

# **New Caney Independent School District**

## **District Improvement Plan**

### **2018-2019**

**Accountability Rating: C**



**Board Approval Date:** September 17, 2018

## **Mission Statement**

**Graduate students who are equipped to thrive in the REALITY of their future.**

## **Vision**

**Preparing our learning community for the REALITY of tomorrow.**

## Goals for 2018-2019

**Goal 1: Increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.**

**Goal 2: Provide a safe and orderly environment that promotes student learning for all students.**

**Goal 3: Engage in proactive planning and visioning to respond to the changing educational needs of the District and to maximize our resources.**

**Goal 4: Increase opportunities for parent/community involvement in all educational processes of our district.**

# Core Values

**We believe that our students and staff must be:**

**Responsible Citizens**

**Effective Communicators**

**Academically Prepared**

**Lifelong Learners**

**Interpersonal Collaborators**

**Thinking with Innovation**

**Yes Minded!**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

The New Caney Independent School District is the fourth fastest growing district in the state and has been the fastest growing district in the Houston area since 2011. It is located approximately 30 miles northeast of Houston, serving residents in the Porter, New Caney, Kingwood, and Conroe communities. The district houses more than 15,000 students in ten elementary schools (prekindergarten – grade 5), four middle schools (grades 6 – 8), two high schools (grades 9 – 12), one early college high school (grades 9 – 12), and one alternative education center (kindergarten – grade 12). Our district is dynamic in its makeup and our needs change as our enrollment increases. Our enrollment increases by over 6% annually and our at-risk population is always growing and every changing. Our district supports an early college high school and has numerous pathways to graduation. We have almost 300 homeless students, numerous unaccompanied youth and our district is home to two foster care homes and a facility for sex trafficked females. Our district plan is used to see that all students are given the education that they need to be successful in life.

New Caney ISD conducts a thorough review of all programs and services each year in an effort to provide the highest quality programs and most efficient operations possible. These various needs assessment are performed at the department level by each executive director/director of the various district areas along with required members of the district improvement plan team. A summary of all the strengths and needs of the comprehensive needs assessment guide the district in making decisions for students and high quality educational programs. The comprehensive needs assessment also specifies priorities for addressing student achievement and meeting challenging academic and performance standards. This critical process is the prework to the development of the district and campus improvement plans and decisions regarding the justification for use of local, state and federal funds.

# Demographics

## Demographics Summary

The New Caney Independent School District is the fourth fastest growing district in the state and has been the fastest growing district in the Houston area since 2011. It is located approximately 30 miles northeast of Houston, serving residents in the Porter, New Caney, Kingwood, and Conroe communities. The district houses more than 15,000 students in ten elementary schools (prekindergarten – grade 5), four middle schools (grades 6 – 8), two high schools (grades 9 – 12), one early college high school (grades 9 – 12), and one alternative education center (kindergarten – grade 12). Our district is dynamic in its makeup and our needs change as our enrollment increases. Our enrollment increases by over 6% annually and our at-risk population is always growing and every changing. Our district supports an early college high school and has numerous pathways to graduation. We have almost 300 homeless students, numerous unaccompanied youth and our district is home to two foster care homes and a facility for sex trafficked females. Our district plan is used to see that all students are given the education that they need to be successful in life.

New Caney ISD conducts a thorough review of all programs and services each year in an effort to provide the highest quality programs and most efficient operations possible. These various needs assessment are performed at the department level by each executive director/director of the various district areas along with required members of the district improvement plan team. A summary of all the strengths and needs of the comprehensive needs assessment guide the district in making decisions for students and high quality educational programs. The comprehensive needs assessment also specifies priorities for addressing student achievement and meeting challenging academic and performance standards. This critical process is the prework to the development of the district and campus improvement plans and decisions regarding the justification for use of local, state and federal funds.

Current demographic projections have been accurate and have allowed the District to plan appropriately to meet the needs of their increasing student population. There is a constant need for new facilities at all levels. The District currently has three elementary and one middle school that are closed campuses for transfers. The District is growing at four times the state rate and even the most conservative models forecast that this explosive growth will continue. Previous cohort analysis has been right on target, or slightly conservative, and reveals that the District will continue the trend in student population growth for the near future. The growth scenarios that are most likely to continue indicate a need for additional space at all grade levels. The Grand Parkway is scheduled to continue its build out and it's completion is expected to accelerate the growth for NCISD when completed.

# Student Academic Achievement

## Student Academic Achievement Summary

In compiling this needs assessment the student achievement committee reviewed attendance rates, retention rates, course completions, graduation rates, dropout and completion rates, and STAAR results. The needs assessment also reflects concerns highlighted in the Performance-Based Monitoring Analysis System (PBMAS) and the program evaluations of compensatory education (at-risk), Special education, English as a second language (ESL), Dual Language Education, Career and Technical Education (CTE), Texas Academic Performance Report (TAPR), and Advanced Academics. The District has continued to increase in participation in Advanced Placement tests as well as SAT/ACT testing. The District will continue to make this a priority because the scores were not reflective of the performance we expect from our students. Efforts will include the ACT test being offered during the school day with teachers providing test preparation in mathematics and English classes and additional training of all AP teachers. Dropout rates, completion rates, and leaver records were reviewed. Our dropout rate is below the state and region average. The completion rate for the District also remains below required levels both overall and among the student groups. The Credit Recovery Center continues to aid in this effort and allowed the District to recover 68 students who were able to graduate. Additionally, students have the option of credit recovery on their home campuses. Discipline records (PEIMS 425 reports), attendance rates, retention rates, course completions, and dropout and completion rates were reviewed. The needs assessment also reflects concerns highlighted in the Performance-Based Monitoring Analysis System (PBMAS) and the program evaluations of compensatory education (at-risk), Special education, English as a second language (ESL), Dual Language Education, Career and Technical Education (CTE), Advanced Academics and Every Student Succeeds Act (ESSA).

Our percentage of English learners (ELs) continues to increase, just as it has steadily over the past five years. NCISD is working hard with the Director of Multilingual/Title III/Migrant, ESL/DL Instructional Specialist and the on-campus EL specialists, dual language team leaders, teachers and additional support to make sure the District is offering the best programs available for these learners. The TELPAS System assesses the progress that ELLs make in learning the English language. Based on this data, ELs are making progress toward high linguistic proficiency levels. For our newcomer ESL students in grades 9 - 12, we offer English speakers of other languages (ESOL) and content teachers who are trained in sheltered instructional strategies.

The district will utilize a variety of strategies and resources to improve test scores and accelerate academic instruction and recover credit when needed. These strategies include, but are not limited to: professional development, credit-by-exam, enrollment in the Credit Recovery Center, and/or alternative course choices outside of the foundation graduation plan. The district will work with migrant students to ensure placement in the appropriate core and elective courses that correspond with the student's' selected career pathway. The services provided to migrant students will support academic success in all content areas.

Analysis of special education outcomes revealed the following: the percentage of students identified in special education continues to decrease (TAPR data). The special education department will continue to review procedures and criteria involved in the identification of students with disabilities. In addition, special education is making plans to build a stronger inclusion model for special education students, and overall reductions of students in pulled out programs. Special education analysis of STAAR, STAAR M, AND STAAR-ALT indicate that core subjects is still an area of concern. The special education department is already working on solutions. For example, special education is working to place staff in inclusion teaching positions. The Special Education



department will continue to focus on staff development for special education teachers in effective reading strategies.

### **Student Academic Achievement Strengths**

- All Junior High and High School campuses Met Standard in the 4 Indexes.
- Ten of the eleven Elementary campuses Met Standard in the 4 Indexes.
- One Elementary campus is rated Improvement Required for 2018-2019
- The District received 6 Distinction Awards:
- The District's 2017 (most recent year measured) attendance rate was reported at 94.5% (1.2% below the State average)
- The annual dropout rates (Gr. 7-8) (0.1%), (Gr. 9-12) (0.5%) both of which are better than the state average.
- The Graduation Rate for 2017 was 94.8%. This was an increase of 1.5 % from the previous year.
- The Advanced Course/Dual Enrollment Completion decreased 1.9% from the previous year for grades 9-12.
- The Distinguished Graduate rate is 91.1% increased by 7.5%.
- The SAT scores have decreased by 33 points.
- The ACT scores decreased by 1.1 points.

Information to consider:

- The District's ELL population has increased due to NCIS being a fast growth district.
- The District's At-risk population has increased due to NCIS being a fast growth district.

# District Processes & Programs

## District Processes & Programs Summary

A variety of data was used to identify areas of progress and concerns in curriculum, instruction, and assessment. Longitudinal student performance data from the STAAR, EOC's and TELPAS, and the operational End-Of-Course test taken by high school students were examined for any discrepancies among cohorts of groups and in comparison to the state's performance. Student performance data was also disaggregated by ethnicity, socio-economic, and at-risk status. The Curriculum and Instruction department continues to work on updating the district's curriculum framework in the core areas. The social studies and middle school mathematics curriculum framework was updated using the new Texas Essential Knowledge and Skills (TEKS) that were adopted by the State Board of Education (SBOE). A plan was put into place to expand the framework to non-core courses. There is a continuing move to make the district a strong, standards-based district and to assess the standards in an appropriate manner. Forethought, an intranet curriculum database, has been implemented in all schools. This program has benefited the planning process, the monitoring capabilities, and the development of model lessons. In the area of instruction, the district is implementing research-based strategies to enhance the delivery of the curriculum. Project-Based Learning is an initiative that has been put into motion in order to increase student achievement and student engagement. All campus level administrators and the central office curriculum and instruction staff are being trained by LEAD FORWARD in methods to improve data analysis, assessment writing, and scope and sequence development as these relate to instruction. Professional development opportunities are being researched and planned in order to provide teachers and staff with additional effective teaching practices for increased student achievement. Review of the Career and Technical Education (CTE) department indicates that the program has made progress toward post-secondary transition efforts, industry standards, and enrichment of the core curriculum. Continuing efforts will be made to identify areas of expansion of CTE courses throughout the district. The district continues to utilize a full time CTE Director to ensure that these areas are addressed. As with all core areas, the CTE program will continue to be affected by the increased requirements of the new Foundation Graduation Plan. Analysis of disaggregated data from assessments revealed trends in each core subject area. While improvements were made, secondary English, 8th Grade Science and 8th grade Social Studies is still an areas of concern. The secondary campuses will focus on breaking down their data and will work with the English and Social Studies Instructional Specialist on revising the curriculum framework based on this data for each of the content areas. Each middle and high school will work on different ways to address STAAR deficiencies including ensuring that the prerequisite materials and resources are available to teach as well as remediate areas in need of growth. These plans will include ways to review content that is on the test, but that is not taught in a specific subject. They will also work on instructional strategies, staff development that is appropriate for each specific grade level, and plans for assessing and evaluating progress throughout the year. In grades 3-9, math scores remained the same. Much of the appearance of no progress can be attributed to the transition to the new TEKS and the redesign of the STAAR test. The district needs to continues to refine the curriculum, offer staff development, and provide materials for best practices to continue the growth in math.

The school district has implemented instructional coaches to work with teachers to strengthen teachers needs for timely assistance in the classroom. They will also work with teachers to recognized and work with at-risk students in classrooms a timely fashion so they receive the instruction and resources needed to pass the state assessments. NCISD has reviewed the evaluations and will continue to offer and/or expand the following programs: Gifted and Talented - Gifted education has expanded this year by adding SPARK Academy (Students Pursuing Academic Rigor and Knowledge) for 7th and 8th graders identified as GT. Advanced Placement Classes Dual Credit Courses Career and Technical Education Pre-Kindergarten Accelerated Reading/Math Dual

Language/Sheltered Instruction Pregnancy Related Services Dyslexia/504 Special Education Credit Recovery/PACE Jump Start Extended Day Summer School Programs RTI The Instruction Department's main focus is on teacher support. Dating back to January 2014, over 3000+ campus visits have been made by the Instructional Specialists and the Special Education Administrative Team. The following are examples of the services that are provided during the campus visits:

- Conducting classroom observations
- Leading grade level data analysis meetings
- Think Through Math support
- Curriculum Interpretations
- Support for resources for new and current TEKS

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- Curriculum Based Assessment (CBA) feedback meetings
- Classroom strategies support including ELPS strategies
- Create engaging activities
- Previewing CBAs
- Prepare TI N-Spire calculators for EOC testing
- Provide one-one-one support for teachers and ELL Specialists
- Meet with principals
- Assist with testing and coordinating TELPAS
- Interview teachers and ELL paraprofessionals
- Model lessons
- Assist with lesson planning
- Plan interventions
- Assist with scheduling
- Troubleshoot software necessary for instruction
- Conference with students
- Conduct folder audits
- Present at faculty meetings
- Attend staffing and ARD meetings
- Facilitate implementation of ZONE teaching in the Life Skills/Applied Skills and PPCD classrooms

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- Support the new PASS programs at the secondary campuses
- Provide leadership to Speech Pathologists and Language Pathologists
- Support campus diagnostician secretaries
- Intervene with students with behavioral escalations
- Provide Advanced Academic (GT) training and support
- Assist counselors with GT assessments
- Assist with fine arts budgets and UIL meals
- Attend campus concerts and plays
- Conduct parent meetings
- Assist with technology integration
- Supervise the Elementary Computer Aides

The NCISD Literacy Academy is focused on the professional development of PK, K, and 1st-3rd grade teachers on the components of effective literacy instruction. Twenty seven primary grade teachers (three from each campus) currently participate in understanding the process of literacy instruction. Along with support from the curriculum department, consultants Jenny McDaniel and Jan Morris of JM Literacy deliver instruction and coach our teachers to implement a balanced literacy approach focusing on the foundations of reading instruction. Professional development on best practices includes classroom environment, independent reading, shared reading, phonemic awareness, interactive writing, strategy instruction, and guided reading.

