

Spring Branch Independent School District

Nottingham Elementary School

2019-2020 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.

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

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

Collaborative Spirit

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

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	10
Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.	10
Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.	13
Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.	15
Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.	16
Goal 5: To remain in compliance with Federal and State law	18
Campus Funding Summary	19

Comprehensive Needs Assessment

Demographics

Demographics Summary

Nottingham ended the year with 506 students enrolled. Our enrollment is down from district projections of 525. Our campus breakdown is as follows: Females 48% and males 52%.

Hispanic population: 27%

Asian: 9%

White: 47%

Two or more: 4%

Our top Primary Disabilities:

At-Risk: 58%

Economically Disadvantage 44%

LEP: 19%

Free Lunch Participation 34%

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 2020, at least 72% of NHE students will meet or exceed growth in math and 72% of NHE students will meet or exceed growth expectations in reading on MAP.

By June 2020, at least 75% of 3-5 graders will respond favorably to School Belonging and 70% on School Safety through Panorama Survey. 2018-2019: Belonging 71% and safety 66%

By June 2020, 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).

2019-2020 5th grade

reading 83% (approaches) +3 61% (meets) +0 40% (masters) +6

Math 85% (approaches) -3 66% (meets) -3 51% (masters) +6

Science 76% (approaches) +5 56% (meets) +4 32% (masters) +10

Student Academic Achievement Strengths

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).

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 5 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, teachers, and students get whatever we need.

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
- Watch D.O.G.S (Dads of Great Students)

Priority Problem Statements

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 2020, at least 72% of NHE students will meet or exceed growth in math and 72% of NHE students will meet or exceed growth expectations in reading on MAP.

2018-19: Reading - 69% met CGI; Math - 69 % met CGI




2017-18: Reading - 63% met CGI; Math - 72 % met CGI

Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Pathways - a set time in the day where 2nd-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.			
Funding Sources: 199 PIC 23 - Special Education - 135.00, 199 PIC 11 - Instructional Services - 8000.00, 211 - Title I, Part A - 4800.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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. Using the NHE instructional framework teachers will develop and implement formative assessments.	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			
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. Staff development, for reading and math. Teachers will need more reading kits and mentor texts, as well as classroom libraries for consistent implementation. NHE will continue as a Teacher's College Affiliate school and will work with staff developers 5 times throughout the year.	2.4, 2.5, 2.6, 3.2	NHE's Teachers ILT District Academic Support	More students reading and writing proficiently. Decrease reading academic gaps across campus and all student subgroups. Address: Rigor, Voice and Agency, and Data			
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.	2.4, 2.5, 2.6	NHE's ILT Teachers	Student ownership 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. Address: PL student voice and agency data			
5) Teachers will attend the National PLC conference in order to build a shared commitment and focus for planning, differentiation, and have a collective foundation on how to meet the needs of all kids.	2.4, 2.5, 2.6	Teachers Administration, Instructional leadership team	Higher levels of student performance in all indexes and domains.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<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 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

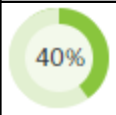
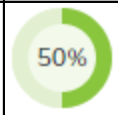
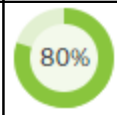

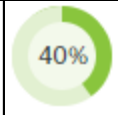
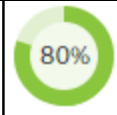

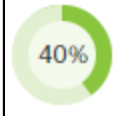
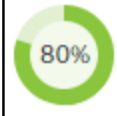
Performance Objective 1: By May 2020, at least 74% of 3-5 graders will respond favorably to School Belonging and 70% on School Safety through Panorama Survey.

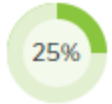





2018-19: School Belonging - 71%; School Safety - 66%

2017-18: School belonging -67%; School safety - 58%

Evaluation Data Source(s) 1: Panorama Survey Data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

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			
Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 3263.00						
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			
Funding Sources: 211 - Title I, Part A - 960.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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.			
	Funding Sources: 211 - Title I, Part A - 2000.00					
 = Accomplished  = No Progress  = Discontinue						

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

Performance Objective 1: By May 2020, at least 72% of 3-5th grade students will perform at post-secondary-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).

