

Katy Independent School District
Nottingham Elementary
2024-2025 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 43 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 850 students enrolled on the last day of the 2023-2024 school year. The projected enrollment for Nottingham Country for the 2023-2024 school year is 858 students. The enrollment predictions resulted in reduction of 1 Full Time Educator (FTE).

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 increased by 89% from 2021-2024. The at risk student group decreased 2023-2024 school year (47% - 34%). 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 2023-2024. Nottingham Country Elementary has seen an increase in students who are displaced/homeless. On the last day of the 2023-2024 school year 11 students were coded as homeless yet that number was slightly higher throughout the year.

Information below reflects NCE Race/Ethnicity enrollment as of the last day of 2023-2024 school year:

Race/Ethnicity	Percentage of Students
White	51.06%
Hispanic	25.18%
Asian	5.65%
Black/African American	10.12%
Two or More Races	7.41%
Am. Indian/Alaskan Native	.47%
Hawaiian Pacific Islander	.12%

Chart below reflects NCE student group enrollment as of the last day of 2023-2024 school year: Total Enrollment 850

Student group	Campus %
At risk	35%
Eco Dis	36%
ESL	11%
GT	6%
LEP	12%
SE	28%

For the 2022-2023 school year, Nottingham Country Elementary employed 119 highly qualified teachers and paraprofessionals. 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 2024-2025 school year, NCE will have 2 (or 3) campus mentors supporting 4 (or 6) novice or 1 year experience teachers.

Traditionally, NCE has had high teacher retention. For the past two consecutive school years, Nottingham has hired between 11-18 new staff each year. For 2024-2025 NCE will welcome 16 new professional and paraprofessional staff due to growth, promotions, resignations, retirements and relocations. NCE will add 1 teacher and 1 paraprofessional transfers from other KISD schools and 7 new to KISD/NCE including 1 new to the profession teacher. NCE did not lose any teachers to lateral transfers to other KISD schools. Of the 3 teachers who transferred, one moved up to the junior high level and two transferred to serve in a non-classroom position (ESL ISST). 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 2024, 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 95.55%. This rate is a slight increase from the 2022-2023 school year. Nottingham Country met the targeted attendance growth during the 2023-2024 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 6 students who attend the school building and 6 students receiving homebound services which impacts the attendance rate. The enrollment in the medically fragile unit increased during the 2023-2024 school year and is expected to increase again for the 2024-2025 school year.

Nottingham Country Elementary staff, collectively, accrued 1,147.5 absences during the 2023-2024 school year with an average of 10.1 days taken per staff member. 213 absence days were coded as disability. 32 staff members exceeded the yearly 10 allotted days. The remaining staff members used 10 or less absence days. This is fairly consistent with the 2022-2023 data. The recorded absences reflect personal and family illness, personal business, death, FMLA/disability, and do not include school business and/or staff development absences. Over half of the absences (768) were coded as personal business (448.5) and personal illness (320) combined. January recorded the highest amount of absences (134) and does not include disability absences. February recorded 125 absences. March 1, 2024 had the highest number of staff absences (23) and the two staff development days scheduled during the school year reflect the second highest absence days (17 and 17.5 staff absences recorded).

According to the most recent Texas Academic Performance Report (2022-2023), 84.3% of teachers at Nottingham Country Elementary have over 6 years of experience with 13.5% having more than 20 years teaching experience. The teaching staff averages 12.5 years of teaching experience and the average years of experience in KISD is 8.2 years. Based on the 2022-2023 Texas Academic Performance Report, NCE **teacher ethnicities** were reported as 87.4% White, 7.8% Hispanic, and 1.6% Asian and 3.1% African American. This data reflects an increase in the Hispanic ethnicity and decrease in the white ethnicity. The others remained constant. The total percentage of minority staff is 23.6%. This is significantly lower than the district percentage (44.1)

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

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:** Nottingham country has not consistently incentivized nor actively reinforced student attendance with parents or students over time

Problem Statement 2: Staff absences are significantly higher during the second semester as compared to the first semester. **Root Cause:** Nottingham Country has not incentivized or positively reinforced staff attendance.