**CURRICULUM AND ASSESSMENT DEVELOPMENT** · Curriculum has been written by teaching staff and instructional specialists and implemented with the use of the online Forethought program. All lesson plans are documented in Forethought and visible 24/7. · The Instructional Specialists are responsible for over 500 curriculum documents. The following tasks are necessary each school year:

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- Revise the Scope and Sequence
- Create units that include: § Standards § Standard Clarifications § Vocabulary Development § Big Ideas § Guiding Questions § Align Resources § Instructional Strategies § Assessment Viewpoint

Curriculum Based Assessments (CBAs) have been used to:

- Monitor instruction
- Provide feedback to students
- Place students in the most effective interventions
- Benchmark projected STAAR results
- Provide a plan for re-teaching
- Disaggregate data (AWARE)

The Instructional Specialists are responsible for 257 tests. The following tasks are necessary each school year:

- § Collaborate to put tests together from local resources and other states' released assessments

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- § Revise and re-write test questions to increase the rigor and use question stems from STAAR as models
- § Align questions to the Student Expectations, especially those needing emphasis based on previous scores
- § Format tests according to TEA prescribed Blueprints for each grade level
- § Type and edit the tests
- § Proofread with teachers
- § Enter the test key and SE's in AWARE
- § Conduct data analysis meetings with the teachers

**PROFESSIONAL DEVELOPMENT** Goals for professional development are established by department executive directors in conjunction with directors and

campus principals to address legal requirements as well as district and campus needs. The Instruction Department has conducted over 300 professional development sessions since January 2014. The following is a list of trainings that directly correlates with the needs of the district: New Vision Training (Project Based Learning) Sheltered Instruction Observation Protocol (SIOP) 7 Steps to a Language Rich Interactive Classroom 38 Great Academic Language Builders Math and Science Journaling Data Analysis Training STEMScopes training Backwards Design: Understanding By Design TI N-Spire Calculator Training Interactive Notebooks ELA EOC Success Training Authentic Student Engagement 6 Traits Writing and Kernel Essay Workshops 8 Essential Strategies for Writing Sample District Improvement Plan Generated by Plan4Learning.com 15 of 95 April 30, 2018 11:21 am Expository Writing Workshop with English I and II District Writing Score Swaps Depth of Knowledge Training HELP! BE QUIET! The Students are Talking, Don't Remediate...Accelerate! Writing from Prompt to Topic New Jersey Writing Embedding Figure 19 Across the Genres Academic Vocabulary...Brick and Mortar Words Nature and Needs of Gifted Learners Assessment and Identification of Gifted Learners Differentiating Instruction for GT Learners Designing Curriculum for GT Learners Instructional and Management Toolbox for GT Students Champs Discipline Management Training Response to Intervention Training Standards Based Goals and Objectives IEP Plus Zone Teaching From Evaluation to Instruction Training

**DIGITAL LEARNING Summary:** The BrightBytes Survey is administered in the fall and spring to all students in grades 3-12, teachers, and is available to parents. The information gleaned from this data analytics tool is reviewed twice a year with Administration (ExecutiveDirectors/Directors)Media Specialists, Principals and Curriculum staff. The data is used for campus and district technology, professional development and integration planning. The Digital Learning Department continues to work very closely with Curriculum & Instruction and the Department of Technology to continue the 1:Vision 1:1 Initiative. The campus Media Specialists serve as technology coaches, trainer-of-trainers and facilitators to assist teachers. The Media Specialists are also responsible for providing training opportunities for the campus staff on integration techniques, new products, best practices and updates to existing programs. During the 2016-17 school year the district learning management system, Canvas was launched for the secondary students and all district staff members. At the end of the first year, 65% of the secondary teachers are utilizing Canvas in their classrooms on a regular basis. During the 2017-18 school year, Canvas will be introduced to all fifth grade students. The LMS has provided a framework for teachers and curriculum specialists to house and share actionable instructional materials. Courses developed in Canvas can be refined and reused which helps teachers in the planning process. Investigated, evaluated, and acquired educational and creative software for the district. Ensured that the software would work with other district programs. Assisted with evaluations of electronic textbook adoptions. Provided training for Media Specialists to train campus staff. The Lead Media Specialist is a Certified Librarian within the department. This position is paid a stipend to assist others who are not certified librarians with the librarian specific duties of their position. Some of these duties include the circulation program, inventory management, and collection development. This position is also responsible for writing lesson plans that are taught by the Elementary Media Center Aides. All of the elementary, middle school and high school campuses received a variety of MakerSpaces for the Media Centers when the Digital Learning Department won the Cornerstone Grant. The MakerSpaces include a 3D printer, green screen studio, animation studio, Lego wall, robotics kits, games and puzzles. The MakerSpaces are placed throughout the Media Centers to offer engaging, exploration activities to students before school, after school and during assigned media center times. These activities are also available to students and teachers for class projects. Technology Applications is taught by computer aides at the elementary level. These aides follow lesson plans that are prepared by the Elementary Instructional Technology Specialist and follow the Technology Applications TEKS. It is often difficult to achieve consistency across the elementary campuses because of the vast differences in schedules and technology skills of aides. Coding has been introduced in the fall and winter through Hour of Code activities over the past three years. This program continues to grow in popularity among our students and parents. Coding activities are available in the MakerSpace centers and we are investigating ways to integrate them into the curriculum. Professional Development is provided for all employees in the district throughout the school year. Trainings are provided via video conference, hands-on, one-to-one, conference style and online. All professionals, and paraprofessionals complete annual compliance training utilizing online training. Secondary students also complete digital citizenship training online. All students in grades K-12 receive training throughout the year on digital citizenship, acceptable online behavior, Internet safety, and cyberbullying. Teachers are provided a timeframe and recommended resources for the various lessons. Lessons are documented in lesson plans and verified by campus

administration. The Eighth Grade Technology Proficiency Assessment is administered annually as required. All new teachers complete the technology proficiency assessment over the ISTE NETS as part of their New Teacher Technology Training. Homebound students have an opportunity to continue to attend school via the VGo program. The Digital Learning Department works with ESC 6, The Department of Technology, and the Special Education Department to provide students with a robot and a laptop so that the students can continue to participate in their regular classroom activities. Paraprofessionals have the opportunity to earn a STEM/STEP certification by completing 34 hours of professional development. After the initial certification they must renew the certification annually by completing 6 additional hours of professional development. They receive a stipend each year that they are an active participant in the program.

SPECIAL EDUCATION NCISD serves 1181 students with disabilities Approximately 1750 ARDS are held annually The continuum of service options for students with disabilities in NCISD follows a spectrum of service options provided from least restrictive environment to most restrictive. Continuum of services for behavior: Positive behavior supports/behavioral accommodations are provided in all environments on each campus Consultation services offered by licensed specialists in school psychology (LSSP) and/or Teacher Support Program (TSP) are provided to address student needs in the general or special education classrooms at the campus level Behavior Intervention Plan (BIP) with Behavior goals and objectives are designed and implemented by general and special educators Positive Approach to Student Success (PASS) services at Porter High School and New Caney High School (direct behavior services are provided while the students remains in his general education and/or special education classes.) RISE services (This district self-contained placement provides services in a highly structured environment. Students typically exhibit significant behavioral challenges.) EXCEL services (This district self-contained placement provides behavior services off the student's home campus ) Continuum of services for academics: Consultative services provided by the special education teacher collaborating with the general education teacher. In-Class support services (co-teaching or paraprofessional support) are provided in the general education classroom. Content mastery support services are utilized to provide limited periods of special education services to address specific accommodations (oral administration of test, small group, etc.) Pull-out special education services (or resource/basic classes) Self-contained special education services (all academic instruction is provided through special education teachers) Life Skills services (special education classes for those students with disabilities who receive their instruction in prerequisite skills aligned with enrolled-level TEKS); formerly known as Applied Classes Services for students identified as being medically fragile.

CAREER AND TECHNICAL EDUCATION · 12,448 (duplicated count) students enrolled in a CTE course. · 91.5% or 1650 of students at NCHS are enrolled in at least one CTE course · 93.2% or 1765 of students at PHS are enrolled in at least one CTE course · 350 CTE classes taught. · 69 CTE teachers · \$8,376,714 projected State CTE funds. · \$140,946 generated in Federal Carl D. Perkins Grant · \$394,075 generated by students earning CTE related scholarships and exhibiting projects in FFA and 4H. · 22 CTE student organizations (CTSO) for 2016–2017 school year. · 385 single and multiple person teams compete at District level competitions. · 150 single and/or multiple person advanced to Area/Regional level competition · 78 teams advanced to State level competition · 36 students advanced to National level competition · Over 1200 CTE students earned an industry based license or certification for 2016-2017 school year. CTE students have the opportunity to earn a license or certification in the following areas: o OSHA/CareerSafe o NCCER CORE o NCCER Welding I o NCCER Carpentry I o Texas Hunter Safety o Final Cut Pro Certification o Microsoft Word Specialist o Microsoft Excel Specialist o Microsoft Access Specialist o Intuit Quick Books Certified User 2013 Certification o Pharmacy Technician Certification o Certified Medical Billing Technician o Medical IV Certification o Pro Start Certification o CPR Certification o Cosmetology Operator License o 9-1-1 Certification: Community Emergency Response Team Certification o Texas Commission of Fire Protection o NATEF Certification o NREMT National Registry, Auto Tech Safety and Pollution International Association of Drilling Contractors (IADC) Well Control Certificate Certified Nursing Assistant (CNA) Floral Design Level I

## Certificate

It is the commitment of New Caney ISD to recruit highly effective staff through University and Alternative Certification Job fairs as well as the NCISD Job Fair. Recruiting and retention go hand in hand when selecting the best teachers and staff to achieve excellence. Through the selection of highly qualified staff and long-term commitment of NCISD to maintain equitable salary increases, a positive work culture as well as a safe environment to teach, the students of NCISD will be motivated to strive for success and therefore will be successful.

New Caney ISD Operations Department will strive to provide the highest quality of services and facilities to support and promote excellence in its instructional institution and the educational process. New Caney ISD Operations includes the following areas: Transportation Maintenance Facilities Support Services Energy Management Child Nutrition.

The Athletic Department is comprised of over 3,000 kids that participate in 8 team sports and 10 individual sports on over 200 teams at six campuses in grades 7-12. 5 of our team sports qualified for the play-offs. 47 team sport athletes were named to the First or Second Team All-District squads. 41 of our individual sport athletes qualified for Regional or State competition in their sport. 9 students signed a letter of intent to play college athletics

The Finance Department is responsible for managing the funds of the district in accordance with all laws and regulations. The Finance Department is committed to maximizing taxpayer dollars to support and enhance the daily functions of the district and ultimately the success of our students. Support Services Energy Management Child Nutrition. The New Caney ISD Operations Department provides safe and quality service to students, staff and community through a well-trained and equipped staff that satisfies customers. Areas of strength within the Finance Department include: Adopting a balanced budget for the 16-17 fiscal year. Receiving a Superior score and a “pass” FIRST rating. Providing pay increases to district employees. Budgeting conservatively while addressing district growth. Working with the district’s Financial Advisors to maximize bond revenues and refunding opportunities. Providing support to campus/departments so that material needs are met. Clean audit reports. Continuing to add to the district’s fund balance.

New Caney ISD is committed to providing technology resources and equipment to empower our students and staff with the necessary skills to achieve success in the 21st century. Student instruction integrates current technology resources as a tool for learning. Campuses have a variety of tools such as desktops, laptops, chromebooks, tablets, interactive boards, cameras, projection devices, and software programs that are available to address particular instructional strategies and learning styles.

## **District Processes & Programs Strengths**

Subject Curriculum Frameworks have continued to be reviewed and changed to increase the effectiveness of the delivery of the state curriculum. Some science Curriculum Frameworks have evolved to include teacher notes on each of the student expectations. Pre-Kindergarten has a direct correlation on student achievement. Kindergarten students who attended pre-kindergarten in New Caney ISD were singled out in IStation. The study revealed that the majority of those students are developed in the area of reading readiness. The identification of dyslexia students continues to be a direct correlation to improve student achievement. The Credit Recovery Program continues to aide in the area of student dropout rates. Because of this program, sixty-eight students were able to graduate in 2016-17. The Proactive Accelerated Computer Education (PACE) Program was added in the 2010-2011 school year to assist students in recovering credits and returning to their campus on track to graduate, thus effectively decreasing the dropout rate. The percentage of

students identified in special education continues to decrease. The special education department will continue to review the procedures in the identification of students with disabilities. Special education implemented a Student Support Program (SSP) for general education students as part of the RTI process to address behavioral concerns.

