

Allen Independent School District

Norton Elementary

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25% Student Progress



NORTON

K N I G H T S

Board Approval Date: August 22, 2016
Public Presentation Date: August 22, 2016

Mission Statement

The mission of Norton Elementary is to educate and empower the whole child – equipping each student with a strong foundation and creating contributing citizens who meet the challenges of tomorrow.

Vision

Norton Knights...

Doing more than we have to – to be the best that we can be!

Comprehensive Needs Assessment

Demographics

Demographics Summary

Norton Elementary is located in Allen ISD and houses K - 6th grades as well as two sections of special education DEAR classes. The demographic information provided comes from Skyward information and PEIMS data available in September 2016. Student enrollment at Norton Elementary is 517. The campus enrollment data indicates that the predominant student group at 61% is White. 19% of students are Asian. African American enrollment is 5% and Hispanic enrollment is 9%. 5% of students claim Two-or More Races.

Norton is primarily a neighborhood school and as such, is served by 2 bus routes. Student mobility rate at Norton is 5.6%. Student attendance is at 97.6%. This can be attributed to strong partnerships with families who recognize the importance of school attendance.

Norton has a lower than average percentage of English Language Learners at 4.6%. The percentage of students categorized as Economically Disadvantaged at Norton has increased slightly over the past few years. Current data indicates that 7.74% of students at Norton are Economically Disadvantaged. 14.3% of students at Norton Elementary are eligible for Special Education services, and 17.6% of students qualify as Gifted and Talented.

Demographics Strengths

Norton Elementary has many strengths. Some of the most notable strengths are:

- Norton Elementary and Allen ISD are well respected, and housing in the neighborhood is highly sought after. Enrollment has declined as the age of the community increases which allows for flexibility and room for growth within the campus spaces.
- Neighborhood communities are very supportive of the school, and there is a high level of volunteerism from parents and other family members.
- Diversity is evident within the campus population, and Norton students are accepting of others with different race and/or ethnicity.

Demographics Needs

The following demographic needs are listed in priority order:

1. The latest TAPR report shows that 14.3% of students are identified as meeting Special Education eligibility.

Student Achievement

Student Achievement Summary

For the 2015-2016 school year, Frances E. Norton Elementary met these targets set by the state. Each index shows an increase from scores earned in 2015.

- Index 1 - Student Achievement: Norton Elementary Score = 93, State Target Score = 60
- Index 2 - Student Progress: Norton Elementary Score = 59, State Target Score = 32
- Index 3 - Closing Performance Gaps: Norton Elementary Score = 53, State Target Score = 28
- Index 4 - Post-Secondary Readiness: Norton Elementary Score = 78, State Target Score = 12

These scores result in a **2016 Texas Accountability rating of Met Standard.**

The campus also earned 3 Distinction Designations. Distinctions were noted in the areas of Academic Achievement in Mathematics, Academic Achievement in Science, and Top 25 Percent Student Progress. In each area, when compared with 40 similar schools, Norton Elementary falls within the top quartile of performance.

Norton Elementary met all system safeguards except in the area of Reading for Special Education students. The state target was 60%. 56% of Norton Elementary Special Education students demonstrated mastery on STAAR reading assessments. Although the state target was not met, student achievement in this group increased 9 percentage points from the previous year.

Careful analysis has been completed, and individual students have been identified for targeted intervention and acceleration.

Student Achievement Strengths

Norton Elementary serves traditionally high-achieving students. The campus is proud of many achievements, including:

- Norton earned Distinction Designations in the areas of Academic Achievement in Mathematics, Academic Achievement in Science, and Top 25 Percent Student Progress on STAAR.
- Significant increases were noted in the numbers of students achieving the Advanced level in grades 3, 4, and 5 in mathematics and reading, and writing in grade 4.
- 5th grade Met Standard scores increased in Math, Reading, and Science. 3rd grade Met Standard in Reading and 4th grade Met Standard in Math also increased.
- Norton met all but one system safeguard.
- Students who consistently attend the Student Success Initiative program show growth.
- Students who receive inclusion support through the SSI team or through Special Education show growth.
- Students who receive tutoring show growth.
- Students who receive small group instruction through Special Education show growth.

Student Achievement Needs

The following needs are identified in priority order:

- The percent of Special Education students meeting the Satisfactory standard in Reading is below the required level of 60% set by the Texas Education Agency.
- 88% of Norton 4th Graders met mastery criteria in Reading.
- 82% of Norton 4th Graders met mastery criteria in Writing.

