

Katy Independent School District
Nottingham Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

The Nottingham Country Elementary team of students, parents, teachers, staff, and community strives for academic excellence for all students by creating a positive and challenging learning environment that will enable all students to pursue productive and fulfilling lives.

Vision

NCE Knights are on a quest to be the best!

Comprehensive Needs Assessment

Demographics

Demographics Summary

Nottingham Country Elementary is a 37 year old, EE-5 campus located in Katy, TX. Katy is a fast growth community located 25 miles west of Downtown Houston. The Nottingham Country Elementary attendance boundaries were modified for the start of the 2016-2017 school year. The boundary modification resulted in an increase in enrollment of approximately 115 students. Enrollment increased again for the 2017-2018 school year by approximately 75 students. The enrollment projection for 2018-2109 is 856 students; an increase of 62 students. The enrollment trend for Nottingham Country has shown a steady increase in enrollment since May 2015. There has been a 30% enrollment increase over the past 4 school years (2014-2018). Students who attend Nottingham Country Elementary generally live near the school. There are 5 buses that service the school for students who live in excess of .5 miles from the building.

In the past 4 years (2015 to 2018) the Student Groups at Nottingham Country Elementary reflect change. The percentage of Economically Disadvantaged students has increase by 122%, the At Risk population has increased by 66.84%, the ELL population has increased by 73.77%, the Special Education student population have increased by 26.73%, and the GT population has decreased by 4.55%. In 2017, Hurricane Harvey devastated the Houston area and surrounding counties. Katy ISD and Nottingham Country Elementary School were affected and students relocated to NCE resulting in an increase in Economically Disadvantaged and Homeless enrollment. Although the Economically Disadvantaged numbers increased for 2017, it should be noted that prior to 2017 there had been a continuous upward trend in that student group as well as an increase in multiple ethnicity groups including Two or More Races, Hispanic and African American Students.

Below is a comparison of NCE enrollments from August 2014- May 2018:

	2014-2015 #	2014-2015%	2015-2016#	2015-2016%	2016-2017#	2016-2017%	2017-2018 #	2017-2018%
Total Students	575	-	608	-	725	-	792	-
African American	24	4.2%	28	4.6%	64	8.83%	68	8.96%
Hispanic	125	21.7%	126	20.7%	158	21.79%	172	21.7 %

White	346	60.2%	367	60.4%	393	54.21%	454	57.32%
American Indian	4	.7%	4	.7%	4	.55%	4	.51%
Asian	53	9.2%	57	9.4%	79	10.9%	71	8.96%
Pacific Islander	1	.2%	1	.2%	-	-	-	-
Two or More Races	22	3.8%	25	4.1%	27	3.72%	23	2.9%
Eco. Dis.	82	14.3%	90	14.8%	189	26.1%	216	27.27%
ELL	68	11.8%	68	11.2%	109	15.0%	106	13.38%
At-Risk	215	37.4%	220	36.2%	284	39.2%	322	40.66%
GT	57	9.9%	55	9.0%	66	9.1%	69	8.7%
Special Ed.	71	12.3%	87	14.3%	104	14.3%	128	16.2%

Over four school years, enrollment has increased by 217 students. Along with the increase in the number of total students, six subpopulations show and increase in enrollment (African American, Economically Disadvantaged, At-Risk, Special Education, Two or More Races, and English Language Learners). As we have seen a steady increase in diverse populations we have worked to ensure that our teaching staff are ESL certified and attend professional learning sessions that meet the needs of all students. Currently 37 out of 39 K-5 teachers have obtained ESL certification, and the remaining 3 staff members are actively pursuing certification as well. 100% of Kindergarten, 2nd, 3rd, 4th and 5th grade teachers are ESL certified and 2 out of our 4 Resource teachers are also ESL certified.

NCE is home to 5 specialized programs including 2 Life Skills classrooms, YCAP, ECAP, and TIP. Nottingham Country Elementary has a positive reputation in the community for providing exceptional services in our Special Education Specialized programs.

The attendance rate for Nottingham Country is 97%. It should be noted that NCE houses the only Medically Fragile unit for the entire district. Students from the entire district who qualify for the specialized program attend NCE which does have an impact on the attendance rate as those students are frequently absent from school due to significant health concerns.

According to the most recent Texas Academic Performance Report (2016-2017), 59.8% of teachers at Nottingham Country Elementary have over 6 years of experience with 30.6% having more than 20 years teaching experience.

Nottingham Country has high teacher retention from year to year. At the end of the 2017-2108 only 1 teacher transferred off campus and 2 teacher resigned due to relocation out of the KISD area. Nottingham Country Elementary only hired 8 new to campus teachers due to the increase in enrollment, transfers and

resignations.