The district had 99.8% of teachers meeting highly effective status for the 2016-2017 school year. With the support of the Board of Trustees, New Caney ISD has continued to stay competitive with salary increases each year. Through an employee recognition program, employees received service awards, and sick bank days. NCISD also pays multiple stipends for critical shortage areas to attract highly effective teachers.

The New Caney ISD Technology Department has a vision of digital innovation, structural integrity, and is on a mission to improve upon our most recent advancements. The Department has deployed a District wide wireless system in which District wide, every classroom, hallway and office is now equipped with wireless capabilities. A complete restructure of the network has taken place thus allowing for more data to be sent at higher speeds. The purchase of a new District phone system has set the foundation for improved telecommunications. New Caney ISD has completed construction of the Texan Drive Stadium, that not only supports District activities but also community events. The stadium has been equipped with advanced technology from the infrastructure to housing the largest high school real-time video screen in the state of Texas. Our 1:1 Vision program has evolved to support deeper 1:1 student coverage. The integration of new hardware and software has allowed for an enhanced digital learning environment. New Caney ISD Technology strengths include: - Vision and forethought for the future in a rapidly growing district - Efficiently supporting staff and student needs in a 1:1 learning environment - Implementing and maintaining NCISD infrastructure and Internet access - Willingness to collaborate and support the Curriculum and Digital Learning Departments

# Perceptions

## Perceptions Summary

Campus staff members are creating an inclusive environment with over 83% of the District's parents reporting that they feel welcome at their child's campus and 88% reporting that they are treated with courtesy and respect by the school staff. Discipline and safety efforts have resulted in over 81% of parents feeling that discipline is handled in a consistent manner and 89% of parents feel that their child is safe at school while 80% believe that their child's school is a drug and alcohol free environment. The focus placed on reducing discretionary Special Education OSS placements is expected to continue to reduce the amount of time students are out of class. The total number of placements and referrals increase slightly each year, this is due to increased enrollment and improved reporting of infractions. The district continues to work with Montgomery County Youth Services to offer educational services for parents and students. NCISD has also given counselors access to Resiliency Training and Why Try training to work with our high number of at-risk students.

Parental involvement is a key component to the improvement process and will continue to be a priority for 2017-2018 as the federal government has recently placed added emphasis on this area by mandating that an increased percentage of Title funds be dedicated to these efforts. Each Title I, Part A campus in the District will again revise and update their parental involvement policies and will intensify efforts to implement the strategies included in them. The District intends to collect quantitative data to determine the extent of parent involvement throughout the District as well as surveys, etc. The purpose of this effort is to provide meaningful opportunities for parents to participate in their child's education. The volunteer program continues to be a success as several hundred more parents and volunteers were trained.

## Perceptions Strengths

District wide procedures developed regarding the safe and orderly dismissal for car riders at elementary campuses is improving the safety of this process. Continued training for campus administrators on the investigation of bullying and harassment reports is allowing for increased safety of students involved in these circumstances. New online reporting program for any unsafe condition at school was launched this year. Ongoing campus meetings are increasing awareness of the program. Signage is in place at all campuses and a link to the reporting form is on every campus webpage as well as the district webpage. Every campus in the district now has at least one administrator designated as the campus behavior coordinator. A district discipline committee is in place and has been successful in working with campus administrators to standardize all discipline procedures in order to create more consistency among campuses.

The parent/community volunteer program has continued to strengthen with the implementation of a comprehensive parent volunteer program. Community involvement continues to rise through the many opportunities; the community is invited to attend ribbon cuttings, groundbreaking, open houses and support various booster clubs. The PreK classes have several parent tools to connect them with student information for parents to begin volunteering at schools when



their child first enrolls. CLI allows parents to log in and check PreK student progress and Frog Street Curriculum provides families with take home learning opportunities. The parenting partners program has produced dozens of parent graduates, and campuses offer family programs including Dual Language Showcases, Family Interactive Nights, Academic Nights, and Principal for a Day programs. Migrant students and families participated in a beginning of school camp that allowed them to become familiar with the school system before classes began. The Homeless Liaison/Parent Involvement Coordinator continues efforts to gather community resources for students and families who need support and is a member of the Montgomery County Homeless Coalition.

# Comprehensive Needs Assessment Data Documentation

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

# Goals


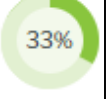
Revised/Approved: September 17, 2018


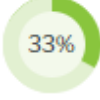


## Goal 1: NCISD will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.






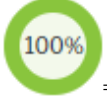



**Performance Objective 1:** Students will pass the STAAR/EOC exams in the following categories: English Language Arts 85%, Math 80%, Reading 78%, Writing 73%, Science 80%, and Social Studies 80%.

**Evaluation Data Source(s) 1:** Disaggregated data from the STAAR tests will reflect the percentages: English Language Arts 85%, Math 80%, Reading 78%, Writing 73%, Science 80%, and Social Studies 80%.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Provide professional development in strategies to improve student achievement in all academic areas.	2.4, 2.6	Executive Director of Instruction, Directors of Instruction, Principals, Instructional Specialists, Instructional Coaches	Number of hours offered and taken				
<b>Funding Sources:</b> Title I - 0.00, High School Allotment - 0.00, State Compensatory Ed - 0.00							
2) The District will utilize ELA/R, Math, Science, Social Studies and Dual Language instructional specialists who will provide leadership in coordinating and monitoring instructional processes which ensure the alignment of district goals, objectives, strategies and identified student needs.	2.4, 2.6	Executive Director of Instruction, Directors of Instruction, Principals, Instructional Specialists, Instructional Coaches	STAAR, MOCK tests, Curriculum Based Assessments, Bundle Tests.				
<b>Funding Sources:</b> Title II - 0.00, Local - 0.00							

<p>3) Continue to offer double blocked reading, math, and science classes in 6th-12th grades as needed based upon analysis of assessment data to provide accelerated instruction.</p>	2.4, 2.5, 2.6	Executive Director of Instruction, Directors of Instruction, Directors of Instruction, Principals, Instructional Specialists, Instructional Coaches	STAAR/MOCK Tests /Curriculum Based Assessments/Bundle Tests				
<p><b>Funding Sources:</b> State Compensatory Ed - 0.00, Local - 0.00</p>							
<p>4) Continue to participate in online course providers as appropriate to graduate students with their cohort. Offer at-risk students accelerated instruction to gain credits to graduate. (Texas Virtual School Network, Edgenuity, etc.)</p>	2.4	Executive Director of Instruction, Directors of Instruction, Secondary Director of Instruction, Advanced Academic Specialist, High School Principals, Deans, and Counselors	Number of virtual courses offered Cohort completion rates				
<p><b>Funding Sources:</b> Local - 0.00</p>							
<p><b>PBMAS</b> 5) Continue to use software for the purpose of monitoring all student achievements (AWARE, GAUGE) to develop, monitor and track the curriculum framework (FORETHOUGHT, CANVAS), and monitor effective professional development (WORKSHOP).</p>	2.4, 2.6	Executive Director of Instruction, Directors of Instruction, Director of Digital Learning, Instructional Specialists, Instructional Coaches	STAAR/MOCK Tests /Curriculum Based Assessments/Bundle Tests; Lesson Plans				
<p><b>Funding Sources:</b> Local - 0.00</p>							
<p><b>PBMAS</b> 6) Utilize the Curriculum Team to assist the Instruction Department in the development of the curriculum, exemplar lessons and curriculum based assessments.</p>	2.4, 2.5, 2.6	Executive Director of Instruction, Directors of Instruction, Principals, Instructional Specialists and Teachers,	Completion of curriculum framework, STAAR, MOCK Tests, Curriculum Based Assessments, Bundle Tests, State Approved Progress Monitoring Instrument				
<p><b>Funding Sources:</b> Title I - 0.00</p>							





<p><b>PBMAS</b></p> <p>7) Support one-on-one tutoring of students to prepare them for math, reading and writing requirements. Provide additional supplemental instructional resources in order to enhance the quality of classroom instruction and implement an individualized program targeting low-level readers. (Test Bank One for district use) (Hatch software/hardware for PreK classes)</p>	2.4, 2.6	Directors of Instruction, Instructional Specialists, Principals	STAAR, MOCK Tests, Curriculum Based Assessments, Bundle Tests, State Approved Progress Monitoring Instrument (CLI Engage)				
	<p><b>Funding Sources:</b> Title I - 9800.00, RESTART Grant - 138211.00</p>						
<p><b>PBMAS</b></p> <p>8) District will support professional development for teachers in core subjects to include contracted services and book studies. (ESC 6 Math/Science Fee Service, etc.)</p>	2.4, 2.6	Executive Director of Instruction, Secondary Director of Instruction, Elementary Director of Instruction, Instructional Specialists	Certificates of completion				
	<p><b>Funding Sources:</b> Title II - 0.00, Local - 0.00, Title I - 0.00</p>						
<p><b>PBMAS</b></p> <p>9) Implement literacy initiatives in grades Pre-K through 12 to ensure high school completion for all students.</p>	2.4	Executive Director of Instruction, Directors of Instruction, Principals, Teachers, Counselors	STAAR, MOCK Tests, Curriculum Based Assessments, bundle tests, increased graduation rates, CLI CIRCLE assessments				
	<p><b>Funding Sources:</b> High School Allotment - 0.00, Title I - 0.00</p>						
<p><b>PBMAS</b></p> <p>10) Implement instructional coaching on all campuses to: a) Support quality instruction and timely assistance. b) Provide leadership to teachers in the classroom. c) Provide individualized professional development.</p>	2.4, 2.5, 2.6	Executive Director of Instruction, Directors of Instruction, Instructional Specialists, and Principals	STAAR, MOCK tests, Curriculum Based Assessments, Bundle Tests, Increased Retention Rates, Increased Graduation Rates, Circle Assessment				
	<p><b>Funding Sources:</b> Title I - 0.00</p>						
<p><b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>11) Leverage school climate and social-emotional learning (SEL) to create positive school environments and foster the development of social-emotional skills that support increased attendance, increased academic performance and overall well being of the student.</p>	2.4, 2.5, 2.6	Director of Secondary Instruction, Director of Elementary Instruction, Director of Advanced Academic Services, Campus Counselors, Administrators	Increased attendance, increased academic performance and decrease in behavior referrals.				
	<p><b>Funding Sources:</b> RESTART Grant - 30000.00</p>						
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							






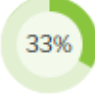

**Goal 1:** NCISD will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

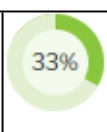
**Performance Objective 2:** The number of students with disabilities, "at risk", limited English proficiency, and migrant students that are passing the appropriate state mandated tests will increase at a 5% rate as compared to the previous school year.

**Evaluation Data Source(s) 2:** All tests results (All forms of STAAR, TELPAS) will be disaggregated by special programs and will identify any gaps between student groups/programs. All special programs will make Federal Accountability System Safeguard Measures and Targets.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
<p><b>PBMAS</b></p> <p>1) NCISD will continue to use software designed for the purpose of monitoring all students in special programs through AWARE and web-based ARD/IEP program.</p>	2.4, 2.6	Executive Director of Instruction, Director of Special Education	<p>District and campus administrators will meet periodically to assess degree of student/program success.</p> <p>Agenda and sign-in sheets</p> <p>Web-based ARD documents included in student audit folders</p>				
<b>Funding Sources:</b> IDEA - 0.00							
<p><b>PBMAS</b></p> <p>2) NISD will continue use of AWARE, GAUGE, IStation, DRA and STAAR to monitor student performance data for program effectiveness.</p>	2.4, 2.6	Executive Director of Instruction, Directors of Instruction, Principals	<p>District and campus administrators will meet periodically to assess the effectiveness of the program.</p> <p>Agenda and sign-in sheets</p>				
<b>Funding Sources:</b> Local - 0.00, State Sped - 0.00							
<p>3) NCISD will continue to screen and provide interventions and accommodations for students with dyslexia tendencies and related disorders. (Aimeswebb, Esperanza, ESC trainings) Substitutes will be provided for teachers attending trainings.</p>	2.4, 2.6	Executive Director of Instruction, Lead Dyslexia Teachers, Principals	<p>District and Campus Coordinators will periodically meet to assess degree of student/program success.</p> <p>Agendas and sign-in sheets.</p>				
<b>Funding Sources:</b> State Compensatory Ed - 26000.00, Dyslexia Grant - 82661.00							

