

March 22, 2022

Agenda

- Welcome Shaunda Garrison
- Superintendent Search Update Dr. Warren
- Making Up Instructional Minutes Dr. Espinosa
- Full-Day PreK Waiver Dr. Espinosa
- Facilities and Construction Overview Mr. McClure
- Equity Committee Update Dr. Griffin
- Questions & Answers
- Closing Remarks Jeanna Lawrence



Superintendent Search Update

Dr. Warren



Superintendent Search

- November 4, 2021 Board selected Leasor Crass to facilitate search
- January 2022 Superintendent Profile developed based on community feedback
- Early Spring 2022 Applicants identified; first- and second-round interviews completed
- Where we are now Board selecting finalist
- Monday, March 28 Lone Finalist Named
- 21-day Lone Finalist waiting period
- New Superintendent named for start of 2022-2023; Proposed May 2 start date

Visit the Superintendent Search webpage for more www.nisdtx.org/supersearch

Making Up Instructional Minutes and Waiver Consideration

Dr. Espinosa



Recap of Previous Missed Instructional Minutes

Missed Instructional Minutes

- January 14 & 18 COVID Closure
- February 3 & 4 Bad Weather

Plan to Make Up Missed Minutes

- Two days built into calendar
- March 11 and May 25 FULL days instead of half days
- Tuesday, March 22, regular school day instead of PD

Most Recent Missed Instructional Minutes

Missed Instructional Minutes

- February 24 Bad Weather
- February 25 2-Hour Delay

Plan to Make Up Missed Minutes

- Submit waiver to TEA for full day closure on Feb. 24
- Extend school day three minutes, beginning March 22
 - TEA will not allow us to waive the delayed start.
 - Three minutes added to the end of the school day will make up the required instructional minutes.

Recommendation

- Consider approving NISD to apply for a Missed School Day Waiver due to bad weather.
- Administration will seek NISD School Board approval at April 11 meeting.



Full-Day PreK Waiver

Expect emailed electronic DEIC vote by early April.



FULL-DAY PREKINDERGARTEN | SUMMARY OF EXEMPTION OPTIONS

YEAR	ONE-YEAR EXEMPTION (2019-2020)	TWO-YEAR EXEMPTION (2019-2020 AND 2020-2021)	THREE-YEAR EXEMPTION (2019-2020, 2020-2021, AND 2021-2022)
2019-2020 SCHOOL	Gather data to inform method of providing full-day prekindergarten.	Gather data to inform method of providing full-day prekindergarten.	Gather data to inform method of providing full-day prekindergarten.
YEAR	Solicit and consider proposals at a public meeting for partnerships with eligible early learning centers.	Solicit and consider proposals at a public meeting for partnerships with eligible early learning centers.	Solicit and consider proposals at a public meeting for partnerships with eligible early learning centers.
	After receiving and considering partnership proposals, make decision to: Establish partnerships with eligible early learning centers and/or Construct, repurpose, or lease new space, or issue bonds to construct or repurpose space. 	After receiving and considering partnership proposals, make decision to: Establish partnerships with eligible early learning centers and/or Construct, repurpose, or lease new space, or issue bonds to construct or repurpose space.	After receiving and considering partnership proposals, make decision to:
2020-2021 SCHOOL YEAR	Begin offering full-day prekindergarten for all eligible four-year-old students or apply for exemption renewal.	If necessary, hold an additional public meeting to solicit partnerships with eligible early learning centers.	If necessary, hold an additional public meeting to solicit partnerships with eligible early learning centers.
		Begin offering full-day prekindergarten for some eligible four-year-old students through: At least one partnership with an early learning center, and/or At least one constructed, repurposed, or leased classroom(s)	Begin offering full-day prekindergarten for some eligible four-year-old students through: • At least one partnership with an early learning center, and/or • At least one constructed, repurposed, or leased classroom(s)
2021-2022 SCHOOL YEAR		Begin offering full-day prekindergarten for all eligible four-year old students or apply for exemption renewal.	If necessary, hold an additional public meeting for partnerships with eligible early learning centers.
			Increase full-day prekindergarten opportunities for eligible four-year old students through: O At least one additional partnership with an early learning center, and/or O At least one additional constructed, repurposed, or leased classroom(s)
2022-2023 SCHOOL YEAR			Begin offering full-day prekindergarten for all eligible four-year old students or apply for exemption renewal.

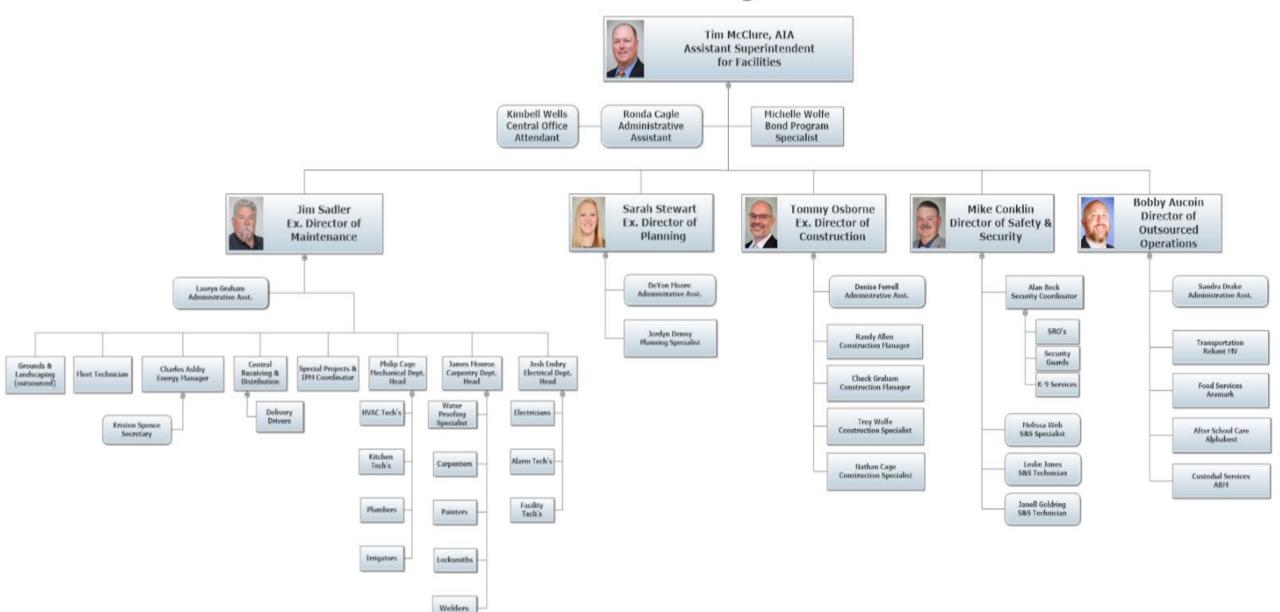
Facilities and Construction Overview

Tim McClure





2020-2021 Facilities Organization Chart



NISD

NISD Facilities Team



JIM SADLER
Ex. Director of Facilities



SARAH STEWARTEx. Director of Planning



MIKE CONKLIN
Director of Safety & Security



TOMMY OSBORNEEx. Director of Construction



BOBBY AUCOINEx. Director of Operations





NISD MAINTENANCE DEPARTMENT

48 Maintenance Positions
Over 5,305,574 (and counting)
Sq. Ft. of Facilities
49 Maintenance Vehicles
8 Loaner Vehicles

Current Work Order Status:

