

# **New Caney Independent School District**

## **District Improvement Plan**

### **2016-2017**

**Accountability Rating: Met Standard**



## **Mission Statement**

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

**New Caney ISD provides an exemplary educational experience in an environment that fosters positive and collaborative relationships between students, staff, families, and community members**

## **Vision**

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

**NCISD will be a place where all students excel in meeting the challenges of the 21st century.**

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## Board Priorities:

- 1. New Caney ISD recognizes the diversity of the student population. All of our campuses will commit staff and programs designed to ensure student success.**
- 2. The District will provide a safe and orderly learning environment focused on meeting the academic, social and emotional needs of all students.**
- 3. The District will maximize financial resources to optimize the educational opportunities for all students in the District.**
- 4. The District will engage the community through actively involving parents, business leaders and community members in the educational processes of the system.**

## **Goals for 2016-17**

**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 Beliefs**

**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

New Caney ISD is one of the top five fastest growing school districts in Texas. 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 several 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

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 District commissioned a new demographic study this past spring and even the most conservative models show that the explosive growth of the past few years will continue. The Grand Parkway is scheduled to open sometime during the 2015-16 school year and its completion is expected to accelerate the growth for the end of the coming year and beyond.

## Demographics Strengths

The location of the District lends itself to continued, diversified growth. The District continues to monitor this growth by utilizing School Planner software and Population and Survey Analysts. With these two tools the District can effectively create multiple scenarios of student enrollment.

## Demographics Needs

New Caney ISD is still one of the fastest growing district in the 27 district Houston Metropolitan area, second year in a row. With this in mind, it is important that the District closely monitor population trends and development. This can be accomplished by ensuring that we have the most current and up-to-date demographic software and data at our disposal. It will be necessary for district representatives to meet frequently with known and prospective developers to determine the trends in population growth for the District.



# Student Achievement

## Student Achievement Summary

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 No Child Left Behind (NCLB).

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. Dropout rates, completion rates, and leaver records were again reviewed by DLAC in anticipation of this now being a measure of our accountability ratings. The dropout rate remains below the state 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 65 students who were able to graduate.

Our percentage of English language learners (ELLs) continues to increase, just as it has steadily over the past five years. NCISD is working hard with the Director of Bilingual/ELL/Migrant and the on-campus ELL staff 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, ELLs are making steady progress toward high linguistic proficiency levels. While the number of both ESL and bilingual certified teachers continues to grow, NCISD recognizes the need to ensure we recruit appropriately certified teachers to meet the needs of this growing population. In order to stay in compliance with state requirements, NCISD will have all elementary teachers and all 6th-8th grade English teachers obtain ESL certification by the 2016-2017 school year. In addition, NCISD is actively recruiting teachers who hold ESL and bilingual certifications. Hiring and retaining highly qualified personnel continues to be a focus of NCISD.

In response to the rapid growth of identified migrant students, NCISD recognizes the academic needs of this at-risk population. The district will utilize a variety of strategies to accelerate academic instruction and recover credit when needed. These strategies include, but are not limited to: 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.

## TEXAS ACADEMIC PERFORMANCE REPORT- 2015-2016

- The District Met Standard in the 4 Indexes.
- Two campuses did not Meet Standard and is in Intervention Required.
- The District received 19 Distinction Awards, an increase of 12 from the previous year
  - Porter High in Reading and Science
  - New Caney Elementary in Closing the Gap
  - Bens Branch Elementary in Reading, Science, Student Progress, Closing the Gap, and Post-Secondary Readiness
  - Keefer Crossing Middle School in Science and Social Studies
  - Sixth Grade in Closing the Gap
  - Infinity Early College High School in Reading Math, Science, Student Progress, Closing the Gap, and Post-Secondary
  - Woodridge Forest Middle School in Closing the Gap
- Performance Comparisons: STAAR 13/14 to 14/15
  - 3rd Grade Reading (-3)
  - 4th Grade Reading (-6)
  - 4th Grade Writing (-6)
  - 5th Grade Reading (-2)
  - 5th Grade Science (-4)
  - 6th Grade Reading (-3)
  - 7th Grade Reading (-2)
  - 7th Grade Writing (-1)
  - 8th Grade Reading (=)
  - 8th Grade Science (-9)
  - 8th Grade Social Studies (-8)
  - Algebra I (-3)
  - Biology (+8)
  - English I (+3)
  - English II (+5)
  - U.S. History (-2)

- The District's 2013-2014 (most recent year measured) attendance rate was reported at 94.9% which is below the state and region rate.
- The annual dropout rates (Gr. 7-8) (0.2%), (Gr. 9-12) (1.1%) both of which are better than the state average.
- The Graduation Rate for 2014 was 93.3%. This was an increase of 1% from the previous year.

- The Advanced Course/Dual Enrollment Completion increased from 25.2% in 2013 to 52% in 2014.
- The SAT scores have increased by 3 points.
- The ACT scores decreased by 1 point.
- The number of students taking AP exams has increased by 37 since 2013.
- AP exam results have increased from 52 to 61.
- The number of Dual Credit students taking one or more classes has increased by 122.

The following are the subjects and grade levels showing progress:

- Biology (+8)
- English I (+3)
- English II (+5)

- The following subjects and grade levels are concerns:

- 4th Grade Reading (-6)
- 4th Grade Writing (-6)
- 8th Grade Science (-9)
- 8th Grade Social Studies (-8)

- The following subgroups are being monitored closely:

- LEP students (Limited English Proficient)
- Special Education students

- NCLB subgroups are being monitored for writing:

- Empowering Writers professional development is being implemented for teachers on Title I campuses.

## BILINGUAL/ELL

• A compliant bilingual program is in place in all elementary campuses (PK-5), specifically, one-way and two-way dual language programs. LEP students who are not participating in dual language programs are served in content-based ESL classrooms and ESL pull-outs.

• The students in the Dual Language Program are performing significantly better than the students served in the ESL Program.

- o Math (+20)
- o Reading (+26)
- o Science (+24)
- o Writing (+30)

- Compared to 2015-2016, the number of LEP students has significantly increased, that is, 3795 students in 2015-2016, compared to 4279 in 2016-2017. However, 55% of K-2 LEP students progressed at least 1 proficiency level (TELPAS) in English in 2015-2016. 44% of 3-12 LEP students progress at least 1 proficiency level (TELPAS) in 2015-2016.

- There are 3,502 total students participating in the dual language program.

- We have 643 English speaking students participating in our dual language program.

- In order to serve effectively the district LEP population, elementary and middle school campuses have a designated ELL Specialist who provides assistance for RTI, works with teachers to implement sheltered instruction strategies, and organizes and completes all required paperwork. A designated ELL Specialist is in each of the high school campuses.

- A path for 6th-8th grade dual language students has been developed that will include high school foreign language credit in middle school

- English as a Second Language (ESL) certification is now a district goal: by 2016-2017 all elementary teachers and all 6th-8th grade English teachers will be ESL certified (as required by TEA)

- Sheltered Instruction training has been expanded to all teachers in secondary schools.

### **Student Achievement Strengths**

- All campuses Met Standard in the 4 Indexes. (See attached District Accountability Summary)
- The District received 8 Distinction Awards:
  - o New Caney Elementary in Reading, Math and Top 25%
  - o Oakley Elementary in Reading
  - o Porter Elementary in Reading
  - o Sorters Mill Elementary in Reading
  - o Sixth Grade in Math
  - o New Caney High School in Reading

- Performance Comparisons: STAAR 12/13 to 13/14
  - 3rd Grade Reading (-6)
  - 3rd Grade Math (+1)
  - 4th Grade Reading (+3))
  - 4th Grade Math (=)
  - 4th Grade Writing (+4)
  - 5th Grade Reading (-1)
  - 5th Grade Math (-1)
  - 5th Grade Science (+5)
  - 6th Grade Reading (=)
  - 6th Grade Math (-2)
  - 7th Grade Reading (-6)
  - 7th Grade Math (-2)
  - 7th Grade Writing (=)
  - 8th Grade Reading (-2)
  - 8th Grade Math (=)
  - 8th Grade Science (-8)
  - 8th Grade Social Studies (-3)
  - Algebra I (+15)
  - Biology (+10)
  - English I has no comparative data but is below State average by 7%
  - English II has no comparative data but is below State average by 8%
  - U.S. History has no comparative data but is at 90% passing

- The District's 2012 (most recent year measured) attendance rate was reported at 95.7%
- The annual dropout rates (Gr. 7-8) (0.1%), (Gr. 9-12) (1.0%) both of which are better than the state average.
- The Graduation Rate for 2012 was 92.5%. This was an increase of 2.9 % from the previous year.
- The Advanced Course/Dual Enrollment Completion increased 4.3% from the previous year.
- The Distinguished Graduate rate is 91.1% increased by 7.5%.
- The SAT scores have decreased by 15 points.
- The ACT scores decreased by 0.6 points.

Information to consider:

- The District's ELL population has increased by 3%
- The District's At-risk population has increased by 5%

### **Student Achievement Needs**

· The following are the subjects and grade levels showing progress:

- 4th Grade Reading (+3)
- 4th Grade Writing (+5)
- 5th Grade Science (+5)
- Algebra I (+15)
- Biology (+10)

• The following subjects and grade levels are concerns:

- 3rd Grade Reading (-6)
- 7th Grade Reading (-6)
- 8th Grade Science (-8)
- 8th Grade Social Studies (-3)
- English I and II (below State Average)

• The following subgroups are being monitored closely:

- LEP students (Limited English Proficient)
- Special Education students
- NCLB subgroups are being monitored for writing:

1. Empowering Writers professional development is being implemented for teachers on Title I campuses.

A compliant bilingual program is in place in all elementary campuses (PK-5), specifically, one-way and two-way dual language programs. LEP students who are not participating in dual language programs are served in content-based ESL classrooms and ESL pull-outs.

· The students in the Dual Language Program are performing significantly better than the students served in the ESL Program.

- o Math (+6)
- o Reading (+20)
- o Science (+33)
- o Writing (+40)

Compared to 2015-2016, the number of LEP students has slightly decreased, that is, 2970 students in 2012-2013, compared to 2951 in 2013-2014. However, a significant number of LEP students (156) became proficient in English, and currently their academic progress is being monitored.

There are 2,797 total students participating in the dual language program.

We have 704 English speaking students participating in our dual language program.

In order to serve effectively the district LEP population, each elementary and middle school campus has a designated ELL Specialist who provides assistance for RTI, works with teachers to implement sheltered instruction strategies, and organizes and completes all required paperwork. An additional ELL specialist is shared between both high school campuses.

- A path for 6th-8th grade dual language students has been developed that will include high school foreign language credit in middle school
- English as a Second Language (ESL) certification is now a district goal: by 2014-2015 all elementary teachers and all 6th-8th grade English teachers will be ESL certified (as required by TEA)
- Sheltered Instruction training has been expanded to all teachers in secondary schools.

## **District Culture and Climate**

### **District Culture and Climate 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.

### **District Culture and Climate 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.

### **District Culture and Climate Needs**



Only 76% of parents agree that violence is not an issue at their child's school and only 64% were aware of the Stay Alert Reporting system.

Continued training for staff in the areas of Positive Proactive Discipline Management will be helpful in continuing to reduce the number of in school suspensions, out of school suspensions, DAEP and JJAEP placements.

Continued special focus on training all staff utilized in monitoring ISS classrooms is needed to continue reducing further disciplinary actions arising from there.

Expanded use of Montgomery County Youth Services programs to enhance student, parent and community education opportunities.

Results of the student survey show that only 29% of respondents are aware of the Safe School reporting program offered to report any unsafe condition at school. Continually sharing this information with all students via class meetings and orientations is being emphasized.

## **Staff Quality, Recruitment, and Retention**

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

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.

### **Staff Quality, Recruitment, and Retention Strengths**

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.

### **Staff Quality, Recruitment, and Retention Needs**

The district continues to grow at a rate of 6.8 percent. The additional year of math and science requirements (4X4), also present a challenge to recruit highly effective teachers with certification in these areas. The Dual Language program continues to increase with ELL students moving into the district. To properly service these students, additional dual language teachers must be hired. Employment of school teachers is expected to grow by 12 percent between 2006 and 2016, about as fast as the average for all occupations. However, because of the size of the occupations in this group, this growth will create 9,156 additional teacher positions. Currently, the turnover rate for NCISD is 18.5 percent as compared to the state turnover rate of 16.2 percent. The objective is 14.5 percent for the district as we move toward innovative ideas to decrease our turnover rate in the future. This year, the district's need continues to be in mathematics (secondary), science (secondary), special education (select positions), languages other than English (secondary), bilingual, ELL, and health science technology. Overall, the rapid growth of the district presents challenges to properly staff all areas including bus drivers, custodians, and child nutrition workers. In addition, school finance and target revenues continue to be a challenge. Mentor teacher stipends are paid from Title II funding as well as Master Teacher stipends paid from Title I funding. Instructional Specialist at the District level are a need for carrying out professional development throughout the district weekly.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment 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 continue to refine the curriculum, offer staff development, and provide materials for best practices to continue the growth in math.