2018-19: 57% performed at post-secondary readiness levels as defined by SBISD Measures of Success
 2017-18: 60% performed at post-secondary readiness levels as defined by SBISD Measures of Success

Evaluation Data Source(s) 1: As defined by SBISD Measures of Success (COMPASS)

Summative Evaluation 1: Some progress made toward meeting Performance Objective

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. Teachers/Tutors will provide intervention/enrichment to students based on their academic needs.	2.4, 2.5, 2.6	Teachers ILT Research and Design Team Staff	Teacher skill set building Aligned Professional development Vertical talks			
	Funding Sources: 211 - Title I, Part A - 6000.00					
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.	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 - 970.00					
= Accomplished = No Progress = Discontinue						

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 2020, NHE will close existing gaps in post secondary readiness by at least 5% across all subgroups (AA, Hispanic, Low SES,) while all performance improves.

2018-19: African American 27%; non- African American 62%

2017-18: African American 41%; non- African American 64%

2018-19: Hispanic 50%; non- Hispanic 60%


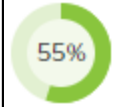
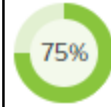


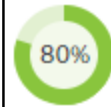
2017-18: Hispanic 50%; non- Hispanic 64%




2018-19: Eco-Dis 33%; non-Eco-Dis 69%

2017-18: Eco-Dis 42%; non-Eco-Dis 73%

Evaluation Data Source(s) 1: As defined SBISD Measures of Success (COMPASS)

Summative Evaluation 1: Some progress made toward meeting Performance Objective

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 Teacher Supplies	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, 211 - Title I, Part A - 8867.76, 199 PIC 99 - Undistributed - 1279.24		
2) Purchase additional technology to support classroom implementation of Dreambox, MIZ (math grant), Smarty Ants with Achieve 3000, 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 99 - Undistributed - 11067.76, 211 - Title I, Part A - 3910.00, 199 PIC 11 - Instructional Services - 7167.00		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
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Goal 5: To remain in compliance with Federal and State law

Performance Objective 1: NHE will meet all compliance timelines and reporting requirements.

Evaluation Data Source(s) 1: All strategies will be implemented.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Planning subs	199.11.6112	\$4,000.00
1	1	1	Instructional Tutoring	199.11.6116	\$4,000.00
4	1	2	Student Technology	199.11.6398	\$7,167.00
Sub-Total					\$15,167.00
Budgeted Fund Source Amount					\$21,460.00
+/- Difference					\$6,293.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies	199.11.6399	\$135.00
Sub-Total					\$135.00
Budgeted Fund Source Amount					\$600.00
+/- Difference					\$465.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Instructional Materials	199.PIC.99	\$495.00
Sub-Total					\$495.00
Budgeted Fund Source Amount					\$1,880.00
+/- Difference					\$1,385.00
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	\$3,263.00

199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$3,263.00
Budgeted Fund Source Amount					\$4,000.00
+/- Difference					\$737.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Instructional Supplies		\$1,279.24
4	1	2	Student Technology	211.11.6398	\$11,067.76
Sub-Total					\$12,347.00
Budgeted Fund Source Amount					\$12,500.00
+/- Difference					\$153.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Adaptive Technology Software	211.11.6397	\$4,800.00
1	1	2	Instructional Specialists	211.13.6119	\$53,152.24
1	1	2	After school planning stipend	211.13.6116	\$400.00
1	1	2	Problem Based Learning study trips transportation cost.	211.11.6494	\$3,000.00
1	1	3	PD/Training	6411	\$1,100.00
1	1	5	Solution Tree PLC Prof. Dev.	6411	\$6,690.00
2	1	3	CIS and Counselor		\$960.00
2	1	4	Student Transportation	211.11.6494	\$2,000.00
3	1	1	Teacher/Tutor supplemental pay	211.11.6119	\$6,000.00
3	1	2	Parent U Materials	211.61.6399	\$970.00
4	1	1	Leveled Readers-Magazines and Periodicals	211.11.6325	\$2,500.00
4	1	1	Math Supplies-Manipulative	211.11.6399	\$1,500.00
4	1	1	Teacher college instructional materials	211.13.6239	\$1,800.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Instructional Supplies	211.11.6399	\$3,067.76
4	1	2	Software	211.11.6397	\$3,000.00
4	1	2	Student Technology	211.11.6398	\$910.00
Sub-Total					\$91,850.00
Budgeted Fund Source Amount					\$95,400.00
+/- Difference					\$3,550.00
Grand Total					\$123,257.00