Since the inception of the School Dude System in 2007 we have; Processed & Completed 155,641 Work Request.

4874 of those have been completed since January 1, 2021

That is approximately 750 per month.

NISD Transportation





Bobby Aucoin

Executive Director of Outsource Operations



Sandra Drake

Administrative Assistant



Jason Lowery

Director of Transportation



Sarah Beacham

HR Manager



Valerie Lizarrage

Operations Manager: Central Lot



Michael Butters

Operations Manager: West Lot



Jennifer Longstreet

Safety Manager



Mike Robinson

Maintenance Manager





Copier Service
Rob Huppe
Major Account Executive



Custodial Service Kelley Lewis District Manager



After School & Summer Programs

Kasi Webster

Area Manager



Food Service
Daniel Esparza
General Manager

OUTSOURCED OPERATIONS

Northwest ISD Facilities Safety & Security



School Drills

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

Clear the hallways and remain in room or area until the "All Clear" is announced Do business as usual

Close and lock the door Account for students and adults Do business as usual



SECURE! Get inside. Lock outside doors. STUDENTS ADULTS

Return to inside of building Do business as usual Bring everyone indoors Lock outside doors Increase situational awareness Account for students and adults Do business as usual



LOCKDOWN! Locks, lights, out of sight. STUDENTS ADULTS

Move away from sight Maintain silence Do not open the door ADULTS

Recover students from hallway if possible Lock the classroom door

Turn out the lights

Move away from sight

Ministing labors

Move away from sight Maintain silence Do not open the door Prepare to evade or defend



EVACUATE! (A location may be specified) STUDENTS ADULTS

Leave stuff behind if required to If possible, bring your phone Follow instructions Lead students to Evacuation location Account for students and adults Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy. STUDENTS ADULTS

Use appropriate safety strategy for the hazard

Hazard Safety Strategy
Tornado Evacuate to shelter area
Seal the room
Earthquake Drop, cover and hold
Tsunami Get to high ground

Lead safety strategy Account for students and adults Notify if missing, extra or injured students or adults



- Secure One per school year
- Lockdown Two per School year (1 per semester)
- Evacuate One per School Year
- Shelter-In-Place (Hazmat) One per School
 Year
- Shelter-In-Place (weather) One per school year
- Fire Drill 4 per year (2 per Semester)

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Construction Update:

- Legacy Learning Center Rise/Horizons & Professional Development
- C.W. Worthington Middle School #7
- Prairie View ES Bus Loop
- West Operations Facility Renovations