<p>4) NCISD will annually review the evaluation of all special programs and use the results to improve student achievement.</p> <p>a. 504/Dyslexia;  b. Special Education;  c. Advanced Academics;  d. Career &amp; Technical Education (CTE);  e. Title Programs;  (Title I, Part A, ESSA, Title I Part C Migrant, Title II, Part A, Principal/Teacher Training, Title III, Bilingual/ESL.  f. Pre-K Program;  g. Credit Recovery Center;  h. Summer School Programs (Special Education, ESL, Student Success Initiative, etc.);  i. Student Success Initiative;  j. Literacy Groups;  K. Career Pathways;  l. Migrant Education Program;  m. State Compensatory Education Program;</p>	2.4, 2.5, 2.6	Executive Director of Instruction, Executive Director of Staff & Student Services, CTE Director, Directors of Instruction, Director of Advanced Academics, Instructional Specialists, Principals, Director of BIL/ELL, Director of Special Education	<p>Student achievement will be periodically monitored and reviewed by persons responsible. Periodic progress reports will be made and reviewed by DLAC.</p> <p>Annual Program evaluations</p>				
<p><b>Funding Sources:</b> Title I - 0.00, Title II - 0.00, Title III - 0.00, State CTE - 0.00, State GT - 0.00, State BIL/ESL - 0.00, Perkins - 0.00, Local - 0.00, IDEA - 0.00, State Sped - 0.00, State Compensatory Ed - 0.00</p>							
<p><b>PBMAS</b></p> <p>5) Continue to implement a training plan to support the inclusion initiative including staff development on in-class support; co-teaching; and, differentiated instructional strategies and materials.</p>	2.4, 2.5, 2.6	Executive Director of Instruction; Director of Special Education; Special Education Coordinators; Special Education Instructional and Behavior coaches and specialists	Number of trainings offered by district; training agendas; sign-in sheets				
<p><b>Funding Sources:</b> IDEA - 0.00</p>							
<p>6) Provide Pregnancy Related Services to students who are pregnant or parents which include:</p> <p>a. Child Development Classes;  b. Transportation services provided for parents and children to and from school, daycare, and home);  c. PRS homebound teacher (six weeks postpartum plus and additional four weeks if needed for complications with parent or child);  d. Compensatory Education Home Instruction (CEHI);  e. Provide accommodations as needed.</p>	2.4, 2.6	Executive Directors of Student Services & Instruction, Counselors, Testing Coordinator, Director of Special Education.	Credits earned; attendance at school and day care center; sign-in sheets; documentation from doctor; PRS forms.				
<p><b>Funding Sources:</b> State Compensatory Ed - 0.00, Local - 0.00</p>							

<p><b>Equity Plan Strategy</b></p> <p>7) NCISD will facilitate training for teachers needing Bilingual and ESL certification.</p>		<p>Director of Multilingual Instruction</p>	<p>Master schedules, staffing lists</p>				
<p><b>Funding Sources:</b> State BIL/ESL - 0.00</p>							
<p><b>Equity Plan Strategy</b></p> <p>8) NCISD will continue to recruit bilingual and ESL certified teachers and bilingual instructional paraprofessionals.</p>		<p>Executive Director of Human Resources, Director of Multilingual Instruction; Director of Recruitment &amp; Retention; Principals</p>	<p>Filled positions; Periodic progress reports</p>				
<p><b>Funding Sources:</b> Title III - 0.00, State BIL/ESL - 0.00, Local - 0.00</p>							
<p>9) NCISD will provide professional development opportunities for ELL strategies and techniques for all teachers including Sheltered Instruction and ELPS trainings.</p>	<p>2.4</p>	<p>Director of Multilingual Instruction; EL Specialists, Principals.</p>	<p>Participant evaluation and classroom observation; Certificate of Attendance.</p>				
<p><b>Funding Sources:</b> Title I - 0.00, Title III - 0.00, State BIL/ESL - 0.00, Local - 0.00</p>							
<p>10) NCISD Bilingual and ESL program will be reviewed for effectiveness.</p>		<p>Executive Director of Instruction Director of Multilingual Instruction, Principals.</p>	<p>English Language Learners Progress Measure on TAPR Report; STAAR sub group results.</p>				
<p><b>Funding Sources:</b> Title III - 0.00, State BIL/ESL - 0.00, Local - 0.00</p>							
<p><b>PBMAS</b></p> <p>11) Bilingual/ESL electronic folders will be audited for appropriate documentation.</p>	<p>2.6</p>	<p>Exec. Dir. of Instruction; Director of Multilingual</p>	<p>Summary of findings.</p>				
<p><b>Funding Sources:</b> Title III - 0.00, State BIL/ESL - 0.00, Local - 0.00</p>							



<p><b>PBMAS</b></p> <p>12) The district will utilize the Director of Multilingual and Instruction Specialist for EL who will provide leadership in a. overseeing the implementation of dual language across district elementary schools; b. increase student participation in the dual language program; c. continual marketing of the dual language program; d. increasing parent involvement for our EL students by providing parent meetings; e. providing staff development opportunities throughout the district and in-district trainings; f. uniformity within secondary ESL programs by facilitating monthly meetings with secondary ELL Specialists; g. implementation of sheltered instruction across district.</p>		Executive Director of Instruction, Director of Multilingual Instruction, Instructional Specialist for EL/Immigrant	Flyers, brochures, meeting agendas, sign-in sheets, number of students participating				
<p><b>Funding Sources:</b> Title III - 0.00, Local - 0.00</p>							
<p><b>PBMAS</b></p> <p>13) NCISD will continue to work with the secondary principals to monitor the assignment of sheltered teachers in both high schools and middle schools in order to meet the needs of the (English Learners (ELs). Sheltered teachers will participate in continued professional development throughout the year and will have the opportunity to work with an EL Specialist to help them implement the sheltered instruction model.</p>	2.4, 2.6	Director of Secondary Instruction, Director of Multilingual Instruction	Agendas from staff development, sign-in sheets, enrollment in classes, increased participation.				
<p><b>Funding Sources:</b> State Compensatory Ed - 709210.00</p>							
<p><b>PBMAS</b></p> <p>14) Sheltered instruction will continue to be utilized for supporting English Learners (ELs) in the elementary schools. EL Specialists will participate in ongoing professional development in order help teachers on their campuses.</p>	2.4, 2.5, 2.6	Executvie Director of Instruction; Director of Multilingual Instruction	Agendas from staff development, sign-in sheets				
<p><b>Funding Sources:</b> State Compensatory Ed - 0.00, State BIL/ESL - 0.00</p>							
<p>15) Instructional aides will be used to enhance instruction and assist in reducing the student to teacher ratio.</p>	2.6	Campus principals	Personnel in place				
<p><b>Funding Sources:</b> State Compensatory Ed - 0.00, Title I - 0.00</p>							
<p>16) Elementary campuses will utilize a Response-to-Intervention (RTI) specialist to ensure all students are progressing.</p>	2.4, 2.6	Director of Elementary Instruction	Personnel in place				
<p><b>Funding Sources:</b> State Compensatory Ed - 0.00, Title I - 0.00</p>							


<p><b>PBMAS</b></p> <p>17) The district will utilize an instructional specialist-EL who will provide leadership in:</p> <p>a. Design supplemental activities to expand the enhanced supplemental curricular for EL students.</p> <p>b. Coordinate and participate in literacy services and training activities for EL students and their families.</p> <p>c. Provide professional development that supports teachers and administrators to improve the academic content instruction and English Language development of EL students.</p> <p>d. Coach teachers of EL students to improve instructional performance.</p>	2.4, 2.6	Executive Director of Instruction, Director of Multilingual Instruction	List of supplemental activities; sign-in sheets for training parents, students and teachers; log of teachers received coaching				
<p><b>Funding Sources:</b> Title III - 0.00</p>							
18) ELL Instructional Aides will be used to enhance instruction for ELL students	2.6	Campus Principals	Personnel in Place				
<p><b>Funding Sources:</b> Title III - 0.00, State BIL/ESL - 0.00</p>							
<p><b>PBMAS</b></p> <p>19) Develop and implement a comprehensive observation and monitoring system whereby regular classroom visits in special education classes, in-class support classes and co-teach classes are made by designated special education team members to collect observation data, DRA scores, and create data walls to focus on technical assistance and improved student achievement.</p>	2.4, 2.5, 2.6	Director of Special Education; Special Education Coordinators; Special Education instructional coaches and specialists	teacher support logs, coaches support logs, DRA and CBA data tracking, classroom visit logs				
<p><b>Funding Sources:</b> Local - 0.00</p>							
20) Provide academic support to migratory children (Priority of Services migrant students) who have made a qualification move within the previous 1-year period and are failing classes or are not equipped academically to meet the challenging of TEKS.	2.4, 2.6	Executive Director of Instruction, Director of Multilingual Instruction	Teachers and instructional coaches support logs, DRA/EDL, CBA tests, classroom visit logs.				
<p><b>Funding Sources:</b> Local - 0.00</p>							
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							





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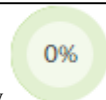

**Performance Objective 3:** NCISD will implement strategies and activities to reduce the indicator performance level by implementing the Target Improvement Plan by conducting quarterly reviews of goals as determined by Performance-Based Monitoring Analysis System (PBMAS) risk levels.

**Evaluation Data Source(s) 3:** The bilingual/el, special education, CTE and ESSA focused-based elements reports will show a maintenance or reduction of risk levels.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) To address STAAR exemptions to meet the 1%-2% cap of ESSA (Every Student Succeeds Act) a. Continue to provide data regarding numbers of exemptions to campus administrators; b. Continue to provide training regarding selection of state assessment and exemption criteria for students with disabilities for assessment staff, administrators and special education teachers, and trainer of trainers model. c. The STAAR ALT 2 Decision Making Document will be used to guide student state assessment decisions.		Executive Directors of Instruction & Student Services; Director of Special Education; Campus Principals.	Meeting agendas and sign-in sheets				
<b>Funding Sources:</b> Local - 0.00							

<p>2) To address: District Alternative Education Program/Juvenile Justice Alternative Program Referrals (DAEP/JJAEP):</p> <p>a. Continue to provide training for administrators, teachers, para-educators and DAEP personnel regarding strategies for handling discipline of students with disabilities;</p> <p>b. Continue to provide training for campus and DAEP administrators and assessment staff regarding state and federal requirements for placement of student with disabilities at DAEP and JJAEP;</p> <p>c. Continue to provide information concerning Texas Behavioral Support Initiative (TBSI) for campus (TBSI) teams;</p> <p>d. Implement a system of checks and balances for discretionary placements of special education students in DAEP/JJAEP.</p> <p>e. Provide Non-Violent Crisis Intervention training or administrators, district-wide teachers and paras and TLC staff, to support the deescalation of behavior and the safe and secure process of restraint, when students are in need.</p>		<p>Exec. Dir of Instruction; Executive Director of Student Services; Director of Special Education</p>	<p>Meeting agendas and sign-in sheets; Enrollment data; Sign-in sheets; E-grant request; record of staff who has been certified in CPI</p>				
<p><b>Funding Sources:</b> IDEA - 0.00, Local - 0.00</p>							
<p>3) To address compliance issues regarding PBMAS indicators:</p> <p>a. Provide staff development for administrators regarding special education law, both federal and state. b. Continue to review and improve district special education procedures. c. Continue to strictly monitor compliance with State and federal time-lines. d. Review and update the district PBMAS Targeted Improvement Plan (TIP) yearly; review TIP with district staff for continued implementation and revision.</p>		<p>Executive Directors of Instruction &amp; Student Services; Director of Special Education; Special Education Coordinators</p>	<p>Agendas and sign-in sheets from Principal's Meetings, Agendas and sign-in sheets from Assistant Principals's Academies, Agendas and sign-in sheets from Special Education Lead Teacher meetings, Agendas and sign-in sheets from Special Education Evaluation meetings</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>							
<p>4) Provide on-going, beginning and advanced professional development to administrators, teachers, support staff and paraprofessionals in the areas of in-class support/co-teaching to increase the instructional intensity and transform these classrooms into rich learning environments to understand and reach all learners.</p>	<p>2.6</p>	<p>Executive Director of Instruction; Director of Special Education; Program Coordinators; Special Education coaches and specialist</p>	<p>Improved student test scores and quality instruction</p>				
<p><b>Funding Sources:</b> Title IV - 1900.00</p>							






<p>5) Implement instructional coaching in order to ensure the professional development is embedded into everyday instruction within in-class support/co-teach classrooms.</p>		<p>Executive Director of Instruction; Director of Special Education; Program Coordinator; Special Education Instructional Coaches</p>	<p>Improved student performance in test scores. SIBME will be used to review co-teaching lessons to provide virtual coaching.</p>			
<p><b>Funding Sources:</b> Local - 0.00</p>						
<p><b>PBMAS</b> 6) Continue to collect student data (level of support and student progress) to ensure ARD committees have the most up-to-date and accurate student data in order to provide the most appropriate services for our students.</p>	<p>2.4, 2.6</p>	<p>Executive Director of Instruction; Director of Special Education; Program Coordinators; Special Education Instructional Coaches; student case managers</p>	<p>Improved student performance in test scores</p>			
<p><b>Funding Sources:</b> Local - 0.00</p>						
<p>  = Accomplished       = Continue/Modify       = No Progress       = Discontinue </p>						








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

**Performance Objective 4:** NCISD will increase the percentage of students and student groups that are college ready as demonstrated by students taking advanced classes and tests such as Advanced Placement (AP), Dual Credit (DC), SAT, and ACT to meet or exceed the state level in participation. State levels: (AP 25.5%, SAT/ACT 71.6%) and performance (AP 50%, SAT 1375, ACT 20.3).

