

Katy Independent School District
Nottingham Elementary
2023-2024 Campus Improvement Plan



Mission Statement

The Nottingham Country Elementary Community strives to support students' pursuit of academic excellence and emotional well-being while uniting together to ensure an inclusive, safe and caring environment.

Revised August 2021

Vision

At NCE we strive to be Noble, Considerate, and Empathetic- NCE

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Nottingham Country Elementary is a 41 year old, Pre-K-5 campus located in Katy, TX. Katy is a fast growth community located 25 miles west of Downtown Houston. The enrollment trend from 2013-2019 reflected an increase in enrollment. Since the 2019-2020 school year, student enrollment has stabilized at approximately 850-870 students. NCE had 868 students enrolled on the last day of the 2022-2023 school year. The projected enrollment for Nottingham Country for the 2023-2024 school year is 890 students. The enrollment predictions resulted in an additional growth classroom in Kindergarten and 1st Grade.

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.

The Student Groups at Nottingham Country Elementary reflect a diverse community. The percentage of Economically Disadvantaged students has increased each year for the past 10 years along with the percentage of Special Education students. The percentage of students receiving special education services increase by 5.5% during the 2022-2023 school year. The at risk student group increased significantly during the 2022-2023 school year (36.8% to 47.7%). Emergent Bilingual student groups have remained fairly constant for the past 3 years. The GT population has been slightly decreasing each year, yet there was a slight increase in 2022-2023. There has been a continuous upward trend in multiple ethnicity groups including Hispanic and African American Students.

Information below reflects NCE Race/Ethnicity enrollment for the 2022-2023 school year:

Race/Ethnicity	Number of Students	Percentage of Students
White	440	50.69%
Hispanic	213	24.54%
Asian	59	6.8%
Black/African American	103	11.87%
Two or More Races	47	5.41%
Am. Indian/Alaskan Native	3	.35%
Hawaiian Pacific Islander	3	.35%

Chart below reflects NCE student group enrollment for the 2022-2023 school year:

Student group	Campus %	# of students
Total Enrollment		868
At risk	47%	268
Eco Dis	32%	216
ESL	9%	60
GT	6%	37
LEP	11%	71
SE	26%	174
504	5.2%	43

For the 2022-2023 school year, Nottingham Country Elementary employed 117 highly qualified teachers and paraprofessionals (includes 3 long term supplemental substitutes). NCE places a high priority in hiring great teachers, and actively pursues candidates through the Katy ISD Job Fair, personal connections, and recruiting trips to local universities. New hires attend two days of district-level training in August. Additionally, NCE supports new hires with a buddy or mentor teacher. “New Knight” meetings, led by the principal and Campus Mentors, are scheduled 4 times per year. These scheduled meetings provide new staff the opportunity to form connections with others who may have similar experiences as a new NCE staff member. Agenda topics include: job-embedded professional learning, campus traditions, explanation of campus expectations, grading practices, upcoming events, etc. For the 2023-2024 school year, Katy ISD is providing a week of “onboarding” in order to provide new KISD and/or campus teachers additional support. Mentors will be provided to new teachers as well as novice teachers (1 year experience). For the 2023-2024 school year, NCE will have 4 campus mentors supporting 8 novice or 1 year experience teachers.

Traditionally, NCE has had high teacher retention. The 2022-2023 school year had an increased number of new staff. For the 2023-2024 school year, NCE did not need to hire as many professional staff as 2022-2023. NCE will welcome 11 new professional staff due to growth, promotions, resignations, retirements and relocations. NCE will add 3 transfers from other KISD schools and 8 new to KISD/NCE including 3 new to the profession teachers. NCE did not lose any teachers to transfers to other KISD schools. The Nottingham Country Elementary Administration team will continue to look for ways to gather feedback from staff in order to evaluate current practices on staff retention so that NCE can return to a high level of teacher retention.

As of June 2023, 95% of PreK - 5th and Special Education teachers returning to NCE for 2023-2024 are ESL certified. 100% of new hires/transfers to NCE and 50% (3 of 6) of returning Specialty Teachers are also ESL certified. All professional staff who are not ESL certified are encouraged to obtain ESL certification.