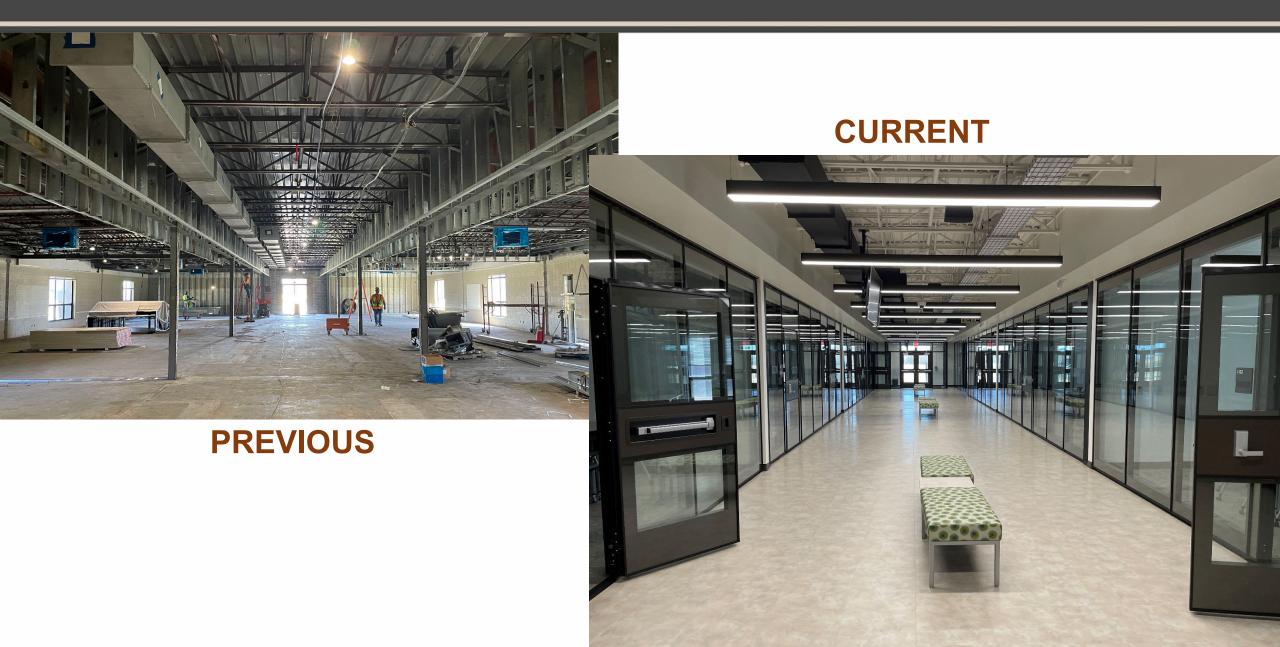
Legacy Learning Center – Phase 2













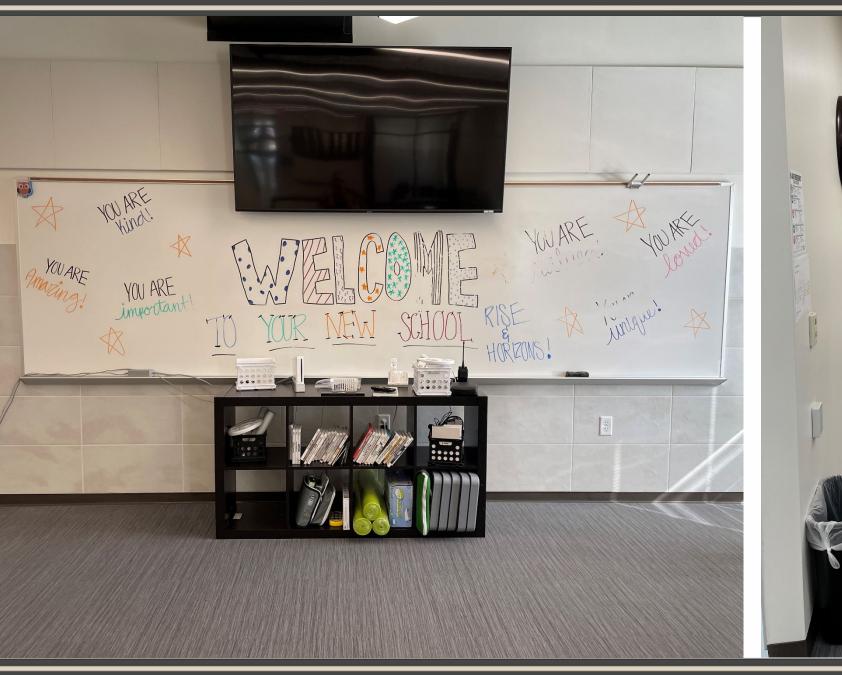
PREVIOUS

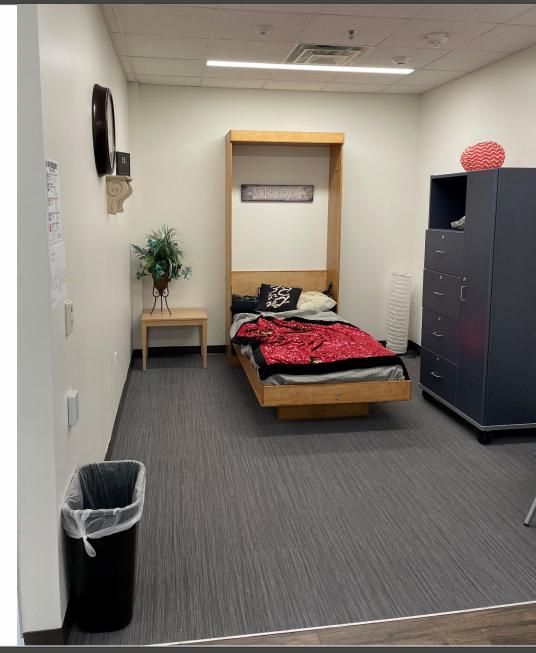
CURRENT













Network Operating Centers



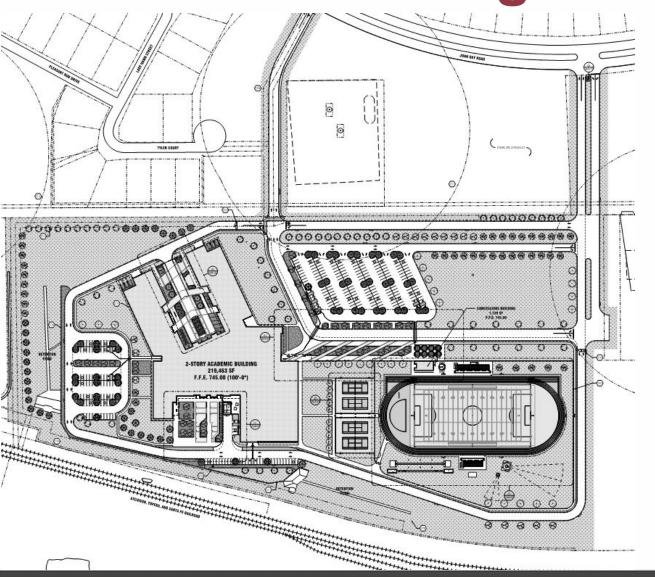
West Operations Facility



C.W. Worthington - Middle School #7



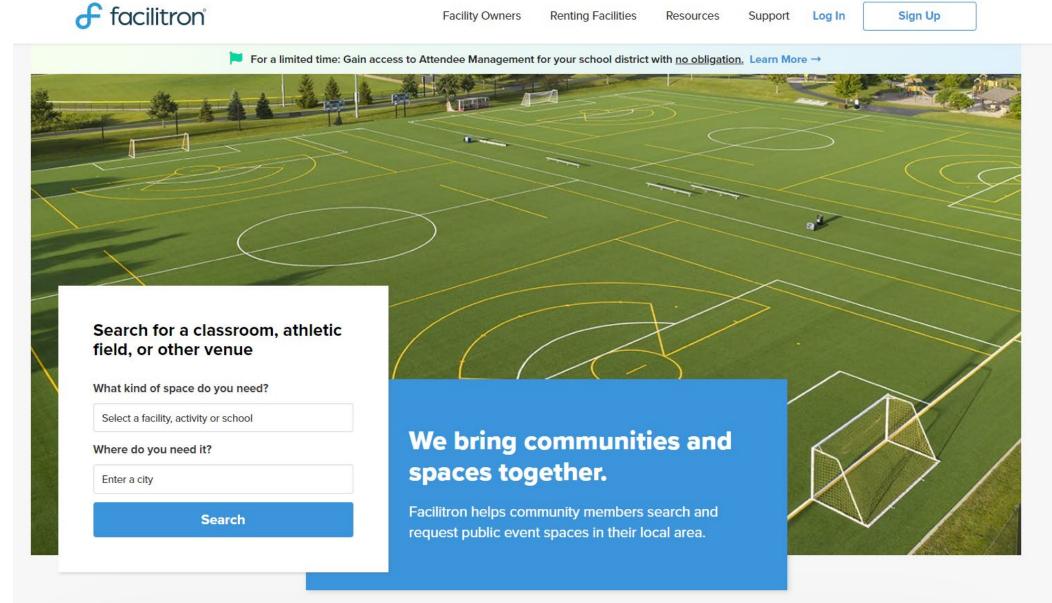
C.W. Worthington - Middle School #7















Roanoke, TX 76262 Gymnasium

Showing: 15 of 27 show more



Gym - Practice F115 Medlin Middle School Capacity 250



Mustang Gym - Competition F115 Medlin Middle School Capacity 500



Dates & Time

Capacity

Medlin Middle School Capacity 250



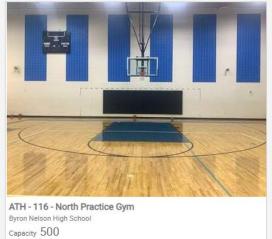
ATH - 101 - Competition Gym Byron Nelson High School Capacity 1844