**Evaluation Data Source(s) 4:** DLAC will review AP, SAT/ACT, Clearinghouse and TAPR reports.


**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) NCISD will communicate with all parents and students about the importance of students taking advanced courses through the secondary course selection guides and parent meetings, district newsletter, and district and school websites.	3.2	Exec Dir of Instruction; Secondary Principals; Counselors	Annual review of secondary course selection guides. Number of students enrolled in advanced courses.				
	<b>Funding Sources:</b> High School Allotment - 0.00, Local - 0.00						
2) NCISD will continue to implement additional Pre-AP and AP courses with a required testing component.	2.5, 3.2	Exec Dir. of Instruction; Director of Advanced Academics; Secondary Principals	Annual review of secondary course selection guides. Number of students enrolled in advanced courses. Number of student and scores of those who take AP exams.				
	<b>Funding Sources:</b> Title I - 0.00, High School Allotment - 0.00, Local - 0.00, State Compensatory Ed - 0.00						
3) NCISD will provide staff development opportunities for Pre-AP, AP and Dual Credit and GT Service teachers and encourage staff to attend the state conference for Texas Association of Gifted and Talented.	2.5, 3.2	Exec Dir of Instruction; Director of Advanced Academics; Secondary and Elementary Principals.	Certificates of attendance. Sign-in sheets and materials.				
	<b>Funding Sources:</b> Title II - 0.00, High School Allotment - 0.00, Local - 0.00						

4) NCISD will continue to implement dual credit schedule with LSC-Kingwood and other appropriate colleges.	2.5, 3.2	Exec Dir of Instruction; Director of Advanced Academics; Director of Secondary Instruction; HS Principals; Deans; Counselors	Student registration for concurrent credit courses.				
<b>Funding Sources:</b> High School Allotment - 0.00, Local - 0.00							
5) TSI, SAT and ACT test objectives will be integrated within the core curriculum and college entrance exam preparation course will be offered at all district high schools.	2.5	Exec Dir of Instruction; HS Principals; Deans; Counselors; Dept. Chairs	Student performance results on TSI, SAT, and ACT tests.				
<b>Funding Sources:</b> High School Allotment - 0.00, Local - 0.00							
6) All NCISD high school counselors will inform students and parents about the importance of taking college entrance tests and will encourage students to register and take the tests. NCISD will cover the cost of dual credit tuition, fees and will supplement AP exam fees.	2.5, 3.2	Exec Dir of Instruction; HS Principals; Deans; Counselors	The number of high school students taking college entrance tests.				
<b>Funding Sources:</b> High School Allotment - 0.00, Local - 0.00							
7) NCISD will continue to support high school Dean(s) of Instruction to aid in improvement of graduation rates and college readiness through regular scheduled meetings and review of criteria across student performance and progress.	2.5	Exec. Dir of Instruction; Director of Advanced Academics; Director of Secondary Instruction; H S Principals	Improved college readiness rate as shown on annual TAPR				
<b>Funding Sources:</b> High School Allotment - 0.00, Local - 0.00, State Compensatory Ed - 0.00							
8) NCISD will offer a Credit Recovery Center as a dropout prevention program and continue to support the licenses for software (such as Edgenuity) in credit recovery labs.	2.4, 2.6	Exec. Dir of Instruction; CRC Principal; Director of Secondary Instruction; H S Principals	The number of students participating				
<b>Funding Sources:</b> State Compensatory Ed - 0.00, Local - 0.00							

<p>9) All students will complete a college readiness diagnostic assessment in the 10th grade. Students may choose to take a college entrance exam in the 11th grade.</p>	<p>2.5</p>	<p>Exec. Dir of Instruction; Director of Advanced Academics; Director of Secondary Instruction; H S Principals; H S Deans.</p>	<p>Participation and performance results</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>							
<p>10) NCISD will continue Advanced Academics and Gifted and Talented programs for grades K-12.</p>	<p>2.5</p>	<p>Exec. Dir of Instruction; Director of Advanced Academics; Principals; Counselors; Campus GT committees</p>	<p>District and Campus GT committees will periodically meet to assess the degree of student/program success, as measured by participation and performance in the District's service delivery model.</p>				
<p><b>Funding Sources:</b> Title II - 0.00, Local - 0.00, State GT - 0.00</p>							
<p><b>Equity Plan Strategy</b> 11) Provide staff development to meet needs of certification and updates required by TEA. Verify that teachers, counselors, and principals of GT students have maintained their certification. Use Eduphoria to verify that teachers who are teaching in advanced classes or have gifted students have the appropriate training as required by the state and maintain updates.</p>	<p>2.5</p>	<p>Director of Advanced Academics; Exec. Dir of Instruction and Principals.</p>	<p>Workshop sign in sheets. Eduphoria /Workshop sign in sheets. Confirm Information is entered in Eduphoria.</p>				
<p><b>Funding Sources:</b> Title II - 0.00, State GT - 0.00, Local - 0.00</p>							



12) NCISD will continue to support Infinity Early College High School with a new facility, instructional support and materials.	2.5	Executive Director of Instruction; Director of Secondary Instruction; Director of Advanced Academics; Director of Grants and Special Projects; Principal of Infinity Early College High School	Number of applications; enrollment numbers; completion of dual credit course work; attendance				
<b>Funding Sources:</b> High School Allotment - 0.00							



= Accomplished



= Continue/Modify



= No Progress






= Discontinue

**Goal 1:** NCISD will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

**Performance Objective 5:** All campuses in NCISD will have a rating of Met Standard in the State Academic Accountability rating system and meet State and Federal System Safeguards.

**Evaluation Data Source(s) 5:** Each NCISD campus will meet standard for Index 1-4 and strive to meet 100% System Safeguards and earn multiple Distinction Designations.

**Summative Evaluation 5:**

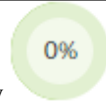
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Continue to provide staff development that clarifies reauthorization of Every Student Succeeds Act legislation to campus leadership.	2.4, 2.5	Director of Federal/Special Programs; Director of Elementary and Secondary Curriculum, Principals	Number of hours offered and taken and agendas from administrators meetings.				
<b>Funding Sources:</b> Title I - 0.00, Local - 0.00							
<b>PBMAS</b> 2) Each campus will implement strategies to ensure maximum student participation on STAAR.	2.4, 2.5, 2.6	Executive Director of Instruction, Directors of Instruction, Principals	Percentage of student attendance on STAAR test dates.				
<b>Funding Sources:</b> Local - 0.00							
<b>PBMAS</b> 3) To address STAAR exemptions to meet the 1%-2% cap of Every Student Succeeds Act a. Continue to provide data regarding numbers of exemptions to campus administrators; b. Continue to provide training regarding selection of state assessment and exemption criteria for students with disabilities for assessment staff, administrators and special education teachers, and trainer of trainers model. c. The STAAR Alt 2 Decision Making Document will be used to guide student state assessment decisions.	2.4, 2.6	Exec. Dir of Instruction; Dir. of SPED; Prog. Coordinator of SPED	Meeting agendas and sign-in sheets				
<b>Funding Sources:</b> Title I - 0.00, Local - 0.00, IDEA - 0.00, State Sped - 0.00							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue






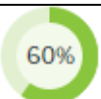
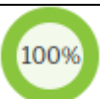

**Goal 1:** NCISD will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

**Performance Objective 6:** NCISD will have 100% of its students and student groups graduate Foundation High School Proficient with an endorsement, Distinguished Level.

Achievement Program (DAP) graduation plan.

**Evaluation Data Source(s) 6: TAPR**

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Information regarding scholarship programs will be made available through course selection guides, announcements, District and campus websites, and parent/student meetings.	2.5	Exec Dir of Instruction; Director of Secondary Instruction; Director of Advanced Academics; HS Principals; Counselors	Documentation of efforts.				
	<b>Funding Sources:</b> Local - 0.00						
2) NCISD will offer a DAEP campus to ensure that students facing discipline measures will stay on track to graduate.	2.4	Executive Director of Student Services	Program is in place				
	<b>Funding Sources:</b> State Compensatory Ed - 0.00						
3) NCISD will offer remediation courses and accurately identify students for IGC at the HS level to ensure students stay on track to graduate on time.	2.4, 2.6	Director of Secondary Instruction; HS Deans of Instruction	Courses reflected in master schedules. Graduation rates.				
	<b>Funding Sources:</b> State Compensatory Ed - 0.00						
4) District will operate a Credit Recovery center to serve comprehensive high school students in need of alternate settings. Credit Recovery will also be used after school to assist students in obtaining required credits to graduate on time with their cohorts.	2.4, 2.6	Director of Secondary Instruction. Principal	Increased number of graduates.				
	<b>Funding Sources:</b> Local - 0.00						

 = Accomplished    = Continue/Modify    = No Progress    = Discontinue

**Goal 1:** NCISD will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

**Performance Objective 7:** All NCISD students will graduate from high school within 4 years of beginning ninth grade.

**Evaluation Data Source(s) 7:** Dropout records, completion records, credit accrual, and student retention rates. PBM performance results.

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
<p><b>PBMAS</b></p> <p>1) Remedial and/or Extended Year/Day Programs will be provided to meet the needs of at-risk students who may be in danger of failing or not graduating.</p>	2.4, 2.6	Exec. Director of Instruction; Director of Elementary and Secondary Instruction; Principals; Academic Deans	Instruction; Director of Elementary and Secondary Instruction; Principals; Academic Deans Report cards, progress reports and benchmark testing will be monitored				
	<b>Funding Sources:</b> Title I - 0.00, Local - 0.00						
<p>2) Staff development opportunities will provide staff with strategies to better address the needs of a culturally diverse student population, to maximize the academic success of at-risk students, and training on resources to track student performance.</p>	2.5	Exec. Director of Instruction; Directors of Instruction; Instructional Specialists; Principals.	Staff development agendas and minutes will reflect appropriate training sessions.				
	<b>Funding Sources:</b> Title I - 0.00, Title II - 0.00, Title III - 0.00, State BIL/ESL - 0.00, Local - 0.00, IDEA - 0.00, State Compensatory Ed - 0.00						
<p><b>PBMAS</b></p> <p>3) Remedial and/or Extended Year/Day Programs will be provided for at-risk students as support for advancing to the next grade level through the following strategies.</p> <p>a. Summer school for Bilingual Students in PK/K</p> <p>b. Extended day/extended year</p> <p>c. Tutoring and extra help</p> <p>d. Credit recovery</p> <p>e. Mentoring programs</p> <p>f. Accelerated Reading and Math</p> <p>g. EL Summer School</p>	2.4, 2.6	Exec. Director of Instruction; Directors of Instruction; Instructional Specialists; Principals; Counselors.	Number of students in each program, along with course grades, benchmark assessments, promotion from grade to grade. Report cards, progress reports and benchmark testing will be monitored				
	<b>Funding Sources:</b> Title I - 0.00, High School Allotment - 0.00, State Compensatory Ed - 0.00, Local - 0.00, IDEA - 0.00						







4) The secondary campuses will develop Personal Graduation Plans (PGP) for each student. The plan will outline the program of study for students to follow. NCISD will continue to align career pathways with student endorsement(s).	2.5, 2.6	Exec. Dir. of Instruction, Director of Secondary Instruction, Director of CTE, Secondary Principals/Counselors/Deans of Instruction	All students have a current PGP. PGPs and FHSP graduates with an endorsement as well as CTE program evaluation				
<b>Funding Sources:</b> Local - 0.00							
5) Campuses will continue to implement comprehensive RTI procedures.	2.4, 2.6	Principals; Counselors; RTI Specialists	Report cards, Progress reports, Promotion.				
<b>Funding Sources:</b> Title I - 0.00, Local - 0.00, IDEA - 0.00, State Sped - 0.00							
6) NCISD will continue to align career pathways with student endorsement(s).	2.5	CTE Director; Principals; Deans of Instruction; Counselors	PGPs and FHSP graduates with an endorsement as well as CTE program evaluation				
<b>Funding Sources:</b> State CTE - 0.00, Perkins - 0.00, Local - 0.00							
7) NCISD will continue to offer the Credit Recovery Program by increasing graduation opportunities to potential non-completer students including summer classes.	2.4, 2.6	Exec. Dir of Instruction; Director of Secondary Instruction; H. S. Principals; TLC Principal.	The number of graduates.				
<b>Funding Sources:</b> High School Allotment - 0.00, State Compensatory Ed - 0.00, Local - 0.00							
8) ELL and immigrant students will receive information about colleges, their admission processes and how to reduce the academic gap in high school with college expectations.	2.5, 3.2	Executive Director of Instruction; Director of Bil/ELL/Migrant	Sign-In sheets; college material				
<b>Funding Sources:</b> Title III - 0.00							
9) The district will annually evaluate the effectiveness of their designated State Compensatory Education program and include the results of this evaluation in the district improvement plan.	2.5	Exec. Dir. of Instruction, Director of Secondary Instruction; Director of Elementary Instruction; Director of Federal/Special Programs	Increase in at-risk students passing state assessment.				
<b>Funding Sources:</b> Local - 0.00							
= Accomplished       = Continue/Modify       = No Progress       = Discontinue							

**Goal 1:** NCISD will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.








**Performance Objective 8:** NCISD will maintain or exceed an attendance rate for students of 95% on each campus.

**Evaluation Data Source(s) 8:** The 2017 TAPR Report will show an increased attendance rate for students enrolled in NCISD.