The Attendance rate at Nottingham Country Elementary is 95.04%. This rate is a slight increase from the 2022-2023 school year. KISD average ADA is 94.29%. It should be noted that Nottingham Country houses 5 centralized special education programs including a medically fragile unit for students who have diminished health. NCE had 7 students receiving homebound services which impacts the attendance rate.

Nottingham Country Elementary staff, collectively, accrued 1,027 absences during the 2023-2024 school year with an average of 10.3 days taken per staff member. 33 staff members exceeded the yearly 10 allotted days. This is a decrease from the 2022-2023 school year. The remaining staff members used 10 or less absence days. The recorded absences reflect

personal and family illness, personal business, death, jury duty, FMLA/disability, and do not include school business and/or staff development absences. Over half of the absences (687) were coded as personal business (363.5) and personal illness (323.5) combined. January recorded the highest amount of absences (183). The staff development days scheduled during the school year reflect the greatest with absences 16.5 and 19 staff absences recorded.

According to the most recent Texas Academic Performance Report (2018-2019), 64.9% of teachers at Nottingham Country Elementary have over 6 years of experience with 22.5% having more than 20 years teaching experience. The teaching staff averages 11.6 years of teaching experience. Based on the 2018-2019 Texas Academic Performance Report, NCE teacher ethnicities were reported as 91.4% white, 3.3% Hispanic, and 1.7% Asian and 3.4% African American.

Demographics Strengths

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

- "New Knight" meetings designed to support new to NCE professional staff are provided 4 times per year
- With an increasing diversity in student population, NCE is more reflective of the society as a whole and allows for students to develop life-long skills and an ability to collaborate with peers of all backgrounds.
- Nottingham Country has a high percentage of ESL certified teachers. Only 2 PreK-5 classroom/special education teachers are not certified but they are pursuing certification.
- Learning Walks are made available for every teacher to visit and learn from professional colleagues
- Nottingham Country Elementary attendance data indicate a decrease in staff absences were recorded in 2022-2023

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Nottingham Country Elementary School's Average Daily Attendance Rate continues to be lower than it was prior to COVID-19 **Root Cause:** Since 2020, Nottingham Country has not incentivized nor actively reinforced student attendance with parents or students

Student Learning

Student Learning Summary

Data below is reflective of the 2022-2023 school year

2023 State Accountability indicated an increase in all Domains.

The Specific Domains (Scaled scores) were as follows:

- Domain 1 - Student Achievement = XX
- Domain IIA - Student Progress = XX
- Domain IIB - Relative Performance = XX
- Domain III-Closing the Gaps = XX

Nottingham Country Elementary earned the following Distinction Designation

- XXXX

All grade levels

A comparison of 2023 STAAR scores at the **APPROACHES LEVEL** show an increase in all subjects. It should also be noted that NCE scored above KISD level in all areas.

	2021	2022	2023
READING	87%	88%	93%
MATH	83%	81%	86%
SCIENCE	84%	79%	87%

All grade levels

A comparison of 2023 STAAR scores at the **APPROACHES/MEETS/MASTERS Average** for ALL students shows an increase in students who reached the Meets/Masters level in Math and Science. Reading remained consistent from 2022-2023. NCE students performed above District average in all areas.

	2021	2022	2023
Reading	63%	69%	69%
Math	61%	58%	63%
Science	59%	50%	61%

Student Groups

A Comparison of **MATH** STAAR Scores at the **MEETS/MASTERS** level for student groups varies. Although there is some increase in the percentage of students scoring at the **MEETS/MASTERS** level, there is a disparity among the student groups particularly White and Asian in comparison to the Special Education, Hispanic, Economically Disadvantaged and African American student groups. There was a significant increase with the Special Education and Economically Disadvantaged student group yet there is still a disparity between other student groups.

