

**Spring Branch Independent School District**  
**Nottingham Elementary School**  
**2015-2016 Campus Improvement Plan**

# Table of Contents

Comprehensive Needs Assessment .....	3
Demographics .....	3
Student Achievement .....	5
School Culture and Climate .....	6
Staff Quality, Recruitment, and Retention .....	7
Curriculum, Instruction, and Assessment .....	8
Family and Community Involvement .....	9
Technology .....	10
Comprehensive Needs Assessment Data Documentation .....	11
Goals .....	12
Goal 1: By Fifth Grade 2017-2018, 90% of all students will be at or above grade level according to the end of year DRA assessments. ....	12
Goal 2: By Fifth Grade 2017-2018, 90% of all students will meet state expectations on the Reading STAAR assessment. ....	13
Goal 3: By Fifth Grade 2017-18, 90% of all students will meet state expectations on the Math STAAR assessment. ....	14
Goal 4: Increase dads and males in the school through participation, and volunteering with implementation of Watch DOGS (Dads of Great Students) program. ....	15
Campus Funding Summary .....	16

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

At Risk-49%

Eco Dis-35%

ESL-19%

Males-51%

Female-49%

LEP-20%

Asian-8%

Black-21%

Hispanic-23%

Two or more races-3%

White-45%

Homeless-5%

Sped-8%

Military connected-8%

## **Demographics Needs**

Almost 50% of our students are At-Risk

Refugee students

22 students are homeless

20% of population are LEP and our exit rate doesn't match it (91 students)

34 students are military connected (7.22%)

22% mobility rate

# Student Achievement

## Student Achievement Summary

This school year NHE showed growth in each grade level and all content tested areas which include reading, writing, and science. There was not a baseline score for math as the state is working to determine for next year. NHE also showed growth in writing and science. Below are some of the numbers.

### Reading

2013-2014	2014-2015	Gain
3rd grade 69%	90%	20%
4th grade 69%	78%	9%
5th grade 74%	89%	15%
4th writing 63%	67%	4%
5th science 71%	78%	7%

## Student Achievement Strengths

More overall students passed STAAR.

Only 7 students in 5th grade needed summer school for the 3rd administration of reading STAAR assessment

More students scored on Level 3 (commended) in 3rd-5th grade

## **School Culture and Climate**

### **School Culture and Climate Summary**

Based on the district survey (OHI) Nottingham has a very high positive school climate. This survey is conducted by staff on campus. The survey showed a score of 618 which equates to the very high range. This is an improvement from last year score of 518 which equates high positive climate. In summary we went from high to very high.

NHE also completed year two of the Share a Smile district program. Our campus received over 100 yay votes from our community, and parents this year. We also led the district in 3-4 months with the most yay votes. We've had 0 nay votes in both years of participating.

### **School Culture and Climate Strengths**

Strengths

### **School Culture and Climate Needs**

Ms. Zubair-counselor goal: Have more staff participate in school wide activities.

Continue to schedule and add different events to bring parents and community members into the school.

Schedule parent conferences in the spring (like in the fall) for every student.

Need increased support to better assist our LEP population, including refugees.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Nottingham is continuing to face transition in our community. We are losing three teachers this year based on next year predicted student enrollment. Apple teacher, 2nd grade teacher and 5th grade teacher.

Most all teachers are returning outside of one teacher staying at home with her new born twins and one staff member retiring (ADMN Assistant). This is the first time in three years that we haven't had to hire a teacher.

### **Staff Quality, Recruitment, and Retention Needs**

Student mobility is still high (over 21% last year)

Title 1 budget funding decreased by 12K

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Needs**

Professional development on specifics with Guided Reading

Vertical alignment among all grade levels

Understanding the expertise on grade levels and collaborate more with each other

How data drives instruction



## **Family and Community Involvement**

### **Family and Community Involvement Needs**

We need to expand and diversify our events from an audience standpoint.

Parent education is a need.

Moore time with the Principal's

Continue to post things through social media

Expand our meetings away from campus

How to videos from our teachers to equip parents with how to handle homework

## **Technology**

### **Technology Strengths**

All primary grade levels will have new technology in January

We bought Chromebooks for all intermediate grade levels

Hour of Code was good

Skyward is reaching more of our parents with updates and curriculum

School messenger is used for eBlast and updates with the campus

### **Technology Needs**

We need to venture out and try new aspects with technology. We are comfortable with what we know.

Making sure that we are using technology to add value (purpose)

# Comprehensive Needs Assessment Data Documentation






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

# Goals

**Goal 1: By Fifth Grade 2017-2018, 90% of all students will be at or above grade level according to the end of year DRA assessments.**

**Performance Objective 1:** Effective reading is the foundation of all other learning, current NHE data reflects 25% of student reading below expectations, supports district and campus goals, expectations for total sub-pops will increase dramatically (current LEP=60, ECODIS=153, SPED=37, AA=59).