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) NCISD will continue a consistent, district wide attendance referral procedure that ensures enforcement of state-mandated attendance laws and promote recognition and provide opportunities for incentives, related to student attendance.	2.6	Principals; Director of Student Services	Individual campus attendance records will be monitored daily by attendance clerks, weekly by appointed campus administrator, and for students in need of improvement, bi-weekly, with attendance committee members. District attendance rates will be monitored daily, weekly, and bi-weekly.				
	<b>Funding Sources:</b> Title I - 0.00, State Compensatory Ed - 0.00, Local - 0.00						
2) Campus Improvement Plans will include measures to improve student attendance and NCISD will continue to foster relationships with Precinct Judge and District attorney to more effectively deal with school absence issues.	2.6	Director of Student Services; Principals	Campus plan review. To maintain or increase an attendance percentage of 95% or higher.				
	<b>Funding Sources:</b> Local - 0.00						
3) NCISD has designated a district administrator to help monitor student attendance and support improvement efforts on each campus. Campuses will incorporate technology and campus procedures to ensure that parent contact information is updated in a timely fashion.	2.4, 2.6	Director of Student Services; Principals	Parent contacts are timely and accurate when notification of student attendance is necessary. To maintain or increase an attendance percentage of 95% or higher.				
	<b>Funding Sources:</b> Local - 0.00						
4) NCISD will apply for waivers as needed to support an academic calendar which maximizes conditions on student attendance and student learning.	2.5	Executive Director of Student and Staff Services, Director of Federal and State Programs and Executive Director of Instruction	Waiver applications submitted.				
	<b>Funding Sources:</b> Local - 0.00						



<p>5) NCISD recognizes that homelessness is a problem facing our community and students. The district will continue to support foster care, homeless and unaccompanied youth students in appropriate ways to assist them in attending school. I.e. Transportation to school of origin, or other means to keep them in school as well as supplemental supplies for school. The district's Homeless Liaison/Parent Involvement person works with students and families to assist with their academic needs. NCISD will collaborate with the State or local child welfare agency to designate a point of contact and develop clear, written procedures governing transportation. The Title I Secretary will assist the HL/PIC.</p>	<p>2.4, 2.5, 2.6, 3.2</p>	<p>Director of Federal/Special Programs, Foster Care Liaison, Homeless Liaison/Parent Involvement Coordinatore</p>	<p>Foster Care Manual, Meetings, sign-in sheets, Expenditures</p>				
<p><b>Funding Sources:</b> Title I - 0.00</p>							
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**Goal 1:** NCISD will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

**Performance Objective 9:** Provide a high quality, balanced, academically rigorous CTE program that enables students to pursue their choices in post-graduation opportunities.

**Evaluation Data Source(s) 9:** Written evaluation of all CTE programs in the district.

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Utilize Director of CTE to compile, maintain, analyze, and submit CTE data, information and required reports.	2.5	CTE Director	State CTE funding, Perkins Guidelines and Reports, CTE PBMAS Reports				
	<b>Funding Sources:</b> State CTE - 0.00, Perkins - 0.00, Local - 0.00						
2) The District will continue to identify availability of high-skill and high-wage jobs in local area.	2.5	CTE Director, High School Principals, Exec. Director of Instruction	Feedback from CTE Advisory Committee and Training Stations for Career Prep students				
	<b>Funding Sources:</b> State CTE - 0.00, Perkins - 0.00, Local - 0.00						
3) The High Schools will inform students about transition opportunities at the post-secondary level.	2.5, 3.2	CTE Director, High School Principals, High School Counselors	The number of 12th grade CTE students who transition to the post-secondary level.				
	<b>Funding Sources:</b> State CTE - 0.00, Perkins - 0.00, Local - 0.00						
4) The District will continue to offer CTE courses that apply to today's educational and employment needs, count for core academic credit that satisfies the Foundation High School Program; as well as lead to industry certifications, and distinguished level of performance.	2.5	CTE Director, High School Principals, Exec. Director of Instruction, High School Counselors	Approved CTE courses listed in High School master schedules and course catalogs. CTE teacher documentation on integrating content from the core content areas.				
	<b>Funding Sources:</b> State CTE - 0.00, Perkins - 0.00, Local - 0.00						
5) The District will continue to implement and review the annual CTE program evaluation process for the purpose of continuous quality improvement.	2.5	CTE Director, High School Principals, Middle School Principals, Exec. Director of Instruction	Completion and submission of the Program Effectiveness Review (PER) template via eGrant System.				
	<b>Funding Sources:</b> State CTE - 0.00, Perkins - 0.00, Local - 0.00, Tech Prep - 0.00						







6) Continue to provide a dynamic curriculum that is engaging, rigorous, relevant, and emphasizes current and emerging technologies while ensuring college readiness. (Supplies, equipment (small and large items) and operating cost for programs)	2.4, 2.5	CTE Director, High School Principals, Middle School Principals, Exec. Director of Instruction, High School Counselors, Middle School Counselors, High School Deans of Instruction	Approved CTE courses listed in High School and Middle School master schedules, course catalogs, and career pathways.				
<b>Funding Sources:</b> State CTE - 0.00, Perkins - 0.00, Local - 0.00							
7) Continue to implement staff development that addresses program specific needs and integrate strategies to promote student enrollment in non-traditional CTE courses.	2.4, 2.5	CTE Director, High School Principals, Middle School Principals, Exec. Director of Instruction, High School Counselors, Middle School Counselors, High School Deans of Instruction	Teacher feedback and number of trainings ("on" and "off" campus) and sign-in sheets.				
<b>Funding Sources:</b> State CTE - 0.00, Perkins - 0.00, Local - 0.00							
8) The District will inventory all CTE programs, including tools, equipment and textbooks.		CTE Director	CTE teachers will submit beginning and ending inventory reports.				
<b>Funding Sources:</b> State CTE - 0.00, Perkins - 0.00, Local - 0.00							
9) The District will continue to investigate methods to efficiently allocate and increase CTE State funding and continue to research and implement methods to increase student enrollment in CTE programs that historically have declining numbers in year two.		CTE Director, High School Principals, Exec. Director of Instruction	Increase State generated CTE FTE and evaluation of State CTE budget expenditures. Increase CTE student enrollment numbers in the second year CTE programs with historically low numbers.				
<b>Funding Sources:</b> State CTE - 0.00, Perkins - 0.00, Local - 0.00							
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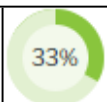
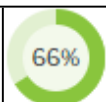
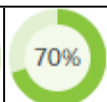
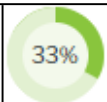
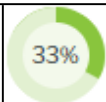
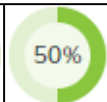
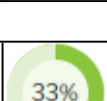
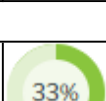
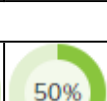
**Goal 1:** NCISD will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.






**Performance Objective 10:** NCISD will foster the use of technology as an effective tool for instruction and classroom management.

**Evaluation Data Source(s) 10:** Yearly evaluation of all overall technology plan.

**Summative Evaluation 10:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) NCISD will foster the use of technology as an effective tool for instruction. The District will continue with the 1:Vision 1:1 program for students in grades 3-12 and 1:3 program for primary grades. These efforts will primarily focus on the integration of technology use into instruction and PBL techniques.	2.4	Exec. Dir of Instruction, Director of Digital Learning, Director of Technology, Elementary & Secondary Instructional Technology Specialists	Workshop Registrations, Lesson Plans, BrightBytes biannual teacher, student and parent surveys. Student interaction on projects. Student accessibility to resources.				
<b>Funding Sources:</b> Title I - 0.00, Local - 0.00							
2) The District will provide continuing staff development opportunities for integrating technology into the instructional process throughout the school year. The District will provide technology staff development for all staff (including auxiliary and paraprofessionals) and provide additional online resources for 24/7 staff development. Continue to provide training on the SAMR (Substitution, Augmentation, Modification Redefinition) model to staff. New NCISD staff will demonstrate competency as identified by the WayFind Technology Assessment, and ISTE Standards utilizing data received from the BrightBytes District & Campus Surveys to determine skills and knowledge levels of staff and technology needs.	2.4	Director of Digital Learning, Elementary & Secondary Instructional Technology Specialists, Campus Media Specialists	BrightBytes Surveys (4Cs, Eduhero Archives Teacher Technology Proficiencies (New Teachers), Workshop Registrations				
<b>Funding Sources:</b> Local - 0.00							

<p>3) The District will continue to evaluate, add and upgrade software for technology integration and support innovative programs that use new technology for instruction. The District will continue to budget for the purpose of renewing and adding district-wide software site licenses such as: Discovery Ed., Brain Pop, World Book, ARC, Flocabulary and Google Apps. The District will verify of integration of the electronic resources into the Canvas LMS or Clever. Continue integration of Makerspaces into high schools, middle schools and elementary schools.</p>	<p>Executive Director of Instruction, Director of Digital Learning, Instructional Technology Specialists, Media Specialists and Curriculum Specialists</p>	<p>Current licenses, IMA, Records of new programs, Clever, Canvas, BrightBytes Survey (4Cs) Observation of students</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>						
<p>4) The District will continue to expand the adoption of electronic textbooks that are LTI compatible and will integrate with the District's Learning Management System.</p>	<p>Executive Director of Instruction, Director of Digital Learning, Instructional Technology Specialists, Curriculum Instructional Specialists. Instructional Material Specialist</p>	<p>Integration of the electronic resources into lessons in the Canvas LMS by teachers. The ability for students to work on lessons 24/7 from their devices or home computers without having to carry around multiple textbooks.</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>						
<p>5) Work with the C&amp;I Department to continue the rollout of the District's Learning Management System, Canvas to the District. Continue training of C&amp;I Instructional Specialists and assist them with creating course shells across the curriculum. Continue to train and support 5th-12th grade teachers to use Canvas and develop courses in Canvas. Continue to train 5th-12th grade teachers to use Grade Passback with Skyward.</p>	<p>Instructional Technology Specialists, Curriculum Specialists, Director of Digital Learning, Executive Director of Instruction, Director of Elementary Ed., Director of Secondary Ed., Media Specialists, Director of Information Systems</p>	<p>Curriculum specialists for core subjects in 5-12 develop clear understanding of Canvas and develop shells for core subjects so teachers are ready to begin creating courses after training. Number of teacher courses created and used in Canvas.</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>						



6) Maintain and upgrade network electronics, VoIP phone system, servers, wireless systems and all other pieces that makeup the network infrastructure.		Director of Technology	Helpdesk system, system logs, POs				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

# Goal 2: NCISD will provide a safe and orderly environment that promotes student learning for all students.

**Performance Objective 1:** NCISD will ensure and improve campus safety by reducing the number of criminal and non-criminal incidents by 5% for the 2018-2019 school year.










**Evaluation Data Source(s) 1:** NCISD will review the PEIMS 425 discipline records and will conduct a climate survey of students, parents, and staff to determine if criminal and non-criminal activity has decreased.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) NCISD will provide staff development in the following areas: a. Campus level Incident Management Planning; b. District-Level Incident Management Plan; c. CPR/First aid Training; d. Crisis alert systems, local and national; e. Evacuation planning; f. Drug Impairment Training for Educational Professionals (DITEP); g. National Initiative Management Training (NIM); h. Freedom from Harassment Student & Employees; i. Child Abuse and Neglect; j. Drug Free Workplace.		Exec. Dir. of Operations; Exec. Dir. of Instruction; Exec. Dir. of Student and Staff Serv.; Dir of Support Services; Principals; Dir. of Sports Activities & Facilities	Staff development agenda and minutes, EduHero videos, hands on training and workshops, Title IX conference, Title IX obligation video, summer legal update workshop, and the National Safety Conference for Incident Management will document appropriate training.				
	<b>Funding Sources:</b> Local - 0.00						
2) NCISD will conduct Safe and Secure Schools audits bi-annually to review safety concerns.		Dir. of Facilities & Energy Management; Chief of Police; Principals; Dir. of Staff Services	Audits will be conducted and results reported.				
	<b>Funding Sources:</b> Local - 0.00						

<p>3) NCISD will review the district, campus and department Emergency Operations Plans daily/weekly, recommending revisions where appropriate and revising as needed to address timely concerns. Updated evacuation plans for all campuses and district facilities are posted and included in the Emergency Operations Plans. NCISD will provide a two way radio system across the district for emergency operations.</p>		<p>Deputy Superintendent; Exec. Dir. of Operations; Chief of Police; Dir. of Facilities &amp; Energy Management, Dir. of Staff Services</p>	<p>Emergency Operations Plans are in place at each district campus and facility.</p>				
<p><b>Funding Sources:</b> Local - 0.00, RESTART Grant - 18313.00</p>							
<p>4) NCISD will maintain safe and appropriate levels of lighting at all facilities, (e.g., parking lots, outside walkways, and entrances/exits.)</p>		<p>Exec. Dir. Operations; Principals</p>	<p>Maintenance of present levels of lighting district wide.</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>							
<p>5) Eddie Eagle program (gun safety course) will continue to be conducted for second grade students at the elementary campuses as well as the P.O.W.E.R. (Positive Outreach While Empowering Responsibility) program conducted for sixth grade students at the middle schools.</p>		<p>Principals; Chief of Police</p>	<p>Both programs are completed annually.</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>							
<p>6) Continue to incorporate Visitor ID checks using V-Soft Raptor System. NCISD will require identification badges to be worn by all employees, substitutes, secondary students and visitors. All parent and community volunteers will be trained, pass background checks and issued ID badges.</p>		<p>Executive Director of Public Relations; Exec. Dir. Public Relations; Campus and District Administration, Chief of Police,</p>	<p>All visitors receive confirmed visitor's pass. ID badges will be displayed Number of volunteers trained will be tracked and badges distributed.</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>							
<p>7) NCISD will conduct annual criminal history reviews for current employees and upon hiring for new employees and implemented finger printing for employees in accordance with guidelines from SBEC.</p>		<p>Exec. Dir. of Human Resources; Criminal History Review Committee</p>	<p>Background checks completed Reports sent to Human Resources</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>							
<p>8) Police incident reports are submitted to Superintendent. Summary reports of student disciplinary incidents will be reviewed by Campus Administration.</p>		<p>Exec. Dir. of Student and Staff Serv, Police Chief</p>	<p>Reports given to Board of Trustees and Superintendent. Discipline Reports collected for each campus.</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>							
<p>9) The District will continue updating current video monitoring technology and the current security alarm systems for each facility.</p>		<p>Chief of Police; Integrated Security Coordinator; Principals</p>	<p>Improved security at campuses, reduction of vandalism and criminal incidences.</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>							