MATH	2021	2022	2023
African American	41%	42%	44%
Hispanic	36%	53%	52%
White	68%	60%	75%
Asian	88%	96%	93%
Special Education	39%	30%	45%
Economically Disadvantaged	38%	41%	51%
2 or More Races	76%	80%	70%

A Comparison of **READING** STAAR Scores at the **MEETS/MASTERS** level for student groups varies. There increase in the percentage of students scoring at the **MEETS/MASTERS** level in the White and Special Education Student The . There continues to be a disparity among the student groups particularly White, Hispanic, and Asian in comparison to the Economically Disadvantaged, Special Education and African American

READING	2021	2022	2023
African American	47%	56%	48%
Hispanic	41%	71%	66%
White	72%	75%	79%
Asian	82%	96%	93%

READING	2021	2022	2023
Special Education	44%	39%	44%
Economically Disadvantaged	41%	63%	58%
2 or More Races	58%	90%	82%

HB 3 Monitoring

Reading Levels according to Fountas and Pinnell Benchmark Assessment

Reading On/Above Level	BOY	EOY
First Grade	xx%	xx%
Second Grade	xx%	xx%
Third Grade	xx%	xx%

Data reflects an increase in the percentage of students who were reading “On/Above Grade Level” from the beginning to the end of year. It should be noted that there was a decrease in students reading On/Above Grade level in 3rd Grade. First Grade students performed similarly from beginning to end of year.

Math Levels according to DreamBox

Math on/above Level	BOY	EOY
Kindergarten	xx%	xx%
First Grade	xx%	xx%
Second Grade	xx%	xx%
Third Grade	xx%	xx%

The data set above reflects DreamBox performance based on usage. It should be noted that the BOY data reflects a high number of students in each grade level who had “insufficient usage” and therefore were not calculated. There was a drastic decrease in Kindergarten and 1st Grade, in regard to “insufficient usage” for the End of Year Data. 2nd and 3rd grade continued to have a great amount of students with insufficient usage.

Student Learning Strengths

2023 STAAR

- Nottingham Country Elementary earned an "XXX" rating according to TEA Accountability
- When comparing 2022 to 2023 Reading STAAR scores for ALL STUDENTS in grades 3-5 there was an increase in students who reached the MEETS/MASTERS level.
- XX% of ALL STUDENTS demonstrated growth in Reading from the 2022-2023 school year
- When comparing 2022 4th Grade students to 2023 5th grade students (same cohort group) there was significant increased in students who reached the MEETS/MASTERS level for Math indicating growth of the cohort group
- When comparing 2022 3rd Grade students to 2023 4th grade students (same cohort group) there was an increase in students who reached the MEETS/MASTERS level for Reading and Math indicting growth for the cohort group
- According to Accountability Predictions for Domain III - Closing the Gaps, XX% of the eligible groups met the state target in Academic Achievement, XX% of eligible groups met the state target for Growth, XX% met the state target in EL Proficiency and XX% met the Student Success Status
- When comparing predictive STAAR results among KISD "Comparison Campuses," NCE outperformed all 4 comparison campuses in all areas (Likely Did Not Pass, Zone of Uncertainty, Likely Passed) and subjects (Math, Reading and Science). NCE students also out performed the KISD aaverages.

HB3 Monitoring 2022

- When compaing the Beginning of Year to End of Year levels according to Fauntas and Pinnell Update once Dashboard is updated
- When compaing the Beginning of Year to End of Year levels according to Fauntas and Pinnell Update once Dashboard is updated
- Add Dreambox strength here

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on 2023 STAAR data, The XXX student groups did not meet the state target in Domain 3 - Closing the Gaps (XXX Component) **Root Cause:** Teachers do not have adequate training, time and/or resources to support support and plan for targeted instruction necessary to fill the gaps for all students.

Problem Statement 2: Based on 2023 STAAR Data there is a disparity among student groups in all academic areas **Root Cause:** Teachers do not have adequate training, time and/or resources to plan for targeted instructions to ensure growth for all students

Problem Statement 3 (Prioritized): Nottingham Country Elementary School's Average Daily Attendance Rate continues to be lower than it was prior to COVID-19 **Root Cause:** Since 2020, Nottingham Country has not incentivized nor actively reinforced student attendance with parents or students

School Processes & Programs

School Processes & Programs Summary

STUDENT ACHIEVEMENT

The curriculum, instruction, and assessment at Nottingham Country Elementary is guided by the Texas Essential Knowledge and Skills Objectives (TEKS), the Katy ISD Scope and Sequence, and the Katy ISD Unit Plans.

