

**Katy Independent School District**  
**Nottingham Elementary**  
**2019-2020 Campus Improvement Plan**



# 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!

# Table of Contents

- Comprehensive Needs Assessment ..... 4
  - Demographics ..... 4
  - Student Academic Achievement ..... 7
  - School Processes & Programs ..... 12
  - Perceptions ..... 13
- Priority Problem Statements ..... 17
- Comprehensive Needs Assessment Data Documentation ..... 19
- Goals ..... 21
  - Goal 1: All learning environments will foster engagement by integrating personalized learning experiences. .... 21
  - 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. .... 25
  - Goal 3: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community. .... 26
  - Goal 4: Katy ISD will actively support the emotional well-being of all learners. .... 28
- Campus Improvement Plan Advisory Committee ..... 30
- Campus Advisory Team ..... 31
- Addendums ..... 32

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Nottingham Country Elementary is a 38 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 at the end of 2018-2019 was 815 students. Nottingham Country is projected to begin the 2019-2020 school year with 810 students. The enrollment trend for Nottingham Country has shown a steady increase in enrollment since 2015. There has been a 34% enrollment increase over the past 5 years (2015-2019). Students who attend Nottingham Country Elementary generally live near the school. There are 4 buses that service the school for students who live in excess of .5 miles from the building.

In the past 4 years (2015 to 2019) the Student Groups at Nottingham Country Elementary reflect change in the community. The percentage of Economically Disadvantaged students has increased by 120%, the At Risk population has increased by 65%, the ELL population has increased by 39.3%, the Special Education student population have increased by 49.5%, and the GT population has decreased by 9%. There has been a continuous upward trend in multiple ethnicity groups including Two or More Races, Hispanic and African American Students.

Below is a comparison of NCE enrollments from August 2015- May 2019:

	2015-2016#	2015-2016%	2016-2017#	2016-2017%	2017-2018 #	2017-2018%	2018-2019 #	2018-2019%
Total Students	608	-	725	-	792	-	815	-
African American	28	4.6%	64	8.83%	68	8.96%	79	9.7%
Hispanic	126	20.7%	158	21.79%	172	21.7 %	172	21.1%
White	367	60.4%	393	54.21%	454	57.32%	463	56.8%
American Indian	4	.7%	4	.55%	4	.51%	-	-
Asian	57	9.4%	79	10.9%	71	8.96%	75	9.2%
Pacific Islander	1	.2%	-	-	-	-	-	-

	2015-2016#	2015-2016%	2016-2017#	2016-2017%	2017-2018 #	2017-2018%	2018-2019 #	2018-2019%
Two or More Races	25	4.1%	27	3.72%	23	2.9%	21	2.6%
Eco. Dis.	90	14.8%	189	26.1%	216	27.27%	214	23.3%
ESL	68	11.2%	109	15.0%	106	13.38%	85	
At-Risk	220	36.2%	284	39.2%	322	40.66%	319	39%
GT	55	9.0%	66	9.1%	69	8.7%	60	7%
Special Ed.	87	14.3%	104	14.3%	128	16.2%	151	18.5%

Along with the increase in the total number of total students, six of the student groups show an 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 36 out of 39 K-5 teachers have obtained ESL certification. 100% of Kindergarten, 2nd, and 3rd grade teachers are ESL certified along with 100% of 4th and 5th grade Language Arts Teachers. 3 out of 4 of the Resource teachers are also ESL certified. Staff members who are not currently ESL certified are either actively pursuing certification or will be encouraged to pursue certification during the 2019-2020 school year.

According to the most recent Texas Academic Performance Report (2017-2018), 65.9% of teachers at Nottingham Country Elementary have over 6 years of experience with 23.2% having more than 20 years teaching experience. The teaching staff averages 11.6 years of teaching experience. Based on the 2017-2018 Texas Academic Performance Report, NCE staff ethnicities were reported as 92.9% white, 3.3% Hispanic, and 1.9% Asian and 1.9% African American.