The school district has implemented TAP (Teacher Advancement Program) in four schools (Aikin Elementary, Keefer Crossing Middle School, White Oak Middle School, and New Caney High School).

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
- EXCEL/SSP
- 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 2000 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
- 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
- Attend cluster meetings (TAP)

- Attend TLT meetings (TAP)
- Present at faculty meetings
- Attend staffing and ARD meetings
- Facilitate implementation of ZONE teaching in the Life Skills/Applied Skills and PPCD classrooms
- Support the new PASS programs at the secondary campuses
- Provide leadership and supervision of the EXCEL/SSP/TSP Program
- Provide leadership to Speech Pathologists and Language Pathologists
- Support campus diagnostician secretaries
- Attend staffings to prepare EXCEL student transitions
- 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 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:

- 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
  - § 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
- 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
- New Teacher Technology Training
- 1:1 Vision Training
- No Publisher? No Problem! Use Lucid Press!
- Work Smarter, Not Harder with Add-Ons
- Nearpod: A Fun and Exciting Way to Engage Your Students
- Class Dojo - Above & Beyond
- Make Life Easy with Mimios
- QR Codes

- Flubaroo
- Google Hangouts
- Google Sheets and Flippity
- Google Calendar
- Google Forms
- Google Drive
- Google Apps and Extensions
- Smore
- Haiku Deck
- Khan Academy - A Free World Class Education for Anyone, Anywhere
- Quizlet and QR Codes
- Class Dojo
- Chromebooks and Music
- Google Forms as an Assessment Tool
- QR Codes in the Classroom
- Producing and Packaging Student Stories
- Google Sites
- Get Ready, Get Set, Drive
- Creating Video in the Classroom
- Organizing Your Online Life with Symbaloo
- Integrating Technology into Your Math Classroom
- Chromolicious
- Google Forms and Spreadsheets
- Google Forms and Branching
- Google Chrome, Docs and Drive
- Google Classroom
- PBL Tools for Classroom Management
- Maximizing Student Engagement with Discovery Education
- Augmented Reality
- Using Scientific Probes with Chromebooks
- Free is Fabulous - Free Web 2.0 Tools for the Classroom
- Tools for Flipping the Classroom
- Using Sites to Manage Instruction
- Eduphoria Training

## DIGITAL LEARNING

## Summary:

- The Digital Learning Department staff consists of the Director of Digital Learning, the Elementary Technology Specialist and the Secondary Technology Specialist at the district level.
- This has been a very busy year for the Digital Learning team. We assisted with hosting the Google Leadership Symposium in September 2014 for 50 CTOs and Superintendents from the Houston area. In May of 2015 we hosted the Texas Google Summit for 650 participants from throughout Texas and 100 presenters at Porter High School. In July we hosted the Google Roadshow for 50 school district leaders from throughout Texas. In addition to these large events, during the school year and summer we planned and hosted over 80 professional development opportunities for our teachers and staff at the district level. These trainings were in addition to the trainings that were offered at the campus level by the Media Specialists,
- One function of the Digital Learning team is to support, train and make recommendations for new educational programs on the campuses and in the district. These programs include the Eduphoria Suite, Google Apps, Discovery Education, EStar, MStar, Microsoft Office, BrainPop, iStation, electronic Textbooks and other electronic resources.
- This is our second year to have the campus Media Specialists as members of the Digital Learning team. The campus Media Specialists have been very important members of our team with the launch of the 1:1 Vision 1:1 Chromebook initiative last year. Their organizational skills and willingness to transition to their new role has been paramount to the success of the program. The campus Media Specialists also fulfill the role of technology coaches on their campuses. In this role they are responsible for meeting with teachers to help them integrate technology into their lessons. They are also responsible for planning and offering technology professional development that is relevant to the teachers needs. The campus Media Specialists work very closely with the Elementary and Secondary Technology Specialists and the Director of Digital Learning to ensure that the technology integration needs of the students and teachers are being met.
- Since all of our campus Media Specialists are not certified librarians, we have a Lead Elementary Media Specialist and a Lead Secondary Media Specialist who are certified librarians and assist the non-certified Media Specialists with the Librarian specific duties of their position such as the Destiny circulation program, inventory management, and collection development. The Lead Elementary Media Specialist also writes the lesson plans that are taught by all Elementary Media Center Aides.
- The campus Media Center Aides assist the campus Media Specialists with the day to day operations of the campus Media Center/Library.
- At all of the elementary campuses the students are taught Technology Applications by the campus Computer Aide. These computer aides do a wonderful job teaching lessons that are prepared by the Elementary Technology Specialist that follow the Technology Applications TEKS for elementary students.
- The Digital Learning Department coordinates distance learning opportunities and virtual field trips throughout the district. Teachers, administrators, and students participate in meetings, trainings, and virtual field trips via videoconferences utilizing DL equipment, Google Hangouts or Blue Jeans software on their laptops. These distance learning opportunities not only save the district the expense of travel to send employees to meetings, they open the world up to our students.
- We are utilizing EduHero online staff development to ensure that all of our professional and paraprofessional employees are receiving uniform staff development for required compliance trainings such as Sexual Harassment, Bullying Management for Teachers and Bloodborne Pathogens. This program allows us to assign the courses to employees with a scheduled deadline and permits them to take the courses at their convenience. The

program also provides us with a record of all employees who have taken and passed the courses.

- Students who receive Chromebooks in grades 5-12 participate in the Digital Citizenship for Students 5-8 or Digital Citizenship for Students 9-12 courses in EduHero. This is in addition to the Acceptable Online Behavior, Internet Safety and Cyberbullying lessons that all teachers in the district teach at designated times throughout the school year. K-4 students participate in digital citizenship lessons as part of their curriculum in their Technology Applications class.
- The Digital Learning Team works with the district paraprofessionals to attain and maintain their STEM and STEP certifications. The STEP program requires paraprofessionals to complete 18 online LearnKey and EduHero courses as well as 16 hours of independent staff development during one school year to receive a \$500 stipend. To maintain the STEM/STEP stipend they must complete 6 hours of additional staff development each school year. This year 165 paraprofessionals received the STEM/STEP stipend. There were 38 new STEP participants this year.
- The Digital Learning Team organized 5 free summer technology camps for students in grades 3-5. During these camps, students were able to participate in activities such as desktop publishing, video technology, programming, clay animation, and video broadcasting. Approximately 100 students participated in this summer opportunity last summer.
- The Digital Learning Team continues to offer the VGo program in conjunction with ESC 6. VGo is a robotic unit that permits homebound students to attend school and participate in their classes by controlling a robot from their laptop computer from home. Parents can apply for the VGo system by contacting the Digital Learning Department.

In addition to the above items, the Digital Learning Team does the following:

- We administer the WayFind New Teacher Technology Proficiency Assessment. So far this year we have administered it to 162 teachers. We have had 151 teachers who tested at proficient or advanced, 10 who were basic and 1 who was below basic. We will work with the Media Specialist to develop a plan to work with the teacher who had below basic skills.
- We work with Media Specialists to ensure that CIPA, COPPA and copyright laws are being followed by all teachers
- We monitor biannual completion of Bright Bytes teacher, student and parent surveys
- We administer 8th Grade Technology Proficiency Assessment
- Assists in the completion the District Technology Plan
- Plans district wide outreach events such as the Hour of Code

Needs:

Since we have launched the 1:Vision 1:1 Chromebook initiative we have added approximately 11,000 student devices to our classrooms. This has created special challenges for the Digital Learning Department. Teachers are always looking for the next best Web 2.0 app, but there currently is no process in place to vet these apps to verify that they are actually the best for our students, what the privacy practices for the apps are, age appropriateness, etc.

Our Digital Learning Department staff spends a significant amount of time maintaining and providing support for the various applications and electronic textbooks that we currently have in the district. This prevents us from being able to spend as much time on the campuses on a daily basis as we would like to working with the campus media specialists and teachers.

Other districts have established a model where the Digital Learning Department consists of an Educational Technologist who is be the person who manages applications, provides helpdesk support, researches new programs and apps for instruction and recommends those programs to the to the campuses. This position frees the Elementary and Secondary Instructional Technologists to be the “boots on the ground” to work with the campus Media Specialists and teachers and be available to conduct more district level trainings. This is the model that we would like to work towards in the Digital Learning Department.

## 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.
- The EXCEL program yearly data:
    - 15 of the 20 students placed were transitioned to their home campus for at least one class period.
    - 7 students have been ARDed out of EXCEL and have successfully transitioned to their home campus.

## CAREER AND TECHNICAL EDUCATION

- 5,725 (duplicated count) students enrolled in a CTE course.
- 82.4% or 1266 of students at NCHS are enrolled in at least one CTE course
- 90.4% or 1483 of students at PHS are enrolled in at least one CTE course
- 320 CTE classes taught.
- 61 CTE teachers
- \$6,504,815.00 projected State CTE funds.
- \$113,749.00 generated in Federal Carl D. Perkins Grant
- \$731,269.00 generated by students earning CTE related scholarships and exhibiting projects in FFA and 4H.
- 22 CTE student organizations (CTSO) for 2014–2015 school year.
- 675 individuals competed at their District level competitions. Increase of 122 students
- 140 teams won their District/Area/Regional level competition
- 62 teams advanced to their State level competition
- 12 teams advanced to their National level competition

- 1 team placed 4th in their National level competition
- 351 CTE students earned an industry based license or certification for 2015-2016 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

### **Curriculum, Instruction, and Assessment 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-five students were able to graduate in 2015-16. The Proactive Accelerated Computer Education (PACE) Program was added 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.

### **Curriculum, Instruction, and Assessment Needs**

Curriculum needs to be developed for non-core subjects. To accomplish this, an action plan will be developed to set a timeline for the development of these frameworks. Curriculum Based Assessments will be given for all core areas grades 3-12.



As the population of English Language Learners (ELLs) continues to increase, so do the program needs. The dual language program continues to grow and consistency is being reached as each campus works closely with the Director of Bilingual/ELL/Migrant to ensure proper implementation and practices in accordance with program guidelines and TEA regulations. A focus on sheltered instruction across the district has been supported this year by training ELL specialists as "trainers of trainers" to provide staff development and teacher support on campus.

Due to the growing demands and budgetary constraints, additional grant opportunities will be explored.

#### Curriculum, Instruction, and Assessment Needs

- Subjects showing concern:
  - K-12 Alignment in Reading and Writing
  - Exemplar lessons need to be represented in the curriculum
  - Standard clarification needs to be revisited in Math due to the TEKS changes
  - AP Courses need to be aligned.

Evaluation of the RTI process indicated the need for staff development for administrators and instructional staff. Additional concerns regarding timelines for the process, notification and involvement of parents, and documentation of interventions and the need for consistency across the district will be addressed. Dyslexia has shown to be an at-risk indicator for students and is not identified as a Board Approved criteria for State Compensatory Funding. The need for additional and supplement Dyslexic services is strong on the Elementary campuses and needed on the secondary campuses as well.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Parental involvement is a key component to the improvement process and will continue to be a priority for 2016-2017 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. A Homeless Liaison/Parent Involvement Coordinator position was hired for the district.

### **Family and Community Involvement Strengths**

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. CLI allows parents to log in and check PreK student progress and Frog Street Curriculum provides families with take home learning opportunities.

### **Family and Community Involvement Needs**

Continuing to look at ways to get parents actively involved in their student's education, especially Hispanic parents. Programs like El Saber and Parenting Partners will be implemented on some Title I campuses. Increase use of School Messenger and the district's social networking sites and the capabilities they create for communication. All campuses need to increase the parent involvement activity nights and increase the number of parents who are actively involved in all areas of their child's education. Title I hired a Parent Liaison Coordinator for the district and they will conduct trainings with campuses. (This position is also shared as part of the Homeless Liaison position) NCISD has 300 homeless families in the community. PreK students need developmentally appropriate resources to succeed in school. NCISD will continue the PreK Backpack program when students enroll during PreK Round Up in the spring and Early Fall.

## District Context and Organization

### District Context and Organization Summary

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

## **District Context and Organization Strengths**

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 perfect 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.

## **District Context and Organization Needs**

Due to the continuous growth of the district, the Operations Department must continually evaluate the facilities and operations to maintain the highest quality of service. Through long range strategic planning and evaluation of facilities and needs the Operations Departments can manage both expenditures and employees for budgetary purposes. The federal program is in need of additional clerical staff to assist with Title I duties.

The Finance Department will continue to work on the areas of efficiency and transparency. The Department will fully implement the Munis software system which will enhance efficiency and accuracy of financial data. Additionally the Department will provide trainings to campus/department personnel that enhance their understanding and knowledge of school business, federal funding and the district’s systems.

The federal program is in need of additional clerical staff to assist with Title I duties.

# Technology

## Technology Summary

New Caney ISD will embed technology as an instructional tool to facilitate the delivery of rigorous real world training. The Digital Learning Department staff consists of the Director of Digital Learning, the Elementary Instructional Technology Specialist and the Secondary Instructional Technology Specialist at the district level. This has been a very busy year for the Digital Learning team.