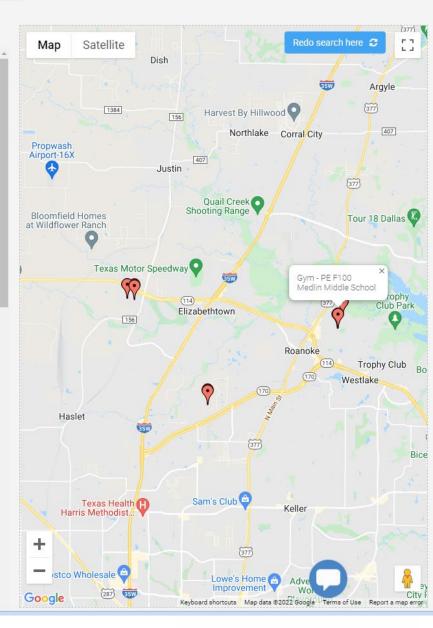


ATH - 117 - South Practice Gym Byron Nelson High School Capacity 750









PE Gym Practice - 1502



Select Another Facility +

at Tidwell Middle School

3937 Haslet-Roanoke Road Roanoke TX 76262

About This Listing

Small gym can accommodate basketball and volleyball practices and games. Please describe in the comment box below what event you plan to host so we can set up accordingly.

Possible Uses: Class, Seminar, Workshop, Exercise Class, Fitness, Other (meeting, class, etc.), Religious Meeting,

Badminton, Basketball, Cheerleading, Dance, Martial Arts, Strength & Conditioning, Volleyball, Wrestling

Capacity: 323

Amenities:

Comfort

Technology

AC

Heat

Tables/Chairs

Parking • Parking

Mic & Speaker

Projector with Screen

Sound System

ates: From \$100.00 per hour. Additional fees may apply for services, utilities, etc.



				4:00 PM	
				4:30 PM	
				5:00 PM	
				5:30 PM	9:30 PM
			3:00 PM		
			3:30 PM		
time	slot not av	ailable		Mo	nth View

Select Start Time

Selected Dates: 04/07/2022 X 04 04/28/2022 X	1/14/2022 x	04/22/2022	C
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Currently in the Planning Stages...

- Pre-K Additions, including ADA Playground Upgrades and Additional Play Elements for Younger Grade Level Students:
 - Clare Love ES
 Hughes ES
- - Roanoke ES
 Lakeview ES
 Cox ES
 Granger ES
 JC Thompson ES
 Sendera Ranch ES
 Peterson ES
 Schluter ES

- ADA Playground Upgrades and Additional Play Elements for Younger Grade Level Students:
 - Nance ES
 - Beck ES
 - Haslet ES
 - Berkshire ES
 - Curtis ES
 - Lance Thompson ES
- Tennis Courts at Medlin Middle School
- Pike Middle School Replacement Campus
- Northwest High School Additions & Renovations



DFW New Home Ranking Report

ISD Ranked by Annual Closings – 4Q21

Rank	District Name	Annual Starts Annual Closings		Inventory	VDL	Future
1	Northwest ISD*	4,590	3,669	2,451	3,144	38,366
2	Denton ISD	3,546	2,946	2,109	2,927	18,228
3	Prosper ISD	3,459	2,589	2,269	2,694	22,114
4	Forney ISD	3,224	2,525	1,707	1,684	30,754
5	Frisco ISD	2,064	2,037	1,327	1,598	8,154
6	Dallas ISD	1,952	1,636	1,798	2,359	6,354
7	Eagle MtSaginaw ISD	1,194	1,462	535	1,372	20,504
8	Princeton ISD	2,054	1,423	1,167	1,872	6,356
9	Royse City ISD	1,753	1,416	1,014	1,824	8,411
10	Crandall ISD	1,281	1,216	507	1,483	7,420
11	Crowley ISD	1,389	1,172	582	1,702	17,416
12	Rockwall ISD	1,208	1,166	731	2,483	9,617
13	Anna ISD	1,270	1,046	661	981	5,690
14	Aubrey ISD	951	998	468	921	5,179
15	McKinney ISD	1,369	991	851	1,620	13,350
16	Midlothian ISD	1,337	989	908	1,632	16,658
17	Mansfield ISD	1,149	930	854	1,988	6,264
18	Community ISD	1,175	918	664	1,125	6,802
19	Fort Worth ISD	961	879	487	1,598	5,080
20	Lewisville ISD	1,191	879	873	1,807	2,062

[%] Zonda...

^{*} Based on additional Templeton Demographics housing research

^{**}Includes Age-Restricted subdivisions



Average New vs. Existing Home Sale Price, 2010 – 2021



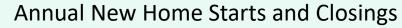
	Avg New Home Price	Avg Existing Home Price
2010	\$214,586	\$191,241
2011	\$225,780	\$207,615
2012	\$239,905	\$213,935
2013	\$259,313	\$224,141
2014	\$291,933	\$234,350
2015	\$310,196	\$245,737
2016	\$343,952	\$262,351
2017	\$328,674	\$296,887
2018	\$331,063	\$304,864
2019	\$346,476	\$320,410
2020	\$352,147	\$325,772
2021	\$389,226	\$378,332

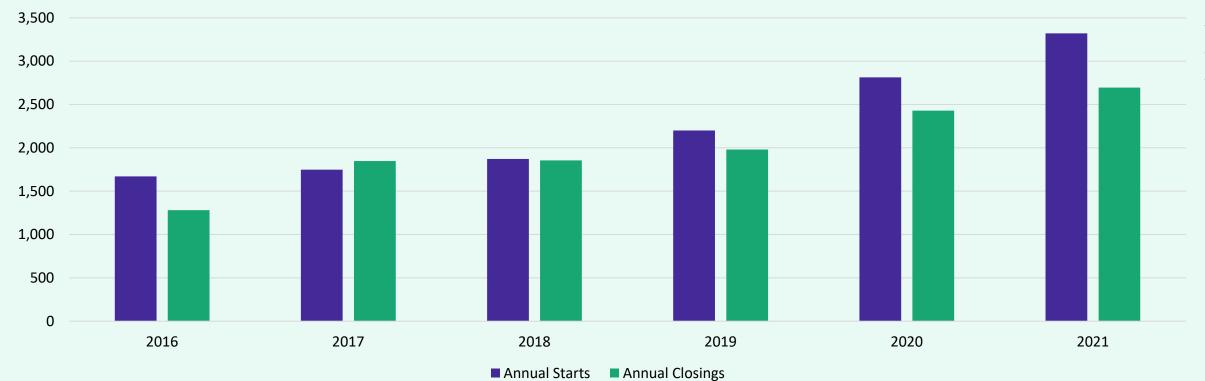
- Since 2010, the average new home price in Northwest ISD has increased by \$174,640, or 81.4%
- The average existing home price within the district has increased by 97.8%, or roughly \$187,091 since 2010





