

Allen Independent School District
Norton Elementary
2018-2019 Campus Improvement Plan



NORTON

K N I G H T S

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!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Norton Elementary is located in Allen ISD and houses K - 6th grades as well as one section of special education Resource 2. The demographic information provided from PEIMS data indicates student enrollment of 519. The campus enrollment data indicates that the predominant student group at 61% is White. 18% of students are Asian. African American enrollment is 5% and Hispanic enrollment is 10%. 5% of students are classified as 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 6.4%. Student attendance is at 97.6%. The attendance rate 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 5.8%. The percentage of students categorized as Economically Disadvantaged is 6.7%. 13.5% of students at Norton Elementary are eligible for Special Education services, and 17% of Norton 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. Norton students speak 14 languages.
- In the prior year, just one student withdrew for homeschooling opportunities and one student withdrew to attend a charter school.

Student Achievement

Student Achievement Summary

For the 2018-2019 school year, Frances E. Norton Elementary received the following scores on the Texas Education Agency Accountability Ratings Overall Summary.

- Overall: 96
- Student Achievement: 94
- School Progress: 88
- Closing the Gaps: 100

These scores result in a **2018 Texas Accountability rating of Met Standard.**

The campus also earned 3 Distinction Designations. Distinctions were noted in the areas of Academic Achievement in Mathematics, Postsecondary Readiness, and Comparative Closing the Gaps. In each area, when compared with 40 similar schools, Norton Elementary falls within the top quartile of performance.

Norton Elementary met targets for all eligible student groups in Academic Achievement, Growth, and Student Success.

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, Postsecondary Readiness, Comparative Closing the Gaps on STAAR.
- Significant increases were noted in the numbers of students achieving the Mastery level in grade 6 Reading.
- Significant increases in passing rates were evident in 3rd grade Reading and 3rd grade Math.
- Significant increases in passing rates were evident in 5th grade Reading and 5th grade Math.
- Significant increase in passing rates were evident in 5th grade Science.
- Intentional campus-wide tutoring based on the individual needs of students proved effective.
- 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.
- Scores of Gifted and Talented students continue to be a strength.
- Students who struggle to make academic progress are quickly identified and support strategies are put into place in a timely manner. Strong teams

collaborate to meet the needs of all students in a timely manner.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Calibration and discussion of purpose and processes associated with enrichment, intervention and tutoring of struggling students are needed. **Root Cause:** Turnover of staff and addition of Instructional Coaches has revealed that instructional planning and educator collaboration has been primarily focused on core instruction.

School Culture and Climate

School Culture and Climate Summary

Educators at Norton Elementary are receptive to new ideas and are willing to learn. Students and families are welcomed to the campus through proactive processes such as receiving a Norton cinch bag, agenda, and pencil at enrollment and a school tour from the counselor or other campus staff. The implementation of a peer helper program during the previous school year has allowed students in grades 4-6 to serve as leaders and increased understanding of diversity throughout the student population. Positive and proactive responses to student behavior needs have been developed and implemented to help teachers know more about their students, their strengths, and areas where support will be beneficial.

School Culture and Climate Strengths

- Teachers are approachable and willing to partner with parents for student success
- Staff members work together to support students who have academic, behavioral, or social-emotional needs
- Positive behavior strategies that have been implemented have been effective and increased the number of positive relationships between students and teachers

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teachers would benefit from specialized training to support students who are displaying negative behaviors. **Root Cause:** Changing societal roles have created additional needs for specific, direct instruction in social skills and positive reinforcement for positive choices.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Norton Elementary honors and respects the professionalism of the teaching staff. Teachers are receptive to new ideas and work collaboratively in PLC meetings. Vertical team meetings and data meetings are considered to be productive and recognize the time constraints that educators face. Time is spent on issues that impact students and instruction. The addition of instructional coaches has been beneficial to the campus.

Staff Quality, Recruitment, and Retention Strengths

- All staff are highly qualified and certified for the area in which they are working.
- 39% of staff are experienced educators with 11-20 years of service. The district average in this range is 38%.
- 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 and campus-based Instructional Coaches are provided to support teachers in their knowledge of curriculum, instruction, and assessment.

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 the T-TESS Student Learning Objectives pilot program has been beneficial in analyzing and assessing student mastery levels and growth. Knowledge and use of data has improved in recent years, although additional work would be beneficial.

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 and campus-based Instructional Coaches.

Curriculum, Instruction, and Assessment Strengths

- District and state assessments are utilized as effective tools to help identify strengths and areas for improvement for students.
- Grade level and campus teams use assessment data in a timely manner for identification of necessary interventions to drive planning of core instruction.
- Student progress is closely monitored and plans for support are implemented in a timely manner

Parent and Community Engagement

Parent and Community Engagement 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. The school and community are stable. Regular communication occurs between the school and the community.

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.

Parent and Community Engagement 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
- Multiple service projects are available to students
- Teachers go into the community to meet students and families before school begins
- Strong PTA that provides multiple educational opportunities throughout the school year
- Support from local businesses

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. The Core Student Intervention Team maintains a strong focus on meeting the needs of every child on campus. Positive and effective communication between staff members increase the ability of the campus to support every student.

School Context and Organization Strengths

- Calm and safe environment
- Administration listens to faculty/staff
- Staff feels that their voice is important in the decision-making process
- Core SIT Team is effective
- Strong communication allows appropriate intervention and enrichment for all students

Technology

Technology Summary

Norton Elementary has a variety of technology devices. 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, explore, and implement new technology
- Access to technology that fits within the scope of grade level TEKS and allows for collaboration among students
- Technology is utilized for core instruction, individualization, and assessment
- Most students have internet access at home allowing for use of technology as communication and study tools
- Campus technology help tickets are handled quickly

Problem Statements Identifying Technology Needs

Problem Statement 1: Effective use of technology by students has been limited. **Root Cause:** Available devices have lacked dependability and connectivity concerns have been evident.