- During the school year and summer we planned and hosted over 130 professional development opportunities for our teachers and staff at the district level. These trainings were in addition to the trainings that were offered at the campus level by the Media Specialists.

## Technology Strengths

The Department of Technology is responsible for the network, telephone system, and Internet access as well as implementation of new technology programs and maintaining the district's infrastructure.

The greatest technology strength in the district does not come from the Department of Technology, but rather the users. The teachers and staff want to use technology and want more technology. A survey conducted in late 2012 showed that district users want more computers, laptops, iPads, etc. This request for more technology will prove to be the strength of the department as we move forward. This all stems from the strength of the Digital Learning division of the Department of Technology.

This past year the Department of Technology has deployed a district-wide wireless system that has been a success. Every classroom, hallway, and office in the district should have wireless-N capabilities now. Also a complete restructure of the network has taken place, allowing for more data to be sent over the network at faster speeds. Compared to most districts in the area, this puts New Caney on top when it comes to wireless coverage and fiber backbone speeds.

Students who receive Chromebooks in grades 5-12 participate in the Digital Citizenship for Students 5-8 or Digital Citizenship for Students 9-12 courses in EduHero. This is in addition to the Acceptable Online Behavior, Internet Safety and Cyberbullying lessons that all teachers in the district teach at designated times throughout the school year. K-4 students participate in digital citizenship lessons as part of their curriculum in their Technology Applications class. The elementary teachers also teach Acceptable Online Behavior, Internet Safety and Cyberbullying lessons at designated times throughout the school year.

In addition to the above items, the Digital Learning Team does the following:

- We administer the WayFind New Teacher Technology Proficiency Assessment. This assessment is based on the International Society of Technology Educators National Education Technology Standards (ISTE NETS). We use this assessment to measure technology proficiency of our staff and plan staff development to meet their individual needs.

- We work with Media Specialists to ensure that CIPA, COPPA and copyright laws are being followed by all teachers
- We monitor biannual completion of BrightBytes teacher, student and parent surveys
- We administer 8th Grade Technology Proficiency Assessment
- We assists in the completion the District Technology Plan.
- We plan district wide outreach events such as the Hour of Code.

## Technology Needs

In order to continue with the successful technology program that we have developed at New Caney ISD, it is important that we look at properly staffing the department, funding for replacement schedules, and funding for classroom technology needs (per the survey from late 2012).

The staffing for the department is subpar compared to surrounding districts in all areas (Digital Learning, Networking Services, Information Systems, and Technology Services). Bringing the department up to adequate staffing levels is imperative to support the staff, teachers, and students of New Caney ISD.

Currently, the amount of funding for just computer replacement is very low. The district should be operating on a 3 to 5 year replacement plan but the current funding only allows for a 10 to 15 year replacement plan. Currently over 70% of the district's computers are out of warranty, and without proper funding that number will continue to increase and eventually most our computers will be obsolete. There are other options besides just a computer replacement plan, but in the end getting the funding up to the level of a 3 to 5 year replacement plan will result in having the funding to look at those other options.

There is also a need for a projector replacement plan. Projectors have become a necessity for proper classroom education, however there is currently no funding for replacement of either projectors or bulbs.

The 2015 survey also showed a need for more technology in the classroom for student use. This would require additional technology and funding to give the teachers what they need to properly educate their students on a 21st Century level.

One function of the Digital Learning team is to support, train and make recommendations for new educational programs on the campuses and in the district. These programs include the Eduphoria Suite, Google Apps, Discovery Education, EStar, MStar, Microsoft Office, BrainPop, iStation, electronic Textbooks and other electronic resources. This year we are preparing to launch our Learning Management System, Canvas for the secondary students in our district. We are working very closely with the Curriculum Instructional Specialists to transition the 6-12 core curriculum to Canvas. This is the next step in our 1:Vision initiative and it will permit our teachers to create their courses online and better prepare our students for the transition to higher education after graduation from NCISD. We plan on phasing Canvas into the elementary campuses during the 2017-18 and 2018-19 school years.

The Digital Learning Team works with the district paraprofessionals to attain and maintain their STEM and STEP certifications. The STEP program requires paraprofessionals to complete 18 online LearnKey and EduHero courses as well as 16 hours of independent staff development during one school year to receive a \$500 stipend. To maintain the STEM/STEP stipend they must complete 6 hours of additional staff development each school year. This year 165 162 paraprofessionals received the STEM/STEP stipend. There were 38 new STEP participants this year.

The Digital Learning Team continues to offer the VGo program in conjunction with ESC 6. VGo is a robotic unit that permits homebound students to attend school and participate in their classes by controlling a robot from their laptop computer from home. Parents can apply for the VGo system by contacting the Digital Learning Department.

Since we have launched the 1:1 Vision 1:1 Chromebook initiative we have added approximately 11,000 13000 student devices to our classrooms. This has created special challenges for the Digital Learning Department. Teachers are always looking for the next best Web 2.0 app, but there currently is no process in place to vet these apps to verify that they are actually the best for our students, what the privacy practices for the apps are, age appropriateness, etc.

This fall we are adding the Canvas LMS and our single sign-on solution in Digital Learning. During the summer of 2017 we will be adding another elementary campus. Our Digital Learning Department staff spends a significant amount of time maintaining and providing support for the various applications and electronic textbooks that we currently have in the district. This prevents us from being able to spend as much time on the campuses on a daily basis as we would like to working with the campus media specialists and teachers.

Other districts have established a model where the Digital Learning Department consists of an Educational Technologist who is be the person who manages applications, provides helpdesk support, researches new programs and apps for instruction and recommends those programs to the to the campuses. This third Instructional Technology Specialist position frees the Elementary and Secondary Instructional Technolog Specialists to be the “boots on the ground” to work with the campus Media Specialists and teachers and be available to conduct more district level trainings. This is the model that we would like to work towards in the Digital Learning Department.

# Comprehensive Needs Assessment Data Documentation

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





# Goals



**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:** At least 95% of students will pass the English Language Arts, 90% math, 95% reading, 95% writing, 90% science, and 95% social studies portions of the STAAR/EOC.





**Evaluation Data Source(s) 1:** Disaggregated data from the STAAR tests will show 90% of all students passing STAAR

**Summative Evaluation 1:**














Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	June
1) Provide professional development in strategies to improve student achievement in all academic areas.		Superintendent; Deputy Supt; Exec. Dir of Instruction; Directors of Instruction; Principals; Instructional Specialists.	Number of hours offered and taken.				
Funding Sources: Title I - \$80,128.00, High School Allotment - \$3,000.00, State Compensatory Ed - \$287,979.00, PreK Grant - \$13,662.00							

<p>2) The District will utilize math instructional specialists who will provide leadership in:</p> <ul style="list-style-type: none"> <li>a. Developing math curriculum instructional strategies;</li> <li>b. Refining the math curriculum to include activities and units of study;</li> <li>c. Developing and analyzing district assessments;</li> <li>d. Implementing teacher created CBAs in grades 3-12</li> <li>e. Revising Math Curriculum for grades K-12,</li> <li>f. Providing assistance in developing STAAR/EOC review strategies</li> <li>g. Attending relevant conferences to gather information to improve math curriculum and instruction;</li> <li>h. Including emphasis on college readiness and workforce readiness in the math curriculum;</li> <li>i. Providing professional development opportunities for all district math teachers.</li> <li>j. Providing guidance in planning periodically with grade level teams.</li> </ul>	<p>Exec. Dir of Instruction; Directors of Instruction</p>	<p>STAAR/MOCK tests /CBAs/Bundle Tests.</p>				
<p>Funding Sources: Title II - \$83,893.00, Local - \$0.00</p>						

<p>3) The district will utilize English Language Arts/Reading instructional specialists who will provide leadership in:</p> <ul style="list-style-type: none"> <li>a. Revising ELA/R Curriculum Frameworks to reflect the TEKS;</li> <li>b. Continuing to provide professional development in the areas of open-ended response, short answers, and STAAR/EOC compositions;</li> <li>c. Continuing to develop and analyze district assessments including teacher input;</li> <li>d. Providing professional development opportunities for ELA/R teachers;</li> <li>e. Attending relevant conferences to gather information to improve ELA/R curriculum and instruction;</li> <li>f. Providing teacher training on vocabulary, questioning strategies, and holistic scoring;</li> <li>g. In conjunction with consultants, continue to provide staff development, model lessons and one-on-one writing conferences with students grades 4, 7, 9-12;</li> <li>h. Developing staff training and lessons based on current student CBAs;</li> <li>i. Staying current with national and state ELA/R standards and legislative mandates by meeting with state and national ELA/R supervisors, attending conferences and serving on state committees;</li> <li>j. Including emphasis on college readiness and workforce readiness in the ELAR curriculum.</li> <li>K. Providing guidance in planning periodically with grade level teams.</li> </ul>	<p>Exec Dir Instruction; Directors of Instruction; ELA Instructional Specialist.</p>	<p>STAAR/MOCK Tests /Curriculum Based Assessments/Bundle Tests/ISTation</p>				
<p>Funding Sources: Title II - \$29,503.00, Local - \$0.00</p>						

<p>4) The district will utilize a social studies instructional specialist who will provide leadership in:</p> <ul style="list-style-type: none"> <li>a. Developing social studies curriculum, instructional strategies, and bundles;</li> <li>b. Developing and refining the social studies curriculum framework K-12;</li> <li>c. Developing and analyzing district assessments;</li> <li>d. Implementing teacher created CBAs in 6-12 grade Social Studies;</li> <li>e. Providing assistance in developing STAAR/EOC review strategies;</li> <li>f. Researching available staff development opportunities for social studies teachers;</li> <li>g. Attending relevant conferences to gather information to improve social studies curriculum;</li> <li>h. Support the teaching of reading comprehension and writing through social studies curriculum;</li> <li>i. Include emphasis on college readiness and workforce readiness in the social studies curriculum.</li> <li>j. Providing guidance in planning periodically with grade level teams.</li> </ul>		<p>Exec Dir of Instruction; Directors of Instruction; Social Studies Instructional Specialist</p>	<p>STAAR/MOCK Tests /Curriculum Based Assessments/Bundle Tests</p>				
<p>Funding Sources: Local - \$0.00, Title II - \$27,460.00</p>							
<p>5) The district will utilize a science instructional specialist who will provide leadership in:</p> <ul style="list-style-type: none"> <li>a. Developing science curriculum, instructional strategies, and bundles;</li> <li>b. Developing and refining the science curriculum framework K-12;</li> <li>c. Developing and analyzing district assessments;</li> <li>d. Providing teacher training in hands-on-science activities;</li> <li>e. Providing assistance in developing STAAR/EOC review strategies;</li> <li>f. Researching available staff development opportunities for science teachers;</li> <li>g. Attending relevant conferences to gather information to improve science curriculum;</li> <li>h. Supporting the teaching of reading comprehension and writing through science curriculum;</li> <li>i. Including emphasis on college readiness and workforce readiness in the science curriculum.</li> <li>j. Providing guidance in planning periodically with grade level teams.</li> </ul>		<p>Exec Dir Instruction; Directors of Instruction; Principals.</p>	<p>STAAR/MOCK Tests /Curriculum Based Assessments/Bundle Tests</p>				
<p>Funding Sources: Title II - \$33,690.00, Local - \$0.00</p>							

6) Continue to offer double block math, science and reading periods in 6th-12th grades as needed based upon analysis of assessment data for accelerated instruction.		Exec. Dir of Instruction; Secondary Director of Instruction; Math Instructional Specialist; Principals	STAAR/MOCK Tests /Curriculum Based Assessments/Bundle Tests				
Funding Sources: State Compensatory Ed - \$2,353,013.00, Local - \$0.00							
7) Continue to participate in Texas Virtual School Network, Edgenuity and other online courses providers as appropriate		Exec Dir of Instruction; Secondary Director of Instruction; Advanced Academic Specialist; HS Principals; HS Deans, HS Lead Counselors.	Number of virtual courses offered.				
8) NCISD will continue to use software for the purpose of monitoring all student achievements (AWARE, EDUGENCE), develop, monitor and track the curriculum framework (FORETHOUGHT, CANVAS), and monitor effective professional development (WORKSHOP).		Exec. Dir of Instruction; Directors of Instruction; Instructional Technology Coordinator; Instructional Specialists	STAAR/MOCK Tests /Curriculum Based Assessments/Bundle Tests; Lesson Plans				
Funding Sources: Local - \$0.00							
9) Provide additional instructional resources in order to enhance the quality of classroom instruction.		Exec. Dir of Instruction; Directors of Instruction; Instructional Specialists	STAAR/MOCK Tests /Curriculum Based Assessments/Bundle Tests/IStation/DRA				
Funding Sources: Local - \$0.00, State Compensatory Ed - \$0.00, Title I - \$475,000.00							
10) Utilize the Curriculum Team to assist the Curriculum and Instruction department in the development of the curriculum, exemplar lessons and curriculum based assessments		Exc. Dir of Instruction, Directors of Instruction; Instructional Specialists	Completion of curriculum framework;STAAR/MOCK Tests /Curriculum Based Assessments/Bundle Tests/IStation				
Funding Sources: Title I - \$6,058.00							
11) Implement an individualized program targeting low-level readers.		Executive Director of Instruction; Secondary Director of Instruction; Director of Special Education; Principals	Developmental Reading Assessment, Istation				
Funding Sources: State Sped - \$0.00							