District Learning Assessments, campus based assessments, balanced literacy including the Lucy Calkins Units of Study for Reading/Writing (Discontinued resource as of 5/2023) and Guided Math Workshop are all critical components to Nottingham Country's programs and processes. For the 2023-2024 school year, KISD adopted a revised Literacy Framework which will drive all instruction, planning, instructional resources and assessments for the Reading/Language Arts Instruction. All assessments and programs utilized on campus assist in teaching the depth and complexity of the TEKS. Assessments across grade levels include benchmark assessments (Interim Assessments, DLA's and CBA's), Fountas and Pinnell, iStation, DreamBox, TPRI, TxKEA, TELPAS, STAAR, and local assessments. For 2023-2024, Amira will be utilized to assess students strengths and needs as it relates to reading and it will replace the Fauntas and Pinnell Reading Inventory.

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. During the 2022-2023 school year data was analyzed two times per marking period with specific focus on analyzing summarized assessment data to measure growth and progress for all student groups. Specific monitor groups were created in order to analyze student group performance. 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.

STAFFING

Nottingham Country Elementary School places a high priority in employing and retaining high-quality, talented staff. For the 2022-2023 school year Nottingham Country Elementary hired 19 professional staff and 4 paraprofessional staff due to retirement, promotional transfers, transfers and/or resignations. For the 2023-2024 school year, Nottingham Country Elementary hired 11 Professional staff and 4 paraprofessional staff due to growth, relocation/resignation, retirement and resignations to teach in a surrounding district closer to employees' homes. Nottingham Country Elementary Leaders continued with a hiring process that was structured in a way that ensured the hiring of teachers who not only had the necessary credentials, but who were also able to articulate how they would support the academic growth of all students in addition to supporting students' social emotional needs.

Instruction and Feedback

During the 2023-2024 school year, NCE engaged in the Effective Schools Framework . The goal of the Effective Schools Framework (ESF) is to provide a clear vision for what districts and schools across the state do to ensure an excellent education for all Texas students. Nottingham Country focused on Lever 5 - Effective Instruction with a targeted focus on small group instruction and planning. Teachers were provided with professional learning on the purpose of the Framework. Teachers provided input into the monitoring tool that was used for Leadership Team Learning Walks, and were provided timely feedback on what was observed during the learning walks. 100% of teachers in the data set (48 teachers) were observed and provided feedback between 2-5 times this year. 100% of teachers were provided individualized professional learning opportunities based on performance level. 91% of teachers observed have grown or remained at the same Tier (Tier 2 or

higher) using the campus monitoring tool. Student growth based on campus summarized data was evident for Tier 3 and most Tier 2 Teachers. The teachers who were Tier 1 (and some Tier 2) did not have significant student growth compared to those performing at the Tier 3 level. Professional Learning based on feedback during Effective Schools Framework Learning Walks (Lever 5 - Effective Instruction) were created and recommended for teachers. Teachers who consistently demonstrate highly effective teaching structures and strategies were utilized when creating the professional learning.

At Nottingham Country Elementary we believe in continuous learning in order to be the best we can be for our students. We know teachers feel empowered when given trust and autonomy to make sound decisions that impact them and their professional growth. In order to support professional learning for all teachers, NCE provides differentiated learning opportunities throughout the school year. A variety of professional growth opportunities were provided including monthly professional learning facilitated by the Instructional Coaches, required monthly faculty professional learning as well as 6-8 hours of Personalized Professional learning selected by the teachers during the school year. Examples of Personalized Professional Learning included face to face sessions, on line learning, book studies, campus learning walks, individual sessions with instructional leaders, off campus sessions, etc.

School Processes & Programs Strengths

Nottingham Country Elementary celebrates the following successes and strengths:

- Grade level PLCs strengthen instruction through collaborative lesson planning
- Planning with Instructional Coaches promotes discussion about assessment, student progress, vertical alignment and utilizes data to make decisions about instruction, intervention and instruction. During the 2021-2022 school year teachers focused on planning for small group differentiated instruction.
- The RTI/MTSS process is collaborative and focuses on ensuring students receive appropriate interventions as needed. Students move in and out of Academic Support classes based on the most recent data.
- During the 2022-2023 school year Nottingham Country continued to engage in systematic approach to reviewing student performance. Summarized student data indicated that students were making progress as a result of strategies implemented on campus.
- 91% of teachers observed using the Effective Schools Framework Campus Monitoring tool have grown or remained at the same Tier (Tier 2 or higher).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: ****REVISE/REMOVE FOR 2023-2024 Approximately 25% of Nottingham Country's professional staff will be new to campus for the 2022-2023 school year **Root Cause:** New staff does not know the numerous expectations, processes, programs and/or procedures as they relate to Katy ISD and Nottingham Country Elementary

Perceptions

Perceptions Summary

Student Engagement

Student behavior continues to be a focus area at Nottingham Country Elementary. 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, lack of student awareness of students who are different from them, 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 and has continued in subsequent years.