District New Home Starts and Closings





Starts	2016	2017	2018	2019	2020	2021
1Q	309	449	493	493	630	719
2Q	321	445	471	490	557	1,156
3Q	537	458	501	599	560	1,415
4Q	503	396	407	619	1,066	1,300
Total	1,670	1,748	1,872	2,201	2,813	4,590

Closings	2016	2017	2018	2019	2020	2021		
1Q	279	426	417	402	511	785		
2Q	345	562	517	504	710	1,024		
3Q	320	473	549	513	614	920		
4Q	337	386	373	562	594	940		
Total	1,281	1,847	1,856	1,981	2,429	3,669		





Annual Closing Distribution

Annual Closings by Sub

< 150

9 150 - 300

> 300

Annual Closings by Elem

1 - 100

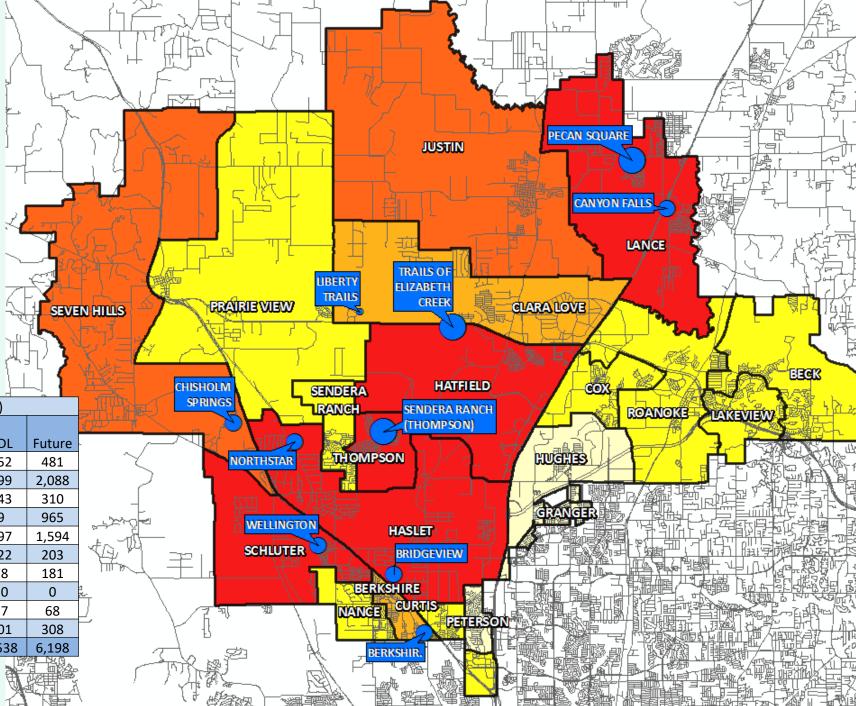
101 - 200

201 - 300

> 300

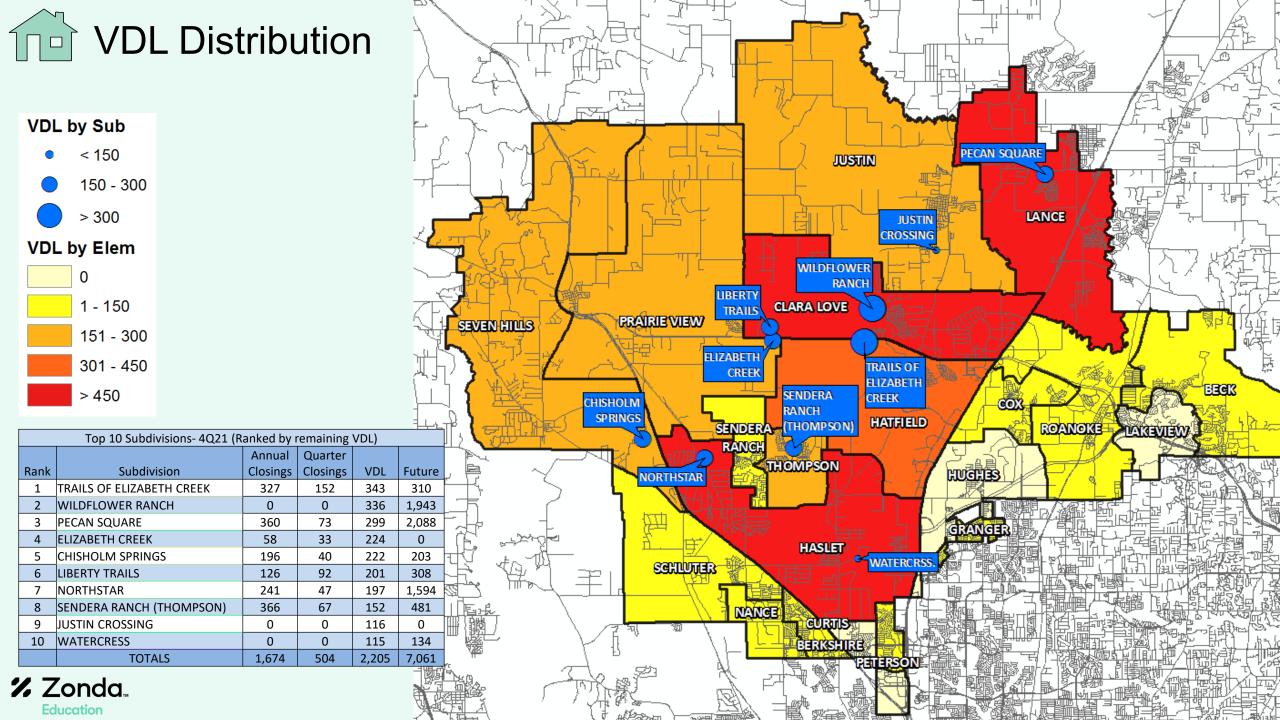
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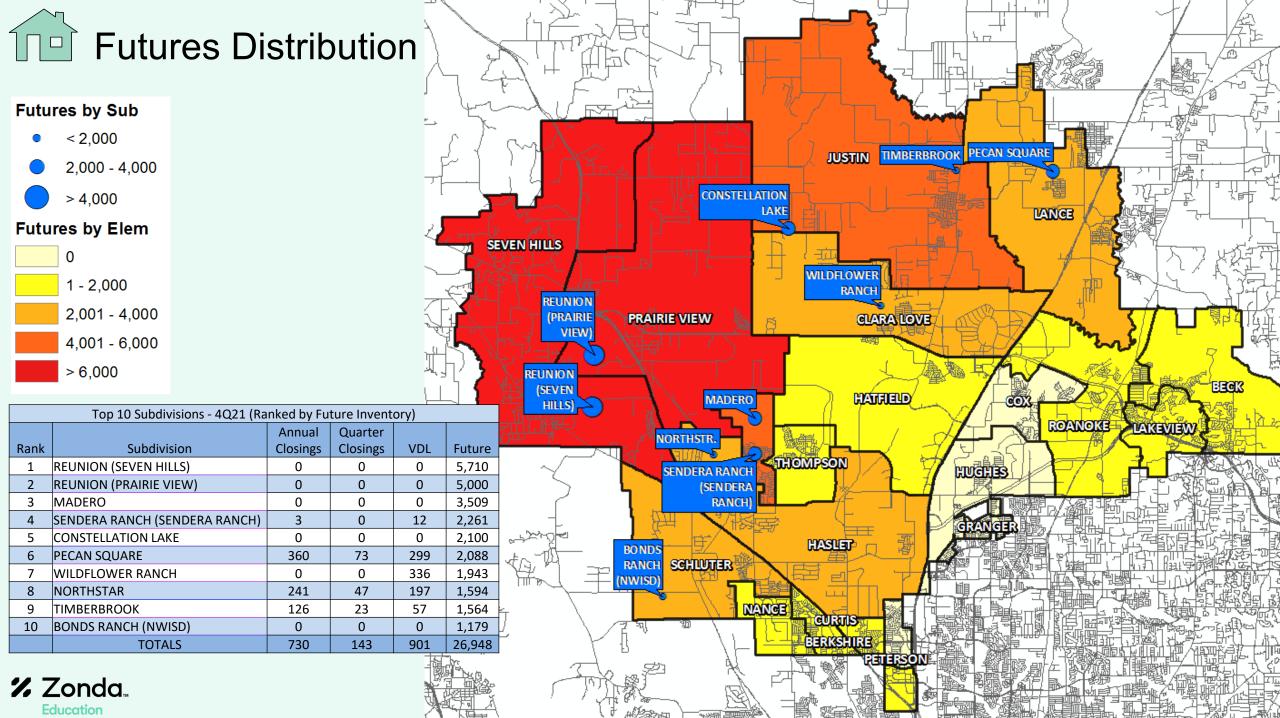
	7 8											
		Top 10 Subdivisions- 4Q21 (Ra	anked by A	nnual Clos	ings)							
			Annual	Quarter								
	Rank	Subdivision	Closings	Closings	VDL	Future						
	1	SENDERA RANCH (THOMPSON)	366	67	152	481						
	2	PECAN SQUARE	360	73	299	2,088						
	3	TRAILS OF ELIZABETH CREEK	327	152	343	310						
	4	WELLINGTON	298	48	9	965						
	5	NORTHSTAR	241	47	197	1,594						
	6	CHISHOLM SPRINGS	196	40	222	203						
	7	BRIDGEVIEW	192	0	78	181						
	8	CANYON FALLS	186	61	10	0						
ſ	9	BERKSHIRE	183	30	27	68						
	10	LIBERTY TRAILS	126	92	201	308						
		ΤΟΤΔΙ S	2 475	610	1 538	6 198						



% Zonda...