NCE staff also participate in various professional development opportunities throughout the school year and the summer. NCE instructional coaches offer professional development rotations to each grade level every other week. Administration provides professional learning on campus on district designated campus professional learning days. Instructional coaches and teachers work together to identify out of district trainings and regional conferences that address the campus goals, and these opportunities are often paid for from either campus funds or the PTA funds. This year NCE administration is also tapping into the strengths of staff members on campus to lead professional development sessions for their peers throughout the school year. Faculty meetings and campus professional learning days have been planned to allow time for these learning opportunities which will increase capacity of teacher leaders and provide meaningful and relevant strategies and tools to NCE staff.

Nottingham Country Elementary has a very active PTA which provides support to our campus on multiple levels. The PTA plays a large role in curriculum and classroom enrichment by sponsoring grade level field trips and SPICE days (Parent led Science and Social Studies Enrichment Instruction), providing classroom materials- specifically technology like iPads and Chromebooks- and helping with the purchase of flexible seating options to meet the needs of our students. In addition, our PTA supports teachers by funding some teacher education as well as by providing reimbursements to teachers for classroom supplies purchased. The PTA has assisted NCE with our student programs, securing educational and cultural arts programs for our students, providing materials and financial assistance for the Joust Read campus literacy program and by volunteering to participate in junior achievement and red ribbon week.

Demographics Strengths

Nottingham Country has many strengths. Some of the most notable demographics strengths include:

- 94.8% of teachers in grades Kinder-5th are ESL certified with the remaining 2 teachers pursuing certification during the 2018-2019 school year. 100% of Kindergarten, second, third, fourth and fifth grade teachers are ESL certified.
- 100% of certified staff have participated in multiple professional development opportunities during the past school year.
- Last year, 15+ staff members were selected to present to the staff on effective teaching strategies implemented in their classrooms to increase student engagement and success. This format was very well received by staff. This year 10 Team Leaders facilitated professional learning to the entire staff during our beginning of the year staff development, and more will be selected throughout the school year.
- Grade level PLCs strengthen instruction through collaborative lesson planning.
- Nottingham Country Elementary has 8.71% of its population identified as Gifted and Talented students. This is 2.2% higher than the KISD elementary school percentage
- Nottingham Country Elementary has a positive reputation in the community for providing exceptional services in our Special Education Specialized programs.
- The Attendance rate at Nottingham Country Elementary is 97%. This rate has remained constant for the past 3 years.
- High teacher retention - Only 3 resignations/transfers

Problem Statements Identifying Demographics Needs

Problem Statement 1: When combined, our at-risk and economically disadvantaged demographics make up 68% of our student population. 39% of NCE students have at least 1 special population indicator. The teaching staff at NCE does not have extensive experience working with diverse populations. **Root Cause:** An ever changing community population has resulted in a more diverse population of students and NCE professional learning has not focused on providing Professional Learning opportunities focusing on diverse student populations.

Problem Statement 2: There has been a steady increase in the various student groups, specifically two or more races however, there is not a systemic approach to assist ALL students in recognizing their strengths and celebrating their successes to result in a positive perception of school and education. **Root Cause:** In the past 5 years NCE has become more diverse. Because of the changing community, the staff does not have extensive experience or training working with such diverse populations.

Student Academic Achievement

Student Academic Achievement Summary

ALL GRADE LEVELS

A comparison of STAAR scores at the APPROACHES LEVEL remained fairly constant from 2017-2018. The largest variance is in the area of WRITING.

	2017	2018
READING	91	89
MATH	88	86
WRITING	73	65
SCIENCE	85	85

MATH decreased by 2% to 86% while the district average was at 91%. READING decreased by 2% to 89%, which is equal to the district average. WRITING decreased by 8% to 65% while the district average was 78%. SCIENCE remained constant at 85% while the district average was 89%. When looking at ALL grade levels, ALL subjects and comparing to KISD averages, the most significant finding was in the area of WRITING. Students at NCE scored below KISD average and showed a significant decrease for 2017 scores. Another major finding is in the area of GROWTH for our students as each grade level either remained constant or decreased at the APPROACHES LEVEL.

READING

Looking deeper, READING scores are as follows:

READING		
	2017	2018
3 rd Grade	89	88
4 th Grade	88	83
5 th Grade	95	95

Campus READING scores remained consistent in 5th grade from the previous year. While 4th grade READING scores decreased 5% points, and 3rd grade decreased by 1%. The district average in all grade levels at the APPROACHES LEVEL was 89% which is equal to the campus READING score.

MATH

MATH		
	2017	2018
3 rd Grade	84	82
4 th Grade	87	88
5 th Grade	93	93

Campus MATH scores remained fairly consistent at the APPROACHES LEVEL. The average for ALL STUDENTS was 88%. 3rd grade scores decreased 2% points, while 4th grade increased by 1% point and 5th grade remained constant at 93%. The district average in all grade levels at the APPROACHES LEVEL was 91% whereas the NCE campus average was 87.6%.

