

Katy Independent School District
Nottingham Elementary
2026-2027 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 45 year-old, Pre-K-5 campus located in Katy, TX. Katy is suburb of Houston located 25 miles west of downtown. NCE had 813 students enrolled at the end of the 2025-2026 school year. The projected enrollment for Nottingham Country for the 2025-2026 school year is 756. In addition to "traditional" Pre-K through 5th grade classrooms, NCE has multiple Special Education programs. These include Structured Life Skills (K-5), Young Children with Autism Program (K-5), Early Childhood Autism Program (EE-K), Early Childhood Special Education (EE-PreK) and the Therapeutic Intervention Program (K-5).

Students who attend Nottingham Country Elementary generally live in the neighborhoods surrounding 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 information below reflects percentages for various subpopulations on campus.

Information below reflects Race/Ethnicity enrollment at the end of the 2025-2026 school year:

Race/Ethnicity	Percentage of Students
White	50%
Hispanic	23%
Asian	6%
Black/African American	12%
Two or More Races	8%
Am. Indian/Alaskan Native	<1%
Hawaiian Pacific Islander	<1%

The chart below reflects NCE student group enrollment at the end of the 2025-2026 school year:

Student group	Campus %
At risk	38%
Eco Dis	39%
ESL	15%
GT	6%
LEP	15%
Special Education	31%

In addition to holding content certifications, 96% of teachers are ESL certified. In order to support language acquisition, teachers receive ongoing training support in sheltered instruction and English Language Proficiency Standards (ELPS). The ELPS are designed to help English language learners succeed in school by developing the language skills needed for math, science, social studies and language arts.

NCE administrators prioritize recruiting and retaining highly qualified teachers and support staff. The campus is known for having a low "turnover" rate which means most staff stay at NCE unless they are retiring, relocating or getting promoted. When hiring new staff, the administrators collaborate with campus teams to find candidates who meet NCE's standards for professionalism, work ethic and knowledge of content and teaching strategies. Teachers who are new to Katy ISD attend 3 days of orientation including 1 campus day and 2 district days. The NCE leadership team also provides teachers who are new to NCE (but not new to KISD) with optional orientation activities and social events. All teachers in KISD with 2 or fewer years of experience are provided a mentor teacher to serve as a support system. For the 2026-2027 school year, there will be only 1-2 teachers in need of mentors. The majority of the new NCE teachers have teaching experience in other campuses/districts.

The average attendance rate at Nottingham Country Elementary for 2025-2026 was 95.88%. This rate showed an increase from the 2024-2025 year which was 95.29%. The NCE leadership team monitors attendance rates individual trends. Individualized supports and services are provided for students who exhibit chronic absenteeism. One factor impacting the daily attendance rate is the medically fragile unit housed at NCE. Students in this program typically have more absences due to critical health needs.

Demographics Strengths

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

- Low teacher turnover (i.e. high teacher retention rate)
- Diverse student population
- High percentage of ESL certified teachers (96%)
- Special Programs (ECAP, YCAP, TIP, Structured Life, etc.) to meet diverse needs

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a small population of NCE students exhibiting chronic absenteeism which negatively impacts their academic achievement, social connections and the campus attendance rate.

Root Cause: The students' families are experiencing hardships or facing barriers which impact regular school attendance.

Student Learning

Student Learning Summary

Nottingham Country Elementary is committed to ensuring academic growth for all students through high-quality instruction, intervention, enrichment, and ongoing progress monitoring.

NWEA MAP

Katy ISD implemented the NWEA MAP assessment starting in the fall of 2025. Students in grades 1-5 took MAP three times (beginning of year, mid-year, and end-of-year) during the school year while Kindergarten students only participated in the mid-year and end-of-year administration. MAP scores measure both achievement and growth over time. Student performance on the NWEA MAP Growth assessment indicates that students generally performed well above national norms in both Mathematics and Reading achievement while demonstrating varying levels of growth across grade levels.