Nottingham Country has a high teacher retention from year to year. At the end of the 2018-2019 school year only 1 teacher transferred off campus and 1 teacher resigned due to relocation out of the KISD area. 2 teachers retired after 40 years of teaching and 2 teachers and an Instructional Coach were promoted within the district. Nottingham Country Elementary only hired 10 new to campus teachers due to the increase in enrollment, retirement, transfers and resignations.

## Demographics Strengths

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

- 92.7% of classroom teachers in grades PreK-5th are ESL certified with the remaining 3 teachers pursuing certification during the 2019-2020 school year. 100% of Pre-K, Kindergarten, Second, and Third grade teachers are ESL certified. 100% of fourth and fifth grade Language Arts Teachers and 50% of Resource Teachers, and our Life Skills Teacher are ESL Certified.
- 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:** The staff of NCE is not reflective of the student and parent population. **Root Cause:** The student population/demographics has changed significantly over the past 5 years and the staff population has remained more stable.

**Problem Statement 2:** When looking at the student level of STAAR reports, there is both minimal growth and a higher failure rate for students who are new to NCE. **Root Cause:** Over the last 3 years, there has been a shift from a more established neighborhood community to a more mobile student population.

# Student Academic Achievement

## Student Academic Achievement Summary

Nottingham Country earned an OVERALL B using the state accountability system. The Specific Domain ratings were as follows: Domain 1 - Student Achievement = B (88 scaled score). Domain II - Student Progress = C 2A Academic Growth = C (scaled score 77) 2B - Relative performance D (69 scaled score). Domain III-Closing the Gaps = B (Scaled score 87). Although NCE received the same letter grades in 2019 as in 2018, it should be noted that the scale scores increased in all domains.

### All grade levels

A comparison of STAAR scores at the APPROACHES LEVEL remained fairly constant from 2018-2019, with a significant increase in WRITING (8%), which was a CIP goal for 2018-2019.

	2017	2018	2019
READING	91	89	89
MATH	88	86	84
WRITING	73	65	73
SCIENCE	85	85	85

MATH decreased by 2% to 84% while the district was average was at 90%. READING remained the same at 89%, while the district average was 90%. WRITING increased by 8% to 73% while the district was at 81%. SCIENCE remained constant at 85% while the district average was 88%

### Reading

Looking deeper, READING scores are as follows:

APPROACHES LEVEL	2017	2018	2019
3rd Grade	89	88	90
4th Grade	88	83	84
5th Grade	95	95	94

Campus READING scores remained consistent in grades 3-5, with a slight increase in 3rd and 4th grade. The district average in all grade levels at the APPROACHES LEVEL was 90% which is consistent with the campus reading score.

## Math

Looking deeper, MATH scores are as follows:

APPROACHES LEVEL	2017	2018	2019
3rd Grade	84	82	87
4th Grade	87	88	74
5th Grade	93	93	91

Campus MATH scores remained fairly consistent at the APPROACHES LEVEL for grades 3 and 5. 4th grade MATH decreased significantly from 2018-2019. The average for ALL STUDENTS was 84%. 3rd grade scores increased by 5%, 4th grade decreased by 14% and 5th grade decreased by 2%. The district average in all grade levels at the APPROACHES LEVEL was 90% whereas the NCE campus average was 84%.

## Progress/ Growth

MET of EXCEEDS Expected Growth	2017	2018	2019
4th Grade READING	60	52	48
4th Grade MATH	63	47	63
5th Grade READING	75	76	78
5th Grade MATH	89	77	81
All Students READING	67	64	64
All Students MATH	76	62	73

When looking at progress and growth, the campus had an increase in MATH in both 4th and 5th grades. 4th grade READING dropped by 4%, but 5th grade READING increased by 2%. The READING overall growth score for ALL students remained the same, while the MATH overall growth score for ALL students increased by 4%.

## Special Education

The below data chart focuses on our SPECIAL EDUCATION population and reflects scores at the approaching level.

