# Spring Branch Independent School District

# Nottingham Elementary School

# 2016-2017 Campus Improvement Plan

# Comprehensive Needs Assessment

## Demographics

### Demographics Needs

Mobility rate- 20%      15-16- 22%

Refugee students- 46 total  (Some will not be exempt from STAAR testing)

Homeless students

Language barriers for students that speak Arabic

# 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 | 2015-2016 | *(Index 1: Student Achievement for all students)* | |
|---|---|---|---|---|
| 3rd grade 69% | 90% | 73% | **All subjects** | **82%** |
| 4th grade 69% | 78% | 83% | **Reading:** | **83%** |
| 5th grade 74% | 89% | 84% | **Math:** | **80%** |
| 4th writing 63% | 67% | 83% | **Writing:** | **87%** |
| 5th science 71% | 78% | 76% | **Science:** | **80%** |

## Student Achievement Strengths

NHE earned two distinctions.

1. Academic Achievement in reading

2. Top 25% in Student Progress

 Houston Chronicle Rating     2015 C-          2016  A-

•DRA on or above level       2015  46%          2016  55%     (+9)

• 4th grade Writing       2015  67%       2016  84%     (+17)
•4th Writing commended     2015  11%        2016  27%     (+16)

•4th Reading                       2015  79%         2016  85%     (+6)
•4th Reading commended     2015  27%        2016  34%     (+7)
•5th Reading commended     2015  31%        2016  40%     (+9)
•Last three years Commended levels has increased in Math, Reading, & Writing
•Last three years Level 2 and Level 3 categories have increased
--(Advanced & College Ready categories)

**Student Achievement Needs**

Athough improving more students will need to be on or above reading levels.  (55%)

African American students are showing the biggest gaps in overall performance in all content areas Math, Reading, and Science.

African American students showed the biggest gaps in the content areas of Math and Science.

Math:    All students 87%         AA-57%   Hisp-80%    White-87%    Eco Dis-69%

Science:  All students 80%         AA-43%   Hisp-89%    White-96%    Eco Dis-64%

Reading: All students 83%         AA-64%   Hisp-84%    White-89%   Eco Dis-73%

**NHE met 14 out of 15 safeguards.  The safeguard missed was African American performance in the area of math.  State target is 60%  NHE scored 57%**

Student attendance below 97%.  Quartile 4

## School Culture and Climate

### School Culture and Climate Summary

Based on the district survey (OHI) Nottingham has a very high positive school climate for the second consecutive year. This survey is conducted by staff on campus.

NHE completed its third year of the Share a Smile district program. Our campus received the Blue Carpet that is displayed in the front office.

### School Culture and Climate Strengths

Full time couselor this year with Ms. Zubair.

Offering more programs for students such as: Chess Club, Girls on the Run, Student Council, Spelling Bee, Robotics club, Soccer team through Advanced Movers, and Genius Hour.

Having human resources to help meet the needs of our students.

### School Culture and Climate Needs

- More training with LEP population of students.

-Continue to reach out to families and community in a variety of ways.

# Staff Quality, Recruitment, and Retention

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

Student mobility is still 20% or above

Only two new teachers this year due to growth.

KG is our highest population of students in terms of growth.

More new young families are coming to NHE.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

School wide Professional Development book study on Reading Essentials.

GT book study over the summer

100% NHE staff have their GT hours

Continue to monitor student progress through data talks

More vertical alignment meetings and team talks

# Family and Community Involvement

**Family and Community Involvement Summary**

Parent education is needed.

Moore time with the principal's

Use social media to keep our families informed.

Expand some meetings away from campus

Send more videos to showcase our students talents

# Technology

## Technology Summary

Build more chromebooks and devices to meet district vison of personalized and blended learning opportunities for all students.

More parents are continuing to read emails vs. paper copies

PTA is adding a newsletter every Thursday

* Look at technology budget and purchase a laminator.

Incorporating iStation in both primary and intermediate.

TTM, and Slumdog are continuing.

Teachers are submitting lesson plans through Google Docs.

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

**Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

**Parent/Community Data**

- Parent surveys and/or other feedback

- Community surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

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

**Performance Objective 1:** Effective reading is the foundation of all other learning. Current NHE data reflects 40% of students reading below expectations, supports district and campus goals, expectations for total sub-pops will increase dramatically (current enrollment LEP=18%, ECO DIS=48%, SPED=8%).

**Evaluation Data Source(s) 1:** 2015-80% 2016- 85% 2017- 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.
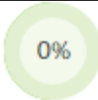
**Summative Evaluation 1:**

| Strategy Description | Title I | Staff Responsible | 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: 211 - Title I, Part A - $821.00 | | | | | | |
| 100% = Accomplished          0% = 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 enrollment: LEP=18%, ECO DIS=48%, SPED=8%), DRA data, NRT data, RTI students' knowledge and use of comprehension strategies, capacity and skill of reading teachers, differentiation of instruction.

**Evaluation Data Source(s) 1:** 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.

**Summative Evaluation 1:**

| Strategy Description | Title I | Staff Responsible | 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 | | | |
| Continue building Literacy Library with various genres of books for all grade levels. We need more below level and above level readers for all grade levels and students. Grade level Residencies- District Curriculum and Instruction | | Funding Sources: 211 - Title I, Part A - $1,351.00 | | | | |

100% = Accomplished    0% = No Progress    ✗ = Discontinue

# 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 enrollment: LEP=18%, ECO DIS=48%, SPED=8%). Students will be prepared for Pre-AP classes in middle school.