Education





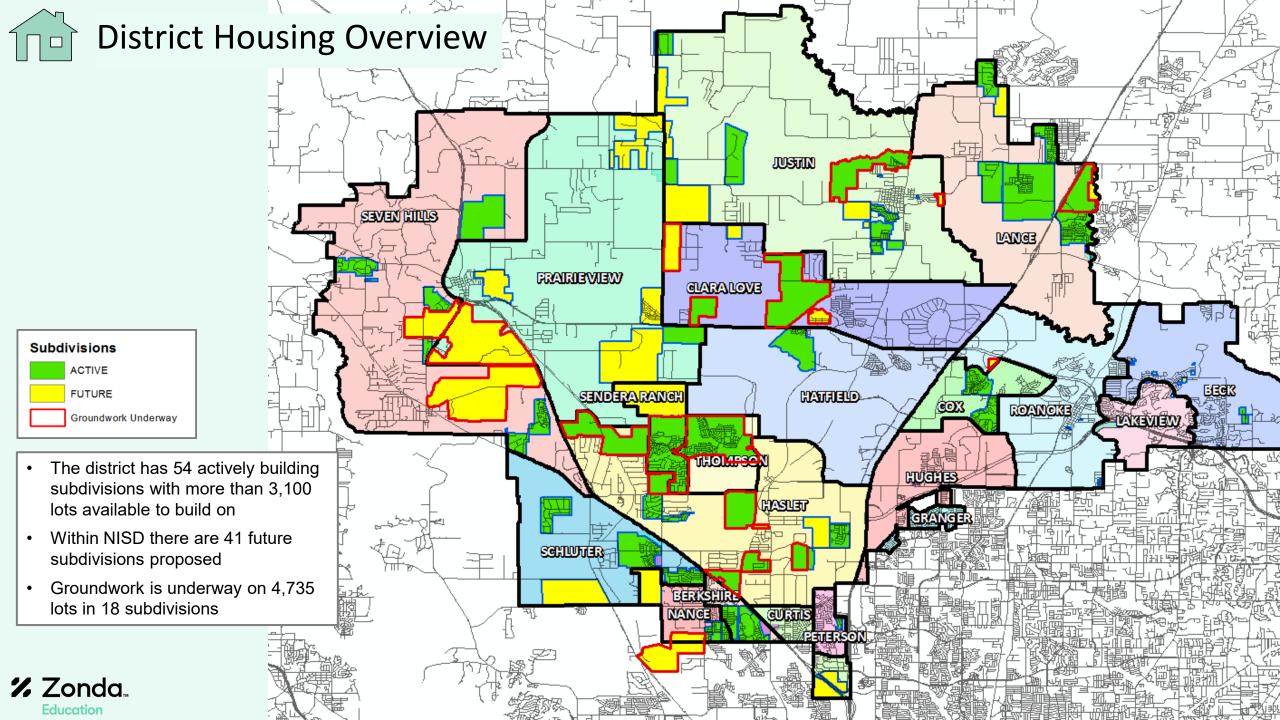


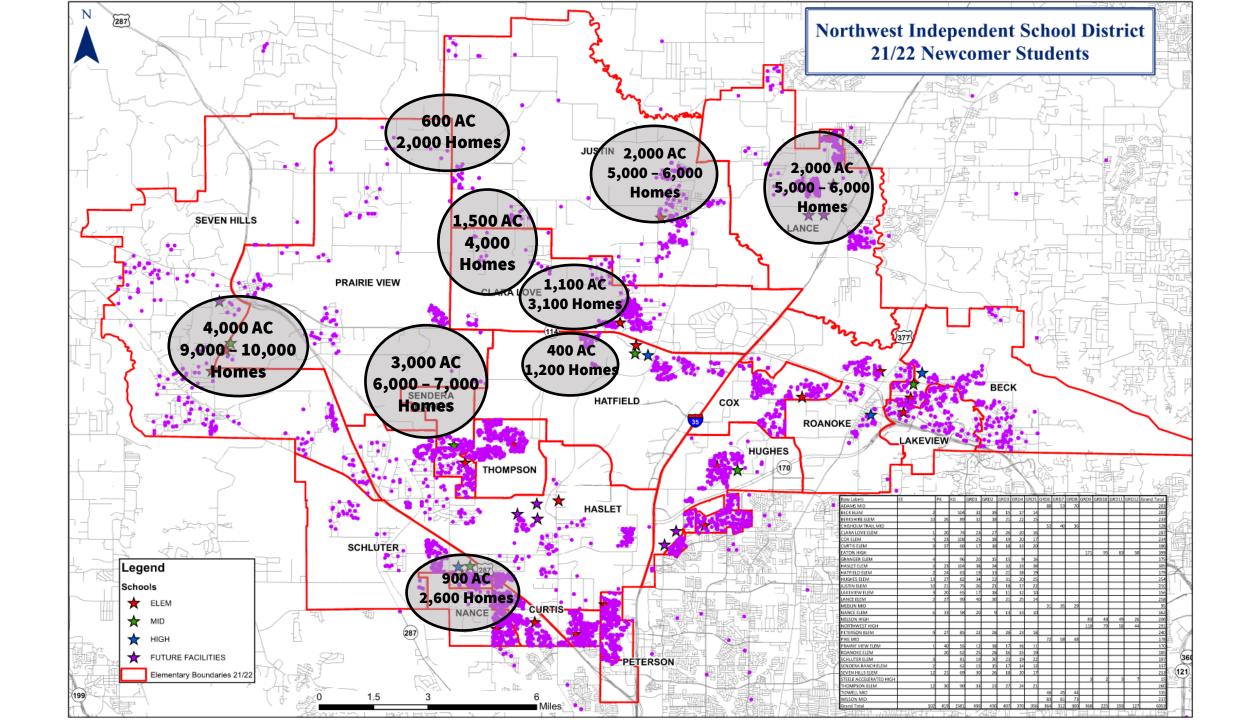
District Housing Overview by Elementary Zone

			Annual	Quarter	Under		Vacant Dev.	
Elementary Zone	Annual Starts	Quarter Starts	Closings	Closings	Construction	Inventory	Lots	Future Lots
BECK	5	1	6	0	6	8	23	93
BERKSHIRE	121	20	197	37	33	37	31	417
CLARA LOVE	381	180	126	92	251	255	537	2,753
COX	64	9	76	11	37	39	29	0
CURTIS	0	0	2	0	0	0	0	40
GRANGER	0	0	0	0	0	0	4	0
HASLET	1,191	301	759	159	676	729	657	3,436
HATFIELD	319	152	327	152	163	166	343	310
HUGHES	0	0	0	0	0	0	0	0
JUSTIN	309	94	238	43	200	212	296	4,565
LAKEVIEW	0	0	26	0	0	0	0	16
LANCE	989	257	707	206	484	530	514	2,868
NANCE	81	13	75	18	39	43	20	1,323
PETERSON	0	0	0	0	0	1	2	0
PRAIRIE VIEW	153	68	64	33	91	95	224	7,451
ROANOKE	10	2	6	1	19	19	14	85
SCHLUTER	320	42	396	73	100	113	39	2,322
SENDERA RANCH	3	2	3	0	2	4	12	5,770
SEVEN HILLS	256	64	295	48	63	67	247	6,436
THOMPSON	388	95	366	67	114	133	152	481
TOTAL	4,590	1,300	3,669	940	2,278	2,451	3,144	38,366
Highest activity in the category Second highest activity in the category								