APPROACHES LEVEL	2017	2018	2019
3rd Grade READING	58	62	75
3rd Grade MATH	50	62	58



APPROACHES LEVEL	2017	2018	2019
4th Grade READING	64	38	67
4th Grade MATH	55	31	33
4th Grade WRITING	36	19	33
5th Grade READING	58	75	73
5th Grade MATH	58	58	53
5th Grade SCIENCE	18	58	56
All Students READING	60	56	73
All Students MATH	54	49	51
All Students WRITING	36	19	33

Overall, SPECIAL EDUCATION scores saw the greatest increase in the language arts areas. The most notable increase is in 4th grade READING with an increase of 29%. 4th grade WRITING also saw an increase of 14%. 3rd and 5th grade MATH had a slight decrease, while 4th grade MATH had an increase of 2%. When looking at ALL STUDENTS in ALL subjects, there was an overall increase in READING, MATH, and WRITING for all grade levels.

## OTHER STUDENT GROUPS

### African American Student Group

The below data chart focuses on our AFRICAN AMERICAN population and reflects scores at the approaching level.

APPROACHES LEVEL	2018	2019
3-5 READING	79	63
3-5 MATH	71	59
WRITING	50	50
SCIENCE	83	86

The African American student group has not shown significant growth in the last year.

### Hispanic Student Group

The below data chart focuses on our HISPANIC population and reflects scores at the approaching level.

APPROACHES LEVEL	2018	2019
3-5 READING	87	86

## APPROACHES LEVEL 2018 2019

3-5 MATH	83	78
WRITING	60	65
SCIENCE	80	79

The Hispanic population saw a slight increase in WRITING (5%), but has a decrease in READING (1%), MATH (5%) and SCIENCE (1%).

### **Economically Disadvantaged**

The below data chart focuses on our ECONOMICALLY DISADVANTAGED population and reflects scores at the approaching level.

## APPROACHES LEVEL 2017 2018 2019

3-5 READING	81	80	76
3-5 MATH	74	69	67
WRITING	43	46	58
SCIENCE	78	79	61

Overall, ECONOMICALLY DISADVANTAGED students' scores increased by 8% in WRITING. The students' scores decreased in READING by 4% and 2% in MATH. There was also a decrease in SCIENCE by 18%, which is a big concern.

### **ENGLISH LANGUAGE LEARNERS and TELPAS**

The below data chart focuses on our ENGLISH LANGUAGE LEARNERS population with TELPAS scores in the areas of LISTENING, SPEAKING, READING, and WRITING in grades 1-5. The numbers below reflect ALL students tested for 2 years in 1st-5th grades.

LISTENING	SPEAKING	READING	WRITING
31 students increased	28 students increased	31 students increased	27 students increased
4 students decreased	13 students decreased	7 students decreased	students decreased

### **Student Academic Achievement Strengths**

- 4th grade writing, at Approaching Grade Level, had a significant increase in WRITING with 8%.
- APPROACHING LEVELS in READING was at the District average of 90%.

- When comparing 2018 to 2019 scores in MET or EXCEEDS Expected Growth, MATH saw growth in 4th grade (16%), 5th grade (4%), and in ALL Students (11%).
- When comparing 2018 to 2019 scores at the APPROACHING LEVEL, SPECIAL EDUCATION saw a significant increase in the language arts area:
  - In 4th grade READING with an increase of 29%.
  - In 4th grade WRITING with an increase of 14%.
  - ALL STUDENTS in ALL subjects, there was an overall increase in READING (17%), MATH (2%), and WRITING (14%).
- When comparing 2018 to 2019 scores at the APPROACHING LEVEL, our HISPANIC population had a 5% increase in 4th grade WRITING.
- When comparing 2018 to 2019 scores at the APPROACHING LEVEL, our ECONOMICALLY DISADVANTAGED population had an 8% increase in 4th grade WRITING,

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 3:** The Meets and Masters levels of STAAR for all grade levels, all subjects, and student groups is not showing significant growth.

**Root Cause:** With new teachers coming onto grades levels, planning focus has been at ensuring that the TEKS are taught and planning has not consistently focused on small groups and growth.

