

Spring Branch Independent School District
Nottingham Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

Nottingham Elementary seeks to create an inclusive environment that is focused on the enhancement of each child's ability to become a problem-solver, goal-setter and successful citizen of the 21st century.

In our Learner-Centered Environment, the main focus of our campus will remain that of helping students to connect, personally and meaningfully, with individual learning and to develop self-responsibility. This focus will be reflected in the following areas: time management, grouping structures, emotional climate, efficient use of the physical environment, teacher and student ongoing self-reflection, goal-setting and accountability.

Value Statement

Every Child

We put students at the heart of everything we do.

- Every child. Every day. Every minute. Every way.
- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

- Surpass Expectations
- Everyone's Work Matters
- Diversity Makes Us Stronger

Collaborative Spirit

We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best

Limitless Curiosity

We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential

Moral Compass

We are guided by strong character, ethics and integrity.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

Comprehensive Needs Assessment

Demographics

Demographics Summary

Nottingham ended the year with 507 students enrolled. Our enrollment is down from district projections of 545 for the first time in 4 years. Our campus breakdown is as follows: Females 48% and males 52%.

Hispanic population: 24%

Asian: 8%

White: 48%

Two or more: 4%

Our top Primary Disabilities:

Speech Impairment 35%

Learning Disability: 17%

Intellectual Disability 15%

At-Risk 48%

Economically Disadvantage 38%

LEP: 19%

Immigrant: 13%

Special Ed: 8%

GT: 7%

Free Lunch Participation 34%

Homeless Status: 8%

Shelter: 7%

Demographics Strengths

One of the things that make NHE great is the diversity of our student population. Nottingham received an A rating in niche.com ratings of schools in Texas through various categories. Our diversity ranges in all forms such as race, culture, religion, language and economics. Families are seeking our school out because of the diversity of students we serve. NHE currently have students from over 30 countries and 20 languages.

Student Academic Achievement

Student Academic Achievement Summary

NHE goals for the year are: By June 2019, at least 72% of NHE students will meet or exceed growth in math and 63% of NHE students will meet or exceed growth expectations in reading on MAP.

By June 2019, at least 75% of 3-5 graders will respond favorably to School Belonging and 75% on School Safety through Panorama Survey. 17-18: School Belonging 67% and School Safety 58%

By June 2019, at least 50% of 3-5th grade students will perform at postsecondary-ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades) and/or STAAR (meets grade level in 3rd & 5th grades).

2017-2018 5th grade

reading 80% (approaches) 61% (meets) 36% (masters)

Math 90% (approaches) 71% (meets) 46% (masters)

Science 72% (approaches) 52% (meets) 22% (masters)

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NHE represented SBISD as the only campus to receive all 6 academic distinctions. NHE had distinctions in reading, math, science, academic growth, closing the achievement gaps, and post secondary readiness. NHE met and surpassed the district goal of 50% of students scoring and making growth through

MAP assessment. NHE had 72% meet the expectation for math and 63% for reading.

School Processes & Programs

School Processes & Programs Strengths

After completing the process, this will be year one of implementation. NHE signature experience will include: Goal setting and student tracking data, Teacher College Reading Writing Program, Problem Based Learning, Morning Connections, and Pathway Time. NHE partnership with the CA group and district Research and Design team will continue the work and helping implement these structures.

Perceptions

Perceptions Summary

Nottingham is a very welcoming school. There has been very little turnover over the past 4 years. NHE's diversity has really helped bridge the exclusion gaps and equity gaps. NHE PTA and parent community is supportive and have a do whatever it takes to ensure that our school get whatever it needs.

Perceptions Strengths

NHE will continue working on building relationships between school and home. NHE will focus on various activities throughout the year that incorporates all the diverse populations we have by offering some of the following programs.

--International Day

--Parent Nutrition Program

--Catholic Charities Partnership

--Extreme Science (led by parent volunteers)

--Gingerbread Night (Literacy Initiative for all parents and the community)

--Mentorship

Comprehensive Needs Assessment Data Documentation

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

Goals




Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 1: By June 2019, at least 72% of NHE students will meet or exceed growth in math and 63% of NHE students will meet or exceed growth expectations in reading on MAP.