12) District will support one-on-one tutoring of students to prepare them for math, reading and writing requirements.		Exec. Dir of Instruction; Directors of Instruction;	STAAR/MOCK Tests /Curriculum Based Assessments/Bundle Tests/ISTation				
Funding Sources: Title I - \$40,000.00							
13) District will support professional development for teachers in core subjects including contracted services and book studies. (Region 6 Math/Science Fee Service, etc.)		Executive Director of Instruction; Secondary Director of Instruction; Elementary Director of Instruction;	Certificates of completion,				
Funding Sources: Title II - \$7,500.00, Local - \$0.00, Title I - \$188,128.00							
14) Implement literacy initiatives in grades Pre-K through 12 to ensure high school completion for all students.	2, 9	Executive Director of Instruction; Elementary Director of Instruction; Secondary Director of Instruction; Principals, Teachers Counselors	STAAR/MOCK Tests /Curriculum Based Assessments/Bundle Tests, Increased graduation rates. Circle Assessments				
Funding Sources: High School Allotment - \$30,000.00, Title I - \$31,070.00, PreK Grant - \$0.00							
15) Implement PreK Frog Street Curriculum across all Elementary campuses classrooms. Provide professional development trainings for all PreK teachers to use Frog Street Curriculum/manipulatives.		Executive Director of Instruction; Elementary Director of Instruction; Principals, Teachers	Curriculum Based Assessments/Bundle Tests, Circle Assessments				
Funding Sources: PreK Grant - \$46,747.00, Local - \$0.00							
 = Accomplished  = Considerable  = Some Progress  = 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 2:** 90% of students with disabilities, "at risk" and limited English proficient students will pass the appropriate state test.

**Evaluation Data Source(s) 2:** All tests results (All forms of STAAR, TELPAS, Observation Protocol, IStation) 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) NCISD will continue to use software designed for the purpose of monitoring all students in special programs, AWARE and web-based ARD/IEP program		Exec. Dir of Instruction; Director of Special Education	District and Campus Administrators will meet periodically to assess degree of student/program success. Agenda and sign-in sheets. Web-based ARD documents included in student audit folders.				
Funding Sources: Local - \$0.00, State Sped - \$0.00							
2) Continue use of AWARE, IStation, DRA, Edugence and STAAR to monitor student performance data for program effectiveness.		Exec. Dir of Instruction; Directors of Instruction; Principals	District and Campus Administrators will meet periodically to assess the effectiveness of the program. Agenda and sign-in sheets.				
Funding Sources: Local - \$0.00, State Sped - \$0.00							
3) NCISD will continue to screen and provide interventions and accommodations for students with dyslexia tendencies and related disorders.		Exec. Dir C&; Lead Dyslexia Teachers; Principals	District and Campus Coordinators will periodically meet to assess degree of student/program success. Agendas and sign-in sheets.				
Funding Sources: State Compensatory Ed - \$391,676.00							

<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 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>		<p>Exec Dir(s) of Instruction &amp; Student Services; CTE Director; Director of Advanced Academics; Instructional Specialists; Principals; Director of BIL/ELL</p>	<p>Student achievement will be periodically monitored and reviewed by persons responsible. Periodic progress reports will be made and reviewed by DLAC. Annual Program evaluations.</p>				
<p>Funding Sources: 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>5) Provide training for special education teachers and related service providers in the area of development and implementation of individual education plans based upon grade level standards.</p>		<p>Executive Director of Instruction; Director of Special Education; Assistant Director of Special Education; Special Education Instructional and Intervention Specialist</p>	<p>Number of trainings offered by district and Region VI; training agendas; sign-in sheets</p>				
<p>Funding Sources: State Sped - \$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>		<p>Exec. Dir(s) of Student Services &amp; Instruction; Counselors; Testing Coordinator, Dir. of SPED.</p>	<p>Credits earned; attendance at school and day care center; sign-in sheets; documentation from doctor; PRS forms.</p>				
<p>Funding Sources: State Compensatory Ed - \$49,914.00, Local - \$0.00</p>							
<p>7) NCISD will facilitate training for teachers needing ESL certification.</p>		<p>Exec. Dir of Instruction, Director of BIL/ELL/Migrant.</p>	<p>Master schedules, staffing lists</p>				
<p>Funding Sources: Local - \$0.00</p>							



8) NCISD will continue to recruit bilingual and ESL certified teachers and bilingual instructional aides.	Exec. Dir(s). of H. R. & Instruction; Director of BIL/ELL; Personnel/Employee; Principals.	Filled positions; Periodic progress reports will be made and reviewed by DLAC.				
Funding Sources: Title III - \$0.00, State BIL/ESL - \$0.00, Local - \$0.00						
9) NCISD will provide professional development opportunities for ELL strategies and techniques for all teachers including Sheltered Instruction and ELPS trainings.	Exec. Dir. of Instruction.; Director of BIL/ELL; Principals.	Participant evaluation and classroom observation; Certificate of Attendance.				
Funding Sources: Title I - \$0.00, Title III - \$1,941.00, State BIL/ESL - \$38,590.00, Local - \$0.00						
10) NCISD Bilingual and ESL program will be reviewed for effectiveness.	Exec. Dir. of Instruction; Director of BIL/ELL; Principals.	English Language Learners Progress Measure on TAPR Report; TAKS sub group results.				
Funding Sources: Title III - \$0.00, State BIL/ESL - \$0.00, Local - \$0.00						
11) Bilingual/ESL folders will be audited for appropriate documentation.	Exec. Dir. of Instruction; Director of BIL/ELL	Summary of findings.				
Funding Sources: Title III - \$0.00, State BIL/ESL - \$0.00, Local - \$0.00						
12) The district will utilize a Director of Bilingual/ELL/Migrant and Instruction Specialist for ELL/Immigrant 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 ELL 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.	Exec. Dir of Instruction; Director of BIL/ELL/Migrant; Instructional Specialist for ELL/Immigrant	Flyers, brochures, meeting agendas, sign-in sheets, number of students participating				
Funding Sources: Title III - \$0.00, State BIL/ESL - \$114,000.00, Local - \$0.00						
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 Language Learners (ELLs). Sheltered teachers will participate in continued professional development throughout the year and will have the opportunity to work with an ELL Specialist to help them implement the sheltered instruction model.	Exec Dir of Instruction; Director of Bilingual/ELL	Agendas from staff development, sign-in sheets, enrollment in classes, increased participation.				
Funding Sources: State Compensatory Ed - \$424,243.00						

14) Sheltered instruction will continue to be utilized for supporting English Language Learners (ELLs) in the elementary schools. ELL Specialists will participate in ongoing professional development in order help teachers on their campuses.	Exec Dir of Instruction; Director of Bilingual/ELL	Agendas from staff development, sign-in sheets				
	Funding Sources: State Compensatory Ed - \$524,475.00, State BIL/ESL - \$38,590.00					
15) Instructional aides will be used to enhance instruction. PreK aides will be used to enhance instruction and assist in reducing the student to teacher ratio.	Campus principals	Personnel in place				
	Funding Sources: State Compensatory Ed - \$678,738.00, Title I - \$0.00, PreK Grant - \$194,407.00					
16) Elementary campuses will utilize a Response-to-Intervention (RTI) specialist to ensure all students are progressing.	Director of Elementary Ed.	Personnel in place				
	Funding Sources: State Compensatory Ed - \$345,285.00, Title I - \$362,000.00					
17) The district will utilize an instructional specialist-ELL/Immigrant who will provide leadership in: a. Design supplemental activities to expand the enhanced supplemental curricular for ELL and Immigrant students. b. Coordinate and participate in literacy services and training activities for ELL and immigrant students and their families. c. Provide professional development that supports teachers and administrators to improve the academic content instruction and English Language development of ELL and immigrant students. d. Coach teachers of ELL and immigrant students to improve instructional performance.	Executive Director of Instruction, Director of Bil/ELL/Migrant	List of supplemental activities; sign-in sheets for training parents, students and teachers; log of teachers received coaching				
	Funding Sources: Title III - \$81,300.00					
18) ELL Instructional Aides will be used to enhance instruction for ELL students	Campus Principals	Personnel in Place				
	Funding Sources: Title III - \$0.00, State BIL/ESL - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = 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 3:** NCISD will implement strategies and activities to maintain or reduce the number of TAIS plan annual and quarterly goals as determined by Performance-Based Monitoring Analysis System (PBMAS) risk levels.

**Evaluation Data Source(s) 3:** The special education focused-based elements reports will show a maintenance or reduction of risk levels.

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
<p>1) To address the percentage of students placed in special education.</p> <p>a. Continue to provide training for assessment staff, teachers, and administrators regarding changes in procedures for evaluation and identification of students with disabilities as required by federal law and regulations and state law and commissioner rules for special education;</p> <p>b. Continue to provide referral process training for administrators, counselors, and CARE team chairs from each campus regarding Response to Intervention (RTI) requirements for referrals to special education based on federal and state mandates;</p> <p>c. Utilize a screening committee (consisting of diagnosticians, speech pathologists, LSSPs and general ed administrators and counselors) to review referrals and determine next step in referral process;</p> <p>d. For 3-5 year olds, utilize a screening process. This team will determine what, if any additional assessment is needed.</p> <p>e. Contract with outside consultants to review programs for 3-5 year olds (PPCD) and other specialty programs for students with low incidence disabilities.</p>		Exec. Dir. of Instruction; Lead Diagnostician; Dir. of SpED; Principals. Hire TRI Consultant for district	Staff development agendas, and sign-in sheets; Purchase order to show program is in place.				
	Funding Sources: Local - \$0.00, IDEA - \$0.00, State Sped - \$0.00, State Compensatory Ed - \$0.00						
<p>2) To address overrepresentation of an ethnic student group receiving special education. Continue to provide training for assessment staff and campus administration regarding procedures for appropriate referrals.</p>		Lead Diagnostician; Exec. Dir. of Instruction; Dir. of SpED	Diagnostician Handbook; Staff development sign-in sheets, and agendas.				
	Funding Sources: Local - \$0.00, IDEA - \$0.00, State Sped - \$0.00						

<p>3) To address STAAR exemptions to meet the 1%-2% cap of ESSA (Every Student Succeeds Act)</p> <p>a. Continue to provide data regarding numbers of exemptions to campus administrators;</p> <p>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.</p> <p>c. The STAAR ALT 2 Decision Making Document will be used to guide student state assessment decisions.</p>	<p>Exec. Dir(s) of Instruction &amp; Student Services; Dir. of SpED.; Campus Principals.</p>	<p>Meeting agendas and sign-in sheets</p>				
<p>Funding Sources: Title I - \$0.00, Local - \$0.00, IDEA - \$0.00, State Sped - \$0.00</p>						
<p>4) 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 the EXCEL Program to support students with disabilities who have severe behavioral problems;</p> <p>d. Continue to provide information concerning Texas Behavioral Support Initiative (TBSI) for campus (TBSI) teams;</p> <p>e. Implement a system of checks and balances for discretionary placements of special education students in DAEP/JJAEP.</p>	<p>Exec. Dir of Instruction; Executive Director of Student Services; Dir. of SpED; EXCEL Supervisor</p>	<p>Meeting agendas and sign-in sheets; Enrollment data; Sign-in sheets; E-grant request</p>				
<p>Funding Sources: Local - \$0.00, IDEA - \$0.00, State Sped - \$0.00</p>						
<p>5) 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.</p> <p>d. Review and update the district PBMAS Continuous Improvement Plan (CIP) yearly; review CIP with district staff for continued implementation and revision.</p>	<p>Exec. Dir(s) of Instruction &amp; Student Services; Dir. SpED.</p>	<p>Agenda for the Administrators Retreat, monthly administrator meeting, and Administrator Academy.</p>				
<p>Funding Sources: Local - \$0.00, IDEA - \$0.00, State Sped - \$0.00</p>						

<p>6) To improve communication between parents of students with disabilities and school district:</p> <p>a. Continue providing parent training and information through Community organized service fairs.</p> <p>b. Continue providing support and training for parents of students with Autism;</p> <p>c. Continue providing support, training and opportunities for socialization for students with visual impairments and their parents through regulary scheduled meetings of the Braille and Cane Club;</p> <p>d. Schedule, yearly, a meeting between representatives of Department of Assistive and Rehabilitative Services (DARS) and high school students and parents.</p>	<p>Exec. Dir. of Instruction; Dir. of SpED, Assessment Staff; Autism Team; Teachers of the Visually Impaired; High School; Diagnostician</p>	<p>Flyers, agendas, and sign-in sheets</p>				
<p>Funding Sources: Local - \$0.00, IDEA - \$0.00, State Sped - \$0.00</p>						
<p>  = Accomplished          = Considerable          = Some Progress          = 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 4:** NCISD will increase the percentage of students and student groups that are taking advanced classes and tests such as Advanced Placement

(AP), SAT, and ACT to meet or exceed the state level in participation and performance on advanced classes (20.5%), ACT/SAT (62%), AP (16%).