**Problem Statement 5:** When looking at our ELL population and how they are performing on TELPAS in two years of testing, students' proficiency reflect a decrease in some areas. **Root Cause:** The testing format for the TELPAS assessment has changed to a computer based program. Students are not use to recording their answers and thoughts via a computer.

# School Processes & Programs

## School Processes & Programs Summary

Although Nottingham Country Elementary School has a low resignation/transfer rate, at the end of the 2018-2019 school year, 3 additional staff members received promotions within KISD requiring the campus to hire additional new staff. This provided the opportunity for the campus to hire teachers that would help us meet the needs of our changing demographics. The hiring process was restructured in order to hire teachers who not only had the necessary credentials, but also were able to articulate how they would support the academic growth of all students in addition to supporting students' social emotional needs.

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 a more rigorous and challenging instruction which will support top end growth as well.

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. During long range planning sessions, Instructional Coaches and teachers analyze state standards, 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 that addresses both formal and informal assessment and the frequency of those assessments.

## School Processes & Programs Strengths

Nottingham Country Elementary celebrates the following successes and strengths:

- Grade level PLC's strengthen instruction through collaborative lesson planning
- Weekly planning with Instructional Coaches promotes discussion about assessment, student progress, vertical alignment, and utilizes data to make decisions about intervention and instruction
- Monthly professional learning growth opportunities are provided for all teachers

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** There is a discrepancy in student achievement scores between ALL students and various student groups. **Root Cause:** With new teachers coming onto grades levels, the planning focus has been ensuring that the TEKS are taught and planning has not consistently focused on small groups and growth only.

## Perceptions

### Perceptions Summary

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. 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 Friday readers, WATCH DOGS, Aerospace, Spirit Nights 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. Events including the Me and My Guy Dance, Mother-Son Game night, 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 2018-2019 school year, the NCE Campus Advisory Team collaborated to develop a parent survey that was sent out in the Spring of 2019. There were 84 respondents to the survey. Questions were revised from the previous survey to address concerns identified in the 2018-2019 CIP.

Results from this survey indicates the following:

- 81% of parents believe that they were adequately informed about discipline and behavior concerns
- 92% of parents believe that NCE is a friendly environment for students, parents, and family
- 86% of parents believe that NCE respects and includes all cultures
- 85% of parents believe their child's teacher keeps them up to date and provides up to date information about classroom activities and events
- 28% of parents do not feel they have time to devote to school volunteer opportunities

When asked what time periods they were most likely to volunteer:

- 50% during the school day

- 27% after school, evenings, and weekends
- 23% only for tasks to be completed at home

67% of respondents said they would be willing to volunteer for a multi-cultural event.

## **SCHOOL CULTURE AND CLIMATE**

Student behavior continues to be a focus area at NCE. This is due to changes in population, more mobile 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 2018-2019 CIP developed Campus Performance Objectives to address Character building and Social-emotional learning. Administrators read books focusing on each Core Essential trait monthly. Students who exemplified the monthly traits were recognized and participated in a lunch bunch. Staff continued our Kids First form Day One book study, which focused on relationship building and behavior modifications through non-punitive means. NCE saw an 11% decrease in reported office referrals over the 2018-2019 school year. To foster community among all students and staff, each class was paired with a class from the opposite side of the building (primary and intermediate). Classes met once each month to participate in community building activities, such as game days, holiday bingo, book sharing, and participated in the Great Kindness Challenge. In an effort to focus on science vocabulary and help prepare for the Science STAAR, all classes and staff participated in Science Vocabulary Day, where 5th grade traveled the building in a vocabulary scavenger hunt.

A student engagement survey was conducted in the spring of 2019. 342 students in grades 3-5 completed the survey online during school hours. Results from the survey indicate the following:

- 94% of students said they understood the Core Essential traits discussed during the current year
- 96% of students said that their teachers included activities and lessons to help build a strong classroom community
- 89% enjoyed having the opportunity to earn awards at the end of each grading period
- 89% of students feel like there is at least one adult at NCE to help them if they have a problem.