Evaluation Data Source(s) 1: Reading and Math

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Pathways - a set time in the day where 3rd-5th grade students work on personalized goals; instruction varies between small group, adaptive technology, and individual projects.	2.4, 2.5, 2.6	NHE's ILT Team Leaders Teachers	This time is being utilized by teachers sharing all students, and students move through multiple teachers based on their academic needs. Through this targeted time, we are experiencing some positive academic data gains. We are using the pillar of Holistic Data to make sure students are in the right pathway and small group. Address PL: Rigor, Data, Voice and Agency.			
2) Problem-Based Learning - all grade levels K-5 will work together to build a problem statement and solve a problem. The problem will be aligned to all content and address TEKS. PBL will happen twice a year. Problem Based Learning also meets NHE's Graduate Aims. Grade levels will take field trips that applies to the problem their solving.	2.4, 2.5, 2.6, 3.2	NHE's Teachers ILT Team Leaders Content Specialists	Students will have multiple authentic learning experiences through out the year. PBL will support NHE's Graduate Aims of; curiosity, problem solving, creativity, academic discourse, curiosity, and negotiation. Address PL: Rigor, Voice and Agency			

<p>3) Workshop - Kindergarten-3rd will use Teachers College Units of Study in reading and writing to build a workshop experience in the classroom; 4th and 5th will also use workshop during language arts.</p> <p>Staff development, for reading and math. Teachers will need more reading kits and mentor texts, as well as classroom libraries for consistent implementation.</p> <p>NHE will continue as a Teacher's College Affiliate school and will work with staff developers 5 times throughout the year.</p>	2.4, 2.5, 2.6, 3.2	NHE's Teachers ILT District Academic Support	<p>More students reading and writing proficiently.</p> <p>Decrease reading academic gaps across campus and all student subgroups.</p> <p>Address: Rigor, Voice and Agency, and Data</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - 6000.00, 199 PIC 99 - Undistributed - 2000.00</p>						
<p>4) Student Goal Setting - Students will use data trackers to build goals. Goal setting will be accomplished during weekly or bi-weekly mentor times with teachers.</p>	2.4, 2.5, 2.6	NHE's ILT Teachers	<p>Student ownership</p> <p>Intentionally building teachers and students capacity to have robust goal setting conversations with students where students own their academic progress and set goals around it.</p> <p>Address: PL student voice and agency data</p>			
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

Performance Objective 1: By June 2019, at least 75% of 3-5 graders will respond favorably to School Belonging and 75% on School Safety through Panorama Survey.

17-18: School Belonging 67% and School Safety 58%

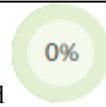
Evaluation Data Source(s) 1: Panorama Survey Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Morning Connections - Students will begin their day with a community circle focused on one of the following: (1) Team Building; (2) Conflict Resolution; (3) Student Celebrations; (4) Current Events; (5) Creating a Growth Mindset	2.4, 2.5, 2.6	Counselor ILT Teachers	Increase in school connectedness and positive student-teacher relationships. Staff and student feedback Discipline referrals decrease Address PL: Student Voice and Agency			
2) NHE will implement PBIS strategies to support positive strong student culture. This will conclude campus wide expectations, procedures, and routines for all common areas.	2.5, 2.6	NHE's ILT Teachers Staff	Increase in more time in the classroom learning. Decrease in student disciplinary referrals.			
3) CIS/Counselor- will team together throughout the year and provide learning opportunities for all students. CIS/Counselor will also bridge some of our learning and equity gaps with parents and families. Some of the activities are; Student Ambassadors, Library Helpers, Chess Club, Women Fund, Mentoring program, Character Traits, WATCH DOGS, No Place For Hate initiative, Robotics club. Moore Time with the principal.	2.4, 2.5, 2.6	Teachers Staff Parents Counselor CIS	Student ownership in learning Student belonging School pride Student voice and agency			
4) NHE will provide a variety of opportunities and experiences for students that are relevant, engaging, and provide information that supports a global understanding of community, empathy, curiosity, and respect. NHE will also provide students the opportunity to exhibit presentations, study trips, performances, assemblies, museum trips, author visits, and trainings.	2.4, 2.5, 2.6	Teachers Staff ILT Counselor	Authentic study trips aligned with learning.			