Discipline data reflects 96 total office referrals for the 2022-2023 school year. This is a decrease from the 2021-2022 school year.

The highest incident counts are as follows:

- 44 incidents of physical contact
- 17 incidents of inappropriate language (verbal or written)
- 11 incidents of creating a disruption/disturbance
- 6 incidents of fighting; physical aggression or contact
- 5 incidents of non compliance with directives

This data reflects a downward trend in office referrals and inappropriate school behavior.

Historical Discipline data by marking period indicates that there were more discipline referrals during the 3rd marking period than any other marking period.

According to the K12 Insight Safety and Bullying Survey completed by 3rd-5th grade students: Needs revision when obtain data

- 73% of students indicated they have never been bullied at school during the 2021-2022 school year
- 73% of students indicated they would stand up for another student if they witnessed bullying
- 2 % of students feel unsafe at school
- 46% of student who reported being bullied at school did not report it to an adult because they did not want to be called a tattletale
- 44% of students indicated that the adults at school "sometimes" or "Rarely/Never" enforce the rules.

Social Emotional Learning continues to be a focus for Nottingham Country Elementary. Staff implemented year 2 of Character Strong/PurposeFull People program. The Core Team led by the campus counselor, planned weekly lessons for teachers to implement in order to create a sense of belonging and to build student character. Each month focused on a separate character trait. Nottingham Country Elementary strives to build an inclusive environment. During the 2022-2023 school year Nottingham Country will begin the House System based on Ron Clark Academy. The House System creates a culture of belonging, school wide community and character building. A core team of 12 staff members attended a 3 day conference to learn how to implement the House System at Nottingham Country.

Staff Engagement

During the 2022-2023 school year, staff had the opportunity to participate in the Pulse Culture and Climate Survey each month in order to provide feedback to campus and district leaders. The participation in the survey varied throughout the year. According to the final cycle, 66% of staff responded to the survey. Pulse Survey Data reflect that NCE is ranked 68 out of 100 campuses surveyed. This is improvement from 2022 in which NCE was ranked 52. Pulse survey data has consistently been "in the green" throughout the year. This last cycle shows that Appreciation/Recognition and Career development decreased into the "Yellow" (7.4 score - 7.5 is green) School Management decreased from 7.7 in January to 7.1 in the last cycle. This is still an improvement from last year's EOY ranking of 6.5. School Management ranks 73 of 100 schools surveyed.

End of Year data indicates that staff believe the following positive aspects of NCE's climate and culture

- Relationships with Colleagues has the highest score of all pillars
- Staff respects their supervisor
- Staff feel students are safe at NCE
- Staff believe they are respected by colleagues and get along well with colleagues
- Staff are proud of where they work and would recommend their school as a place to work (consistent upward trend throughout the year)
- Staff feel parents of students are supportive of the staff
- Staff value their work in supporting young people's learning
- Staff have a good working relationship with their supervisor

End of Year data indicates that staff believe the following aspects of NCE's climate and culture are areas to consider

- Overall, staff are not satisfied with the amount they are paid
- Staff sometimes feel anxious as a result of their job and performance has suffered due to work related stress.
- Staff recognition for performance is slightly lower in comparison to the district.
- Some staff feel that they are not given enough time for the work that needs completion and are not satisfied with their work life balance.
- Staff continue to have mixed feelings regarding inappropriate student behavior being well managed and all issues raised by the staff are addressed by leaders

Parent and Community Engagement

Nottingham Country Elementary in conjunction with the Nottingham Country Elementary PTA is recognized as a School of Excellence.