## **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, Me and My Guy Dance, Family Breakfast with Santa, NCE Family Game Night,

annual NCE Carnival)

- A strong sense of community, as is evidenced by the decrease in office referrals and increase in building-wide activities
- Buddy Classes are creating a sense of a strong school community among students

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** There is less parent involvement from our multicultural families. **Root Cause:** There are few processes in place to recruit parents/volunteers from varying cultures or from those who speak a language other than English.





# Priority Problem Statements

**Problem Statement 1:** The Meets and Masters levels of STAAR for all grade levels, all subjects, and student groups is not showing significant growth.

**Root Cause 1:** With new teachers coming onto grades levels, planning focus has been at ensuring that the TEKS are taught and planning has not consistently focused on small groups and growth.

**Problem Statement 1 Areas:** Student Academic Achievement

**Problem Statement 2:** When looking at the student level of STAAR reports, there is both minimal growth and a higher failure rate for students who are new to NCE.

**Root Cause 2:** Over the last 3 years, there has been a shift from a more established neighborhood community to a more mobile student population.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** When looking at our ELL population and how they are performing on TELPAS in two years of testing, students' proficiency reflect a decrease in some areas.

**Root Cause 3:** The testing format for the TELPAS assessment has changed to a computer based program. Students are not use to recording their answers and thoughts via a computer.

**Problem Statement 3 Areas:** Student Academic Achievement

**Problem Statement 4:** There is a discrepancy in student achievement scores between ALL students and various student groups.

**Root Cause 4:** With new teachers coming onto grades levels, the planning focus has been ensuring that the TEKS are taught and planning has not consistently focused on small groups and growth only.

**Problem Statement 4 Areas:** District Processes & Programs

**Problem Statement 5:** There is less parent involvement from our multicultural families.

**Root Cause 5:** There are few processes in place to recruit parents/volunteers from varying cultures or from those who speak a language other than English.

**Problem Statement 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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 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

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- 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
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Campus leadership data
- Professional development needs assessment data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# Goals


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

**Performance Objective 1:** By May of 2020, teachers will be required to hold observable weekly small groups with data binders as evidence of weekly implementation in the subject areas of Math, Reading, and Science.


**Evaluation Data Source(s) 1:** Walk-Through Google Doc Checklist for observable small group instruction, Observation of Data binders being used in planning

### Summative Evaluation 1:

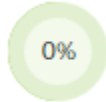
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) IC's will provide planning support and embedded professional learning in order to provide scaffolded, easily-accessible, and engaging small group activities to reach all learners at NCE.	Administration Instructional Coordinator Math/ELA Instructional Coaches	Students will be provided thoughtful, differentiated, hands-on small group instruction tailored to their individualized needs. This should result in a narrowing of academic gaps.				
2) Teachers will implement systematic small group instruction based on TEKS in the areas of Reading, Math, Writing and Science	Administration	Students will be provided thoughtful, differentiated, hands-on small group instruction tailored to their individualized needs. Due to this, academic gaps should begin to minimize.				




100% = Accomplished



= Continue/Modify



0% = No Progress



= Discontinue

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

**Performance Objective 2:** By June 2020, ALL students in ALL subject areas will grow by 10% in MEETS and MASTERS level of STAAR tests.

**Evaluation Data Source(s) 2:** 2020 STAAR State Accountability

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Teachers will utilize the Instruction Planning Guide and IC planning support/embedded professional learning in order to plan and provide vertically aligned instruction in Math, Reading, Writing, and Science. Teachers will also utilize DLA's and CBA's provided by the district to continue to monitor growth. This data will be used to plan and prepare instructions and reteaching topics.	Administrators Instructional Coaches Classroom Teachers	Students will be provided systematic/vertically aligned instruction which will positively impact student achievement.				