Mathematics

MAP Mathematics data indicates that Nottingham Country Elementary students achieved at high levels across all grade levels. Spring achievement percentiles ranged from the 84th to 95th percentile nationally. Students in grades 1-5 demonstrated growth that exceeded projected growth expectations. Fourth and fifth grade students demonstrated particularly strong growth, with Conditional Growth Percentiles of 84 and 88 respectively. Additionally, 75% of fourth-grade students and 81% of fifth-grade students met or exceeded their individual growth projections. Overall, mathematics achievement and growth continue to be strengths for Nottingham Country Elementary.

Grade	Spring Achievement Percentile	% Meeting Growth Projection
1	91st	70%
2	88th	73%
3	84th	68%
4	93rd	75%
5	95th	81%

Reading

Reading achievement remained strong across all grade levels, with Spring achievement percentiles ranging from the 84th to 93rd percentile nationally. First grade students demonstrated exceptional growth, exceeding projected growth expectations with a School Conditional Growth Percentile of 94. Eighty percent of first-grade students met or exceeded their growth projections. Second and fourth grades also exceeded national growth norms.

While overall achievement remained high, growth data indicates opportunities for improvement in grades three through five. Students in grades three and five demonstrated growth below projected expectations, and only 59% of third-grade students and 50% of fifth-grade students met their individual growth projections. Although these students continue to perform above national averages in achievement, the rate of growth suggests a need to strengthen instructional practices that support continued academic acceleration for higher-achieving students and targeted support for students not meeting projected growth.

Grade	Spring Achievement Percentile	% Meeting Growth Projection
1	89th	80%
2	90th	62%

Grade	Spring Achievement Percentile	% Meeting Growth Projection
3	84th	59%
4	86th	63%
5	88th	50%

Science

Fifth-grade students participated in MAP Science assessments during the 2025-2026 school year. Students achieved at the 95th percentile nationally, indicating exceptionally high levels of science achievement. Sixty percent of students met or exceeded their individual growth projections, and the school demonstrated growth consistent with national expectations. While overall achievement remains a significant strength, opportunities exist to increase the percentage of students meeting growth projections.

2026 Accountability:

NCE earned an overall "A" rating from TEA based on STAAR scores from the spring of 2026. In addition to an overall "A" rating (92 of 100), the campus earned all 6 distinction designations noting "exceptional achievement" in areas including academic achievement in reading, math, and science as well as top 25% in comparative growth and closing the gaps.

Student Learning Strengths

2025-2026 MAP

- Students consistently performed well above national norms in Mathematics, Reading, and Science achievement.
- Mathematics growth exceeded projected expectations across all grade levels.
- Fourth and fifth grade Mathematics students demonstrated particularly strong growth and achievement.
- First grade Reading students significantly exceeded projected growth expectations.
- Fifth grade Science achievement ranked at the 95th national percentile.
- The majority of students in Mathematics met or exceeded their individual growth projections.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Although overall Reading achievement remains high, student growth in Reading declined in grades 3-5, with fewer students meeting projected growth targets as compared to primary grades. (NWEA MAP data)

Root Cause: Teachers need additional time, resources, and instructional strategies to provide differentiated instruction that accelerates growth for both struggling learners and high-achieving students in upper elementary grades.

Problem Statement 2 (Prioritized): While Mathematics achievement and growth remain strong overall, approximately 19%-32% of students in grades 1-5 did not meet their individual growth projections. (NWEA MAP data)

Root Cause: Intervention and enrichment systems require continued refinement to ensure all students receive targeted instruction aligned to their specific learning needs.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction:

The curriculum, instruction, and assessment at Nottingham Country Elementary is guided by the Texas Essential Knowledge and Skills Objectives (TEKS) and resources from the Katy ISD Curriculum & Instruction Department. All teachers utilize the district Canvas courses for curriculum resources including long-range planning guides, recommended assessments and sample lessons. The campus builds in time for each grade level team to engage in long-range planning and weekly planning. The Instructional Coach supports teams by providing planning agendas with checklists to ensure planning is productive and aligned with campus and district expectations. NCE leadership also designates specific roles for teachers to fill

NCE implements the KISD Balanced Assessment System which includes screeners, formative assessments, and summative assessments (like STAAR). Students in grades K-5 participate in the Measure of Academic Progress (MAP) assessment at different times during the year. MAP measures both achievement and growth over the year. Formative assessments, including campus-based tests, will be used to guide instruction and develop differentiated lessons for specific students. The leadership team (including administrators and the Instructional Coach) monitors campus assessment measures and meets with teachers to analyze data and create action plans.