Nottingham Country offers numerous opportunities for parent and community involvement. Katy ISD tracks all on campus volunteer hours. This year Nottingham Country Elementary volunteers recorded 5,942 campus hours with over 338 unique parent volunteers. Nottingham Country welcomed more than 100 WATCH DOGS (father figures) to campus this year offering multiple opportunities per grade level per week. Over 100 volunteers helped lead various grade level enrichment opportunities throughout the year. Nottingham Country Elementary had an incredibly successful 2nd annual International Day where families volunteered to represent their cultural background. Additionally, to include many of our working parents, Nottingham Country Elementary offered activities like STEM lab and lunch/recess monitoring where volunteers could participate in shorter time frame activities. One of the largest events for Nottingham Country Elementary was a school Carnival. This year, Nottingham Country had over 100 volunteers from high school students to parents to community members.

In an effort to communicate effectively, Nottingham Country Elementary shares events and opportunities in a wide variety of avenues like our Nottingham Country Elementary Facebook page and campus website, PTA Facebook page and PTA website. Information is also communicated weekly in the form of a weekly campus newsletter which includes campus and PTA sponsored information. Paper flyers are also sent home weekly when needed. Teachers send a weekly newsletter (Smore) which highlights events, activities, and curriculum for the week.

2023 Parent End of Year Survey revealed the following

- 123 families responded to the survey (21% of the approximate 580 families)
- There was an increase in "neutral" responses to all questions as compared to 2021 parent survey
 - 83% of parents surveyed feel comfortable asking questions to get clarification on their child's learning
 - 90% of families feel included, valued regardless of culture, racial/ethnic backgrounds and varied abilities
 - 90% of parents surveyed believe their child's teacher cares about their success
 - 73% of parents surveyed feel homework is necessary to reinforce learning at home. This is a 10% point increase from the 2021 parent survey
 - 35% of parents surveyed can rarely volunteer at NCE
 - 90% of parents surveyed believe that there is good communication from the campus
 - 56% of parents surveyed have a good understanding of the Nottingham Country Elementary House system (26% neutral response)
 - 40% of parents surveyed do not feel there are adequate strategies or ideas to support learning at home
 - 25% of parents surveyed indicated that they disagree, strongly disagree or were neutral in regard to discipline being addressed appropriately
 - 75% of parents surveyed indicate that their child has expressed no safety concerns at school
 - Recess was reported as the location with the highest number of concerns expressed (16%)

Perceptions Strengths

The following Perceptions strengths have been identified: ****May need to add information once student survey results are shared

- Overall, students feel safe on campus
- The implementation of the Nottingham Country Elementary House system has resulted in positive student response and has created excitement about school events, a greater connectedness to the school and a sense of belonging at school.
- Nottingham Country Elementary has over 330 unique parent/community volunteers
- The majority of parents surveyed feel they can communicate with teachers about their child's academic successes and feel that teachers care about their progress
- Parents believe that Nottingham Country respects and encourages participation by all families regardless of differences.
- Parents believe that Nottingham Country communicates with families in a variety of ways.
- Staff believe they are making a positive impact on students' education and have positive relationships with colleagues

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on the Student Safety and Bullying survey XXXXX **Root Cause:** Some students do not feel they have a community nor do they have a feeling of connectedness

Problem Statement 2: Based on the Parent survey 40 % of parents do not feel there are adequate strategies or ideas to support learning at home. **Root Cause:** Curriculum has changed over the years. Instructional strategies and homework practices are not consistent throughout the school

Priority Problem Statements

Problem Statement 1: Based on 2023 STAAR data, The XXX student groups did not meet the state target in Domain 3 - Closing the Gaps (XXX Component)

Root Cause 1: Teachers do not have adequate training, time and/or resources to support support and plan for targeted instruction necessary to fill the gaps for all students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Nottingham Country Elementary School's Average Daily Attendance Rate continues to be lower than it was prior to COVID-19

Root Cause 2: Since 2020, Nottingham Country has not incentivized nor actively reinforced student attendance with parents or students

Problem Statement 2 Areas: Demographics - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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





Goals

Revised/Approved: August 5, 2023

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

Performance Objective 1: By May of 2024, 85% of classroom, resource and academic support teachers will utilize various data sets to develop and implement targeted and focused small group instructions based on misconceptions

Evaluation Data Sources: Forethought Lesson Plans, ESF Learning Walk Monitoring tool Checklist, Observation of Data binders being used in planning

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement systematic small group instruction based on TEKS and student misconceptions in the areas of RLA and Math Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: NCE Instructional Leadership Team will revise the 2022-2023 monitoring tool, communicate with teachers and seek feedback regarding the monitoring tool, conduct learning walks on a weekly basis, provide feedback and professional learning opportunities to teachers based on the learning walk and collect data on teacher progress Strategy's Expected Result/Impact: Academic learning will improve Staff Responsible for Monitoring: Instructional Leadership Team ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: HB 3- The percent of Nottingham Country Elementary 3rd grade students who achieve Meets and above in Reading will increase to 75% by July 2024.