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

**Performance Objective 3:** By June 2020, student achievement scores will increase by 5% for all students new to NCE.

**Evaluation Data Source(s) 3:** 2020 STAAR State Accountability

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Teachers will identify all students who are new to NCE at the beginning of the year. They will examine the student information from previous schools and administer baseline data assessments to those students who arrive with limited data.	Classroom Teachers Administration	Students new to NCE will receive targeted support if needed and experience greater levels of success.				
<b>Problem Statements:</b> Demographics 2						

**Performance Objective 3 Problem Statements:**


Demographics
<b>Problem Statement 2:</b> When looking at the student level of STAAR reports, there is both minimal growth and a higher failure rate for students who are new to NCE. <b>Root Cause 2:</b> Over the last 3 years, there has been a shift from a more established neighborhood community to a more mobile student population.

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

**Performance Objective 4:** By June 2020, all teachers will engage in 5-7 hours of self selected personalized learning activities per semester.

**Evaluation Data Source(s) 4:** Eduphoria Workshop records and Teacher reflection sheets

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Create a personalized professional learning plan for all teachers. Provide opportunities for teachers to facilitate professional learning on a flexible schedule. Teachers will complete a reflection and develop an action plan in order to implement new learning.	Administrators	Teachers will learn information relevant to their teaching assignment in order to meet the individual needs of their students.				
<b>Problem Statements:</b> School Processes & Programs 1						
						

**Performance Objective 4 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> There is a discrepancy in student achievement scores between ALL students and various student groups. <b>Root Cause 1:</b> With new teachers coming onto grades levels, the planning focus has been ensuring that the TEKS are taught and planning has not consistently focused on small groups and growth only.




## 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 2020, there will be an increase student achievement in TELPAS with the focus areas of SPEAKING, LISTENING, READING, and WRITING

**Evaluation Data Source(s) 1:** TELPAS State Accountability, CBA, DLA, and STAAR data

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) All teachers will utilize student created anchor charts in all subject areas across all grade levels. Sentence stems for both speaking and writing will be provided as a scaffold for students, then removed as students become proficient with them.	Instructional Coaches	All students, with a particular focus on the ELL population, will be provided with systematic/vertically aligned instruction which will positively impact test scores on CBAs, DLAs, STAAR, and TELPAS. Increased student success will result in their gaining confidence				
<b>Problem Statements:</b> Student Academic Achievement 5						
						

### Performance Objective 1 Problem Statements:


Student Academic Achievement
<p><b>Problem Statement 5:</b> When looking at our ELL population and how they are performing on TELPAS in two years of testing, students' proficiency reflect a decrease in some areas. <b>Root Cause 5:</b> The testing format for the TELPAS assessment has changed to a computer based program. Students are not use to recording their answers and thoughts via a computer.</p>

### Goal 3: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

**Performance Objective 1:** In conjunction with the NCE PTA the campus will establish a system for ensuring that families of all cultural and linguistic backgrounds feel welcome and comfortable on campus.

**Evaluation Data Source(s) 1:** This performance objective will be met if there is an increase in a more culturally diverse volunteer base.

#### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Establish a Cultural Outreach Committee as a subset of the PTA Hospitality committee who will create a list of multilingual volunteers to reach out to new families and publish information inviting families to connect with others of similar cultural and linguistic backgrounds.	Campus Improvement Committee Team Leaders PTA President Principal	There will be an increase in the number of families of varying cultures/languages who feel connected to the school community.				
<b>Problem Statements:</b> Perceptions 1						
2) Replace on-line orientations with face-to-face parent orientations for all grade levels at the beginning of the school year in addition to the traditional Open House that will occur during the second semester.	Principal	Parents will feel more informed about what their students will be expected to do, what they will be learning in class and parents will have the opportunity to observe what their child's typical day (Open House) which in turn will positively impact volunteerism.				
<b>Problem Statements:</b> Perceptions 1						
3) Organize and hold a Multicultural Night at NCE during the second semester. Team Leaders will plan the event and recruit parent and community volunteers in order to provide an authentic multicultural experience.	Team Leaders Principal	Increase student/family awareness of the various cultures represented at NCE while ensuring that ALL members feel a sense of value.				
						