Instructional Leadership:

The Instructional Leadership Team (ILT) consists of the administrators (principal and 2 assistant principals), the Instructional Coach and the Instructional Coordinator. The ILT typically meets weekly to review relevant data, prioritize campus needs and develop plans to address areas of concern. Administrators also meet separately to review and address topics including discipline, attendance and T-TESS calibration.

Katy ISD restructured the staffing model for the English as a Second Language program (ESL). Each campus now has an "EB Specialist" who will serve as an instructional leader on campus. The EB Specialist will oversee the compliance components of the ESL program as well as train teachers on best practices to support English language learners.

Each team has a designated team leader to serve as a liaison between the staff and the administrators. Team leaders also serve as mentors for their teammates. There are also model teachers in grades K-5 for both Reading Language Arts and Math. The model teacher program is facilitated by the KISD Curriculum and Instruction (C&I) department. Model teachers participate in specialized professional development over the summer and throughout the school year. The model teachers will support the campus (and particularly their teammates) with planning protocols, curriculum resources, classroom set-up, and the implementation of high-yield instructional practices.

Professional Learning:

The majority of the staff participate in several days of professional learning over the summer including sessions on youth mental health, structured literacy, differentiated small groups, research-based instructional strategies in math and science word walls. The campus leadership team is facilitating on-campus professional learning in August which will cover topics related to campus priorities. Sessions will cover expectations and resources for instruction, Special Education processes and campus safety. Teachers will also have time for working with their PLC groups for long-range planning. Professional learning throughout the school year is a combination of job-embedded learning and supplemental training sessions. The instructional coach is available for individual coaching cycles.

Intervention:

The Instructional Coordinator serves as both the MTSS Coordinator and the Accelerated Learning Coordinator. The roles are designed to ensure students receive appropriate intervention services throughout the school year. Teachers collaborate with the Instructional Coordinator and other support staff to develop individualized intervention plans and appropriate accommodations (if needed). If students need Tier 2 or Tier 3 support for academics, they can receive supplemental "pull out" instruction from an academic support

teacher. Tier 2 support typically consists of 30 minute sessions 2-3 days per week. Tier 3 support is more intensive and might include 4-5 sessions per week. Academic support staff works with students during the designated small group time for each grade level and content area. Ongoing progress monitoring is an essential part of the intervention process and data is collected by the classroom teacher and academic support staff. The Instructional Coordinator also manages the implementation of accelerated instruction for students who did not meet the passing standard on STAAR (in accordance with HB1416). Accelerated instruction can be provided from classroom teachers or academic support teachers (or a combination).

Campus Programs and Activities:

NCE has student programs including choir, Aerospace, safety patrol and a running club. The Ron Clark Academy House system is also implemented across the campus. The RCA house system is used to build community, develop relationships, teach positive character traits and increase school spirit and connectedness. The House Council are elected student leaders who serve as role models and communicators among staff and students.

The school counselor oversees two mentoring programs to support students in grades K-5. The PALS program utilizes high school mentors and the KEYS program matches adult mentors with students. These programs provide students with positive role models, individualized support, and encouragement that can strengthen academic achievement, confidence, and social-emotional well-being. This benefits the campus as a whole by contributing to increased student engagement and success.

School Processes & Programs Strengths

Nottingham Country Elementary views the following as strengths of our processes and programs:

- Strong systems are in place to support curriculum implementation and collaborative planning
- A comprehensive instructional leadership structure supports teacher growth and student achievement (model teachers, IC, EB Specialist)
- Professional learning opportunities through both formal training and job-embedded coaching
- A collaborative and responsive approach to individualized student supports and interventions to address unique academic, social-emotional and behavior needs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Although there are strong MTSS procedures and practices in place to support struggling learners, there is not a campus-wide procedure for consistently reviewing class data.