HB3 Goal
Evaluation Data Sources: STAAR data

Strategy 1 Details		Reviews			
Strategy 1: Teachers in grades K-5 will administer the Amira Assessment and TPRI/Tejas Lee (Kinder will administer TX KEA) with fidelity and show evidence of data driven instruction in lesson plans, data binders, and lesson delivery. Strategy's Expected Result/Impact: Increase in students' reading fluency and comprehension Staff Responsible for Monitoring: RLA Instructional Coach		Formative			Summative
		Oct	Jan	Apr	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>					

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

Performance Objective 3: HB 3 -The percent of Nottingham Country Elementary 3rd grade students who achieve Meets and above in Math will increase to 66% by July 2024.

HB3 Goal
Evaluation Data Sources: STAAR data, DreamBox data, Reflex data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will schedule and monitor student DreamBox usage to ensure students are completing 5-7 lessons per week and show evidence of data driven instruction in lesson plans, data binders, and lesson delivery. Strategy's Expected Result/Impact: Student achievement in math will improve Staff Responsible for Monitoring: Math Instructional Coach	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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

Performance Objective 4: By May 2024, NCE will Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health

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

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. Staff Responsible for Monitoring: Administrators Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

Performance Objective 5: By May 2024, the Average Daily Attendance rate at NCE will increase by at least .5% to a rate of 95.54%





Evaluation Data Sources: Average Daily Attendance rates

Strategy 1 Details	Reviews			
Strategy 1: All NCE staff will reinforce student attendance by incentivizing and celebrating student attendance and communicating the importance of school attendance to students and parents. Strategy's Expected Result/Impact: Student attendance will improve resulting in increased learning opportunities Staff Responsible for Monitoring: Classroom teachers, ADA, Campus Administration	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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: The percentage of ESL students who improve by at least one level of English Proficiency according to TELPAS will increase by 5%.





Evaluation Data Sources: TELPAS data

Strategy 1 Details	Reviews			
Strategy 1: All teachers will utilize Sheltered Instruction strategies including, but not limited to, the use of student created anchor charts and high level content vocabulary in all subject areas across all grade levels. Sentence stems for both speaking and writing will be provided as a scaffold for students, then removes as students become proficient. Teachers will also be provided with professional learning on interpreting the TELPAS data and effective teaching strategies to support all students Strategy's Expected Result/Impact: Students' will increase vocabulary, proficiency in listening and speaking as well as comprehension skills. Staff Responsible for Monitoring: ESL teachers and grade level administrators	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All ESL students in grades 2-5 will utilize technology applications including Summit K-12 on a weekly basis to improve their listening, speaking, writing and reading progress. Strategy's Expected Result/Impact: Students' English proficiencies will improve Staff Responsible for Monitoring: ESL teachers	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 Sources: This performance objective will be met if there is an increase in a more culturally diverse volunteer base.

Strategy 1 Details	Reviews			
Strategy 1: NCE Administrators, in conjunction with ESL staff and PTA representatives, will offer at least three on campus opportunities for parents of our multicultural students to gain information, ask questions and form connections with NCE school and community stakeholders. Strategy's Expected Result/Impact: There will be an increase in the number of families of varying cultures/ languages who feel connected to the school community. Staff Responsible for Monitoring: Assistant Principal and ESL staff Funding Sources: Refreshments, Printing - 199 - General Fund	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: During the 2023-2024 school year, teachers will provide opportunities for students to build meaningful relationships, positive classroom community/school culture, support social-emotional skills, and personal character utilizing a variety of strategies including enhancing the House System as well as Purposeful People and daily community circles.