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













**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) NCISD will communicate with 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.		Exec Dir of Instruction; Secondary Principals; Counselors	Annual review of secondary course selection guides. Number of students enrolled in advanced courses.				
Funding Sources: 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.		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.				
Funding Sources: Title I - \$0.00, High School Allotment - \$0.00, Local - \$0.00, State Compensatory Ed - \$0.00							
3) AP testing for dual credit classes will be offered.		Exec Dir of Instruction; Secondary Principals; Deans; Counselors.	Annual review of secondary course selection guides. Number of students enrolled in advanced course. Number of student and scores of those who take AP exams.				
Funding Sources: High School Allotment - \$0.00, Local - \$0.00							
4) NCISD will provide opportunities for Pre-AP and AP staff development for teachers assigned to teach Pre-AP, AP and dual credit courses. (Rice Institute)		Exec Dir of Instruction; Director of Academics; Secondary Principals.	Certificates of attendance				
Funding Sources: Title II - \$0.00, High School Allotment - \$2,000.00, Local - \$0.00							
5) NCISD will continue to implement dual credit schedule with LSC-Kingwood and other appropriate colleges.		Exec Dir of Instruction; HS Principals; Deans; Counselors	Student registration for concurrent credit courses.				
Funding Sources: High School Allotment - \$0.00, Local - \$0.00							

6) TSI SAT and ACT test objectives will be integrated within the core curriculum.	Exec Dir of Instruction; HS Principals; Deans; Counselors; Dept. Chairs	Student performance results on TSI, SAT, and ACT tests.				
Funding Sources: High School Allotment - \$0.00, Local - \$0.00						
7) Offer a SAT preparation course at the Districts high schools.	Exec Dir of Instruction; HS Principals; Deans; Counselors.	The number of students and scores of those students who take SAT preparation course.				
Funding Sources: High School Allotment - \$0.00, Local - \$0.00						
8) 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.	Exec Dir of Instruction; HS Principals; Deans; Counselors	The number of high school students taking college entrance tests.				
Funding Sources: High School Allotment - \$0.00, Local - \$0.00						
9) NCISD will pay the tuition of students taking dual credit courses w/ LSC - Kingwood if funds are available.	Exec Dir of Instruction; HS Principals; Deans; Counselors	Number of students taking dual credit courses.				
Funding Sources: High School Allotment - \$0.00, Local - \$0.00						
10) NCISD will increase student participation in the Duke Talent Identification Program.	Exec Dir of Instruction; MS Principals; MS Counselors; Director of Fine Advanced Academics	Number of students participating in the Duke Program				
Funding Sources: Title II - \$0.00, Local - \$0.00						
11) NCISD will hire additional teachers to reduce or level class size as budget allows.	Exec. Dir(s) Instruction; HS Dean(s) of Instr;	Personnel records				
Funding Sources: High School Allotment - \$0.00, State Compensatory Ed - \$0.00, Local - \$0.00						
12) NCISD will continue to support high school Dean(s) of Instruction to aid in improvement of graduation rates and college readiness.	Exec. Dir of Instruction; H S Principals	Personnel records				
Funding Sources: High School Allotment - \$0.00, Local - \$0.00, State Compensatory Ed - \$54,869.00						
13) NCISD will offer a Credit Recovery Center as a dropout prevention program.	Exec. Dir of Instruction; TLC Principal; CRC Coordinator; H S Principals	The number of students participating				
Funding Sources: State Compensatory Ed - \$289,104.00, Local - \$0.00						

14) NCISD will continue to support the licenses for software (such as APEX) in credit recovery labs.	Exec Dir of Instruction; HS Principals; Deans	Software program in place				
	Funding Sources: High School Allotment - \$60,000.00, Local - \$0.00, State Compensatory Ed - \$71,575.00					
15) NCISD will purchase materials as appropriate for AP, college entrance testing preparation, and dual credit materials.l.	Exec Dir of Instruction; HS Principals; Deans; Counselors	Materials purchased				
	Funding Sources: High School Allotment - \$0.00, Local - \$0.00					
16) 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 at state expense if state money is allocated by the legislature.	Exec. Dir of Instruction; H S Principals; H S Deans.	Record of, and results from students participating.				
	Funding Sources: Local - \$0.00					
17) NCISD will continue Advanced Academics (Gifted Talented Program) for grades K-12.	Exec. Dir of Instruction; Director of Advanced Academics; Principals; GT Advisory Committee, Pre AP Courses, AP Courses and Dual Credit.	District and Campus GT committees will periodically meet to assess the degree of student/program success. Agendas and sign-in sheets.				
	Funding Sources: Title II - \$0.00, Local - \$0.00, State GT - \$0.00					
18) NCISD will offer Students Pursuing Academic Rigor and Knowledge (SPARK) classes at all Middle Schools. These classes will serve 6th, 7th & 8th grade middle school gifted students. The SPARK curriculum will focus on problem-based learning and incorporate Texas Performance Standard Projects.	Director of Advanced Academics; Exec. Dir of Instruction	Enrollment, STAAR, and Benchmarks				
	Funding Sources: Local - \$0.00, State GT - \$0.00					
19) Provide staff development to meet needs of certification and updates required by TEA.	Director of Advanced Academics; Exec. Dir of Instruction	Workshop sign in sheets				
	Funding Sources: Title II - \$0.00, State GT - \$0.00, Local - \$0.00					
20) Verify that teachers, counselors, and principals of GT students have maintained their certification.	Exec Dir of Instruction; Director of Advanced Academics; Principals	Eduphoria /Workshop sign in sheets				
	Funding Sources: Local - \$0.00, State GT - \$0.00					
21) 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.	Principals, Director of Advanced Academics	Information is entered in Eduphoria				
	Funding Sources: State GT - \$0.00, Local - \$0.00					



22) Encourage Advanced Academic staff to attend the state conference for the Texas Association of Gifted and Talented. (Rice Institute)		Exec. Dir of Instruction; Director of Advanced Academics; Principals	Registration for conference				
Funding Sources: Title I - \$0.00, State GT - \$0.00, Local - \$0.00							
23) NCISD will pay for AP exams if funds are available.							
Funding Sources: High School Allotment - \$0.00							
24) NCISD will continue to support an Early College High School.		Executive Director of Instruction; Director of Secondary Instruction; Director of Advanced Academics; Director of Grants and Special Projects; Principal of Early College High School	Number of applications; enrollment numbers; completion of dual credit course work; attendance				
Funding Sources: High School Allotment - \$1,410,803.00							
 = Accomplished  = Considerable  = Some Progress  = 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 Distinction Designations.

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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.		Exec. Dir. of Administration; Director of Grants & Special Projects; Principals	Number of hours offered and taken and agendas from administrators meetings.				
Funding Sources: Title I - \$0.00, Local - \$0.00							
2) Each campus will implement strategies to ensure maximum student participation on STAAR.		Exec. Dir of Instruction; Directors of Instruction; Principals	Percentage of student attendance on STAAR test dates.				
Funding Sources: Local - \$0.00							
3) Each campus will provide students the opportunity to make-up the STAAR when absent in state-designated grades and subjects.		Principals	Percentage of student attendance on STAAR test dates.				
Funding Sources: Local - \$0.00, High School Allotment - \$0.00							
4) 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;		Exec. Dir(s) of Instruction & Administration; Dir. of SPED; Prog. Coordinator of SPED	Meeting agendas and sign-in sheets				
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.	Funding Sources: Title I - \$0.00, Local - \$0.00, IDEA - \$0.00, State Sped - \$0.00						
= Accomplished               = Considerable               = Some Progress               = 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 graduating with a Recommended Diploma or a Distinguished Achievement Program (DAP) graduation plan.

**Evaluation Data Source(s) 6:** The District will calculate the percentage of students graduating from New Caney and Porter High School as Texas Scholars.

**Summative Evaluation 6:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) High Schools will honor 12th grade students who graduate as Texas Scholars. The students will be presented a Texas Scholars medal to wear at commencement exercises.		Exec Dir of Instruction; Director of Secondary Instruction; Director of Advanced Academics; HS Principals	The percentage of 12th grade students receiving a Texas Scholar medal.				
Funding Sources: Local - \$0.00							
2) Information regarding Scholarship Programs will be made available through course selection guides, announcements, District and campus websites, and parent/student meetings.		Exec Dir of Instruction; Director of Secondary Instruction; Director of Advanced Academics; HS Principals; Counselors	Documentation of efforts.				
Funding Sources: Local - \$0.00							
3) NCISD will offer a DAEP campus to ensure that students facing discipline measures will stay on track to graduate.		Executive Director of Student Services	Program is in place				
Funding Sources: State Compensatory Ed - \$778,047.00							
4) NCISD will offer remediation courses at the HS level to ensure students stay on track to graduate on time.		Director of Secondary Instruction	Courses reflected in master schedules. Graduation rates.				
Funding Sources: State Compensatory Ed - \$0.00							
= Accomplished              = Considerable              = Some Progress              = 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.

**Summative Evaluation 7:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
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.		Exec. Director of Instruction; Director of Elementary and Secondary Instruction; Principals; Academic Deans	Report cards, progress reports and benchmark testing will be monitored				
	Funding Sources: Title I - \$0.00, Local - \$0.00						
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.		Exec. Director of Instruction; Directors of Instruction; Instructional Specialists; Principals.	Staff development agendas and minutes will reflect appropriate training sessions.				
	Funding Sources: Title I - \$0.00, Title II - \$0.00, Title III - \$1,941.00, State BIL/ESL - \$38,590.00, Local - \$0.00, IDEA - \$0.00, State Compensatory Ed - \$3,140.00						
3) Students will be provided additional support for advancing to the next grade level through the following strategies. a. Summer school b. Extended day/extended year c. Tutoring and extra help d. Credit recovery e. Mentoring programs f. Accelerated Reading and Math (ARI, AMI) g. CEI (Creative Education Institute) reading labs (elementary/middle) h. Jump Start		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.				
	Funding Sources: Title I - \$106,063.00, High School Allotment - \$0.00, State Compensatory Ed - \$165,670.00, Local - \$0.00, IDEA - \$0.00						

4) The secondary campuses will continue to implement a Personal Graduation Plan (PGP) for each student who does not perform satisfactory on one or more sections of STAAR/EOC or who is not likely to receive a high school diploma before the fifth school year following the student's enrollment in ninth grade. The plan will outline course of action for students to follow to return to a 4 year graduation schedule.	Exec. Dir. of Instruction, Director of Secondary Instruction;Secondary Principals/Counselors.	The number of PGP's developed at each secondary campus.				
	Funding Sources: Local - \$0.00					
5) Campuses will continue to implement comprehensive CARE team procedures.	Principals; Counselors; RTI Specialists;CARE team members.	Report cards, Progress reports, Promotion.				
	Funding Sources: Title I - \$0.00, Local - \$0.00, IDEA - \$0.00, State Sped - \$0.00					
6) NCISD will continue to align career pathways with scheduling of classes for students.	CTE Director; Principals; Counselors.	Annual CTE Evaluation				
	Funding Sources: State CTE - \$0.00, Perkins - \$1,000.00, 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.	Exec. Dir of Instruction; Director of Secondary Instruction; H. S. Principals; TLC Principal.	The number of graduates.				
	Funding Sources: High School Allotment - \$0.00, State Compensatory Ed - \$0.00, Local - \$0.00					
8) The district will continue to use the (PACE) Pro-Active Accelerated Computer Based Education Program to help overage students with few credits to work back up to their appropriate grade level.	Exec. Director of Instruction; Director of Secondary Instruction; H.S. Principals; TLC Principal.	The number of graduates				
	Funding Sources: Local - \$0.00					
9) 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.	Executive Director of Instruction; Director of Bil /ELL/Migrant	Sign-In sheets; college material				
	Funding Sources: Title III - \$5,378.00					
= Accomplished     = Considerable     = Some Progress     = 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 increase the existing attendance rate for students by 1% on each campus.

**Evaluation Data Source(s) 8:** The 2015 TAPR Report will show an increased attendance rate for students enrolled in NCISD.