**Evaluation Data Source(s) 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

**Summative Evaluation 1:**

| Strategy Description | Title I | Staff Responsible | 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. | 1, 2, 3, 4, 8, 9, 10 | Teachers, Admn, iCoach, Paraprofessionals, Math/Science Intervention, Tutor, Sped. (All Staff) | STAAR data, NRT data, RTI data, common assessment data, students' sense of numeracy PK-3, 1st 20 days for math instruction | | | |
| 2) To meet the goal for reading, math, and science NHE will host after school tutoring for students identified needing additional enrichment from district assessments. Materials from used for tutoring will come from Mentoring Minds. NHE will purchase reading, math, and science tutorial resources.<br><br>To ensure best practices and alignment Dr. Ramirez (reading specialist) and Mr. Glover (math/science specialist) will work and plan with teachers throughout the year in those content areas. | 1, 2, 3 | Teachers, Instructional Specialists<br><br>Dr. Melissa Ramirez (reading specialist) and Mr. Dashawn Glover( math/science specialist). | STAAR data. | | | |
| | Funding Sources: 211 - Title I, Part A - $65,049.00 | | | | | |
| | 100% = Accomplished | 0% = No Progress | ✗ = Discontinue | | | |

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

**Performance Objective 2:** 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.

    **Evaluation Data Source(s) 2:**

    **Summative Evaluation 2:**

# Goal 4: Increase African American sub group performance in math to 60% or higher. NHE didn't meet this safeguard. State standard is 60% and NHE scored at 57%.

**Performance Objective 1:** By May of 2017, at least 70% of our Economically Disadvantaged students and African American students will meet or exceed the STAAR Level II performance level.

    **Evaluation Data Source(s) 1:**

    **Summative Evaluation 1:**

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

**Performance Objective 1:** To remain in compliance with Federal and State law.

    **Evaluation Data Source(s) 1:**

    **Summative Evaluation 1:**

| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| 1) Conduct annual program evaluation (CATE, SCE G/T, LEP, ) utilizing student performance data derived from special populations for the purpose of program review and revision.<br><br>(List programs to be evaluated. Include all programs receiving state or federal funds.) | 1, 7 | ADMN, Reading Specialist, Math Specialist, Teachers | Benchmarks, Progress Reports, Report cards | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2) Provide snacks for Parent Engagement. We will have two parent meetings at Sheffield Square and Character without Question ceremony. | | Counselor, Administration, CIS, and teachers. | Monitor parent attendance | | | |
| Funding Sources: 211 - Title I, Part A - $679.00 | | | | | | |
| 3) NHE will look at end of the year parent survey's and discuss the results on what's working and needing tweaking.<br><br>NHE will have two schedule staying connected visits at Sheffield Square. This meeting will be for our parents discussing meeting their needs and school expectations.<br><br>NHE will host a mix and mingle session for our new and continuing GT families. | 6 | Administration, Counselor, AP, Interventionist. | Sign in sheet<br>Number of parents in attendance | | | |

100% = Accomplished      0% = No Progress      ✗ = Discontinue

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

**Performance Objective 2:** Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)
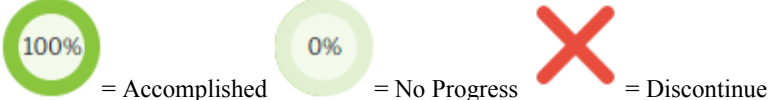Materials include: manipulatives, literacy materials, STAAR support,
After-school tutoring with Catholic Charities.
Summer School with assistance of Family Point
Computer assisted instruction includes: Compass, Think Through Math, Fast
Math, and iStation.

    **Evaluation Data Source(s) 2:**

    **Summative Evaluation 2:**

| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| 1) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students). | 9, 10 | Teachers, ELL teacher, Catholic Charities | | | | |
| | Funding Sources: 199 - General Fund: SCE (At-Risk) - $2,171.00 | | | | | |
| | 100% = Accomplished     0% = No Progress     ✗ = Discontinue | | | | | |

# Title I

## Strategies to increase parental involvement

Nottingham will be conducting staying connected visits this year to help with parental involvement. Our campus and appropriate personel (Principal, Counselor, CIS, AP and Interventionists) will go to Sheffield Square apartments and visit with parents about various topics that include; meeting personal needs, discipline, home work, shot records, and gangs involvement.

Nottingham will host a mix and mingle event for all of our recently identified GT community and existing students. This meeting will grant parents access to each other and talk through challenges, highlights, and what does the program look like.

Kindergarten Round Up is an event that our new incoming KG students and parents will have access to our teachers as they talk through what a day in KG look like at NHE.

At the end of the year, PTA will host a community gathering at NHE. This event will happen on a saturday and just geared towards bringing the community out for a free, fun event.

All of these events will have light snacks avaialble.

# Campus Funding Summary

**199 - General Fund: SCE (At-Risk)**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 5 | 2 | 1 | At-Risk | 6399 | $2,171.00 |
| | | | | **Sub-Total** | $2,171.00 |

**211 - Title I, Part A**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 1 | More leveled readers | 6329 | $821.00 |
| 2 | 1 | 1 | Chromebooks for Technology web based learning | 6398 | $1,351.00 |
| 3 | 1 | 2 | Mentoring Minds~ Reading, Math, and Science (tutoring materials) | 211.11.6399.000.121.30.000 | $2,690.00 |
| 3 | 1 | 2 | After school tutoring for staff | 6116 | $2,634.00 |
| 3 | 1 | 2 | Reading/LA specialist and Math/Science Specialist | 6119 | $59,725.00 |
| 5 | 1 | 2 | Parental Involvement | 211.61.6499.000.121 | $679.00 |
| | | | | **Sub-Total** | $67,900.00 |
| | | | | **Grand Total** | $70,071.00 |