Progress/Growth

MET or EXCEEDS Expected Growth		
	2017	2018
4 th Grade READING	60	52
4 th Grade MATH	63	47
5th grade READING	75	76
5th Grade MATH	89	77
All Students READING	67	64
All Students Math	76	62

With the exception of 5th grade READING, the campus saw a decrease student growth in all accountable areas. The most significant area of decrease is in the subject area of MATH. When looking at the overall data, MATH decreased by 14% for ALL students. 4th grade MATH scores reflect a decrease of 16% points, while 5th grade MATH scores reflect a 14% decrease. READING Growth scores reflect an overall decrease of 3% points with 5th grade READING showing a 1% increase in student growth.

ELL		
	2017	2018

WRITING	0	63
READING	67	83
MATH	76	78

APPROACHES Grade Level scores for ELL students improved in all subject areas. WRITING Scores increased by 63% percentage points. READING scores increased by 16% points. MATH scores increased by 2% points. All scores were at or above District average.

SPECIAL EDUCATION

SPECIAL EDUCATION		
	2017	2018
3 rd Grade READING	58	62
3 RD Grade MATH	50	62
4 th Grade READING	64	38
4 th Grade MATH	55	31
4 TH Grade WRITING	36	19
5 th Grade READING	58	75
5 th Grade MATH	58	58
5 th Grade SCIENCE	18	58
All Students READING	60	56
All Students MATH	54	49

Overall, SPECIAL EDUCATION scores decreased by 4% in READING and 5% in MATH. When compared to Non-Special education students, the grade level of most concern is the scores of the 4th graders in all tested areas. There was a decrease in MATH of 24%, READING 26%, and WRITING of 17%.

OTHER STUDENT GROUPS

Important academic achievement results among other student groups include:

Gifted and Talented				
	2017	2017	2018	2018
	MEETS	MASTERS	MEETS	MASTERS
ALL READING	14%	78%	11%	82%
ALL MATH	31%	61%	29%	68%
ALL WRITING	11%	67%	58%	33%
ALL SCIENCE	20%	73%	15%	77%

Gifted and Talented Students who scored either at the MEETS Grade Level or MASTERS Grade Level in WRITING increased significantly from 2017 (78%) to 2018 (91%). READING and SCIENCE scores for GT students remained fairly constant. MATH scores reflect an increase of 5%. Over 91% of GT students scored at the MEETS or MASTERS Grade Level in all tested areas.

Economically Disadvantaged		
	2017	2018
3-5 MATH	81	80
3-5 READING	74	69
WRITING	43	46
SCIENCE	78	79

Students identified as ECONOMICALLY DISADVANTAGED did not show a significant increase or decrease at the APPROACHES Level.

Student Academic Achievement Strengths

Student Achievement strengths include:

- 5th grade students who met passing standards (Approaching Grade Level) increased in READING by 7% and MATH by 6%
- SPECIAL EDUCATION students who reached the “MEETS or MASTERS Level” in READING in all grades increased by 5% (22% in 2017 to 27%

in 2018).

- When comparing 2017 to 2018 scores, SPECIAL EDUCATION students who met passing standards (Approaching Grade Level) increased in SCIENCE by 40% (18% in 2017 to 58% in 2018)
- When comparing 2017 to 2018 scores, SPECIAL EDUCATION students who met passing standards (Approaching Grade Level) in 5th grade READING increased by 17% (58% in 2017 to 75% in 2018).
- When comparing 2017 to 2018 scores, SPECIAL EDUCATION who met passing standards (APPROACHES Grade Level) in 3rd GRADE READING increased by 4%(58% in 2017 to 62%) in 2018 and 3rd GRADE MATH increased by 12% (50% in 2017 to 62% in 2018).
- When comparing 2017 to 2018 scores, ECONOMICALLY DISADVANTAGED students who met passing standards (APPROACHES Grade Level) in 5th GRADE READING increased by 6% (91% in 2017 to 97% in 2018).
- ELL scores reflect 81% of students met passing standards (APPROACHES Grade Level) in READING in all grade levels. This is 3% points higher than the district average of 78%
- ELL scores reflect 63% of students met passing standards in WRITING. This is a 2% increase compared to the district average of 61%
- 66% of students tested who scored at the Masters Grade Level in 2017 also scored at the Masters Level in 2018 (99 out of 150 students).
- 61% of ALL STUDENTS tested (Grades 4 and 5 for MATH and READING) Met Expected or Exceeded Progress.
- Over 91% of GT students scored at the MEETS or MASTERS Grade Level in all tested areas.
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Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There was an 8% decrease in WRITING for all students who scored at the "Approaches Level" (73% in 2017 to 65% in 2018). **Root Cause:** There is an inconsistency in the implementation of writing as a campus. There is no consistent data collected for primary grade levels in writing. Secondly, the class sizes in 4th grade necessitated the need for another certified teacher in writing at the beginning of the year. The teacher had to resign mid year, for there was a lack of consistency for the students in writing classes.