= Accomplished



= No Progress






= Discontinue

Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

Performance Objective 1: By June 2019, at least 50% of 3-5th grade students will perform at postsecondary-ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades) and/or STAAR (meets grade level in 3rd & 5th grades).

Evaluation Data Source(s) 1: STAAR Reading and Math
MAP data

Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) ILT and pilot teachers will continue working with CA Group, and District Research and Design team. Staff will continue to growing and developing skillset towards prototyping and meeting the district goals of Personalized Learning.	2.4, 2.5, 2.6	Teachers ILT Research and Design Team Staff	Teacher skill set building Aligned Professional development Vertical talks			
2) Provide opportunities to inform and train parents so that they may help reinforce curriculum, social skills, and support student achievement. Some events include but are not limited too Back to School, Gingerbread Night, Moore Time with the principals, PTA meetings, teacher planning for PL.	2.4, 3.1, 3.2	ILT Teachers Staff Parents	school involvement increase Parent U opportunities to close the learning gaps. More campus alignment with curriculum			
Funding Sources: 211 - Title I, Part A - 11970.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1: By June 2019, NHE will close existing achievement gaps by at least 5% across all subgroups (AA, White, Hispanic, Low SES, while all performance improves.

Evaluation Data Source(s) 1: STAAR, TELPASS, MAP

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Pathway Time Teacher Reading Writing Program Goal Setting with data trackers (K-5) Morning Connections Problem Based Learning Parent U opportunities Leveled Readers PD for meeting ELL learners	2.4, 2.5, 2.6, 3.1, 3.2	Staff ILT Parents	Students will have a pathway that's based off their needs. Students will also have voice and agency in how and where they learn. Impact; Dramatically changing learning outcomes for every child.			
Funding Sources: 199 PIC 25 - ESL/Bilingual - 495.00, 199 PIC 99 - Undistributed - 5000.00, 211 - Title I, Part A - 4000.00						
2) Purchase additional technology to support classroom implementation of Dreambox, MIZ (math grant), Smarty Ants with Achieve 3000, Lexia Core 5, Mastery Connect, and Itslearning.	2.4, 2.5, 2.6	Teachers Staff ILT	Meet the needs of our PL 24/7/365 access to curriculum. Meet more learning styles with a variety of tech tools. Build teacher capacity with colleague led PD.			
Funding Sources: 199 PIC 11 - Instructional Services - 5000.00, 211 - Title I, Part A - 18000.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 5: To remain in compliance with Federal and State law

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$4,100.00
1	1	3			\$6,000.00
4	1	2			\$5,000.00
Sub-Total					\$15,100.00
Budgeted Fund Source Amount					\$15,167.00
+/- Difference					\$67.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$135.00
Sub-Total					\$135.00
Budgeted Fund Source Amount					\$135.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$495.00
Sub-Total					\$495.00
Budgeted Fund Source Amount					\$495.00
+/- Difference					\$0
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Social Emotional Resources	199 PIC 30-At Risk	\$3,260.00
Sub-Total					\$3,260.00
Budgeted Fund Source Amount					\$3,263.00
+/- Difference					\$3.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,000.00
1	1	3			\$2,000.00
4	1	1			\$5,000.00
Sub-Total					\$12,000.00
Budgeted Fund Source Amount					\$12,347.00
+/- Difference					\$347.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$50,000.00
1	1	2			\$0.00
2	1	3			\$960.00
2	1	4			\$2,000.00
3	1	2			\$970.00
3	1	2			\$5,000.00
3	1	2			\$6,000.00
4	1	1			\$4,000.00
4	1	2			\$18,000.00
Sub-Total					\$86,930.00
Budgeted Fund Source Amount					\$96,950.00
+/- Difference					\$10,020.00
Grand Total					\$117,920.00