**Summative Evaluation 8:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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.		Principals; Director of Student Services; NCISD Police Dept	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.				
	Funding Sources: Title I - \$0.00, State Compensatory Ed - \$0.00, Local - \$0.00						
2) NCISD will promote recognition and provide opportunities for incentives, related to student attendance.		Principals; Director of Student Services	District attendance rates will be monitored daily, weekly, and bi-weekly.				
	Funding Sources: Local - \$0.00						
3) Campus Improvement Plans will include measures to improve student attendance that involve use of the district attorney where appropriate.		Director of Student Services; Principals	Campus plan review.				
	Funding Sources: Local - \$0.00						
4) Campuses will incorporate technology and campus procedures to ensure that parent contact information is updated in a timely fashion.		Principals	Parent contacts are timely and accurate when notification of student attendance is necessary.				
	Funding Sources: Local - \$0.00						
5) NCISD will apply for waivers as needed to support an academic calendar which maximizes conditions on student attendance and student learning.		Exec Director of Instruction	Waiver applications submitted.				
	Funding Sources: Local - \$0.00						
6) NCISD has designated a district administrator to help monitor student attendance and support improvement efforts on each campus.		Director of Student Services; Principals	The goal of increasing attendance on each campus by 1% is met.				
	Funding Sources: Title I - \$0.00, Local - \$0.00						
7) NCISD will continue to foster relationships with Precinct Judge and District attorney to more effectively deal with school absence issues.		Director of Student Services; NCISD Police Department	The goal of increasing attendance on each campus by 1% is met.				
	Funding Sources: Local - \$0.00						

<p>8) 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. 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.</p>	<p>9</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>Funding Sources: Title I - \$89,494.00</p>							
<p>  = Accomplished          = Considerable          = Some Progress          = 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 9:** Provide a high quality, balanced, academically rigorous CTE program that enables students to achieve their potential in post-secondary endeavors.














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

**Summative Evaluation 9:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Utilize Director of CTE to compile, maintain, analyze, and submit CTE data, information and required reports.		CTE Director	State CTE funding, Perkins Guidelines and Reports, CTE PBMAS Reports				
	Funding Sources: 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.		CTE Director, High School Principals, Exec. Director of Instruction	Feedback from CTE Advisory Committee and Training Stations for Career Prep students				
	Funding Sources: 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.		CTE Director, High School Principals, High School Counselors	The number of 12th grade CTE students who transition to the post-secondary level.				
	Funding Sources: State CTE - \$0.00, Perkins - \$0.00, Local - \$0.00						
4) The District will continue to integrate CTE and academic programs.		CTE Director, High School Principals, Middle School Principals, Exec. Director of Instruction	CTE teacher documentation on integrating content from the core content areas.				
	Funding Sources: State CTE - \$0.00, Perkins - \$0.00, Local - \$0.00						
5) The District will offer CTE courses that count for core academic credit that satisfies the Foundation High School Program		CTE Director, High School Principals, Exec. Director of Instruction, High School Counselors	Approved CTE courses listed in High School master schedules and course catalogs.				
	Funding Sources: State CTE - \$0.00, Perkins - \$0.00, Local - \$0.00						



6) The District will continue to implement and review the annual CTE program evaluation process for the purpose of continuous quality improvement.	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.				
Funding Sources: State CTE - \$0.00, Perkins - \$0.00, Local - \$0.00, Tech Prep - \$0.00						
7) Continue the development of career concentration areas to assist participating students in achieving academic and career skills that apply to today's educational and employment needs.	CTE Director, High School Principals, Exec. Director of Instruction, High School Counselors, High School Deans of Instruction	Approved CTE courses listed in High School master schedules and course catalogs.				
Funding Sources: State CTE - \$115,000.00, Perkins - \$0.00, Local - \$0.00						
8) 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)	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.				
Funding Sources: State CTE - \$125,670.00, Perkins - \$125,667.00, Local - \$0.00						
9) Continue to implement staff development that addresses program specific needs.	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.				
Funding Sources: State CTE - \$0.00, Perkins - \$0.00, Local - \$0.00						

10) Continue to integrate strategies to promote student enrollment in non-traditional CTE courses.	CTE Director, High School Principals, Middle School Principals, Exec. Director of Instruction, High School and Middle School Counselors, High School Deans of Instruction	Approved CTE non-traditional courses listed in High School and Middle School master schedules, course catalogs, career pathways and student enrollment.				
Funding Sources: State CTE - \$0.00, Perkins - \$0.00, Local - \$0.00						
11) The District will inventory all CTE programs, including tools, equipment and textbooks.	CTE Director	CTE teachers will submit beginning and ending inventory reports.				
Funding Sources: State CTE - \$1,800.00, Perkins - \$0.00, Local - \$0.00						
12) The District will continue to investigate methods to efficiently allocate and increase CTE State funding.	CTE Director, High School Principals, Exec. Director of Instruction	Increase State generated CTE FTE and evaluation of State CTE budget expenditures.				
Funding Sources: State CTE - \$0.00, Perkins - \$0.00, Local - \$0.00						
13) The District will 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, High School Counselors, High School Deans of Instruction	Increase CTE student enrollment numbers in the second year CTE programs with historically low numbers.				
Funding Sources: State CTE - \$0.00, Perkins - \$0.00, Local - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = 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 10:** Provide high quality and highly competitive comprehensive extracurricular programs that enable students to reach their full potential and to increase the participation rate in all extracurricular programs by 5% in 2016-2017.

**Evaluation Data Source(s) 10:** Performance achieved by extracurricular programs and number of students participating.

**Summative Evaluation 10:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	June
1) Annually increase Fine Arts participation in the secondary schools by 5% in each program.		Dir. of Fine Arts, Vertical Team Leaders, Teachers, Administrators	Increased number of Fine Arts activities available at each campus.				
Funding Sources: Local - \$0.00							
2) Increase staffing in the secondary Fine Arts programs to address competitive disadvantages in relation to competitive districts.		Middle School Principal, Fine Arts Director, Vertical Team Members, Dir. of H.R.	Feedback from principal and vertical team members on improved skill development of secondary Fine Arts programs.				
Funding Sources: Local - \$0.00							
3) Continue to provide high quality equipment and uniforms for Fine Arts students.		Dir. of Fine Arts, Vertical Team Members, Executive Director of Finance, Director of Purchasing	Equipment inventory will be evaluated each year to ensure quality.				
Funding Sources: Local - \$0.00							
4) Continue to elevate performance standards in the Fine Arts programs at the secondary campuses.		Dir. of Fine Arts, Vertical Team Leaders, Teachers, Administrators	Assessments for performance and summer program enrollments. Awards and achievements for individual programs.				
Funding Sources: Local - \$0.00							
5) Continue to provide rigorous summer programs for Fine Arts programs.		Dir. of Fine Arts, Vertical Team Leaders, Teachers, Administrators	Summer enrollment, increased participation the following school year.				
Funding Sources: Local - \$0.00							

6) Continue to provide market driven competitive coaching and Fine Arts stipends.	Executive Director of Human Resources, Dir. of Sports, Dir. of Fine Arts, Vertical Team Leaders, Campus Athletic Coordinators	Retention and attraction of quality teachers and coaches to NCISD.				
Funding Sources: Local - \$0.00						
7) Increase Athletic participation by 5% in each year.	Dir. of Sports, Campus Athletic Coordinators Head Coaches	Increased number of participants in the Athletic program.				
Funding Sources: Local - \$0.00						
8) Increase the number of middle school coaches to reduce coach to athlete ratio at the middle school level.	Middle School Principal, Athletic Director, Middle School Coordinator	Feedback from head coaches on improved skill development of middle school athletes.				
Funding Sources: Local - \$0.00						
9) Continue to provide high quality equipment and uniforms for all student athletes.	Dir. of Sports, Campus Athletic Coordinator, Executive Director of Finance, Director of Purchasing	Equipment inventory will be evaluated each year to ensure quality.				
Funding Sources: Local - \$0.00						
10) Ensure student safety by continuing to provide licensed athletic trainers at both high school campuses.	Campus Athletic Coordinator; Athletic Director; Athletic Trainers.	Athlete injury reports will be reviewed annually.				
Funding Sources: Local - \$0.00						
11) Continue to implement high school athletic activities into the middle schools.	Dir. of Sports, Athletic Director; Campus Athletic Coordinator; Head Coaches,	Feedback from teachers and coaches working with middle school teachers and coaches and students.				
Funding Sources: Local - \$0.00						
12) Continue to provide rigorous off-season and summer programs for all athletic programs.	Dir. of Sports, Campus Athletic Coordinator, Head Coaches, Athletic Director	Off-season assessments and summer program enrollments.				
Funding Sources: Local - \$0.00						

13) Continue to implement high school athletic activities into the middle schools.		Dir. of Sports, Athletic Director; Campus Athletic Coordinator; Head Coaches,	Feedback from teachers and coaches working with middle school teachers and coaches and students.				
Funding Sources: Local - \$0.00							
14) Implement annual Athletic and Fine Arts program evaluation.		Dir. of Sports, Athletic Director, Campus Athletic Coordinator, Head Coaches, Dir. of Fine Arts, Vertical Team Members	Formative and summative program evaluations with lead teachers, vertical team leaders and head coaches.				
Funding Sources: Local - \$0.00							
 = Accomplished  = Considerable  = Some Progress  = 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 11:** NCISD will foster the use of technology as an effective tool for instruction and classroom management.

**Evaluation Data Source(s) 11:** Yearly evaluation of all overall technology plan.

**Summative Evaluation 11:**








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	June
1) NCISD will foster the use of technology as an effective tool for instruction.		Director of Digital Learning, Director of Technology, Elementary & Secondary Instructional Technology Specialists	BrightBytes biannual teacher, student and parent surveys.				
	Funding Sources: Title I - \$0.00, Local - \$0.00						
2) NCISD staff will demonstrate competency as identified by the TEKS, NCISD Technology Plan, BrightBytes biannual surveys, WayFind Technology Assessment, and ISTE Standards. The District will continue to provide training for administration, teachers, and paraprofessionals on the content of these above documents.		Director of Digital Learning, Elementary & Secondary Instructional Technology Specialists	BrightBytes Surveys, Teacher Technology Proficiencies (New Teachers), Workshop Registration				
	Funding Sources: Local - \$0.00						
3) The District will provide continuing staff development opportunities for integrating technology into the instructional process.		Director of Digital Learning, Elementary & Secondary Instructional Technology Specialists, Campus Media Specialists	Workshop Registration				
	Funding Sources: Local - \$0.00						

4) Summer technology training will be provided for teachers/staff.	Director of Digital Learning, Elementary & Secondary Instructional Technology Specialists	Workshop Registration				
Funding Sources: Local - \$0.00						
5) The District will utilize data received from the BrightBytes District & Campus Surveys to determine skills/knowledge levels of staff and technology needs.	Exec. Dir of Administration, Director of Digital Learning, Elementary & Secondary Instructional Technology Specialists	BrightBytes Surveys				
Funding Sources: Local - \$0.00						
6) NCISD students will demonstrate competency as identified in the Technology Applications TEKS. The district will continue to provide readily accessible technology to implement objectives outlined in the above document.	Director of Digital Learning, Director of Technology, Elementary & Secondary Instructional Specialists	Eighth Grade Technology Proficiency Assessment				
7) The District will continue to budget for the purpose of renewing and adding district-wide software site licenses.	Exec. Dir of Administration, Director of Technology Executive Director of Instruction, Director of Digital Learning	Current Licenses				
Funding Sources: Local - \$0.00						
8) The District will continue to evaluate and upgrade software for technology integration and support innovative programs that use new technology for instruction.	Director of Digital Learning, Instructional Technology Specialists, Curriculum Instructional Specialists	IMA, Records of new programs in place, Clever, Canvas Records				
Funding Sources: Local - \$0.00						

9) The District will continue with the 1:1 Vision 1:1 program for students in grades 3-12 and 1:3 program for primary grades.	Exec. Dir of Administration, Director of Technology Director of Digital Learning	Student interaction on projects. Student accessibility to resources.				
Funding Sources: Local - \$0.00						
10) 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.	Executive Director of Instruction, Director of Digital Learning, Instructional Technology Specialists, Curriculum Instructional Specialists. Technology Coordinator	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.				
Funding Sources: Local - \$0.00						
11) Continue to provide Discovery Education Video, World Book Learn Key, BrainPop, Google Apps. 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.	Exec. Dir of Administration, Executive Director Director of Instruction, Director of Digital Learning, Technology Coordinator	Forethought				
Funding Sources: Local - \$0.00						
12) The District will utilize video conferencing as a resource for instruction and staff development.	Director of Digital Learning	Workshop and ESC 6 Records of Hours Dropped In				
Funding Sources: Local - \$0.00						
13) Continue Agreement with ESC 6 for Video Conferencing Services.	Exec. Dir of Administration, Director of Digital Learning	ESC 6 Agreements				
Funding Sources: Local - \$0.00						