Root Cause: Identifying supports and creating intervention plans for students who are struggling to meet grade level standards on assessments have been prioritized due to the structure of MTSS and state requirements (like HB1416).

Perceptions

Perceptions Summary

KISD Perceptions of Bullying and Safety Survey

KISD students in grades 4-12 participated in the Perceptions of Bullying and Safety Survey during February and March of 2026. Survey results indicate that students generally feel safe at Nottingham Country Elementary. Seventy-six percent of students reported that they feel safe at school, while an additional 22% indicated that they sometimes feel safe. Only 2% of students reported that they do not feel safe at school.

According to the survey, 77% of students reported that they had not been bullied during the 2025-2026 school year. Of the 23% of students who reported experiencing bullying, 54% indicated that they reported the incident to an adult while 46% did not report the bullying. Students cited concerns about what might happen if they reported, not wanting to be labeled a tattletale, and believing that nothing would be done as reasons for not reporting incidents.

Students identified teachers, administrators, counselors, nurses, and the school resource officer as individuals who help them feel safe at school. When asked about specific locations, students reported feeling safest in classrooms, at school activities, and in the gymnasium. The greatest area of concern identified by students was bus safety, with students reporting lower levels of perceived safety on the bus than in other school settings. Additional areas for consideration include hallways, bathrooms, and recess settings.

Overall, survey results indicate that Nottingham Country Elementary students feel safe, supported, and connected to adults on campus. The data also suggests that continued efforts should focus on increasing student reporting of bullying concerns, strengthening student connectedness to trusted adults, and promoting positive behavior and safety expectations in less structured environments such as buses and transitions.

Staff Engagement

The Satchel Pulse Culture and Climate Survey is sent to staff members about every 6 weeks throughout the school year. The NCE survey data from 2025-2026 shows there were 72 active users, but not all users participate in every survey cycle. The highest pillars were "relationship with supervisor" and "meaningful work". These results can be interpreted to mean staff feel supported and encouraged by their administrators as well as feel they are making a positive impact on their students' lives. The lowest pillar was career development. Staff comments indicate some dissatisfaction with compensation and opportunities for career advancement.

Community Partnerships & Engagement

NCE has an active PTA and a strong volunteer program. Parent volunteer opportunities include grade-level SPICE events (enrichment lessons and activities), International Day, the spring carnival and the Watch D.O.G. program. These opportunities are promoted through the PTA newsletter and website in addition to the campus eNews. PTA fundraising contributes to the campus operations and events by supporting field trips, class parties, technology licenses and more.

NCE is fortunate to partner with other businesses and organizations that support the campus through donations of time and resources. NCE Spirit Nights at local restaurants are another avenue for community partnerships and campus fundraising.

Parent Feedback

A parent survey was administered in April of 2026. The survey questions were written and selected as a collaborative effort between the principal and the Campus Advisory Committee. The survey was shared electronically via the campus newsletter (Knight News) as well as separate "email blasts" sent directly to NCE families. A total of 132 responses were received. Overall, the 2026 NCE Family Survey reflects strong family satisfaction with the school climate, communication systems, and academic programs. Approximately 91.5% of respondents identified the Knight News as a useful source of information, while nearly 89% agreed or strongly agreed that teachers provide adequate notice of upcoming classroom activities and events. Families also reported positive perceptions of safety, with 91.5% agreeing or strongly agreeing that their child feels safe at school and 87.7% indicating awareness of campus safety procedures. In addition, over 81% of parents agreed or strongly agreed that they would be contacted if their child experienced a discipline, behavior, or social-emotional concern. Areas for growth include increasing consistency in communication regarding academic progress and behavioral concerns, addressing parent perceptions of bullying and discipline practices, and responding to concerns about the amount of student screen time and technology use.

Perceptions Strengths

The following Perceptions strengths have been identified:

- Students report a strong sense of safety and support with 98% indicating they feel safe at school all or some of the time and identifying multiple trusted adults who contribute to a positive school environment'
- Students identified teachers, counselors, administrators, nurses, and the school security officer as individuals who help them feel safe and supported.
- Staff climate data reflects high ratings in the areas of meaningful work and relationships with supervisors, indicating that staff feel valued, supported, and connected to the campus mission.
- Family engagement is a significant strength, demonstrated by an active PTA, strong volunteer participation, successful community partnerships, and high parent satisfaction with school communication, academic programs, and campus safety.
- Families express confidence in the school's communication systems and safety practices, with more than 90% reporting that school communications are useful and that their child feels safe at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The results of the parent survey indicate perceptions that recurring student behavior concerns and bullying are not always addressed effectively.