Problem Statement 2: The SPECIAL EDUCATION sub population score reflects a 4% decrease in READING and 5% decrease in MATH. **Root Cause:** Special Education teachers were tasked with multi-level instructional periods that limited their ability to focus on extensive curriculum instruction beyond the required minutes.

Problem Statement 3: Student GROWTH on all tested subjects remained constant (SCIENCE), or decreased (MATH, READING, WRITING) from 2017 to 2018. The amount of students reaching the MEETS and MASTERS level is not showing a positive growth trend for all student groups **Root Cause:** NCE does not have a systematic approach in which growth is tracked and monitored which does not allow for teachers to target particular TEKS and students. In addition, in 2017, KISD lost 11 instructional days due to Hurricane Harvey and had to continue to play catch up on the material and TEKS missed for the remainder of the school year.

School Processes & Programs

School Processes & Programs Summary

CURRICULUM, INSTRUCTION, AND ASSESSMENT

When comparing campus and district assessment data with STAAR data, student performance was consistent in most reporting categories. In grade levels where local data is higher or lower than STAAR data, it is possible that the level of rigor in instruction and assessment at the local level is not properly aligned to state expectations. The scope and sequence set by Katy ISD seems to be appropriately aligned to the state standards. Instructional coaches meet with every grade level for, at minimum, all long range planning sessions. Some grade levels plan consistently all year with Instructional Coaches. During planning sessions, Instructional Coaches and teachers analyze scaffolding documents provided by Lead4Ward in order to vertically align curriculum. Instructional Coaches provide clarification about students expectations in the preceding and later grade levels. During long range planning sessions, Instructional Coaches and teachers analyze STAAR blueprints and readiness/supporting standards to develop assessments prior to instruction. In addition, NCE has developed a campus assessment plan which specifies the types and number of assessment each grade level and content will utilize in order to measure student performance. The 2018/2019 assessment plan addresses both formal and informal assessment and the frequency of those assessments. Instructional Coaches run data reports after each common assessment and initiate discussions with teams and individual teachers about student performance trends. In addition, all teachers have a form of record keeping for each of their students in which they document small group work, conferencing notes, reading level, numeracy skills, etc. As teachers become concerned about students who are not performing as expected, the RTI process is initiated in order to adjust and accommodate as well as to increase the frequency of tracking progress. RTI coordinators schedule follow up meetings within the prescribed time frame as indicated in the RTI handbook to update progress and adjust interventions if necessary. Special Education case managers monitor student progress according to IEP goals and keep in constant communication with teacher to track progress and make adjustments as needed.

SCHOOL CONTEXT AND ORGANIZATION

The ongoing academic achievement focus at NCE is growth for all students. This focus area has been communicated in faculty meetings, team leader meetings, instructional planning sessions and professional development rotation sessions. All staff are aligned in this focus area and all conversations regarding instruction, assessment, data and intervention are focused on student growth. When selecting intervention and enrichment groups, quintile reports which also indicate individual student growth are utilized to make decisions about grouping students. The expectation is that all students grow- not just struggling learners. Therefore teachers monitor progress of even the highest achieving students in order to provide more rigorous and challenging instruction which will support top end growth as well.

TECHNOLOGY

Since the inception of the program, 15% of our staff has participated in the Connected Learner program. These teachers have become leaders on our campus in effectively integrating technology on our campus. In addition, these teachers have led campus staff development sessions on implementing new technology such as using Canvas, Class Dojo, See-Saw, and iMovie. NCE has been provided with ipads and Chromebooks as part of the Digital Divide Initiative and the digital classroom standard, and each of these devices is available for checkout for students in grades 2-5. As our teachers become more

knowledgeable about classroom technology resources, the use of technology continues to increase. Some teachers are hesitant to use technology out of fear for inappropriate students use or because there are not enough devices for each student to have one. Professional development and student learning opportunities have been put in place to address responsible use guidelines for students as well as to provide examples of how to utilize technology in a classroom that does not have a 1:1 ratio of devices to students.

School Processes & Programs Strengths

Nottingham Country Elementary celebrates the following successes and strengths:

- Grade level PLCs strengthen instruction through collaborative lesson planning
- Weekly instructional planning with instructional coaches promotes discussion about assessment, student progress, vertical alignment, and utilizes data to make decisions about intervention and instruction
- Extended planning opportunities 4 times per year
- Professional Development Rotations planned address the campus focus of student growth by addressing concepts such as student engagement and small group instruction
- Focus on professional learning growth for all staff and growth expectations for all students
- Mounted or mobile SMART Board in every classroom
- At least 10 mobile learning devices (iPad, netbook, laptop, chromebook) per classroom in addition to the 1 desktop computer in each classroom
- Use of the Campus Technology Designer continues to increase which results in increased opportunities for students to authentically engage in the use of technology to enhance the learning process

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is no formalized data collection to track and monitor student achievement and growth by Student Group **Root Cause:** Teachers maintain data collection and anecdotal notes on student performance, however, there is no system approach to tracking and monitoring student growth particularly in the primary grades.