14) Work with the C&I Department to rollout the District's Learning Management System, Canvas to the District. Provide training to C&I Instructional Specialists and assist them with creating course shells across the curriculum. Anticipated rollout for entire district is three years, but it maybe adjusted forward.	Instructional Technology Specialists, Curriculum Specialists, Director of Digital Learning, Executive Director of Administration, Executive Director of Instruction	Curriculum specialists for core subjects in 6-12 develop clear understanding of canvas and develop shells for core subjects so teachers are ready to begin creating courses after training.				
Funding Sources: Local - \$0.00						
15) Train 6-12 teachers to use Canvas and develop courses in Canvas. Also train 6-12 teachers to use grade passback with Skyward.	Media Specialists, Instructional Technology Specialists, Director of Digital Learning	Canvas records				
Funding Sources: Local - \$0.00						
16) Provide technology staff development for all staff (including auxilliary and paraprofessionals) Provide additional online resources for 24/7 staff development.	Director of Digital Learning	BrightBytes Survey (4Cs) Observation of students				
17) Integrate Makerspaces into high schools, middle schools and elementary schools.	Media Specialists, Director of Digital Learning, Instructional Technology Specialists	BrightBytes Survey (4Cs) Observation of students				
Funding Sources: Local - \$0.00						
18) Staying current with national and state Technology Applications standards and legislative mandates by meeting with state and national Technology Applications supervisors.	Director of Digital Learning	TECSIG Membership & Attendance at meetings, TCEA Membership, ISTE Membership				
Funding Sources: Local - \$0.00						
19) Continue Every Student Succeeds Act (ESSA) mandated Eighth Grade Proficiency Assessment.	Director of Digital Learning	Eighth Grade Proficiency Assessment				
Funding Sources: Local - \$0.00						
20) Maintain and upgrade network electronics, VoIP phone system, servers, IP cameras, wireless systems and all other pieces that makeup the network infrastructure.	Director of Technology	Helpdesk system, system logs, POs				
21) Submit state reporting on time and provide campuses with timely support for data entry in relation to state reporting.	Director of Technology Coordinator of Data Services	PEIMS Edit Plus (Collection Status), Helpdesk system				

<p>22) As a result of needs identified during the NCISD visioning work sessions in 2012-2013, NCISD will support efforts such as those outlined in the ConnectED initiative of the federal government (<a href="http://m.whitehouse.gov/sites/default/files/docs/connected_fact_sheet.pdf">http://m.whitehouse.gov/sites/default/files/docs/connected_fact_sheet.pdf</a>), and the "Creating a New Vision for Public Education in Texas" initiative from Texas Association of School Administrators (TASA). This will be accomplished by providing educators with the professional development, infrastructure and tools to accelerate student learning. These efforts will primarily focus on the integration of technology use into instruction and PBL techniques.</p>	<p>Executive Director of Instruction Executive Director of Administration Director of Technology Director of Grants Instructional Technology</p>	<p>Number of teachers and staff trained in these new instructional techniques. Wireless and other infrastructure in all district facilities. Movement toward a 1 to 1 ratio of student learning devices per student.</p>				
<p>Funding Sources: Local - \$5,250,000.00</p>						
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

## 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 2016-2017 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 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, summer legal update workshop, and the National Safety Conference for Incident Management will document appropriate training.				
	Funding Sources: Local - \$0.00						
2) NCISD will continue to provide identification badges to be worn by all employees, substitutes, secondary students and visitors.		Exec. Dir. of Administration; Principals	ID badges will be displayed				
	Funding Sources: Local - \$0.00						
3) NCISD will continuously review campus safety and will conduct Safe and Secure Schools audits bi-annually.		Dir. of Facilities & Energy Management; Chief of Police; Principals	Audits will be conducted and results reported.				
	Funding Sources: Local - \$0.00						
4) NCISD will review campus and department Emergency Operations Plans annually, recommending revisions where appropriate.		Exec. Dir. of Operations; Chief of Police; Dir. of Facilities & Energy Management	Emergency Operations Plans are in place at each district campus and facility.				
	Funding Sources: Local - \$0.00						

5) NCISD will review the District Emergency Operations Plan annually, revising as needed to address timely concerns.	Deputy Superintendent; Chief of Police; Dir. of Facilities & Energy Management	District Emergency Operations Plans are in place at all district facilities.				
Funding Sources: Local - \$0.00						
6) NCISD will maintain safe and appropriate levels of lighting at all facilities, (e.g., parking lots, outside walkways, and entrances/exits.)	Exec. Dir. Operations; Principals	Maintenance of present levels of lighting district wide.				
Funding Sources: Local - \$0.00						
7) Updated evacuation plans for all campuses and district facilities are posted and included in the Emergency Operations Plans.	Dir. of Facilities & Energy Management; Principals	Evacuation maps for each campus, district facility and workspace are posted.				
Funding Sources: Local - \$0.00						
8) 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.	Principals; Chief of Police	Both programs are completed annually.				
9) Continue to incorporate Visitor ID checks using V-Soft Raptor System.	Principals	All visitors receive confirmed visitor's pass				
Funding Sources: Local - \$0.00						
10) NCISD will conduct annual criminal history reviews for current employees and upon hiring for new employees.	Exec. Dir. of Human Resources	Background checks completed				
Funding Sources: Local - \$0.00						
11) NCISD implemented finger printing for employees in accordance with guidelines from SBEC.	Exec. Dir. of Human Resources	Report sent to Human Resources				
Funding Sources: Local - \$0.00						
12) Police incident reports are submitted to Superintendent.	Executive Director of Student Services, Police Chief	Reports given to Board of Trustees and Superintendent				
Funding Sources: Local - \$0.00						
13) Summary reports of student disciplinary incidents will be reviewed by Campus Administration.	Exec. Dir. of Student Services	Discipline Reports collected for each campus.				
Funding Sources: Local - \$0.00						
14) The District will continue to evaluate the need for the updating of current video monitoring technology.	Exec. Dir. Operations, Director of Technology, Chief of Police	Improved security at campuses, reduction of vandalism and criminal incidences.				
Funding Sources: Local - \$0.00						
15) The District will continue updating the current security alarm systems for each facility.	Director of Technology, Chief of Police, Principals	Improved security of campuses, reduction of vandalism and criminal incidences				
Funding Sources: Local - \$0.00						


16) The need for campus safety officers will be evaluated annually for all high school campuses.	HS Principals	Duty schedule				
Funding Sources: Local - \$0.00						
17) All parent and community volunteers will be trained, pass background checks and issued ID badges.	Director of Communications; Chief of Police	Number of volunteers trained will be tracked and badges distributed.				
Funding Sources: Title I - \$0.00, Local - \$0.00						
18) The District owns and maintains its own K-9 unit and has trained staff in its proper use.	Chief of Police	Monthly report of K-9 activity will be generated and shared.				
Funding Sources: Local - \$0.00						
19) The district will continue to offer training in all aspects of bullying identification and prevention, reporting procedures, 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.	Exec. Dir. Student Services; Instructional Technology Coordinator	EduHero video training series and agendas from staff development sessions will be maintained.				
Funding Sources: Title I - \$4,222.00, High School Allotment - \$17,000.00, Local - \$0.00						
20) District will continue use of school messenger call-out system and/or PIER systems emergency notification to alert schools, parents, community & media of emergency/crisis situation.	Director of Communication and Community Relations					
21) The District has implemented improved and standardized procedures for elementary car rider pick up.	Executive Director of Student Services; Principals	The car rider line is efficient and safe for students and staff.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**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 2016-2017 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 2016-2017.

**Summative Evaluation 2:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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.		Exec Dir of Instruction; Principals; Counselors	Counselors' logs will reflect emphasis on social skills.				
	Funding Sources: High School Allotment - \$0.00, Local - \$0.00						
2) Communication with parents and/or guardians will be facilitated by maintaining the parent communication technology utilized at campus and district-level. Ongoing training will be provided to district staff on the use of School Messenger.		Principals; Director of Communications	A file of campus communication efforts will be kept for review by the DLAC.				
	Funding Sources: Local - \$0.00						
3) Student violence prevention and intervention strategies in place at all campuses will include dating violence prevention and intervention, bullying prevention and character education. The District will continue the implementation of "Capturing Kids Hearts," as well as other anti-bullying strategies.		Exec. Dir(s) of Instruction & Student Services; Principals	Annual report to the board of trustees on violent or criminal campus incidents, Campus Plans.				
	Funding Sources: Local - \$0.00						
4) Provide support to campuses to improve health of students and employees under the guidance of the district health coordinator.		Exec. Dir. Student Services; Dist Health Services Coord.	Report to Board				
	Funding Sources: Local - \$0.00						
							

**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:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) NCISD will continue to implement plans for upgrading existing facilities.		Superintendent; Exec. Dir. of Operations	Monthly reports to board				
Funding Sources: Local - \$0.00							
2) NCISD will continue to implement and review plans to construct new facilities approved by recent bond elections.		Superintendent; Exec. Dir. Operations	Monthly reports to board				
Funding Sources: Local - \$0.00							
3) NCISD will continue to provide a mechanism for maintenance and repairs on existing facilities.		Exec. Dir. Operations	Monthly report of work orders				
Funding Sources: Local - \$0.00							
4) NCISD Facility Committee recommendations will be reviewed to make decisions regarding facility needs and improvements.		Exec. Dir. Operations	Board agenda and minutes				
Funding Sources: Local - \$0.00							
5) NCISD will provide support to personnel to maintain and upgrade technology.		Director of Technology	Evaluate network infrastructure for reliability and scalability.				
Funding Sources: Local - \$0.00							
6) 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.				
Funding Sources: Local - \$0.00							
7) Explore options concerning the best use of facilities for CRC/TLC/EXCEL/Annex.		Cabinet	Plan for building use.				
Funding Sources: Local - \$0.00							
8) Annually evaluate district demographics and seek new professional study if warranted.		Exec. Dir. Operations	Study completed.				
Funding Sources: Local - \$0.00							
							

**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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Increase attendance/participation at Job Fairs and focus group meetings: a. NCISD Job Fair; b. University job fairs; c. Alternative Certification Programs/Teacher Certification Programs (e.g., LSC-Kingwood, ESC IV & VI, I Teach Texas); d. Professional Organizations.		Exec. Dir. of H. R.	Evaluation of job fair participants to determine effectiveness. Summary to DLAC for review.				
Funding Sources: Local - \$0.00							
2) NCISD will continue innovative marketing efforts: a. Human Resources web page; b. Job opportunities page; c. Integrated online application and tracking system; d. Promotional materials; e. Advertisements online and newspapers (professional websites); f. Maintain contact with university career centers; g. Involvement of current staff in recruitment (alumni, campus staff); h. Partnerships with teacher preparation programs and career centers; i. Hosting student teachers; j. Follow-up with prospective candidates; k. Open postings in critical need positions; l. Target hidden pools of qualified applicants; m. Promote new and upgraded facilities in the district;		Exec. Dir. of H. R.	Evaluation monthly that each measure is in place and information remains current. Total number of applicants a. professional applicants b. support applicants				
Funding Sources: Local - \$0.00							



3) NCISD will continue to schedule and monitor staff development and professional growth using Eduphoria Workshop.	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.				
Funding Sources: Local - \$0.00						
4) NCISD will be proactive in promoting a positive image to staff, students, prospective employees and community by: a. Taking advantage of all opportunities to showcase staff and student success: Board Recognition, marquees, newsletters, Employee Recognition Program (including Salute to the Stars)	Deputy Superintendent; Dir. of Communications and Community Relations; Exec. Dir. of H. R.	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.				
b. Maintaining NCISD web page 1. On-line application will be available 2. All job vacancies will be posted in a timely manner; c. Increase/expand advertising. 1. Houston Chronicle advertisement 2. Posting vacancies on NCISD web page 3. Create marketing materials to distribute to prospective applicants. 4. Maintaining Facebook, Twitter accounts, issuing press releases	Funding Sources: Local - \$0.00					
5) NCISD will continue to offer competitive salaries, stipends and benefits: a. Market analysis of salaries and benefits; b. Stipends for critical need areas; 1. High School Math \$5,000; 2. H. S. Algebra 1 (2 or more sections) \$1000; 3. Middle School Math \$3,500; 4. Bilingual \$4,500; 5. Languages other than English \$3,000; 6. ESL in dual \$1,000; 7. Composite Science \$5000; 8. Physics, Chemistry, Physical Science certification \$3500; 9. Composite Social Studies \$2,000; 10. Health Science \$5,000; 11. Dual Credit \$1,500 per semester; c. Incentives for advanced degrees; d. Longevity pay; e. Competitive benefits (e.g. insurance, retirement plans); f. Assistance with relocation and moving expenses	Exec. Dir. of H. R.; Exec. Dir. Finance; Exec. Dir. Student Services	Personnel records; salary schedule				
Funding Sources: Title II - \$0.00, Title III - \$0.00, State CTE - \$0.00, State BIL/ESL - \$497,000.00, Perkins - \$0.00, Local - \$0.00						



6) NCISD will assist staff in meeting certification requirements: a. Certification assistance (district assistance with temporary certification, out-of-state certification, certification test fees, test preparation courses); b. Assistance with student loan forgiveness and tuition exemption programs; c. Limited tuition reimbursement; grow your own d. In-district sites for college courses; e. Collaborative relationships with teacher certification programs.	Exec. Dir. of H. R.;	Personnel records; salary schedule				
	Exec. Dir. Finance; Principals					
Funding Sources: Local - \$0.00						
= Accomplished    = Considerable    = Some Progress    = 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 2:** NCISD will lower the employee turnover rate to 13% 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	June
1) NCISD will retain its highly effective teachers by offering an induction support program: a. Provide an effective and meaningful new teacher orientation spread throughout the year; b. Provide a paid mentor for novice teachers; c. Conduct a summative evaluation of the mentoring program; d. Provide novice teachers focused technical support by district personnel; e. Provide new teachers with information with Tool belt/Toolkit; f. The district will examine average tenure by district and department.		Deputy Supt.; Exec. Dir. of H. R.; Principals; Exec. Dir of Instruction; Exec. Dir. Student Services	Exit interviews will be reviewed to identify trends in turnover; Reviews of mentoring program.				
Funding Sources: Local - \$0.00, Title II - \$43,604.00							