School Culture and Climate

School Culture and Climate Strengths

- Safe environment for learning
- Clean environment for learning
- Teachers are approachable and willing to partner with parents for student success

School Culture and Climate Needs

- Internet safety training

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- All staff are highly qualified and certified for the area in which they are working.
- 43.4% of staff are experienced educators with 11-20 years of service. The district average in this range is 36.5%.
- New teachers to the profession are assigned a trained mentor for the first two years of employment. New teachers to the district and/or campus are assigned a campus buddy to provide support as adjustments to new requirements are made. Administrators meet both individually and in small groups with teachers new to the campus and/or district throughout the year.
- District Instructional Specialists are provided to support teachers in their knowledge of curriculum, instruction, and assessment.
- Professional Learning Communities (PLC's) meet weekly to study curriculum documents and guides, plan for student learning, and review student work.

Staff Quality, Recruitment, and Retention Needs

Priority needs:

- Out of district professional development opportunities are generally funded at an educator's request. However, more input could be sought to allow campus staff to determine what professional development sessions are provided on campus.

Additional considerations:

- Seek to find highly qualified staff that reflect student demographics.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Norton Elementary staff are highly qualified educators who seek to understand grade level curriculum requirements and best practices in instruction and consistently strive to increase their effectiveness in the classroom. Teachers work together to plan lessons, create assessments, and discuss student work. Participation in training regarding common formative assessments has been beneficial in determining student mastery levels and growth. Knowledge and use of data has improved in recent years.

Educators are involved in district level cadres for all content areas and several lead staff development sessions on campus and for the district. Teaching staff also work regularly with Allen ISD Instructional Specialists.

Curriculum, Instruction, and Assessment Strengths

- Professional Learning Communities and use of assessment data for identification of necessary interventions
- Overall alignment of curriculum, assessment, and instructions
- Increase in Advanced scores on 2016 STAAR
- Increase in student achievement in the area of Mathematics from 2015 to 2016

Curriculum, Instruction, and Assessment Needs

- Achievement for Special Education students in grades 3-6
- Reading instruction in all grades with emphasis on Guided Reading in primary grades
- Continued staff training and program consistency in serving Special Education students
- Continued work in the area of written expression: composition, word work, and spelling

Family and Community Involvement

Family and Community Involvement Summary

Norton Elementary has a very active PTA that involves large numbers of the school community. Events are held annually that heavily involve parents and families: World Culture Day, Celebrate Me, Veterans Day.

Numerous parent volunteers work each week throughout the school year in various capacities. Parents are involved in decision-making through the PTA Board and the Campus Improvement Team. Parents regularly reach out to share ideas with the school staff.

Community partnerships with local organizations provide backpacks of food for students and families who are in need, Special Olympics opportunities are provided for students with special needs, and information is provided to parents regarding local programs that are designed specifically to meet the needs of families with special needs. Local businesses are very supportive with donations to campus events.

Family and Community Involvement Strengths

- High volunteerism from parents and families
- Very large turnout and volunteerism for special events such as World Culture Day, Celebrate Me, Thanksgiving Feast, and Veterans Day
- Support of local businesses

Family and Community Involvement Needs

- Provide information about ESL classes for parents

School Context and Organization

School Context and Organization Summary

Staff members feel that they have a voice in the decision making process. The staff feels that their needs are heard and that they are accommodated when it is possible. Additional opportunities to share ideas for improvement would be beneficial.

School Context and Organization Strengths

- Administration listens to faculty/staff
- Staff feels that their voice is important in the decision-making process including development of the master schedule
- Administration understands the needs and stressors inherent in education and works to support teachers

School Context and Organization Needs

- Provide a forum for staff to share ideas individually rather than in a group setting

Technology

Technology Summary

Norton Elementary has a variety of technology devices including: three iPad carts, nine laptop carts, approximately 60 desktop computers, 20 Chromebooks, 10 iTouches, 10 Kindles, SmartBoards in each classroom and teacher iPads. Slow connections to the network sometimes inhibit effective use of technology despite teachers' willingness to learn new skills and try new techniques. Professional development has been provided in the areas of: Google, Google Classroom, Aurasma, Matching TEKS to Apps, Tech Camp, and others specific to grade level needs.

Technology Strengths

- Teacher willingness to learn new skills
- Access to technology that fits within the scope of grade level TEKS
- Most students have internet access at home allowing for use of technology as communication and study tools

Technology Needs

Priority Needs:

- Continuing professional development is needed to attain effective pedagogy in partnering curriculum and technology.

Additional Needs:

- Technology network is sometimes unable to support all devices which is a hindrance to productivity.