#### Performance Objective 1 Problem Statements:

## Perceptions

**Problem Statement 1:** There is less parent involvement from our multicultural families. **Root Cause 1:** There are few processes in place to recruit parents/volunteers from varying cultures or from those who speak a language other than English.


## Goal 4: Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 1:** 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) 1:** Weekly Lesson Plans, Evidence of Community Circles/Morning Meetings, and results of student perceptions survey

### Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Students will receive weekly direct instruction on Core Essentials Character traits and also engage in community building activities (community circles, buddy classes, school wide service activities)	ELA/SS IC Administrators Counselor	Students will be provided the opportunity to learn various positive character traits and be able to exemplify those traits in their daily lives. Students will also feel a greater sense of community by getting to know others.				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

**Goal 4:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 2:** NCE will support students who are struggling by proactively utilizing KISD's Behavior Threat Assessment Protocol in order to document, support and intervene to create a safe learning environment

**Evaluation Data Source(s) 2:** Data collected via the KISD Behavior Threat Assessment Team

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Establish a Behavior Threat Assessment team that will work together to assist teachers in recognizing concerns. The BTA team will also develop systems for reporting, collaborating and developing a plan once an issue is reported.	Safety Liaison Principal LSSP Counselor Assistant Principal	Campus staff will be able to recognize students who are at risk of hurting themselves or others in order to offer support and provide intervention.				
						

# Campus Improvement Plan Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Tracy Stroud	Principal
Administrator	Krista Gillaspia	Assistant Principal
Administrator	Kristin Graves	Assistant Principal
Instructional Coordinator	Lindsay Jones	Instructional Coordinator
Instructional Coach	Katelyn Eubank	Instructional Coach
Instructional Coach	Amy Paik	Instructional Coach
Classroom Teacher	Michelle Butler	Kinder Teacher
Classroom Teacher	Alicia DeFatti	4th Grade teacher
Classroom Teacher	Rich Beckwith	Special Education Teacher
Classroom Teacher	Kelly Ferrante	2nd Grade Teacher
Classroom Teacher	Leslee Johnson	4th Grade Teacher
Classroom Teacher	Gretchen Mata	5th Grade Teacher
Classroom Teacher	Casey Krenek	Kinder Teacher
Classroom Teacher	Megan Sullivan	1st Grade Teacher
Classroom Teacher	Kela Sumrall	ESL Teacher
Classroom Teacher	Osmond Wilson	3rd Grade Teacher
Classroom Teacher	Rachael McKinley	1st Grade Teacher
Classroom Teacher	Wayne Pierce	5th Teacher
Classroom Teacher	Beth LeNeveu	5th Grade Teacher

# Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Tracy Stroud	Principal
Administrator	Krista Gillaspia	Assistant Principal
Administrator	Kristin Graves	Assistant Principal
Classroom Teacher	Osmond Wilson	3rd Grade Teacher
Classroom Teacher	Rachel Ross	4th Grade Teacher
Classroom Teacher	Mary Lou Iovine	ECAP Teacher
Classroom Teacher	Michelle Butler	Kindergarten Teacher
Classroom Teacher	Rachael McKinley	1st Grade Teacher
Non-classroom Professional	Katie Eubank	Instructional Coach
District-level Professional	Jud Anderson	Research Assessment and Accountability
Parent	Stephanie Mitchell	Parent
Parent	Kelley O'Brien	Parent
Parent	Gheissa Landaeta	Parent
Parent	Marlene Shepherd	Parent
Parent	Bobby Cooley	Parent
Community Representative	Jama Bolt	Community Member
Community Representative	Kyle Jones	Community Member
Business Representative	Richard Feiden	Business Representative

# Addendums



**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
**NOTTINGHAM COUNTRY EL (101914109) - KATY ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		88	B
<b>Student Achievement</b>		88	B
<a href="#">STAAR Performance</a>	58	88	
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>		77	C
<a href="#">Academic Growth</a>	73	77	C
<a href="#">Relative Performance (Eco Dis: 22.6%)</a>	58	69	D
<a href="#">Closing the Gaps</a>	92	87	B

**Identification of Schools for Improvement**

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

**Distinction Designations**

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