Student Learning

Student Learning Summary

Data below is reflective of the 2023-2024 school year

2024 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 Math and ELAR. Science scores decreased from 2023. It should also be noted that NCE scored above KISD level in all areas.

	2021	2022	2023	2024
READING	87%	88%	93%	91%
MATH	83%	81%	86%	86%
SCIENCE	84%	79%	87%	76%

All grade levels

A comparison of 2024 STAAR scores at the **APPROACHES/MEETS/MASTERS Average** for ALL students shows an increase in the **Meets/Masters** levels Reading/Language Arts and Math. There was a decrease in Science from 2022-2023. NCE students performed above District average in all areas.

	2021	2022	2023	2024
Reading	63%	69%	69%	76%
Math	61%	58%	63%	67%

	2021	2022	2023	2024
Science	59%	50%	61%	48%

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.

MATH	2021	2022	2023	2024
African American	41%	42%	44%	37%
Hispanic	36%	53%	52%	57%
White	68%	60%	75%	68%
Asian	88%	96%	93%	78%
Special Education	39%	30%	45%	46%
Economically Disadvantaged	38%	41%	51%	46%
2 or More Races	76%	80%	70%	67%

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 Hispanic, and Special Education Student groups. 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	2024
African American	47%	56%	48%	44%

READING	2021	2022	2023	2024
Hispanic	41%	71%	66%	71%
White	72%	75%	79%	78%
Asian	82%	96%	93%	86%
Special Education	44%	39%	44%	50%
Economically Disadvantaged	41%	63%	58%	52%
2 or More Races	58%	90%	82%	71%

HB 3 Monitoring

Reading Levels according to Amira

Reading On/ Above Level	BOY	EOY	KISD EOY
First Grade	59%	67%	72%
Second Grade	71%	81%	78%
Third Grade	86%	93%	85%

Amira was new to all KISD students this year. At the beginning of the year there were some obstacles that needed to be overcome including lack of familiarity with the program, lack of headphones, class volume while students were engaged with Amira which resulted in the program not capturing student responses. All obstacles were addressed resulting in adequate student usage and data obtained. There was an increase in the percentage of students in grades 1-3 who were reading on or above grade level from the beginning of the year to the end of the year. Nottingham Country Elementary students were above District average for students reading on or above grade level in all grades K-5 with the exception of Kindergarten and 1st grade.

Math Growth

Students at Nottingham Country Elementary demonstrated growth in Math. Teachers utilized various means and measures to ensure student growth including: Reflex Math, Dreambox, Fact Fluency Running Records (Grades 2 & 4) Math Progressions (K-2), STAAR, Interim data.

Student Learning Strengths

2024 STAAR

- Nottingham Country Elementary earned an "XXX" rating according to TEA Accountability
- When comparing 2023 to 2024 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 2023-2024 school year
- When comparing 2023 4th Grade students to 2024 5th grade students (same cohort group) there was significant increased in students who reached the MEETS/MASTERS level for Math and ELAR indicating growth of the cohort group
- When comparing 2023 3rd Grade students to 2024 4th grade students (same cohort group) there was an increase in students who reached the MEETS/MASTERS level for Reading indicting growth for the cohort group
- According to State Accountability 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 STAAR results among KISD "Comparison Campuses," NCE outperformed all 4 comparison campuses in all areas. NCE students also out performed the KISD averages.

HB3 Monitoring 2024

- When compaing the Beginning of Year to End of Year Reading levels according to Amira there was an increase in students in grades 1-5 who were reading At or Above Grade Level.
- When looking at 3rd grade Math STAAR, 63% of students scored at the Meets Level or above indicating on level performance. The KISD average for students scoring at the Meets Level or above is 55%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on 2024 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 2024 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:** Nottingham country has not consistently incentivized nor actively reinforced student attendance with parents or students over time

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, Structured Literacy Instruction 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 guided 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), Amira, HMH Literacy Module Assessments, DreamBox, TPRI, TxKEA, TELPAS, STAAR, and local assessments.