Evaluation Data Sources: Evidence of Community Circles/Morning Meetings, and results of student perceptions survey, PurposeFull People Implementation evaluation, feedback regarding House System

Strategy 1 Details	Reviews			
Strategy 1: 100% of NCE staff will be provided with Year 2 training on how to implement and the benefits of a House System,. Additional training will be provided at least two times per semester. Students will also be provided with explicit teaching surrounding the 4 Houses, what it means to be a member of a "House," how to earn House points, and how to demonstrate positive character throughout our school community and community at large. Strategy's Expected Result/Impact: Teachers will have an understandin of a House System in order to implement at NCE Staff Responsible for Monitoring: NCE House Committee	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will be provided with on going direct instruction focused on expected behavior as defined by the Nottingham Country Elementary staff and detailed in the NCE Campus Expectations Strategy's Expected Result/Impact: Students will understand and be able to follow campus expectations resulting in a decrease in misbehavior and office referrals. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: During the 2023-2024 school year, Nottingham Country Elementary will utilize preventive strategies (e.g., PBIS, CHAMPS, community circles, school wide social emotional learning programs - PurposeFull People, referral to district parent education programs) and tiered levels of identification and intervention (e.g., SpeakUp app, Bullying Investigation procedures, threat assessment documents, behavioral collaboratives through MTSS, small group and individual counseling) to monitor, assist, and reduce the number of students who exhibit harmful behaviors toward self and others.

Evaluation Data Sources: Data collected via the KISD Behavior Threat Assessment Team, MTSS records, Bullying Investigations data.

Strategy 1 Details	Reviews			
Strategy 1: The campus team (Counselor, LSSP, Administrators, MTSS Coordinator) will coordinate implementation of preventive strategies, systematically document concerns reported via staff, parents, and/or students, and create individualized responses to match the needs of the student or situation. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Safety Liaison Principal LSSP Counselor Assistant Principal	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Information on violence prevention and bullying prevention will be provided to parents, students and teachers.

Evaluation Data Sources: Copies of communication to parents, students and teachers

Strategy 1 Details		Reviews			
Strategy 1: NCE will utilize the weekly newsletter to provide parents and staff with information regarding KISD information including SpeakUp and Purposefull People and other information focused on violence and bullying prevention. Strategy's Expected Result/Impact: Stakeholders will have a greater knowledge on prevention strategies and techniques. Staff Responsible for Monitoring: counselor administration		Formative			Summative
		Oct	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Refreshments, Printing		\$0.00
Sub-Total					\$0.00

Addendums

The percent of **Nottingham** Elementary 3rd grade students who achieve Meets and above in Reading will increase **57%** to **75%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			58%	60%	64%	75%
Actual	61%	57%	68%	63%	74%	
Met Goal			Y	Y	Y	

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Nottingham	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	11	27%	21	52%	78	56%	0		15	87%	0		5	60%	25	40%	30	27%	25	52%
		2021 Actual	11	73%	22	45%	75	77%	0		12	58%	1	100%	4	25%	17	41%	34	50%	18	50%
		2022 Actual	9	22%	21	67%	71	63%	0		5	100%	0		5	80%	24	33%	30	50%	4	75%
		2023 Target		27%		52%		73%				87%				60%		50%		60%		52%
		2023 Actual	21	38%	33	61%	93	84%	1	100%	8	100%	1	100%	8	75%	32	50%	46	52%	13	77%
		Met Target		Y		Y		Y				Y				Y		Y		N		Y
		2024 Target		27%		52%		73%				87%				60%		60%		62%		52%

The percent of **Nottingham** Elementary 3rd grade students who achieve Meets and above in Math will increase from **56%** to **66%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			57%	59%	61%	66%
Actual	51%	56%	54%	53%	65%	
Met Goal			N	N	Y	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Nottingham	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	11	27%	21	38%	78	60%	0		15	87%	0		5	40%	25	40%	30	30%	25	56%
		2021 Actual	11	45%	22	41%	75	56%	0		12	67%	1	100%	4	50%	17	18%	34	41%	18	50%
		2022 Actual	9	11%	21	67%	71	51%	0		5	100%	0		5	60%	24	21%	30	37%	4	50%
		2023 Target		27%		38%		61%				87%				40%		55%		47%		56%
		2023 Actual	21	29%	33	45%	93	77%	1	100%	8	100%	1	100%	8	63%	32	44%	46	39%	13	69%
		Met Target		Y		Y		Y				Y				Y		N		N		Y
		2024 Target		27%		55%		61%				87%				40%		55%		49%		56%