Perceptions

Perceptions Summary

FAMILY AND COMMUNITY ENGAGEMENT

Nottingham Country Elementary is a neighborhood school that works very hard at creating a family-friendly environment. Nottingham Country Elementary has a very active PTA. Each year for the past three school years, Nottingham Country had over 300 registered volunteers who gave over 10,000 hours of service to the school each year. Nottingham Country provides opportunities to promote family and community involvement including: KEYS and PALS mentors, parent volunteers in primary STEM lab, parent led curriculum enrichment (SPICE), workroom volunteers, Read Deed Run, Kindergarten and First Grade Friday readers, and community Spring Carnival. Nottingham Country has invested business partners that have donated time and funds to support campus initiatives including PBIS and staff incentives/recognitions. During the 2017-2018 school year many new school-family events were initiated including the Me and My Guy Dance, Mother-Son Game night, and two separate family movie nights. These events were in addition to the events initiated during the previous school year that continued for a second year; Food Truck nights at school, a family breakfast with Santa and the NCE Nutcracker Market which allowed for students to purchase holiday gifts for their families with money and NCE Knight Bucks.

During the 2017 school year, the NCE Campus Advisory Team collaborated to develop a parent survey that was sent out in the spring of 2017. Results from this survey reflected the following:

- 84% of parents believe that school work and assignments are meaningful
- 62% of parents believe that school work and assignments are challenging
- 72% of parents believe that NCE provides strategies and ideas to support learning at home
- 80% of parents believe themselves to be involved with NCE school-related activities
- 91% of parents believe there are a variety of ways to be involved with school-related events and activities
- 92% of parents feel welcome at NCE
- 99% of parents believe that NCE keeps parents informed of school-wide activities through newsletters, email, e-blast, website, etc.

SCHOOL CULTURE AND CLIMATE

There has been an increase in teacher concern over student behavior in the school building over the past 5 years at NCE. This is due to changes in population, more transient students who have attended multiple schools in one school year and have difficulty adjusting to the new learning environment, increases in students with personal issues which interfere with learning, and increases in students with emotional disturbances and/or behavior intervention

plans. The assistant principals at NCE have revised and adjusted protocols for classroom expectations, discipline referrals, and consequences as well as interventions for behavior challenges. In addition, the APs communicate consistently with the campus counselor and LSSP and involve them in RTI meetings to discuss appropriate behavior interventions and documentation of behavior. The APs developed a behavior shaping intervention called PRIDE Camp to teach appropriate behavior skills to individual students. NCE discipline procedures are a continual growth focus as we believe that student discipline should be individualized to meet student needs and instruct students in replacement behaviors.

A student engagement survey was conducted in the spring of 2018. 418 2nd through 5th grade students completed the survey online during school hours. Results from the survey indicate the following:

- 95% of students like their assignments and class work most of the time/sometimes
- 59.4% of students have someone to help with homework at home most of the time
- 95% of students feel that their teachers help them when they have trouble on assignments most of the time/sometimes
- 94.2% of students believe that their teachers care about them
- 70% of students feel safe at school most of the time
- 56.6% of students feel comfortable at lunch most of the time
- 95% of students understand what NCE PRIDE means and looks like in the building
- 37.7% of students feel safe on the bus most of the time

Based on feedback from students, all instructional staff is participating in a book study of Kids First from Day One. Staff were provided the book over the summer to help plan for the fall.

Perceptions Strengths

Nottingham Country Elementary works hard to maintain the following strengths:

- Active PTA with over 300 registered volunteers with over 10,000 hours of volunteer service
- Numerous school-family programs (Mother-Son Game night, Family Movie nights, Me and My Guy Dance, Family Breakfast with Santa, Food Truck nights)
- KEYS & PALS programs providing mentoring for 50 students - (+/- 9% of the student population)
- Parent facilitated SPICE student enrichment
- Primary STEM lab parent volunteers for all kinder-grade 2 classes
- Nottingham Country Elementary Community Carnival
- Philanthropies (Junior Achievement, The National Leukemia & Lymphoma Society, Read Deed Run)
- NCE teachers build positive relationships with parents and students
- Weekly communication from Nottingham Country Elementary administration, teachers and PTA

- Celebrations of positive happenings at Nottingham Country Elementary are shared on social media
- Nottingham maintains a low teacher turnover rate
- 91% of parents believe there are a variety of ways to be involved with school-related events and activities.
- 92% of parents feel welcome at NCE
- 99% of parents believe that NCE keeps parents informed of school-wide activities through newsletters, email, e-blast, website, etc.
- 94% of students feel that their teachers care about them
- 95% of students know and understand the NCE PRIDE expectations

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There has been an increase in teacher concern over student behavior in the school building over the past 5 years at NCE. **Root Cause:** This is due to changes in student population, more transient students who have attended multiple schools in one school year and have difficulty adjusting to the new learning environment, increases in students with personal issues which interfere with learning, and increases in students with emotional disturbances and/or behavior intervention plans.