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 2023-2024 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 2023-2024 school year Nottingham Country Elementary hired 11 professional staff and 4 paraprofessional staff due to retirement, promotional transfers, transfers and/or resignations. For the 2024-2025 school year, Nottingham Country Elementary hired 10 Professional staff and 6 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, Nottingham Country and Katy ISD engaged in the data collection year for the Teacher Incentive Allotment (TIA) Identification. There were 20 teachers determined to be eligible for possible TIA designation based on their area of instruction. This included all 4th and 5th ELAR and Math teachers, all Resource/In Class Support Special Education Teachers, 2 English as a Second Language Teachers and 1 Life Skills teacher. Our Young Children with Autism Teacher position remained vacant with a long term sub for the year and our Therapeutic Intervention Teacher only had 1 student take STAAR. Each teacher eligible for the TIA distinction were provided increased opportunities for administrative feedback based on walk throughs and a full observation cycle (pre conference, observation, post conference, and summative conference).

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 8-10 hours of Personalized Professional learning selected by the teachers during the school year. Examples of Personalized Professional Learning included face to face sessions, online learning, book studies, campus learning walks, individual sessions with instructional leaders, off campus sessions, graduate study, Texas Reading Academy, attendance at RCA EXP, etc. Data was collected regarding the number of teachers completing Personalized Professional Learning as well as the sessions that were attended. Administrators made recommendations for Personalized Learning based on information gathered during informal classroom visits, office referrals submitted by teachers, and formal T-TESS walk throughs and observations. Administrators monitored progress and communicated with teachers regarding their individual progress. 80% of all professional teachers met or exceeded the goal of 8-10 hours of Personalized Professional Learning. All teachers engaged in at least 4 hours of additional Personalized Professional Learning

School Processes & Programs Strengths

Nottingham Country Elementary celebrates the following successes and strengths:

- Grade level PLCs strengthen instruction through collaborative lesson planning
- 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 2023-2024 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.
- 80% of teachers completed their personalized professional learning hours

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 136 total office referrals for the 2023-2024 school year. This is an increase from the 2022-2023 school year. It should be noted that Nottingham Country had 25% of staff that were new to campus staff members and there was also a change in administrators. The two assistant principals collaborated at the beginning of the 2023-2024 school year in order to calibrate on how to address student misbehavior including consistent coding and assigning of consequences

The highest incident counts are as follows:

- 42 incidents of physical contact (decrease from 2022-2023)
- 31 incidents of fighting/ physical aggression or contact
- 12 incidents of inappropriate language (verbal or written) (decrease from 2022-2023)
- 11 incidents of creating a disruption/disturbance

The "Top 10 Discipline Offenders" account for 71% of the total office referrals and were all in grades Kindergarten, 1st or 2nd grade

According to the K12 Insight Safety and Bullying Survey completed by 4th and 5th grade students:

- 76% of students indicated they have never been bullied at school during the 2023-2024 school year (Increase from 2022-2023)
- 78% of students indicated they would stand up for another student if they witnessed bullying
- Only 1% of students feel unsafe at school
- 60% 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. This data has increased (from 46%-60%) over the past 3 years.
- 17% of students indicated that the adults at school "sometimes" or "Rarely/Never" enforce the rules. This is a significant decrease from previous years.

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 began the House System based on Ron Clark Academy. The House System creates a culture of belonging, school wide community and character building. 27 staff members have attended the professional learning offered by Ron Clark Academy since July 2022. An additional 6 staff members will attend the professional learning during the 2024-2025 school year.

