

Allen Independent School District

Norton Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness



NORTON

K N I G H T S

Board Approval Date: September 23, 2019

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-6 grades as well as one section of Special Education Resource 2 and one section of therapeutic behavior support. The demographic information provided from PEIMS data indicates student enrollment of 495 for the previous school year with the following student groups:

- African American - 6%
- Asian - 23%
- Hispanic - 11%
- Two or More Races - 7%
- White - 53%

Norton is primarily a neighborhood school and as such, is served by two bus routes. Student mobility rate at Norton is 7.4%.

Norton's student population consists of 8.1% English Language Learners. The percentage of students categorized as Economically Disadvantaged is 12.1%. 11.9% of students at Norton Elementary are eligible for Special Education services.

Norton staff members are generally experienced educators.

Demographics Strengths

Norton Elementary has many strengths. Some of those strengths are:

- Norton Elementary and Allen ISD are well respected, and housing in the neighborhood is highly sought after.
- Enrollment is rapidly increasing in the areas served by Norton Elementary as building of both homes and apartment complexes continues.
- 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.

Student Academic Achievement

Student Academic 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: 93
- Student Achievement: 95
- School Progress: 89
- Closing the Gaps: 87

These scores result in a **2019 Texas Accountability rating of 'A'**.

The campus also earned 4 Distinction Designations. Distinctions were noted in the areas of Academic Achievement in Mathematics, Academic Achievement in Science, Postsecondary Readiness, and Comparative Academic Growth. In each area, when compared with 40 similar schools, Norton Elementary falls within the top quartile of performance.

Student Academic Achievement Strengths

Norton Elementary is proud of many achievements, including:

- Norton earned Distinction Designations in the areas of Academic Achievement in Mathematics, Academic Achievement in Science, Postsecondary Readiness, Comparative Academic Growth on STAAR Assessments in 2019.
- Significant increases were noted in the numbers of students achieving the Mastery level in 3rd Grade Reading, 4th Grade Reading and Math, and in 5th Grade Reading, Math, and Science.
- Increases in passing rates were evident in 3rd Grade Reading.
- Increases in passing rates were evident in 4th Grade Reading, Math, and Writing.
- Increases in passing rates were evident in 5th Grade Math.
- Increases in passing rates were evident in 6th Grade Reading.
- 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 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 Academic Achievement Needs

Problem Statement 1: Increased use of small group instructional strategies and planning for effective use of small groups are needed. **Root Cause:** Whole group instruction has been the focus of collaborative planning.

School Processes & Programs

School Processes & Programs 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. A focus on T-TESS Student Learning Objectives 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 in this area continues.

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.

Staff members feel they have a voice in the decision-making process. The staff feels that their needs are heard and accommodated when it is possible. The Core Student Intervention Team maintains a strong focus on meeting the needs of every child on campus. Increased communication between staff members could positively impact the ability of the Norton staff to provide the interventions necessary for each child to reach his or her full potential.

An update of technology hardware and networking services have increased during the previous school year allowing Norton staff and students to further develop their skills.

School Processes & Programs Strengths

- 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 purposes
- Safe educational environment
- Effective Core Student Intervention Team
- District and state assessments are effectively utilized to identify strengths and areas for improvement
- Educators 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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Improved communication between classroom teachers and service providers is needed. **Root Cause:** Increased numbers of referrals and students new to the campus have placed a strain on current personnel and the processes previously utilized in identification of students in need of support.

Perceptions

Perceptions 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. Norton Elementary also hosts an annual 6th Grade Leadership Camp to welcome all sixth graders and begin developing leadership and ties to the Norton community in these students.

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.

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.

Perceptions Strengths

- High volunteerism from parents and families
- Very large turnout and volunteerism for special events
- Multiple service projects available for student participation. Student service projects conducted outside of school are recognized
- Multiple levels of teacher outreach support parent and family relationships
- The #unleashMORE campaign recognizes positive behavior and has increased the number of positive relationships between students and teachers and the amount of time spent on instructional activities
- Staff members collaborate effectively to support students who have academic, behavioral, and social-emotional needs

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students require specific instruction in social skills, positive behavior choices, and emotional responses to experiences in the learning environment. **Root Cause:** Societal changes have left students without necessary skills to navigate the educational environment.

Priority Problem Statements

Problem Statement 1: Increased use of small group instructional strategies and planning for effective use of small groups are needed.

Root Cause 1: Whole group instruction has been the focus of collaborative planning.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Improved communication between classroom teachers and service providers is needed.

Root Cause 2: Increased numbers of referrals and students new to the campus have placed a strain on current personnel and the processes previously utilized in identification of students in need of support.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Students require specific instruction in social skills, positive behavior choices, and emotional responses to experiences in the learning environment.

Root Cause 3: Societal changes have left students without necessary skills to navigate the educational environment.