Problem Statement 2: A significant percentage of students do not feel safe in the cafeteria and on the bus. **Root Cause:** This is due to overcrowding on busses and at cafeteria tables, a less structured environments, negative peer interactions, and limited supervision. Although students know what expectations are, they are not internalizing them. This may be due to a more transient population not feeling connected to or invested in the NCE community.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: July 24, 2017





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

Performance Objective 1: By June 2019, student achievement scores in WRITING will increase by 5% for ALL STUDENTS at all levels (APPROACHES, MEETS and MASTERS).

Evaluation Data Source(s) 1: 2019 STAAR scores for ALL STUDENTS will be used to determine if this performance objective was met.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Teachers will utilize the NCE Writing Instruction Planning Guide and IC planning support/embedded professional learning in order to plan and provide vertically aligned writing instruction that includes all components of Writer's workshop in addition to the NCE Grammar and Conventions vertical alignment calendar, lessons and Quick Checks as well as the Word Study/High Frequency lessons and quick checks.	LA Instructional Coach	<p>1. Implementation - The Writer's Workshop structure will be observed in classroom walk-throughs and formal observations, lesson plans, and discussions during planning sessions. Students will consistently write in all subject areas.</p> <p>2. Impact - Students will be provided systematic/vertically aligned instruction which will positively impact test scores on CBAs, DLAs, STAAR, and school wide prompts. Progress will be monitored by an increase in scores on a campus wide spreadsheet.</p>				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 192 - Special Project - 3000.00</p>						

<p>2) Teachers in all grade levels will track students data on the #KatyKidsGrow tracking sheet after each CBA and DLA in order to monitor student growth and reflect on instructional practices, identify individual student needs , develop action plans and provide follow up after assessments are given.</p>	<p>Assistant Principals Principal</p>	<p>IMPLEMENTATION - Data recorded on #KatyKidsGrow sheets will be monitored to ensure implementation. Lesson plans and discussions during PLCs will also reflect implementation.</p> <p>IMPACT - Increased scores for all students; higher percentage of students meeting growth measure on STAAR</p>				
<p>Problem Statements: School Processes & Programs 1</p>						
<p>3) Teachers will provided regular opportunities for students to write in all content areas. Writing will be reviewed by teachers during PLCs in order to monitor student knowledge and growth and allow opportunities for teachers to reflect on instructional practices and identify student needs.</p>	<p>Math/Science Instructional Coach ELA/SS Instructional Coach</p>	<p>IMPLEMENTATION: Lesson plans and student product will be evidence of implementation.</p> <p>IMPACT- Increased scores for all students; higher percentage of students meeting or exceeding expected growth as indicated by STAAR</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:


<p>Student Academic Achievement</p>
<p>Problem Statement 1: There was an 8% decrease in WRITING for all students who scored at the "Approaches Level" (73% in 2017 to 65% in 2018). Root Cause 1: There is an inconsistency in the implementation of writing as a campus. There is no consistent data collected for primary grade levels in writing. Secondly, the class sizes in 4th grade necessitated the need for another certified teacher in writing at the beginning of the year. The teacher had to resign mid year, for there was a lack of consistency for the students in writing classes.</p>
<p>School Processes & Programs</p>
<p>Problem Statement 1: There is no formalized data collection to track and monitor student achievement and growth by Student Group Root Cause 1: Teachers maintain data collection and anecdotal notes on student performance, however, there is no system approach to tracking and monitoring student growth particularly in the primary grades.</p>

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

Performance Objective 2: By June 2019, 100% of grade level teachers will use multiple measures of data according to the NCE data/assessment plan to track student achievement and growth for all student groups in order make instructional decisions and to determine areas of intervention needed.