Staff Engagement

During the 2023-2024 school year, staff had the opportunity to participate in the Pulse Culture and Climate Survey in order to provide feedback to campus and district leaders. The participation in the survey varied throughout the year. According to the final cycle, 80% of staff responded to the survey. Pulse survey data was consistently been "in the green" throughout the year. This last two cycles show that Appreciation/Recognition, Culture Fit and Career development decreased into the "Yellow" (7.4 score - 7.5 is green) School Management decreased from 7.6 in November to 7.0 in the last cycle. This School Management score is consistent with 2022-2023 data. Comments from the last cycle reflect contradictory opinions. Meaningful work, Relationship with Colleagues and Relationship with Supervisor were the highest reported pillars

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 and feel they receive constructive feedback
- 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 thier job and performance has suffered due to work related stress.
- Staff recognition for performance scored lower toward the end of the year
- 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.

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 over 6,000 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 3rd annual International Day where families volunteered to represent their cultural background. 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 (Only administered every 2 years)

- 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:

- Overall, students feel safe on campus
- Students report less instances of bullying at school as compared to the past two school years
- 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
- 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 60% of student who reported being bullied at school did not report it to an adult **Root Cause:** Some students do not feel they have a community nor do they have a feeling of connectedness

Problem Statement 2: There is a greater number of office referrals for students in grades Kindergarten - 2nd grade **Root Cause:** Students in the younger grades do not possess the self regulation/ calming strategies to use when they become frustrated

Priority Problem Statements

Problem Statement 1: Based on 2024 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: Nottingham country has not consistently incentivized nor actively reinforced student attendance with parents or students over time

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: June 13, 2024

Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 1: 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 Administrators	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

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

Performance Objective 1: HB 3- The percent of Nottingham Country Elementary 3rd grade students who achieve Meets and above in Reading will increase to 77% by July 2025.

HB3 Goal
Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
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: Administrators and Instructional Coach Problem Statements: Student Learning 1				
<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>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Based on 2024 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.

Goal 2: Strategic Design Goal 2: 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 Math will increase to 63% by July 2025.

HB3 Goal
Evaluation Data Sources: STAAR 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: Administrators and Instructional Coach Problem Statements: Student Learning 1	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>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Based on 2024 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.

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

Performance Objective 3: By May 2025, NCE will Increase the number of students scoring as "Meeting the Standard," as measured on Welnet to contribute to optimal health

Evaluation Data Sources: Weknet End of Year Report

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 resulting in increased health and physical fitness. Staff Responsible for Monitoring: Teachers, PE Coaches	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: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: By May 2025, the Average Daily Attendance rate at NCE will increase by at least .5% to a rate of XX.XX%

High Priority
Evaluation Data Sources: Average Daily Attendance Rate data

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: ADA, Registrar, Principal	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><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>				

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

Performance Objective 5: By May of 2025, 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, 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: Administrators	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 3: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

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 End of Year Data

Strategy 1 Details	Reviews			
Strategy 1: 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: English as a Second Language Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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 accross all grade levels. Sentence stems for both speaking and writing will be provided as a scaffold for students, then removes ad 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: Grade Level Administrators and ESL teachers	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 4: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Nottingham Country, in conjunction with the NCE PTA, 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: There will be an increase in the number of families of varying cultures/languages who feel connected to the school community. 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.	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Nottingham Country Elementary will adevertise and provide event flyers for all KISD sponsored Title III Events Strategy's Expected Result/Impact: There will be an increase in Emergent Bilingual parent engagement Staff Responsible for Monitoring: Campus Secretary and Campus Principal	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

Goal 5: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: During the 2024-2025 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 3 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 "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 understanding of a House System in order to implement at NCE which will result in a connected learning environment for students Staff Responsible for Monitoring: Administrators/House Committee Funding Sources: Training Materials, decorations, NCE Essentials Posters - 199 - General Fund	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><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

Goal 5: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2: During the 2024- 2025 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: Campus Counselor, LSSP, Administrators	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Training Materials, decorations, NCE Essentials Posters		\$0.00
Sub-Total					\$0.00

Addendums



The Percent of **Nottingham** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 77% to 79% by July 2029.

Nottingham: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	77%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	77%	78%	78%	79%	79%
		Met Internal Goal	-					

[illegible]

The Percent of **Nottingham** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 63% to 65% by July 2029.

Nottingham: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	63%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	63%	64%	64%	65%	65%
		Met Internal Goal	-					

[illegible]