increase parent involvement in campus trainings, committees, and events and work toward making parents feel like family.

Summative Evaluation: 50% increase of the number of parent volunteers; 50% increase in parent attendance at school sponsored events; 3 or more parents on SBDM and FIT

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Prepare a monthly parent newsletter in English and Spanish.	General supplies amount funded through Title 1.	Erma Nichols, Principal and Laurie Johnson, Secretary	Monthly	Event sign- in logs, SBDM and FIT minutes, campus volunteer list	Add Del
Provide additional time for staff to meet with parents.	Professional Extra Duty Pay( Amount Funded by Title 1)	Erma Nichols, Principal	Monthly	Parent/ teacher conference summaries.	Add Del
Diversity Training for all staff members.	Diversity Trainers funded by District Funds.	Erma Nichols, Principal	Monthly	ERO, Network Sign In Logs.	Add Del
Provide monthly parent trainings on a variety of dates and times in English and Spanish.	Family Representative (Salary Amount Funded by Title 1)	Erma Nichols, Principal	Monthly	Parent Training sign In Logs, parent evaluation reports.	Add Del
Develop and Implement parent classes to support English Language Learning,	Professional Extra Duty Pay ( Amount Funded by Title 1)	Erma Nichols, Principal	Monthly	Class attendance, progress reports, class evaluations.	Add Del
Attend community meetings and activities in an effort to promote positive public relations.	None	Erma Nichols, Principal	Monthly	Volunteer List, Campus visitor sign in log, community participation on campus committees.	Add Del

# Campus/Department Improvement Plan 2009-2010

## South Davis Elementary

Goal: To prevent campus violence and ensure appropriate methods of intervention.

Performance Objective: To improve discipline procedures and to reduce the number of referrals and days spent in OCS, Choices and HBI.

Summative Evaluation: End of Year Discipline Report, 2009/10 TAKS

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Develop and implement Campus Wide Discipline Guidelines.	None	Erma Nichols, Principal, Patsy Mann, Assistant Principal.	Daily, Monthly	Discipline Committee Minutes, Daily Walk Thrus, Monthly discipline report, progress reports and report cards	Add Del
Develop and implement alternative consequences to OCS.	None	Erma Nichols, Principal, Patsy Mann, Assistant Principal	Daily, Monthly	Discipline Committee Minutes, Daily Walk Thrus, Monthly discipline report,	Add Del
Implement Campus - Wide incentives to celebrate and encourage good citizenship.	Field Trip amount funded by Title 1 to support trips with an academic focus.	Erma Nichols, Principal,	Every 6 weeks.	Classroom walk thrus, number of students each reporting period that achieve excellent conduct. discipline Committee Minutes.	Add Del

Add New Goal or Objective

# Campus/Department Improvement Plan 2009-2010

## South Davis Elementary

### Bibliography

Blankenship, A. (2004). *Failure is Not an Option*. Corwin Press and HOPE Foundation.

Booth, D. & Roswell, J. (2002). *The Literacy Principal: Leading, Supporting and Assessing Reading and Writing Initiatives*. Pembroke Publishers.

Church, S. (2005). *The Principal Difference: Key Issues in School Leadership and How to Deal with them Successfully*. Pembroke Publishers.

Constantino, S. (2006). *Engaging All Families*. Rowan & Littlefield Education.

Downey, Steffy, English, Frase & Poston. (2004). *The Three Minute Classroom Walkthrough*. Corwin Press.

Eaker & Dufor. (2002). *Getting Started: Reculturing Schools to Become Professional Learning Communities*. Solution Tree.

Gambrell, L. B. (2007). *Does Practice Make Perfect?* Reading Today.

Kuykendall, C. (2004). *From Rage to Hope: Strategies for Reclaiming Black and Hispanic Students*. Solution Tree.

Lezotte & McKee. (2006). *Stepping Up: Leading the Charge to Improve Schools*. Effective Schools Products. Limited

Lezotte & McKee. (2002). *Assembly Required: A Continuous School Improvement System*. Effective Schools Products, Limited.

Marzano, R. (2004). *Building Background Knowledge for Academic Achievement*. ASCD.

Payne, R. (2006). *Working with Parents*. Aha Process, Inc.

Polluck, J. (2007). *Improviing Student Learning - One Teacher at a Time*. ASCD.

Tomlinson, C. (2001). *How to Differentiate Instruction in Mixed - Ability Classrooms*. ASCD.

Zemelman, Daniels & Hyde. (2005). *Best Practice: Today's Standards for Teaching & Learning in America's Schools*. Heinemann.

Campus/Department Improvement Plan 2009-2010

South Davis Elementary

Bibliography



Campus/Department Improvement Plan 2009-2010

South Davis Elementary

Bibliography

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the user to enter a bibliography.