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 Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- TTESS data

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 2019-2020, Norton Elementary educators will utilize small group instructional strategies to increase student progress as related to the Texas Essential Knowledge and Skills.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Provide professional learning to campus teaching staff that supports the implementation of small group teaching during core instruction.	Principal Assistant Principal	Increased use of small group instruction during core instruction which will allow for differentiation of instruction and increased levels of student progress.				
	Problem Statements: Student Academic Achievement 1					
2) Provide professional learning to campus teaching staff during scheduled sessions with Instructional Coaches that supports the implementation of small group teaching during core instruction.	Principal Assistant Principal Instructional Coaches	Increased use of small group instruction during core instruction which will allow for differentiation of instruction and increased levels of student progress.				
	Problem Statements: Student Academic Achievement 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
3) Utilize data information dis-aggregation sessions to identify instructional content which would benefit from small group teaching strategies.	Principal Assistant Principal Instructional Coaches Campus Intervention Specialist	Small groups during core instruction will be based on differentiated student needs and target specific instructional content.				
Problem Statements: Student Academic Achievement 1						
4) Utilize extended planning sessions with Instructional Coaches to identify and plan for instructional content which would benefit from small group teaching strategies.	Principal Assistant Principal Instructional Coaches	Small groups during core instruction will be based on differentiated student needs and target specific instructional content.				
Problem Statements: Student Academic Achievement 1						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Increased use of small group instructional strategies and planning for effective use of small groups are needed. Root Cause 1: Whole group instruction has been the focus of collaborative planning.

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 2019-2020, 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.	Principal Assistant Principal	Increased levels of academic progress for students served through Special Education.				
Funding Sources: Special Education - 519000.00						
2) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.	Principal Assistant Principal	Increased levels of academic progress for at-risk students.				
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.	Principal Assistant Principal	Increased levels of academic progress for at-risk students.				
Funding Sources: Comp Ed - 146000.00						
4) Provide supplemental learning experiences and services for identified English Learners promoting language acquisition and academic achievement.	Principal Assistant Principal	Increased levels of academic progress for students identified as English Learners.				
5) Provide supplemental learning experiences for Gifted learners supporting enrichment opportunities promoting critical and creative thinking.	Principal Assistant Principal	Increased levels of academic progress for students identified as Gifted and Talented.				
Funding Sources: Gifted/Talented - 72000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

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

Performance Objective 1: In 2019-2020, Norton Elementary will create a strong campus climate by focusing on the social and emotional development of all students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) At a minimum, classroom teachers will provide instruction in the district provided Social Emotional Learning curriculum for at least 20 minutes one time per week.	Principal Assistant Principal Counselor Classroom Teachers	Decreased conflict between students during classroom instruction resulting in increased academic progress.				
Problem Statements: Perceptions 1						
2) Staff will utilize morning announcements and other communication avenues to reinforce select social skills for school-wide implementation.	Principal Assistant Principal Counselor	Decreased conflict between students while on campus resulting in fewer disciplinary issues and office referrals.				
Problem Statements: Perceptions 1						
3) Classroom teachers will utilize the strategy of Community Circle consistently throughout the school year to build community and social skills in students.	Principal Assistant Principal Counselor	Decreased conflict between students during classroom instruction resulting in increased academic progress.				
4) Norton staff will continue the implementation of the #unleashMORE program to support positive behavior choices and feelings of community within the student body. The house concept will continue with all students meeting for either a "house huddle" or a Mega MORE assembly at least one time per month.	Principal Assistant Principal Counselor MORE Committee Lead Teachers	Decreased conflict between students while on campus resulting in fewer disciplinary issues and increased attendance rates.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:


Perceptions
Problem Statement 1: Students require specific instruction in social skills, positive behavior choices, and emotional responses to experiences in the learning environment. Root Cause 1: Societal changes have left students without necessary skills to navigate the educational environment.

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 2019-2020, the Response to Intervention processes utilized will increase collaboration and communication between staff members.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Increase communication with staff members by utilizing a system for reporting next steps to concerned persons following Core Student Intervention Team meetings.	Principal Assistant Principal Campus Intervention Specialist Core Student Intervention Team	Increased communication between staff members regarding support needed for struggling students.				
Problem Statements: School Processes & Programs 1						
2) Create and implement processes for careful review of student information for all newly enrolled students or transfer students.	Principal Assistant Principal Campus Intervention Specialist PEIMS Clerk	Increased ability to intervene effectively for struggling students who are new to the campus.				
						

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Improved communication between classroom teachers and service providers is needed. **Root Cause 1:** Increased numbers of referrals and students new to the campus have placed a strain on current personnel and the processes previously utilized in identification of students in need of support.

Campus Improvement Team

Committee Role	Name	Position
Administrator	Julie DeLeon	
Administrator	Whitney Benton	
District-level Professional	Maroba Zoeller	
Classroom Teacher	Morgan Jones	
Classroom Teacher	Holly Hurst	
Classroom Teacher	Judith Davis	
Classroom Teacher	Kathryn Heath	
Classroom Teacher	Shia Valdovinos	
Classroom Teacher	Jill Tate	
Non-classroom Professional	Jodye Koopman	
Parent	Ermelinda Kraft	
Parent	Candace Sparrow	
Parent	Chelsea Chapman	

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			\$146,000.00
Sub-Total					\$146,000.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$72,000.00
Sub-Total					\$72,000.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$519,000.00
Sub-Total					\$519,000.00
Grand Total					\$742,250.00