Evaluation Data Source(s) 2: Data entry on the #KatyKidsGrow growth tracking sheet for all grade levels, planning meeting minutes recorded in team Google Drive will indicate discussions regarding data, student achievement and intervention strategies. Student learning will improve as evidenced by District DLA comparisons, individual student growth, and STAAR year to year comparisons.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Teachers in all grade levels will implement the NCE Data/Assessment plan and track students' data on the #KatyKidsGrow tracking sheet after each CBA and DLA in order to monitor student achievement and growth and reflect on instructional practices, identify individual student and student group needs, develop action plans and provide follow up after assessments are given.	Instructional Coaches Assistant Principals Principals	IMPLEMENTATION : Data entry on #KatyKidsGrow sheet, discussions during PLCs and lesson plans will reflect success in implementation.				
		IMPACT: Increased scores for all students; higher percentage of students meeting or exceeding expected growth as indicated by STAAR will result from implementing this strategy. Domain 3 targets will be met				
Problem Statements: Student Academic Achievement 3						
2) After data discussions, teachers will utilize the NCE RTI Procedures to discuss appropriate RTI interventions that could include small group classroom intervention, tutoring, academic support and/ or referral for a Special Education FIE or a request for a dyslexia evaluation. Each month administrators, the Instructional Coordinator, the counselor, the LSSP, and the diagnostician will review individual student progress and discuss possible special education referrals	Administrators Instructional Coordinator	IMPLEMENTATION- A record of monthly meetings will be used to determine success in the implementation of this strategy.				
		IMPACT Increased and timely identification of students in need of intervention, 504 services, and/or special education services				
Problem Statements: School Processes & Programs 1						
						

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 3: Student GROWTH on all tested subjects remained constant (SCIENCE), or decreased (MATH, READING, WRITING) from 2017 to 2018. The amount of students reaching the MEETS and MASTERS level is not showing a positive growth trend for all student groups **Root Cause 3:** NCE does not have a systematic approach in which growth is tracked and monitored which does not allow for teachers to target particular TEKS and students. In addition, in 2017, KISD lost 11 instructional days due to Hurricane Harvey and had to continue to play catch up on the material and TEKS missed for the remainder of the school year.

School Processes & Programs


Problem Statement 1: There is no formalized data collection to track and monitor student achievement and growth by Student Group **Root Cause 1:** Teachers maintain data collection and anecdotal notes on student performance, however, there is no system approach to tracking and monitoring student growth particularly in the primary grades.

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: By June 2019, All NCE teaching staff will participate in at least 4 professional learning focusing on diverse populations.

Evaluation Data Source(s) 1: Eduphoria Professional learning documentation, sign in sheets, as well as Faculty Meeting and PDR agendas will be used to determine if this performance objective was met.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Provide a variety of professional learning opportunities focusing on meeting the needs of diverse population for all teaching staff including article studies, face to face presentations, book studies. At least one opportunity will be provided each marking period.	Administrators	IMPLEMENTATION - A record of Faculty Meeting topics, PDR topics, Article and book study topics/topics will reflect success in implementation. IMPACT- Teachers will have increased knowledge on successful strategies for working with diverse student populations				
Problem Statements: Demographics 1						
						

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: When combined, our at-risk and economically disadvantaged demographics make up 68% of our student population. 39% of NCE students have at least 1 special population indicator. The teaching staff at NCE does not have extensive experience working with diverse populations. Root Cause 1: An ever changing community population has resulted in a more diverse population of students and NCE professional learning has not focused on providing Professional Learning opportunities focusing on diverse student populations.

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: By June 2019 NCE will develop a plan for identifying student perceptions regard campus culture, climate and student achievement in order ensure that we are providing a safe and orderly learning environment for all students. We will continue to do what we are doing well already and will address student concerns based on data collected

Evaluation Data Source(s) 1: Student survey results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Distribute a student survey two times per year to gain student perceptions on school culture and climate	Administrators	IMPLEMENTATION: A survey will be created and given to students to complete.				
		IMPACT: Survey data will be collected to determine areas for celebration and areas for growth.				
Problem Statements: Perceptions 2						
2) Students and staff will build community by engaging in the following activities: primary classrooms partnering with intermediate classrooms; participating in PDR sessions based on the campus mentor text, Kids First From Day One; and including time for community circle or morning meetings within classrooms.	Administrators	IMPLEMENTATION: Scheduled "Buddy Time," evidence of morning meetings/circle time will reflect successful implementation.				
		IMPACT : Student will feel part of a community where they are safe to express their opinions and successfully problem solve				
Problem Statements: Perceptions 1						
						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There has been an increase in teacher concern over student behavior in the school building over the past 5 years at NCE. Root Cause 1: This is due to changes in student population, more transient students who have attended multiple schools in one school year and have difficulty adjusting to the new learning environment, increases in students with personal issues which interfere with learning, and increases in students with emotional disturbances and/or behavior intervention plans.





Problem Statement 2: A significant percentage of students do not feel safe in the cafeteria and on the bus. **Root Cause 2:** This is due to overcrowding on busses and at cafeteria tables, a less structured environments, negative peer interactions, and limited supervision. Although students know what expectations are, they are not internalizing them. This may be due to a more transient population not feeling connected to or invested in the NCE community.

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Teachers will provide weekly opportunities for students to build personal character and learn social skills including problem solving skills in order to promote social emotional learning and a positive school culture.