<p>2) NCISD will continue to improve salaries, benefits and working conditions for teachers by:</p> <ul style="list-style-type: none"> <li>a. Market analysis of salaries, benefits and incentives;</li> <li>b. Provide stipends for critical need areas and extra duty assignments;</li> <li>c. Limit duties and after school responsibilities;</li> <li>d. Provide safe and secure schools;</li> <li>e. Implement a comprehensive crisis management plan;</li> <li>f. Maintain student discipline;</li> <li>g. Maintain a positive school climate;</li> <li>h. Ensure that staff has a voice in how the schools operate;;</li> <li>i. Assistance with relocation/moving expenses;</li> <li>j. TExES/ExCet test paid by district;</li> <li>k. In-district site for college courses;</li> <li>l. Longevity pay;</li> <li>m. Incentives for advanced degrees.</li> </ul>	<p>Exec. Dir. H. R.; Exec. Dir. Finance; Dir. Support Serv.; Principals</p>	<p>Personnel records; TASB extra-duty pay proposed implemented.</p>				
<p>Funding Sources: Title II - \$0.00, State CTE - \$0.00, State BIL/ESL - \$0.00, Local - \$0.00</p>						
<p>3) NCISD will continue work to improve teacher morale with implementation of employee recognition programs:</p> <ul style="list-style-type: none"> <li>a. Showcase staff in newsletters, district publications and weekly bulletins;</li> <li>b. Provide teacher appreciation luncheons; provide annual retirement recognition</li> <li>c. Recognize campus and district Teacher of the Year and Employee of the Year;</li> <li>d. ABCD/Board Recognition Programs;</li> <li>e. Chow wagon.</li> </ul>	<p>Superintendent; Exec. Dir. H. R.; Campus Administration; Deputy Superintendent</p>	<p>DLAC will review the plan for progress; Artifacts proving recognitions and celebrations have taken place.</p>				
<p>Funding Sources: Local - \$0.00</p>						
<p>4) NCISD will continue its efforts to ensure a "highly effective" teaching and "highly qualified" paraprofessional staff:</p> <ul style="list-style-type: none"> <li>a. Audit qualifications of new hires;</li> <li>b. Limited professional growth tuition reimbursement (as per district procedure);</li> <li>c. Principal verification of "highly qualified" status;</li> <li>d. Parent notification</li> <li>e. The district will continue working to define and meet the standard of "highly effective" teaching and "highly qualified" paraprofessional staff.</li> </ul>	<p>Exec. Dir. H. R.; Campus Administration</p>	<p>Personnel records will be reviewed for implementation.</p>				
<p>Funding Sources: Local - \$0.00</p>						

5) Provide meaningful and quality professional growth activities to campus teachers, administrators and central office administration (comprehensive district and campus staff development plans)	4	Exec. Dir. H. R.; Campus Administration; Deputy Supt.; Exec. Dir of Instruction, Dir. Fed/Special Programs	Certificates of attendance/completion on record.				
	Funding Sources: Title I - \$8,500.00, Title II - \$0.00, Title III - \$1,941.00, State CTE - \$0.00, State GT - \$0.00, State BIL/ESL - \$38,590.00, Perkins - \$0.00, Local - \$0.00, IDEA - \$0.00, State Sped - \$0.00						
6) Continue to monitor the feasibility of critical needs signing bonuses		Exec. Dir. H. R.; Campus Administration	DLAC will review the plan				
	Funding Sources: Local - \$0.00						
= Accomplished    = Considerable    = Some Progress    = 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 3:** NCISD will provide meaningful and quality professional growth opportunities for all administrators, teachers, and paraprofessionals.
















100% of identified staff will participate in a minimum of 12 hours of high quality professional development activities during the year.

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

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) NCISD will continue to investigate and implement meaningful, quality professional growth activities: a. Provide a mentor program for novice teachers; b. Devise an effective and meaningful new teacher orientation which will be implemented throughout the school year; c. Provide professional growth activities for employees throughout the school year; d. Utilize an employee questionnaire giving feedback on activities offered; e. Principal Insight assessment (Gallup); f. Leadership Academy NCISD will review all staff development and implement a comprehensive plan for paraprofessionals. g. Provide required hours of professional development for the High Quality PreK grant.		Exec. Dir. of H. R.; Exec. Dir of Instruction	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.				
	Funding Sources: Local - \$0.00, Title II - \$0.00, PreK Grant - \$1,500.00						
2) NCISD will foster the use of technology as an effective tool for instruction and classroom management: a. NCISD staff will demonstrate competency as identified by the TEKS and NCISD Technology Plan; b. The District will continue to provide training for all employees; c. summer technology training will be provided for teachers/staff; d. the community education technology outreach program will continue; e. NCISD will utilize an Instructional Technology Coordinator to facilitate technology training and support for all staff.		Instructional Technology Coordinator	Eduphoria Workshop				
	Funding Sources: Local - \$0.00						

3) Provide staff development to new teachers in the 10-step instructional process and curriculum blueprints	Campus Principals; Exec. Dir of Instruction	Sign-in sheets.				
	Funding Sources: Local - \$0.00					
4) Provide staff development to district and campus leaders to develop essential questions and campus consensus blueprints.	Campus Principals; Exec. Dir of Instruction	Sign-in sheets.				
	Funding Sources: Local - \$0.00					
5) Provide professional development in strategies to improve student achievement in ELA/math/science at the secondary level.	Secondary Principals; Exec. Dir of Instruction	Staff development agendas, sign-in sheets.				
	Funding Sources: State Compensatory Ed - \$18,520.00, Local - \$0.00					
6) Staff 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.	Exec. Dir of Instruction	Staff development agendas and minutes will reflect appropriate training sessions; sign-in sheets.				
	Funding Sources: Local - \$0.00					
7) NCISD will continue to provide staff development in the following areas: a. CPR/First Aid Training; b. Crisis alert systems, local and national; c. Evacuation planning; d. Crisis Prevention Institute (CPI)Team Training; e. Drug Impairment Training for Educational Professionals (DITEP); f. Bullying.	Superintendent; Exec. Dir. Student Services; Exec. Dir. of Operations	Staff development agenda and minutes will document appropriate training.				
	Funding Sources: Local - \$0.00					
8) Staff development will be provided in the areas of safety and accident prevention.	Director of HR Development &Leadership; Director of Student Services	The number of days lost to illness and/or accidents will be reviewed.				
	Funding Sources: Local - \$0.00					
9) Eduphoria will be used to maintain accurate records of teacher staff development.	Principals; Exec. Dir of Instruction; Director of Elementary Instruction; Director of Secondary Instruction	Documentation of workshops attended				
	Funding Sources: Local - \$0.00					
10) NCISD will provide professional development opportunities for ESL strategies and techniques for all teachers.	Exec. Dir of Instruction	Participant evaluation and classroom observation				
	Funding Sources: Title III - \$1,941.00, State BIL/ESL - \$38,590.00, Local - \$0.00					

11) NCISD will provide an effective and meaningful new teacher orientation to be implemented and spread throughout the school year.	Exec. Dir. of H. R.; Exec. Dir of Instruction	Exit interviews will be reviewed to identify trends in turnover.				
Funding Sources: Local - \$0.00						
12) 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.	Exec. Dir of Instruction; Dir. of SPED; Principals	Staff develop agendas and sign-in sheets.				
Funding Sources: IDEA - \$0.00, State Sped - \$0.00						
13) Continue to provide staff development for administrators and staff in the area of special population students including effective strategies for delivering instructional accommodations, curriculum modifications and positive behavioral supports and strategies. Homeless Liaison will be provided the required professional development needed for the position.	Exec. Dir of Instruction; Dir. of SPED, Dir. of Federal/Special Program	Agendas, sign-in sheets, certificates.				
Funding Sources: Local - \$0.00, Title II - \$385.00, Title I - \$3,000.00						
14) District administration will be provided the opportunity for staff development in the areas of administration and implementation of special programs.	Exec. Dir(s) of Instruction & Student Services, Dir. Fed/Special Programs	Attendance certificates, sign-in sheets, agendas,				
Funding Sources: Title I - \$18,936.00, Title II - \$0.00, Title III - \$0.00, State CTE - \$4,500.00, State BIL/ESL - \$0.00, Perkins - \$0.00, Local - \$0.00, IDEA - \$0.00, State Sped - \$0.00						
15) Teachers on district campuses with TAP program will meet weekly in cluster meetings to implement new instructional strategies.	TAP Principals, Master Teachers, Exec. Director of Instruction	Walkthroughs, teacher evaluations, sign-in sheets, agendas, materials				
Funding Sources: Title I - \$0.00, Title III - \$0.00, Local - \$0.00, Title II - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = 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 4:** NCISD will increase the existing attendance rate for staff by 5%.

**Evaluation Data Source(s) 4:** The 2016-2017 personnel summary will show a 2% increase in staff attendance.

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	June
1) NCISD will evaluate the (AESOP) Automated Educational Substitute Operator program for generating substitutes.		Dir. of HR Development & Leadership	Review data or usage, Months with the highest need for subs				
Funding Sources: Local - \$0.00							
2) A wellness coordinator will continue to implement wellness programs for district personnel.		Dir. of HR Development & Leadership Wellness Coordinator	The number of days lost to illness and/or accidents will be reviewed. January 80% filled, February 81% filled, March 83% filled				
Funding Sources: Local - \$0.00							
3) Staff development will be provided in the areas of safety and accident prevention.		Dir. of HR Development & Leadership, Director of Student Services	The number of days lost to illness and/or accidents will be reviewed. Due to: 1. Illness 2. School business a) Staff development b) Extra Curricular				
Funding Sources: Local - \$0.00							
4) Continue a district-level committee to review a system to reward excellent attendance.		Dir. of HR Development & Leadership	Awards conducted as per committee recommendation.				
Funding Sources: Local - \$0.00							
5) Data will be reviewed to determine impact on employee attendance.		Exec. Dir. of HR, Exec. Dir. of Finance, Principals.	Attendance improvement at high school and middle school.				
Funding Sources: Local - \$0.00							
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							







**Goal 4: NCISD will 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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.	6	Exec. Dir. Student Services.; Principals; Parent Involvement Coordinator, Dir. Fed/Special Programs	Updated policy in place and available to the public upon request. Policy available on the website.				
				Funding Sources: Title I - \$0.00, Local - \$0.00			
2) Distribute written policies which emphasize the importance of parent involvement.		Campus Principals; Parental Involvement Coordinator, Dir. Federal/Special Programs	Parent signature of receipt, Copy of web posting of policy, Copy of policy available upon request by parent				
				Funding Sources: 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.		Principals; Parental Involvement Coordinator. Director of Special Education	Level of parental involvement each month as well as attendance records and sign-in sheets.				
				Funding Sources: 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 STARR/TAKS Handbook for Parents;</li> <li>q. STARR/TAKS 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>Principals; Parental Involvement Coordinator.</p>	<p>Annual review</p>				
<p>Funding Sources: Title I - \$0.00, Title III - \$0.00, Local - \$0.00</p>						
<p>5) When needed, 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>Deputy Supt.; Exec. Dir. Student Services; Exec. Dir. of Instruction; Executive Director of Administration</p>	<p>Review website for current information.</p>				
<p>Funding Sources: Local - \$0.00</p>						
<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.</p>	<p>Exec. Dir of Instruction; H. S. Principals; H. S. Counselors</p>	<p>Review of transcript request, scholarship applications, Personal Graduation Plan.</p>				
<p>Funding Sources: Local - \$0.00</p>						

7) Volunteerism will be encouraged and acknowledged.		Principals; Director of Communications and Community Relations	Review of service hours and awards. Volunteer numbers have increased over 20% since 2010-2011.				
Funding Sources: 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.				
Funding Sources: 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. (Pilot program of Parenting Partners at SME/BBE/NCE and Oakley for parent leadership building skills) (Parent Involvement State Conference) (PreK Grant Parent Involvement activities)	2, 6, 10	Executive director of Administration; 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.				
Funding Sources: Title I - \$18,000.00, Title III - \$12,000.00, PreK Grant - \$5,000.00							
10) Parents and students are offered services through Montgomery County Youth Services. Counselors will receive Resiliency training for at-risk youth.	6, 9	Principals; Parental Involvement Coordinator. Director of Special Education	Level of involvement each month as well as attendance records and sign-in sheets.				
Funding Sources: Title I - \$2,400.00, 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.		Dir. of Federal/Special Programs	Sign-in sheets, agendas, certificates, staff knowledge and surveys				
Funding Sources: Title I - \$3,000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							