Add another bibliography page



## South Davis Elementary School Campus Improvement Plan 2009-10 (Includes TAKS-ACC)\*

<b>Grade 3 TAKS-Reading/ELA</b>									<b>Projected Goal</b>	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	56	66%	53	66%	0%	68	68%	2%	71%	3%
<b>Afri Amer</b>	16	75%	7	57%	-18%	10	80%	23%	84%	4%
<b>Hispanic</b>	28	54%	35	60%	6%	41	59%	-1%	70%	11%
<b>White</b>	9	89%	10	90%	1%	15	87%	-3%	90%	3%
<b>Eco Disadv</b>	51	67%	51	65%	-2%	60	70%	5%	73%	3%

  

<b>Grade 4 TAKS-Reading/ELA</b>									<b>Projected Goal</b>	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	61	57%	60	67%	9%	46	59%	-8%	70%	11%
<b>Afri Amer</b>	10	40%	20	60%	20%	7	71%	11%	75%	4%
<b>Hispanic</b>	40	60%	26	62%	2%	31	48%	-13%	70%	22%
<b>White</b>	10	70%	11	91%	21%	7	100%	9%	100%	0%
<b>Eco Disadv</b>	54	56%	54	67%	11%	41	56%	-11%	70%	14%

  

<b>Grade 5 TAKS-Reading/ELA</b>									<b>Projected Goal</b>	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	47	62%	58	71%	9%	54	59%	-11%	70%	11%
<b>Afri Amer</b>	7	29%	8	88%	59%	11	55%	-33%	70%	15%
<b>Hispanic</b>	23	65%	38	68%	3%	31	55%	-14%	70%	15%
<b>White</b>	16	69%	11	73%	4%	8	88%	15%	90%	3%
<b>Eco Disadv</b>	38	58%	51	71%	13%	51	59%	-12%	70%	11%

  

<b>Grade 6 TAKS-Reading/ELA</b>									<b>Projected Goal</b>	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	67	91%	49	90%	-1%	62	89%	-1%	90%	1%
<b>Afri Amer</b>	22	82%	9	100%	18%	11	100%	0%	100%	0%
<b>Hispanic</b>	26	96%	22	82%	-14%	37	84%	2%	87%	3%
<b>White</b>	15	93%	17	94%	1%	13	100%	6%	100%	0%
<b>Eco Disadv</b>	51	92%	42	88%	-4%	54	89%	1%	90%	1%

\*Grade 3 and 5 Reading reflects the first administration results only.



## South Davis Elementary School Campus Improvement Plan 2009-10 (Includes TAKS-ACC)\*

<b>Grade 3 TAKS-Mathematics</b>									<b>Projected Goal</b>	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	55	53%	51	65%	12%	62	56%	-8%	60%	4%
<b>Afri Amer</b>	14	36%	7	57%	21%	8	88%	30%	90%	3%
<b>Hispanic</b>	28	54%	33	67%	13%	38	42%	-25%	60%	18%
<b>White</b>	10	60%	10	60%	0%	14	71%	11%	74%	3%
<b>Eco Disadv</b>	50	52%	49	65%	13%	55	56%	-9%	60%	4%

  

<b>Grade 4 TAKS-Mathematics</b>									<b>Projected Goal</b>	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	63	65%	60	63%	-2%	46	61%	-2%	65%	4%
<b>Afri Amer</b>	12	50%	19	58%	8%	7	57%	-1%	60%	3%
<b>Hispanic</b>	39	69%	27	63%	-6%	31	61%	-2%	65%	4%
<b>White</b>	11	73%	11	64%	-9%	7	71%	8%	80%	9%
<b>SpEd</b>	56	66%	54	61%	-5%	41	63%	2%	65%	2%

  

<b>Grade 5 TAKS-Mathematics</b>									<b>Projected Goal</b>	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	47	57%	58	71%	13%	54	59%	-11%	65%	6%
<b>Afri Amer</b>	7	43%	9	78%	35%	11	45%	-32%	60%	15%
<b>Hispanic</b>	23	48%	36	67%	19%	32	56%	-10%	65%	9%
<b>White</b>	16	75%	12	83%	8%	8	75%	-8%	80%	5%
<b>Eco Disadv</b>	38	53%	50	68%	15%	51	59%	-9%	65%	6%

  

<b>Grade 6 TAKS-Mathematics</b>									<b>Projected Goal</b>	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	68	69%	50	86%	17%	62	65%	-21%	70%	5%
<b>Afri Amer</b>	22	55%	11	91%	36%	12	58%	-33%	61%	3%
<b>Hispanic</b>	27	70%	22	77%	7%	36	64%	-13%	70%	6%
<b>White</b>	15	80%	16	94%	14%	13	69%	-25%	73%	4%
<b>Eco Disadv</b>	52	65%	43	86%	21%	54	67%	-19%	70%	3%

\*Grade 5 Math reflects the first administration results only.



## South Davis Elementary School Campus Improvement Plan 2009-10 (Includes TAKS-ACC)\*

Grade 4 TAKS-Writing									Projected Goal	
	Spring 2007		Spring 208		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	57	81%	60	75%	-6%	46	70%	-5%	75%	5%
<b>Afri Amer</b>	10	90%	19	63%	-27%	7	71%	8%	75%	4%
<b>Hispanic</b>	37	76%	27	78%	2%	31	71%	-7%	75%	4%
<b>White</b>	9	100%	11	82%	-18%	7	71%	-10%	75%	4%
<b>Eco Disadv</b>	51	78%	54	76%	-3%	41	66%	-10%	70%	4%

  

Grade 5 TAKS-Science									Projected Goal	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	49	57%	57	68%	12%	53	68%	0%	70%	2%
<b>Afri Amer</b>	6	50%	9	56%	6%	12	58%	3%	61%	3%
<b>Hispanic</b>	26	39%	36	69%	30%	31	68%	-2%	70%	2%
<b>White</b>	16	81%	11	82%	1%	7	86%	4%	90%	4%
<b>Eco Disadv</b>	40	51%	49	69%	18%	51	67%	-3%	70%	3%