<p>10) The District owns and maintains its own K-9 unit to patrol all campuses. As well as, campus safety officers are placed on all high school campuses for safety patrol, etc.</p>		<p>HS Principals , Chief of Police</p>	<p>Duty schedule.</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>							
<p>11) The district will continue to offer training in all aspects of bullying identification and prevention, reporting procedures, tracking, and conduct expectations to both students and staff. Partnerships with other organizations such as Montgomery County Youth Services will continue to be used to help meet this need. A district wide bullying reporting form is available on the district web page (School Safety Reporting) as well as a link for participation in Montgomery County Crimestoppers.</p>		<p>Exec. Dir. of Student and Staff Serv; Director of Digital Learning</p>	<p>EduHero video training series and agendas from staff development sessions will be maintained. Laserfiche.</p>				
<p><b>Funding Sources:</b> Title I - 0.00, High School Allotment - 0.00, Local - 0.00</p>							
<p>12) District will continue use of school messenger call-out system and/or PIER systems emergency notification to alert schools, parents, community &amp; media of emergency/crisis situation. Ongoing training will be provided to district staff on the use of School Messenger. The district will purchase a two-way radio system for administration to be used for emergencies and weather related emergencies.</p>		<p>Executive Director of Public Relations. Executive Director of Athletics</p>	<p>Improve communication to all stakeholders. Improve communications during emergency situations and weather related emergencies.</p>				
<p><b>Funding Sources:</b> Local - 0.00, RESTART Grant - 18313.00</p>							
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Goal 2:** NCISD will provide a safe and orderly environment that promotes student learning for all students.

**Performance Objective 2:** NCISD will investigate, establish, and promote programs to lower the number of PEIMS 425 discipline records by 5% district-wide for the 2018-2019 school year.

**Evaluation Data Source(s) 2:** NCISD PEIMS discipline data will show a reduction of 5% in the number of school suspensions, JJAEP and DAEP placements district-wide for 2018-2019.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Counselors will be used in a proactive manner to provide social skills as appropriate at each campus.	2.5, 2.6	Exec Dir of Instruction; Principals; Counselors	Counselors' logs will reflect emphasis on social skills.				
<b>Funding Sources:</b> High School Allotment - 0.00, Local - 0.00							
2) Student violence prevention and intervention strategies in place at all campuses will include dating violence prevention and intervention, bullying prevention and character education.		Exec. Dir. of Instruction; Executive Director of Student/Staff Services; Principals	Annual report to the board of trustees on violent or criminal campus incidents, Campus Plans, Laserfiche.				
<b>Funding Sources:</b> Local - 0.00							
3) Provide support to campuses to improve health of students and employees under the guidance of the district health coordinator.		Exec. Dir. Student/Staff Services; Dist Health Services Coord.	Improved wellness of all stakeholders.				
<b>Funding Sources:</b> Local - 0.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 2:** NCISD will provide a safe and orderly environment that promotes student learning for all students.

**Performance Objective 3:** NCISD facility improvements and technology infrastructure will be completed on time and within budget.

**Evaluation Data Source(s) 3:** Projects will be completed on time and within budget.

**Summative Evaluation 3:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) NCISD will continue to: a) Implement plans for upgrading existing facilities. b) Implement and review plans to construct new facilities approved by recent bond elections. c) Provide a mechanism for maintenance and repairs on existing facilities. d) Review recommendations and make decisions regarding facility needs and improvements.		Superintendent; Exec. Dir. of Operations	Monthly reports to board. Board agenda and minutes.				
	<b>Funding Sources:</b> Local - 0.00						
2) NCISD will provide support to personnel to maintain and upgrade technology.		Director of Technology	Evaluate network infrastructure for reliability and scalability.				
	<b>Funding Sources:</b> Local - 0.00						
3) NCISD will continue to implement a plan for systematically maintaining and upgrading existing technology. Leasing vs. purchasing hardware will be explored to determine cost effectiveness.		Director of Technology	Evaluate network infrastructure for reliability and scalability.				
	<b>Funding Sources:</b> Local - 0.00						
4) Continue to explore options concerning the best use of facilities for CRC/TLC/Annex.		Cabinet	Plan for building use.				
	<b>Funding Sources:</b> Local - 0.00						
5) Annually evaluate district demographics and seek new professional study if warranted.		Exec. Dir. Operations	Study completed.				
	<b>Funding Sources:</b> Local - 0.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							









# Goal 3: NCISD will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

**Performance Objective 1:** All NCISD teachers will meet the ESSA (Every Student Succeeds Act) standards of highly effective and paraprofessionals will meet the ESSA standards of highly qualified.

**Evaluation Data Source(s) 1:** NCISD Staff Plan will reflect 100% of teachers and paraprofessionals meeting the standards of ESSA.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
<b>Equity Plan Strategy</b> 1) Increase attendance/participation at Job Fairs and focus group meetings: a. NCISD Job Fair; b. University job fairs; c. Alternative Certification Programs d. Teacher Certification Programs e. Professional Organizations.	2.5	Exec. Dir. of H.R. Dir. of Recruitment and Retention	Evaluation of job fair participants to determine effectiveness. Summary to DLAC for review.				
	<b>Funding Sources:</b> Local - 0.00						
<b>Equity Plan Strategy</b> 2) NCISD will continue innovative marketing efforts: a. Human Resources web page; b. Job opportunities page; c. Integrated online application and tracking system; d. Maintain contact with university career centers; e. Partnerships with teacher preparation programs and career centers; f. Hosting student teachers; g. Follow-up with prospective candidates; h. Targeting industry applicants	2.5	Exec. Dir. of H.R. Dir. of Recruitment and Retention	Evaluate each measure with updates for professional and support applicants.				
	<b>Funding Sources:</b> Local - 0.00						
<b>Equity Plan Strategy</b> 3) NCISD will continue to schedule and monitor staff development and professional growth using Eduphoria Workshop.	2.5	Exec. Dir of Instruction, Exec. Dir of HR	Number of hours offered and number of hours taken as entered in Eduphoria Workshop. Provide data regarding how applicant learned about NCISD.				
	<b>Funding Sources:</b> Local - 0.00						





<p>4) Be proactive in promoting a positive image to staff, students, prospective employees and community by:</p> <p>a. Taking advantage of all opportunities to showcase staff and student success</p> <p>b. Maintain the department web page</p> <p>c. Update posted vacancies on the website</p>		<p>Deputy Superintendent; Dir. of Communications and Community Relations; Exec. Dir. of H.R. Dir. of Recruitment and Retention</p>	<p>Campus survey results will be reviewed. NCISD media materials will be reviewed. Director of Communications will give report of Web events and activities. All publicity will be collected and displayed. Review district/campus surveys and multimedia data.</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>							
<p><b>Equity Plan Strategy</b></p> <p>5) Assist staff in meeting certification requirements:</p> <p>a. Certification preparation assistance</p> <p>b. Student loan forgiveness assistance</p>		<p>Exec. Dir. of H.R. Dir. of Recruitment and Retention</p>	<p>Personnel records</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>							
<p>  = Accomplished       = Continue/Modify       = No Progress       = Discontinue </p>							





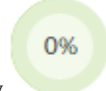

**Goal 3:** NCISD will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

**Performance Objective 2:** NCISD will lower the employee turnover rate to 15% based on the annual TAPR report.

**Evaluation Data Source(s) 2:** NCISD Staffing Plan will reflect 100% of teachers meeting the highly effective standards of ESSA and paraprofessionals meeting the highly qualified standards of ESSA. The teacher turnover rate will remain below that of the state.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
<p><b>Equity Plan Strategy</b></p> <p>1) NCISD will retain its highly effective teachers by offering an induction support program:</p> <p>a. Provide an effective and meaningful new teacher orientation spread throughout the year;</p> <p>b. Provide a paid mentor for novice teachers;</p> <p>c. Conduct a summative evaluation of the mentoring program;</p> <p>d. Provide novice teachers focused technical support by district personnel;</p> <p>e. The district will examine average tenure by campus and department.</p>		Deputy Supt.Exec. Dir of HR; Principals; Exec. Dir of Instruction; Dir of Recruitment & Retention, Director of Digital Learning	Exit interviews will be reviewed to identify trends in turnover; Reviews of mentoring program.				
<b>Funding Sources:</b> Local - 0.00, Title II - 0.00							
<p><b>Equity Plan Strategy</b></p> <p>2) NCISD will continue to improve salaries, benefits and working conditions for teachers by:</p> <p>a. Market analysis of salaries, benefits and incentives;</p> <p>b. Provide stipends for critical need areas and extra duty assignments;</p> <p>c. Limit duties and after school responsibilities;</p> <p>d. Maintain student discipline;</p> <p>e. Maintain a positive school climate;</p> <p>f. Ensure that staff has a voice in how the schools operate;;</p> <p>g. In-district site for college courses;</p> <p>h. Incentives for advanced degrees.</p>		Exec. Dir of HR; Exec Dir of Finance; Principals	Personnel records; TASB Market analysis				
<b>Funding Sources:</b> Title II - 0.00, State CTE - 0.00, State BIL/ESL - 0.00, Local - 0.00							

<p><b>Equity Plan Strategy</b></p> <p>3) NCISD will continue work to improve teacher morale with implementation of employee recognition programs:</p> <p>a. Showcase staff in newsletters, district publications, website and weekly bulletins;</p> <p>b. Provide employee appreciation luncheons with the superintendent; provide annual retirement recognition</p> <p>c. Recognize campus and district Teacher of the Year and Employee of the Year;</p> <p>d. ABCD/Board Recognition Programs;</p> <p>e. Chow wagon luncheon provided and served by central office staff.</p>	<p>Superintendent; Exec. Dir of HR; Campus Administration; Deputy Superintendent</p>	<p>DLAC will review the plan for progress; Artifacts proving recognitions and celebrations have taken place.</p>			
<p><b>Funding Sources:</b> Local - 0.00</p>					
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**Goal 3:** NCISD will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.








**Performance Objective 3:** NCISD will provide meaningful and quality professional growth opportunities for all administrators, teachers, and paraprofessionals.

**Evaluation Data Source(s) 3:** NCISD will collect data regarding staff participation and the effectiveness of staff development activities.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
<p><b>Equity Plan Strategy</b></p> <p>1) NCISD will continue to investigate and implement meaningful, quality professional growth activities:</p> <ul style="list-style-type: none"> <li>a. Provide a mentor program for novice teachers;</li> <li>b. Devise an effective and meaningful new teacher orientation which will be implemented throughout the school year;</li> <li>c. Provide professional growth activities for employees throughout the school year;</li> <li>d. Utilize an employee questionnaire giving feedback on activities offered;</li> <li>e. Promote Strategies and Techniques</li> <li>f. NCISD will review all professional development and implement a comprehensive plan for paraprofessionals.</li> <li>g. Provide required hours of professional development for Rider 78 (effective Pre-K Program)</li> </ul>		Executive Directors of Human Resources and Instruction; Director of Recruitment and Retention	Personnel records of "Professional Growth Plan", questionnaire, sign-in sheets from activities. Yearly evaluation summary as part of screening procedures. Survey of participants to determine effectiveness.				
<p><b>Funding Sources:</b> Local - 0.00, Title II - 0.00</p>							
<p><b>Equity Plan Strategy</b></p> <p>2) Provide leadership and professional development as identified in needs assessment to district and campus leaders.</p>	2.5	Campus Principals; Executive Director of Instruction	Sign-in sheets. Evaluations				
<p><b>Funding Sources:</b> Local - 0.00</p>							



<p>3) Eduphoria will be used to maintain accurate records of teacher staff development. Title I Crate will be used to store compliance documents for Title I campuses. TransACT will be used for required parent forms across the district in multiple languages. Title I Admin will be used for guidance on Title programs throughout the district.</p>	2.4, 2.6	Principals; Exec. Dir of Instruction; Director of Elementary Instruction; Director of Secondary Instruction; Director of Federal/Special Programs	Documentation of workshops attended, documents for Title I Campus compliance				
<p><b>Funding Sources:</b> Local - 0.00, Title I - 6825.00</p>							
<p><b>Equity Plan Strategy</b> 4) Professional development opportunities will provide teachers with strategies to better address the needs of a culturally diverse student population and to maximize the academic success of at-risk students. NCISD will provide professional development opportunities for ESL strategies and techniques for all teachers.</p>	2.5	Exec. Dir of Instruction, principals, EL instructional coaches	Participant evaluation and classroom observation. Increase in benchmark and STAAR/EOC scores. Sign-in sheets. Evaluations				
<p><b>Funding Sources:</b> Title III - 0.00, State BIL/ESL - 0.00, Local - 0.00</p>							
<p>5) To address the percentage of students placed in special education the district will: a. Continue to provide staff development for assessment staff, teachers, and administrators regarding evaluation and identification process of students meeting eligibility criteria for special education; b. Continue to provide referral process staff.</p>	2.5, 2.6	Executive Director of Instruction; Director of Special Education; Principals	Staff develop agendas and sign-in sheets.				
<p><b>Funding Sources:</b> IDEA - 0.00, State Sped - 0.00</p>							
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**Goal 3:** NCISD will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

**Performance Objective 4:** NCISD will increase the existing attendance rate for staff by 2% as a whole district.

**Evaluation Data Source(s) 4:** Aesop Data

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Create a district level committee to develop strategies to increase staff attendance. Including a wellness coordinator to implement wellness programs across the district.		Dir. of HR, Principals	Campus based plans for increasing staff attendance.				
<b>Funding Sources:</b> Local - 0.00							
<b>Equity Plan Strategy</b> 2) Data will be reviewed to determine impact on employee attendance. A district level committee will review/determine awards for excellent attendance.		Exec. Dir. of HR, Exec. Dir. of Finance, Principals.	Increase in staff attendance at all campuses.				
<b>Funding Sources:</b> Local - 0.00							
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							





# Goal 4: NCISD will continue to increase opportunities for parent/community involvement in all educational processes of our district.