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

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
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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 for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- 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

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation









Goals







Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: In 2018-2019, Norton Elementary educators will use assessment data to inform instructional decision-making for core instruction and targeted interventions.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Instructional coaches will provide training and reinforce prior learning regarding development of quality assessments, including formative and summative processes.	Administration Instructional Coaches					
	Problem Statements: Student Achievement 1					
2) Instructional coaches will provide training and reinforce prior learning regarding the use of data to inform instruction in core academic teaching as well as intervention and enrichment.	Administration Instructional Coaches					
	Problem Statements: Student Achievement 1					
3) Utilize protocols and processes to promote efficient and high quality collaboration around student achievement and instructional strategies.						
	Problem Statements: Student Achievement 1					
4) Provide extended planning time following annual benchmark assessments and simulations to allow teaching staff to review and dis-aggregate data and plan for effective instruction in core classes and intervention based on that data.	Administration Instructional Coaches					
	Problem Statements: Student Achievement 1					

5) Provide professional learning opportunities focused on maintaining data/evidence of classroom strategies and accommodations and their effectiveness.	Administration 504 Coordinator Diagnostician				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement	
Problem Statement 1: Calibration and discussion of purpose and processes associated with enrichment, intervention and tutoring of struggling students are needed. Root Cause 1: Turnover of staff and addition of Instructional Coaches has revealed that instructional planning and educator collaboration has been primarily focused on core instruction.	

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: In 2018-2019, Norton Elementary will provide support and resources to improve achievement of students served in special programs.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Provide targeted academic intervention and differentiated instructional support for students served through Special Education.	Administration CIS Special Education Staff					
Problem Statements: Student Achievement 1						
Funding Sources: Special Education - 366000.00						
2) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.	Administration CIS					
Funding Sources: School Excellence Initiative - 5250.00						
3) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.	Administration CIS					
Funding Sources: Comp Ed - 142000.00						
4) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.	Administration EL Facillitator					
Funding Sources: ESL - 0.00						
5) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.	Administration EL Facilitator					
6) Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.	Administration GT Teacher					
Funding Sources: Gifted/Talented - 70000.00						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Calibration and discussion of purpose and processes associated with enrichment, intervention and tutoring of struggling students are needed. **Root Cause 1:** Turnover of staff and addition of Instructional Coaches has revealed that instructional planning and educator collaboration has been primarily focused on core instruction.

Goal 2: Promote and nurture collaborative relationships essential for successful students and schools.

Performance Objective 1: In 2018-2019, Norton Elementary will create a strong campus climate by nurturing intentional relationships and developing a system of building-wide supports for students and staff.

Evaluation Data Source(s) 1: School Climate Survey - Staff
School Climate Survey - Students

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Establish a plan to proactively teach positive social and behavioral skills to all students while providing consistent reinforcement for positive choices.	Administration Campus Behavior Team					
2) Provide professional learning opportunities that focus on avoiding power struggles, identifying "trigger" behaviors, and provide teaching staff with additional strategies for working with students who are exhibiting negative behaviors.	Administration					
Problem Statements: School Culture and Climate 1						
3) Provide professional learning opportunities that increase skills that will enhance student/teacher relationships.	Administration Counselor					
4) Assign all students and staff to one of five "houses" within the campus and provide opportunities for staff and students to build relationships while increasing student motivation and effort toward school tasks.	Administration Counselor					
5) Meet regularly with Campus Behavior Team (MORE Team) to review the campus management plan and adjust short-term goals and strategies as needed based on staff input and feedback.	Administration Campus Behavior Team					
Problem Statements: School Culture and Climate 1						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Teachers would benefit from specialized training to support students who are displaying negative behaviors. **Root Cause 1:** Changing societal roles have created additional needs for specific, direct instruction in social skills and positive reinforcement for positive choices.

Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

Performance Objective 1: In 2018-2019, Norton educators will plan and execute lessons that cause students to utilize technology in meaningful ways during core instruction.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Meet with Campus Technology Team quarterly to determine campus priorities and needs regarding technology integration.	Administration Library Media Specialist Instructional Coaches					
2) Utilize collaborative planning to develop instructional activities that cause students to be actively involved in technology use in content areas.	Administration LMS Classroom Teachers					
Problem Statements: Technology 1						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Technology
Problem Statement 1: Effective use of technology by students has been limited. Root Cause 1: Available devices have lacked dependability and connectivity concerns have been evident.

Campus Improvement Team

Committee Role	Name	Position
Administrator	Julie DeLeon	
Administrator	Whitney Benton	
District-level Professional	Maroba Zoeller	
Classroom Teacher	Maggie Esposito	
Classroom Teacher	Morgan Jones	
Classroom Teacher	Holly Hurst	
Classroom Teacher	Taren Herrington	
Classroom Teacher	Roberta Graham	
Paraprofessional	Jill Tate	
Non-classroom Professional	Joanna Koopman	
Parent	Justin Wallraven	
Parent	Tiffany Brookman	
Parent	Jacqueline Shipchandler	PTA President

Campus Funding Summary

School Excellence Initiative					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$5,250.00
Sub-Total					\$5,250.00
Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$142,000.00
Sub-Total					\$142,000.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			\$70,000.00
Sub-Total					\$70,000.00
ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
Sub-Total					\$0.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$366,000.00
Sub-Total					\$366,000.00
Grand Total					\$583,250.00