Root Cause: Limited visibility into behavior intervention processes and privacy issues related to discipline measures may contribute to parent perceptions that concerns are not addressed consistently or transparently.

Problem Statement 2 (Prioritized): A significant percentage of students who experience bullying do not report incidents to an adult, limiting the campus's ability to address concerns promptly and effectively.

Root Cause: Students may lack confidence in the reporting process due to fears of retaliation, concerns about being labeled a tattletale, or perceptions that reporting will not lead to meaningful action.

Priority Problem Statements

Problem Statement 1: While Mathematics achievement and growth remain strong overall, approximately 19%-32% of students in grades 1-5 did not meet their individual growth projections. (NWEA MAP data)

Root Cause 1: Intervention and enrichment systems require continued refinement to ensure all students receive targeted instruction aligned to their specific learning needs.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a small population of NCE students exhibiting chronic absenteeism which negatively impacts their academic achievement, social connections and the campus attendance rate.

Root Cause 2: The students' families are experiencing hardships or facing barriers which impact regular school attendance.

Problem Statement 2 Areas: Demographics

Problem Statement 3: A significant percentage of students who experience bullying do not report incidents to an adult, limiting the campus's ability to address concerns promptly and effectively.

Root Cause 3: Students may lack confidence in the reporting process due to fears of retaliation, concerns about being labeled a tattletale, or perceptions that reporting will not lead to meaningful action.

Problem Statement 3 Areas: Perceptions

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
- Accountability Distinction Designations

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
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation 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
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Staff mobility/stability
- Support structures: mentors

Parent/Community Data

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

Goals

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

Performance Objective 1: All staff will demonstrate proficiency in implementing district and campus safety protocols through their participation (and documentation) in campus drills and trainings.

Evaluation Data Sources: Artifacts and resources provided to staff; observations of safety measures; Raptor documentation (drills); documentation of BTAs, BHIP, safety screeners

Strategy 1 Details	Reviews			
Strategy 1: Professional learning and training related to school safety will be provided during campus professional learning days and campus leaders (counselor, safety liaison, administrators) will provide specific feedback and targeted guidance based on campus needs. Strategy's Expected Result/Impact: Staff will be more knowledgeable and prepared to address safety-related issues and support a safe and secure learning environment. Staff Responsible for Monitoring: Safety Liaison (AP) Counselor Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: All students will participate in at least one counselor lesson per year that addresses the difference between bullying and negative interactions and includes strategies for addressing bullying.

High Priority

Evaluation Data Sources: Counselor lesson materials, counselor schedule, student survey

Strategy 1 Details	Reviews			
Strategy 1: The campus counselor will schedule lessons with grade level classes and include age-appropriate information related to bullying, prevention strategies and reporting. Strategy's Expected Result/Impact: Increased awareness of the definition of bullying and ways to get support; more accurate reporting of bullying incidents Staff Responsible for Monitoring: Counselor and administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Increase the number of students participating in the campus coordinate health program

Evaluation Data Sources: Fitnessgram, classroom observations, formative assessments in P.E.

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administrators, P.E. teacher ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: HB3: The percent of Nottingham Country Elementary 3rd grade students who achieve Meets and above in Reading will increase to 78% by July 2027.

HB3 Goal
Evaluation Data Sources: STAAR Data, formative assessment data, MAP scores

Strategy 1 Details	Reviews			
Strategy 1: Teachers in grades K-5 will participate in structured data review processes (facilitated by the campus leadership team) to monitor student growth and determine action steps for classroom implementation. Strategy's Expected Result/Impact: Increase in students' reading achievement and growth Staff Responsible for Monitoring: Administrators and Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: HB3: The percent of Nottingham Country Elementary 3rd grade students who achieve Meets and above in Math will increase to 64% by July 2027.