Evaluation Data Source(s) 2: Weekly lesson plans and students' perception of school as indicated on survey results will be used to determine if this performance objective was met.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) All Social Studies teachers will integrate Core Essential lessons into their lesson plans once a week.	ELA/SS Instructional Coach Assistant Principals	IMPLEMENTATION: Lesson Plans will reflect implementation of this strategy. IMPACT: There will be a decrease in student office referrals as students demonstrate character and problem solving skills				
Problem Statements: Perceptions 1						
2) Establish a student recognition system to highlight students who exemplify the Core Essentials Character trait of the month or past traits. This system will include teachers recognizing individual students, the counselor meeting with students to celebrate the honor and communication being sent home to parents.	Counselor	IMPLEMENTATION - Students receiving Core Essentials Character Trait Certificates, Lunch Bunch dates with the counselor and a record of parent communication will indicate success in implementation. IMPACT: Students will learn values that can transform their lives and they will have a higher self worth and acceptance of others.				
Problem Statements: Demographics 2						
3) Establish a student recognition system that focuses on academic successes, character development and growth. Administrators will visit classrooms at the end of the marking period to recognize students for their efforts and successes.	Teachers Administrators	IMPLEMENTATION - Student quarterly awards sheets completed by the teacher each marking period and a record of administrator class awards visits will demonstrate success in implementation. IMPACT - Students will develop a sense of pride in their efforts at school and strive to reach milestones.				
Problem Statements: Demographics 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: There has been a steady increase in the various student groups, specifically two or more races however, there is not a systemic approach to assist ALL students in recognizing their strengths and celebrating their successes to result in a positive perception of school and education. **Root Cause 2:** In the past 5 years NCE has become more diverse. Because of the changing community, the staff does not have extensive experience or training working with such diverse populations.

Perceptions

Problem Statement 1: There has been an increase in teacher concern over student behavior in the school building over the past 5 years at NCE. **Root Cause 1:** This is due to changes in student population, more transient students who have attended multiple schools in one school year and have difficulty adjusting to the new learning environment, increases in students with personal issues which interfere with learning, and increases in students with emotional disturbances and/or behavior intervention plans.

State Compensatory

Personnel for Nottingham Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dawn Bryan	Teacher	Academic Support	1
Mary Sarver	Teacher	Academic Support	1

Campus Advisory Team

Committee Role	Name	Position
Administrator	Krista Gillaspia	Assistant Principal
Non-classroom Professional	Jennifer Ina	Instructional Coach
Non-classroom Professional	Lindsay Jones	Instructional Coordinator
Classroom Teacher	Kelly Horgan	5th grade teacher
Classroom Teacher	Osmond Wilson	5th grade teacher
Classroom Teacher	Rachel Ross	3rd Grade Teacher
District-level Professional	Jud Anderson	Research Assessment and Accountability
Classroom Teacher	Kathryn Stevens	3rd grade teacher
Classroom Teacher	MaryLou Iovine	ECAP teacher
Community Representative	Jama Bolt	Retired Teacher
Parent	Kathryn O'Brien	Parent
Parent	Cherie Sheffer	Parent
Parent	Zuheb Rahaman	Parent
Parent	Stephanie Mitchell	Parent
Parent	McKinley Williams	Parent
Community Representative	Cathy Berner	Former Parent
Administrator	Tracy Stroud	Principal
Business Representative	Kadi Kadibhai	Business Representative

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Tracy Stroud	Principal
Classroom Teacher	Leslee Johnson	4th grade teacher
Classroom Teacher	Katie Eubank	4th grade TL
Classroom Teacher	Osmond Wilson	5th grade teacher
Non-classroom Professional	Jennifer Ina	Math/Science Instructional coach
Classroom Teacher	Megan Sullivan	1st grade teacher
Classroom Teacher	Alicia DeFatti	2nd grade teacher
Classroom Teacher	Kelly Ferrante	1st grade teacher
Classroom Teacher	Rich Beckwith	SE Teacher
Classroom Teacher	Gretchen Mata	5th grade teacher
Classroom Teacher	Kelly Horgan	5th grade TL
Classroom Teacher	Michelle Butler	Kinder teacher
Classroom Teacher	Casey Krenek	Kinder teacher
Classroom Teacher	Rachael McKinley	1st grade teacher
Classroom Teacher	Kela Sumrall	ESL teacher
Classroom Teacher	Angel Bridges	Kinder teacher
Classroom Teacher	Gabi Paniagua	3rd grade teacher
Non-classroom Professional	Lindsay Jones	Instructional Coordinator
Non-classroom Professional	Amy Paik	Instructional Coach
Administrator	Krista Gillaspia	Assistant Principal
Administrator	Kristin Graves	Assistant Principal
Classroom Teacher	Megan Shaw	4th grade Teacher

Campus Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental tutor		\$3,000.00
Sub-Total					\$3,000.00
Grand Total					\$3,000.00