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
- Critical Success Factor(s) data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- 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
- 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
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Study of best practices
- Other additional data






Goals

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 1: Mastery percentage rates of students who qualify for Special Education services will increase to 60% in the area of Reading.

Summative Evaluation: 2016-2017 STAAR Results for all students


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>1) Utilize curriculum documents and pacing guides, along with CFA data, DRA results, and other local assessments to assess progress toward expected grade level standards.</p> <p>Addresses CNA: SA 1, 2 and CIA 1, 2</p>	Classroom Teachers; Special Education Teachers; Administration; Diagnostician	Lesson Plans, Assessment Data, Instructional Specialist Logs				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Increase knowledge of general education teachers, special education teachers, and instructional aides in the areas of instructional strategies and assessment tools necessary to bridge the gap between present levels of performance and grade level reading standards.</p> <p>Addresses CNA: SA 1, 2 and CIA 1, 2, 3</p>	Classroom Teachers; Special Education Teachers; Administration; Allen ISD Instructional Specialists	Progress Monitoring Data, Student Progress toward IEP Goals, Assessment Results, Professional Development Agendas				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>3) Increase knowledge of general education teachers, special education teachers, and instructional aides in the area of inclusion services for students with special learning needs.</p> <p>Addresses CNA: SA 1, 2 and CIA 1, 2, 3</p>	Administration	Meeting Minutes; Professional Development Agendas; Staff Surveys				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>4) Provide professional learning opportunities in the area of Guided Reading and DRA Administration</p> <p>Addresses CNA: SA 1, 2 and CIA 1, 2, 3</p>	<p>Administration; CIS; SSI Lead Teacher</p>	<p>Professional Development Agendas; Learning Walk Data</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 2: Mastery percentage rates of 4th grade students will increase to 90% in the area of Writing.


Summative Evaluation: 2016-2017 STAAR Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Utilize curriculum documents and pacing guides, along with CFA data, and other local assessments to assess progress toward expected grade level standards. Addresses CNA: SA 3 and CIA 1, 4	Classroom Teachers; Administration; CIS	Lesson Plans, Learning Walk Data, Assessment Data - Formative and Summative				
2) Monitor writing instruction in grades K-4 for regular time to write, use of mentor sentences, and use of TEA rubric as appropriate Addresses CNA: SA 3 and CIA 1, 4	Administration; Allen ISD Instructional Specialists	Lesson Plans, Learning Walk Data				
3) Differentiate instruction by pulling small groups of learners and implementing strategies for ELL learners, at-risk learners, gifted learners, etc. as needed Addresses CNA: SA 3 and CIA 1, 4	Classroom Teachers; Administration	Lesson Plans, Learning Walk Data				
						

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 3: Use of Guided Reading Strategies in grades K-3 will result in 1 year's growth for 90% of students as measured by DRA results.


Summative Evaluation: DRA Results at EOY 2017

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Provide professional learning opportunities in the area of Guided Reading and DRA Administration Addresses CNA: CIA 1, 2	Administration; CIS; SSI Lead Teacher	Professional Development Agendas; Learning Walk Data				
2) Prioritize intervention groups for possible pre-Dyslexia interventions with the Dyslexia Therapist as calendar allows	Administration; CIS; SSI Lead Teacher; DT Teacher					
						

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 1: AHS Graduate Profile: Responsible and Engaged Citizens - Provide opportunities and information to students and families that are important to the local community.

Summative Evaluation: Local Accountability Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Provide opportunities for students to facilitate and participate in various community service projects.	Administration	Campus Calendar; Student Participation; Counselor Reports				
2) Provide information to non-English speaking parents about availability of ESL classes Addresses CNA: FC 1	ELL Facilitator	Newsletters				
3) Collaborate with staff members to implement a "College and Career Week".	Counselor; Administration	Campus Calendar; Student Participation				
						

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 1: AHS Graduate Profile: Academically Prepared for Future Pursuits - Provide classroom instruction of the TEKS to the appropriate level of rigor to prepare all students for the next grade level and foster their ability to think and write critically.

Summative Evaluation: Assessment Results including STAAR, DRA, mClass, ISIP as appropriate

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 2: AHS Graduate Profile: Effective Problem Solvers - Facilitate collaboration between students and adults to solve problems in a relevant context.

Summative Evaluation: Lesson Plans; Learning Walk Data

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.






Performance Objective 3: AHS Graduate Profile: Effective Communicators - Provide regular opportunities for students to plan, analyze, discuss, and present in traditional formats and through digital media.

Summative Evaluation: Lesson Plans; Learning Walk Data

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 4: Ensure improvement in student learning by working in high-performing collaborative teams.