**Summative Evaluation:** 2015-16 80% 2016-17 85% 1017-18 90% Influencers: Implementation of daily Balanced Literacy in the classrooms, DRA data, NRT data, RTI data, students' knowledge and use of reading comprehension strategies, capacity and skill of reading teachers, differentiation of instruction, time allotted for daily independent reading in the classrooms, student' exposure to various genres of reading.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implementation of daily Balanced Literacy in the classrooms, DRA data, NRT data, RTI data, students' knowledge and use of reading comprehension strategies, capacity and skill of reading teachers, differentiation of instruction, time allotted for daily independent reading in the classrooms, student' exposure to various genres of reading	1, 2, 3, 4, 8	Teachers, Admn, iCoach, Paraprofessionals, Math/Science Intervention, Tutor, Sped. (All Staff)	Data, DRA testing for BOY and EOY. NRT data STAAR			
				Funding Sources: ACE Grant - \$5000.00		
2) Implementation of daily Balanced Literacy in the classrooms, DRA data, NRT data, RTI data, students' knowledge and use of reading comprehension strategies, capacity and skill of reading teachers, differentiation of instruction, time allotted for daily independent reading in the classrooms, student' exposure to various genres of reading.  Mary Huffman and Judy Wallis for Professional Development throughout the year. Judy Wallis-(Professional Development Consultant)  CCP with John Oflahaven-(Consume, Critique, and Produce)  Grade level Residencies- District Curriculum and Instruction	2, 3, 4, 8, 9	Teachers, Admn, iCoach, Paraprofessionals, Math/Science Intervention, Tutor, Sped. (All Staff)	Data, DRA testing for BOY and EOY. NRT data, STAAR			
				Funding Sources: 211 - Title I, Part A - \$20000.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2: By Fifth Grade 2017-2018, 90% of all students will meet state expectations on the Reading STAAR assessment.**

**Performance Objective 1:** Effective reading is the foundation of all other learning, expectations, for total sub-pops will increase dramatically (current number: LEP=60, ECODIS=153, SPED=37, AA=59), DRA data, NRT data, RTI students' knowledge and use of comprehension strategies, capacity and skill of reading teachers, differentiation of instruction.


**Summative Evaluation:** Implementation of daily Balanced Literacy in the classrooms, DRA data, NRT data RTI data, students' knowledge and use of comprehension strategies, capacity and skill of reading teachers, differentiation of instruction, time allotted for daily independent reading in the classrooms, students' exposure to various genres of reading.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implementation of daily Balanced Literacy in the classrooms, DRA data, NRT data, RTI data, students' knowledge and use of reading comprehension strategies, capacity and skill of reading teachers, differentiation of instruction, time allotted for daily independent reading in the classrooms, student' exposure to various genres of reading.	1, 2, 3, 4, 5, 8, 9	Teachers, Admn, iCoach, Paraprofessionals, Math/Science Intervention, Tutor, Sped. (All Staff)	Data, DRA testing for BOY and EOY. NRT data, STAAR			
Mary Huffman and Judy Wallis for Professional Development throughout the year. Judy Wallis-(Professional Development Consultant)  CCP with John Oflahaven-(Consume, Critique, and Produce)  Grade level Residencies- District Curriculum and Instruction	Funding Sources: 211 - Title I, Part A - \$20000.00					
						

**Goal 3: By Fifth Grade 2017-18, 90% of all students will meet state expectations on the Math STAAR assessment.**

**Performance Objective 1:** Expectations for total sub-pops will increase dramatically (current numbers: LEP=60, ECODIS=153, SPED=37, AA=59), students will be prepared for Pre-AP classes in middle school.

**Summative Evaluation:** Daily classroom instruction to include the capacity and skill of math teachers, differentiation of instruction, SBISD benchmark data, current 3rd and 4th Math STAAR data, NRT data, RTI data, common assessment data, students' sense of numeracy PK-3, 1st 20 days for math instruction.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Daily classroom instruction to include the capacity and skill of math teachers, differentiation of instruction, SBISD benchmark data, current 3rd and 4th Math STAAR data, NRT data, RTI data, common assessment data, students' sense of numeracy PK-3, 1st 20 days for math instruction.  Math Tutor-Rochelle Palla	1, 2, 3, 4, 8, 9	Teachers, Admn, iCoach, Paraprofessionals, Math/Science Intervention, Tutor, Sped. (All Staff)  Math Tutor-Rochelle Palla	STAAR data, NRT data, RTI data, common assessment data, students' sense of numeracy PK-3, 1st 20 days for math instruction			
Funding Sources: 211 - Title I, Part A - \$7000.00						
						

**Goal 4: Increase dads and males in the school through participation, and volunteering with implementation of Watch DOGS (Dads of Great Students) program.**

**Performance Objective 1:** Increase parent involvement specifically dads and or male role models in the school.

**Summative Evaluation:** Great program, wanting to grow this more next year.

## Campus Funding Summary

<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Judy Wallis-Consultant, Mary Huffman- Tutor		\$20,000.00
2	1	1	Judy Wallis-Consultant, Mary Huffman- Tutor		\$20,000.00
3	1	1	Math Tutor, Math Science Intervention		\$7,000.00
<b>Sub-Total</b>					\$47,000.00
<b>ACE Grant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	DRA professional development BOY, Continue adding books to Literacy Library		\$5,000.00
<b>Sub-Total</b>					\$5,000.00
<b>Grand Total</b>					\$52,000.00