HB3 Goal
Evaluation Data Sources: STAAR Data, MAP scores, formative assessment data

Strategy 1 Details	Reviews			
Strategy 1: Teachers in grades K-5 will participate in structured data review processes (facilitated by the campus leadership team) to monitor student growth and determine action steps for classroom implementation. Strategy's Expected Result/Impact: Student growth and achievement in math will improve Staff Responsible for Monitoring: Administrators and Instructional Coach ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 3: By May 2027, the Average Daily Attendance rate at NCE will increase to 96.0%.

High Priority
Evaluation Data Sources: Average Daily Attendance Rate data

Strategy 1 Details	Reviews			
Strategy 1: The NCE leadership team will collaborate with the counselor and teachers to incentivize attendance, create individualized plans for students who have frequent absences, and communicate with parents/families regarding the importance of attendance. Strategy's Expected Result/Impact: Student attendance will improve resulting in increased learning opportunities Staff Responsible for Monitoring: ADA, Registrar, Counselor, Instructional Coordinator, Administrators ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: All NCE RLA teachers will be ESL certified within 1 year of their hire date.

Evaluation Data Sources: State certification

Strategy 1 Details	Reviews			
Strategy 1: Provide all newly hired teachers with the resources and training necessary to obtain ESL certification. Strategy's Expected Result/Impact: Obtain ESL certification Staff Responsible for Monitoring: Administrators, EB Specialist TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: NCE campus leaders and NCE PTA leaders will actively recruit new volunteers and create opportunities for increased engagement with campus activities.

Evaluation Data Sources: Volunteer data, participation in campus events

Strategy 1 Details	Reviews			
Strategy 1: Nottingham Country Elementary will advertise 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	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: NCE will send frequent communication related to upcoming volunteer opportunities and campus events. Strategy's Expected Result/Impact: Increased number of active volunteers and increased attendance at campus events Staff Responsible for Monitoring: Administrators, PTA Board, VIPS representative	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  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: Teachers will teach character development and address social emotional skills through PurposeFull People lessons and daily community circles.

Evaluation Data Sources: Observations of lessons and daily community circles

Strategy 1 Details	Reviews			
Strategy 1: The NCE leadership team and counselor will provide staff with updated professional learning related to the Character Strong curriculum (i.e. PurposeFull People) and introducing the NCE essentials. Strategy's Expected Result/Impact: Students will have a common understanding of expectations related to behavior and respect. They will learn how to seek support for social, behavioral or emotional needs. Staff Responsible for Monitoring: Administrators, Counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: A significant percentage of students who experience bullying do not report incidents to an adult, limiting the campus's ability to address concerns promptly and effectively. Root Cause: Students may lack confidence in the reporting process due to fears of retaliation, concerns about being labeled a tattletale, or perceptions that reporting will not lead to meaningful action.

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%	64%	63%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	77%	78%	78%	79%	79%
		Met Internal Goal	-	No	No			

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB	
Nottingham: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	17	53%	33	79%	54	81%	0		2	50%	0		13	92%	36	58%	38	68%	20	75%
		2025 Actual	16	56%	33	64%	54	69%	1	100%	7	57%	0		10	60%	31	35%	49	47%	18	50%
		2026 Target														70%		45%				
		2026 Actual	11	18%	32	56%	85	67%	2	100%	10	90%	0		6	67%	40	30%	52	46%	27	52%
		Met Target														N		N				
		2027 Target		28%														40%				

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%	59%	54%			
		State Rate	40%	44%	44%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	63%	64%	64%	65%	65%
		Met Internal Goal	-	No	No			

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB	
Nottingham: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	17	41%	33	67%	54	65%	0		2	50%	0		13	77%	36	50%	38	47%	20	65%
		2025 Actual	14	29%	33	52%	54	69%	1	100%	7	71%	0		10	60%	31	29%	47	34%	18	44%
		2026 Target		39%															44%			
		2026 Actual	11	27%	33	39%	86	62%	2	100%	10	80%	0		6	17%	41	22%	54	33%	27	33%
		Met Target		N															N			
		2027 Target																32%				43%