Summative Evaluation: Campus Calendar, PLC Task Sheets, Core SIT Team Agendas and Notes

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Core SIT team to meet at least every other week to review student data and progress and develop intervention strategies and timelines	Administration; CIS	Core SIT Team Agendas; Core SIT Team Notes; Student Progress				
2) Grade level Professional Learning Communities to meet at least every other week to review student data and progress and develop plans for intervention	Classroom Teachers; Administration	PLC Task Sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Provide opportunities for all students to use technology through project based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.

Performance Objective 1: Integrate technology TEKS into required curriculum standards through intentional planning and professional development with the Library Media Specialist

Addresses CNA: Tech 1

Summative Evaluation: Lesson Plans; LMS Calendar; Student Work

Goal 4: Provide opportunities for all students to use technology through project based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.

Performance Objective 2: Provide opportunities for all students to participate in STEM activities.

Summative Evaluation: Lesson Plans

Goal 4: Provide opportunities for all students to use technology through project based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.

Performance Objective 3: Provide training regarding Internet safety

Addresses CNA: SCC 1

Summative Evaluation: Campus Calendar

Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.

Performance Objective 1: Host World Culture Day and Celebrate Me Week - Include participation of all students in order to build respect for all races, nationalities, and disabilities

Summative Evaluation: Campus Calendar; Student Participation; Teacher Feedback

Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug free, and conducive to learning that leads to graduation for all students.

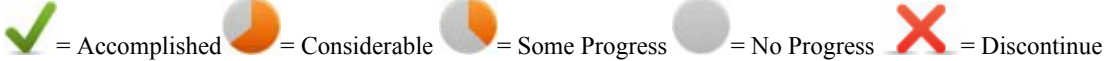
Performance Objective 1: Create a learning environment that is safe and supportive to increase student attendance

Summative Evaluation: Campus attendance rate of at least 97%

Goal 7: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

Performance Objective 1: Provide opportunities for staff members to share ideas for professional development and other campus improvement opportunities

Summative Evaluation: Staff Survey; Meeting Agendas

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Utilize ELA Cadre to identify best practices in the area of reading and determine professional development and instructional resources needed Addresses CNA: SQR 1	Administration	Meeting Agendas				
2) Utilize regularly scheduled meetings of Academic and Operation Team Leaders, Campus Crisis Team, Core SIT Team, office team, and administrative team to provide input into campus plans, schedules, and activities Addresses CNA: SCO 1 and SQR 1	Administration	Campus Calendar; Meeting Agendas				
3) Utilize T-TESS Goal Setting Conferences to encourage feedback from staff regarding professional development needs. Addresses CNA: SCO 1 and SQR 1	Administration	Calendars; T-TESS Conference Notes				
4) Implement use of committees for Campus Needs Assessments Addresses CNA: SQR 1	Administration	CNA Agendas, Minutes, and Sign-In Sheets				
						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize curriculum documents and pacing guides, along with CFA data, DRA results, and other local assessments to assess progress toward expected grade level standards. Addresses CNA: SA 1, 2 and CIA 1, 2
1	1	2	Increase knowledge of general education teachers, special education teachers, and instructional aides in the areas of instructional strategies and assessment tools necessary to bridge the gap between present levels of performance and grade level reading standards. Addresses CNA: SA 1, 2 and CIA 1, 2, 3
1	1	3	Increase knowledge of general education teachers, special education teachers, and instructional aides in the area of inclusion services for students with special learning needs. Addresses CNA: SA 1, 2 and CIA 1, 2, 3
1	1	4	Provide professional learning opportunities in the area of Guided Reading and DRA Administration Addresses CNA: SA 1, 2 and CIA 1, 2, 3

2016-2017 Campus Improvement Team

Committee Role	Name	Position
Administrator	Julie DeLeon	Principal
Administrator	Kelli Abohosh	Assistant Principal
Business Representative	Kristina Bielecki	
Business Representative	Jason Sifford	
Classroom Teacher	Cindy Butler	Art Teacher
Classroom Teacher	Maggie Esposito	Kindergarten Teacher
Classroom Teacher	Rachel Hardin	5th Grade Teacher
Classroom Teacher	Taren Herrington	4th Grade Teacher
Classroom Teacher	Stacey McGraw	Special Education Teacher
Classroom Teacher	Shelley Murphy	Kindergarten Teacher
Classroom Teacher	Ann Timmons	6th Grade Teacher
Community Representative	Brenda McGee	
Community Representative	Judy Wharton	
District-level Professional	Maroba Zoeller	
Parent	Tiffany Brookman	
Parent	Jennifer Keys	PTA President
Parent	Justin Wallraven	