**Performance Objective 1:** NCISD parents are provided various options for involvement in their child's education.






**Evaluation Data Source(s) 1:** Each NCISD campus/department will provide documentation of parent involvement in various campus/department activities.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) District will have a parent involvement policy and each campus will update parent involvement policies specific to their campus. Elementary campuses will also include Rider 78 Parent/Family Engagement requirements.	3.1, 3.2	Principals; Parent Involvement Coordinator, Dir. Fed/Special Programs	Updated policy in place and make available to the public upon request. Policies also available on the website.				
	<b>Funding Sources:</b> Title I - 0.00, Local - 0.00						
2) Distribute written policies which emphasize the importance of parent involvement to all relative stakeholders (staff, parents, students, community).	3.1	Campus Principals; Parental Involvement Coordinator, Dir. Federal/Special Programs	Copy of web posting of policy, Copy of policy available upon request by parent, Parent signature of receipt of student handbook				
	<b>Funding Sources:</b> Title I - 0.00, Local - 0.00						
3) NCISD will continue to offer and support parental involvement activities including special education informational meetings addressing various student disability conditions, academic and behavioral strategies, service delivery systems and private community supports. In addition, the special education department will emphasize the importance of parent ARD participation.	3.2	Principals; Parental Involvement Coordinator. Director of Special Education	Level of parental involvement each month as well as attendance records and sign-in sheets.				
	<b>Funding Sources:</b> Title I - 0.00, Local - 0.00						

<p>4) Procedures for involvement are clearly communicated to parents and used consistently:</p> <ul style="list-style-type: none"> <li>a. Student handbooks (campus);</li> <li>b. NCISD student code of conduct (Spanish/English);</li> <li>c. Elementary folders (Spanish/ English);</li> <li>d. District websites (campus websites);</li> <li>e. Campus and District planning;</li> <li>f. Parent newsletters (district &amp; campus);</li> <li>g. Student progress reports and report cards;</li> <li>h. Secondary course selection guides;</li> <li>i. Parent phone system;</li> <li>j. Parent/teacher conferences;</li> <li>k. Assisting in campus activities;</li> <li>l. Open house and school orientation;</li> <li>m. Student performance reports (e.g., STARR, TELPAS, TAKS, Early Reading Assessment, RPTE, SDAA);</li> <li>n. Parent communication through email;</li> <li>o. Grading guidelines;</li> <li>p. A STAAR/EOC Handbook for Parents;</li> <li>q. STAAR/EOC Study Guide;</li> <li>r. Parent Reporting of Grades (Daily updates available);</li> <li>s. Offer a Student Services fair each year for parents of special programs students</li> </ul>	<p>3.1, 3.2</p>	<p>Principals; Parental Involvement Coordinator. Title III Director, Director of Federal/Special Programs. Director of Special Education</p>	<p>Annual review of procedures.</p>				
<p><b>Funding Sources:</b> Title I - 0.00, Title III - 0.00, Local - 0.00</p>							
<p>5) As required indicators of school performance are periodically published and provided on the NCISD website to parents and community members to foster communications:</p> <ul style="list-style-type: none"> <li>a. Texas Academic Performance Report (TAPR)</li> <li>b. District Plan and Campus Plan;</li> <li>c. Board Policy;</li> <li>d. Facilities study;</li> <li>e. Student Handbooks;</li> <li>f. Course Guides;</li> <li>g. Code of Conduct (Spanish/English).</li> <li>h. School Report Cards;</li> <li>i. Federal School Report Cards</li> <li>j. Homeless Resources</li> </ul>	<p>3.2</p>	<p>Deputy Supt.; Exec. Dir. Student Services; Exec. Dir. of Instruction; Dir. Federal &amp; Special Programs</p>	<p>Review website for current information.</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>							

6) Students and parents are provided information regarding higher education admissions, financial aid opportunities, and the Texas Grant Program. This information will be presented in course selection guides, parent meetings, and parent conferences.	2.5, 3.2	Director of Secondary Instruction; High School Principals and Counselors	Review of transcript request, scholarship applications, Personal Graduation Plan.				
<b>Funding Sources:</b> Local - 0.00							
7) Volunteerism will be encouraged and acknowledged. Recognition for hours of service, "Thank You" luncheon, etc.		Principals; Executive Director of Public Relations	Review of service hours and awards. Volunteer numbers have increased over 20% since 2017-2018.				
<b>Funding Sources:</b> Title I - 0.00, Local - 0.00							
8) District procedures for volunteers will be followed and reviewed as necessary.		Exec. Dir. of Stud. Serv; Director of Communications and Community Relations, Police Chief	List of district approved volunteers.				
<b>Funding Sources:</b> Title I - 0.00, Local - 0.00							
9) Parents will be provided the opportunity, as appropriate with federal regulations, to attend professional development training activities. (Elementary Title I Campuses) (Fall Parent Involvement State Conference) Parenting Partners - (Elementary Campuses) District Parent Advisory Council.	3.2	Campus principals. Parent Involvement Coordinator, Dir. Fed/Special Programs	Increased parent participation on campuses. Increased scored in reading and math CBA's and on report cards for parent who participate in leadership program.				
<b>Funding Sources:</b> Title I - 0.00, Title III - 0.00							
10) Parents and students are offered services through Montgomery County Youth Services. Counselors, administrators and teachers, will receive "Why Try" training for at-risk youth and implement Why Try and Resiliency training for at-risk youth.	2.6	Counselors, Principals; Parental Involvement Coordinator. Director of Special Education	Level of involvement each month as well as attendance records and sign-in sheets.				
<b>Funding Sources:</b> Title I - 0.00, State Compensatory Ed - 0.00, Local - 0.00							
11) Parent Involvement Coordinator will provide trainings to campus staff on requirements of the Title I Family and Community Engagement policy, Compacts and serve as a member of Montgomery County Homeless Coalition. Professional development will provided for the Homeless Liaison/Parent Involvement Coordinator.	2.6, 3.2	Dir. of Federal/Special Programs	Sign-in sheets, agendas, certificates, staff knowledge and surveys				
<b>Funding Sources:</b> Title I - 0.00							

<p><b>Critical Success Factors</b> CSF 5</p> <p>12) Parents will be invited to participate in the Ready Rosie parent and family engagement program for grades PK-3. Parent will receive parent and family engagement materials. to assist them with working with their children at home. (PreK Backpacks, school supplies/materials)</p>	2.4, 2.6, 3.1, 3.2	Dir. of Accountability, Coordinator of Special Programs, Parent Involvement Coordinator	Increase in level of parent involvement in grades PK-3.				
<p><b>Funding Sources:</b> Dyslexia Grant - 2112.00, Title I - 8400.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

# PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	5	Continue to use software for the purpose of monitoring all student achievements (AWARE, GAUGE) to develop, monitor and track the curriculum framework (FORETHOUGHT, CANVAS), and monitor effective professional development (WORKSHOP).
1	1	6	Utilize the Curriculum Team to assist the Instruction Department in the development of the curriculum, exemplar lessons and curriculum based assessments.
1	1	7	Support one-on-one tutoring of students to prepare them for math, reading and writing requirements. Provide additional supplemental instructional resources in order to enhance the quality of classroom instruction and implement an individualized program targeting low-level readers. (Test Bank One for district use) (Hatch software/hardware for PreK classes)
1	1	8	District will support professional development for teachers in core subjects to include contracted services and book studies. (ESC 6 Math/Science Fee Service, etc.)
1	1	9	Implement literacy initiatives in grades Pre-K through 12 to ensure high school completion for all students.
1	1	10	Implement instructional coaching on all campuses to: a) Support quality instruction and timely assistance. b) Provide leadership to teachers in the classroom. c) Provide individualized professional development.
1	1	11	Leverage school climate and social-emotional learning (SEL) to create positive school environments and foster the development of social-emotional skills that support increased attendance, increased academic performance and overall well being of the student.
1	2	1	NCISD will continue to use software designed for the purpose of monitoring all students in special programs through AWARE and web-based ARD/IEP program.
1	2	2	NISD will continue use of AWARE, GAUGE, IStation, DRA and STAAR to monitor student performance data for program effectiveness.
1	2	5	Continue to implement a training plan to support the inclusion initiative including staff development on in-class support; co-teaching; and, differentiated instructional strategies and materials.
1	2	11	Bilingual/ESL electronic folders will be audited for appropriate documentation.
1	2	12	The district will utilize the Director of Multilingual and Instruction Specialist for EL who will provide leadership in a. overseeing the implementation of dual language across district elementary schools; b. increase student participation in the dual language program; c. continual marketing of the dual language program; d. increasing parent involvement for our EL students by providing parent meetings; e. providing staff development opportunities throughout the district and in-district trainings; f. uniformity within secondary ESL programs by facilitating monthly meetings with secondary ELL Specialists; g. implementation of sheltered instruction across district.

Goal	Objective	Strategy	Description
1	2	13	NCISD will continue to work with the secondary principals to monitor the assignment of sheltered teachers in both high schools and middle schools in order to meet the needs of the (English Learners (ELs)). Sheltered teachers will participate in continued professional development throughout the year and will have the opportunity to work with an EL Specialist to help them implement the sheltered instruction model.
1	2	14	Sheltered instruction will continue to be utilized for supporting English Learners (ELs) in the elementary schools. EL Specialists will participate in ongoing professional development in order help teachers on their campuses.
1	2	17	The district will utilize an instructional specialist-EL who will provide leadership in: a. Design supplemental activities to expand the enhanced supplemental curricular for EL students. b. Coordinate and participate in literacy services and training activities for EL students and their families. c. Provide professional development that supports teachers and administrators to improve the academic content instruction and English Language development of EL students. d. Coach teachers of EL students to improve instructional performance.
1	2	19	Develop and implement a comprehensive observation and monitoring system whereby regular classroom visits in special education classes, in-class support classes and co-teach classes are made by designated special education team members to collect observation data, DRA scores, and create data walls to focus on technical assistance and improved student achievement.
1	3	6	Continue to collect student data (level of support and student progress) to ensure ARD committees have the most up-to-date and accurate student data in order to provide the most appropriate services for our students.
1	5	2	Each campus will implement strategies to ensure maximum student participation on STAAR.
1	5	3	To address STAAR exemptions to meet the 1%-2% cap of Every Student Succeeds Act a. Continue to provide data regarding numbers of exemptions to campus administrators; b. Continue to provide training regarding selection of state assessment and exemption criteria for students with disabilities for assessment staff, administrators and special education teachers, and trainer of trainers model. c. The STAAR Alt 2 Decision Making Document will be used to guide student state assessment decisions.
1	7	1	1) Remedial and/or Extended Year/Day Programs will be provided to meet the needs of at-risk students who may be in danger of failing or not graduating.
1	7	3	Remedial and/or Extended Year/Day Programs will be provided for at-risk students as support for advancing to the next grade level through the following strategies. a. Summer school for Bilingual Students in PK/K b. Extended day/extended year c. Tutoring and extra help d. Credit recovery e. Mentoring programs f. Accelerated Reading and Math g. EL Summer School



# State Compensatory

## Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-11-XXX-24-00-6119-000	6116 Extra Duty Stipend - Locally Defined	\$125,000.00
199-11-XXX-24-00-6119-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$5,159,530.00
<b>6100 Subtotal:</b>		<b>\$5,284,530.00</b>
<b>6300 Supplies and Services</b>		
199-11-001-24-00-6399-169	6329 Reading Materials	\$500.00
199-11-001-24-00-6399-169	6399 General Supplies	\$500.00
199-11-006-24-00-6399-169	6399 General Supplies	\$500.00
199-11-699-24-00-6399-000	6399 General Supplies	\$6,900.00
<b>6300 Subtotal:</b>		<b>\$8,400.00</b>