Third highest activity in the category









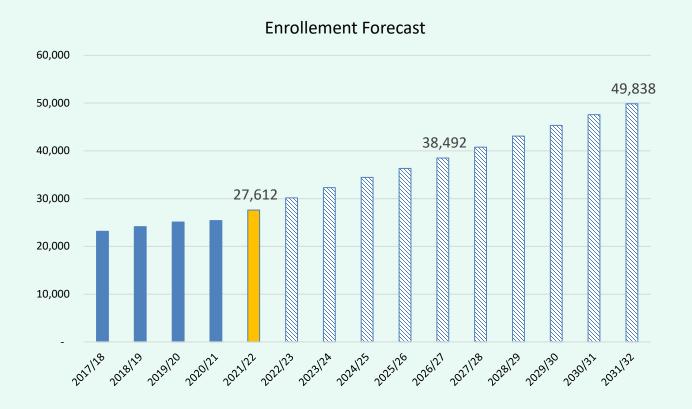
Ten Year Forecast by Elementary Campus

		Fall				EN	ROLLMENT	PROJECTIO	NS			
Campus	Capacity	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Beck Elementary	850	755	758	733	745	750	738	737	743	748	760	776
Berkshire Elementary	850	598	690	737	788	828	864	860	862	857	860	869
Clara Love Elementary	850	644	757	874	976	1,082	1,193	1,315	1,440	1,570	1,712	1,867
Cox Elementary	850	757	801	797	808	810	821	831	822	824	822	831
Curtis Elementary	850	618	628	632	631	642	651	659	669	685	704	717
Granger Elementary	850	743	723	694	685	662	675	699	715	729	743	759
Haslet Elementary	850	775	1,104	1,365	1,627	1,823	2,001	2,112	2,204	2,283	2,353	2,406
Hatfield Elementary	450/850	510	622	735	817	869	919	966	1,018	1,078	1,132	1,188
Hughes Elementary	850	673	697	705	695	688	694	717	728	738	747	769
Justin Elementary	650	608	714	807	889	959	1,019	1,100	1,179	1,268	1,380	1,475
Lakeview Elementary	650	561	548	551	548	541	565	577	590	612	624	643
Lance Elementary	850	674	955	1,184	1,422	1,596	1,762	1,929	2,098	2,253	2,418	2,565
Nance Elementary	650	521	558	611	634	682	730	756	784	809	815	822
Peterson Elementary	850	685	682	652	633	605	623	624	629	631	640	653
Prairie View Elementary	650	590	694	755	829	935	1,090	1,242	1,398	1,536	1,688	1,824
Roanoke Elementary	850	656	651	671	679	675	670	678	690	708	725	741
Sendera Ranch Elementary	850	586	594	607	615	631	656	695	761	819	876	935
Seven Hills Elementary	650	602	710	832	951	1,071	1,200	1,290	1,401	1,512	1,627	1,745
Schluter Elementary	850	684	765	841	895	977	1,103	1,187	1,282	1,340	1,404	1,482
Thompson Elementary	850	795	936	1,028	1,070	1,085	1,125	1,134	1,113	1,105	1,114	1,107
ELEMENTARY SCHOOL TOTALS	15,150	13,035	14,587	15,811	16,937	17,911	19,099	20,108	21,126	22,105	23,144	24,174
Elementary Absolute Growth		1,257	1,552	1,224	1,126	974	1,188	1,009	1,018	979	1,039	1,030
Elementary Percent Growth		10.67%	11.91%	8.39%	7.12%	5.75%	6.63%	5.28%	5.06%	4.63%	4.70%	4.45%

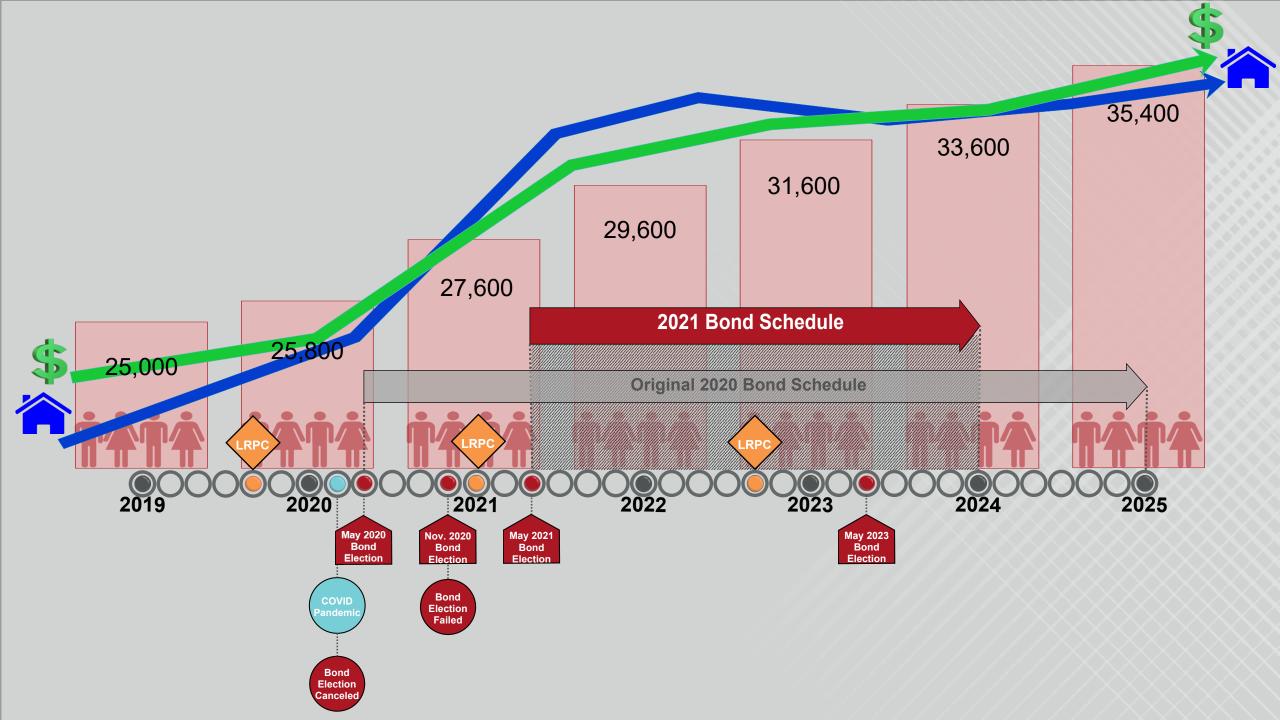


Ten Year Forecast by Secondary Campus

		Fall				EN	IROLLMENT	PROJECTIO	NS			
Campus	Capacity	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Adams Middle School	1,200	1,331	1,418	1,491	1,561	1,576	1,583	1,663	1,814	1,978	2,023	2,051
Chisholm Trail Middle School	1,100	629	724	806	846	914	946	1,066	1,235	1,442	1,584	1,753
Gene Pike Middle School	1,100	1,111	1,237	1,369	1,572	1,805	2,090	2,348	2,582	2,753	2,928	3,166
Medlin Middle School	1,200	994	1,017	1,052	1,051	1,026	1,014	1,006	992	974	1,006	1,024
Tidwell Middle School	1,200	1,061	1,053	1,083	1,108	1,170	1,148	1,114	1,078	1,065	1,112	1,126
Wilson Middle School	1,200	1,294	1,411	1,542	1,718	1,887	2,012	2,185	2,355	2,491	2,525	2,568
MIDDLE SCHOOL TOTALS	7,000	6,420	6,860	7,343	7,856	8,378	8,793	9,382	10,056	10,703	11,178	11,688
Middle School Absolute Growth		355	440	483	513	522	415	589	674	647	475	510
Middle School Percent Growth		5.85%	6.85%	7.04%	6.99%	6.64%	4.95%	6.70%	7.18%	6.43%	4.44%	4.56%
Northwest High School	3,200	2,181	2,387	2,570	2,815	2,990	3,268	3,589	3,909	4,326	4,770	5,210
Byron Nelson High School	3,200	2,737	2,843	2,874	2,870	2,893	2,938	2,968	3,040	3,043	2,934	2,924
Eaton High School	3,200	2,999	3,237	3,461	3,711	3,909	4,154	4,490	4,705	4,912	5,294	5,602
Steele Accelerated High School	450	237	237	237	237	237	237	237	237	237	237	237
Denton County JJAEP		3	3	3	3	3	3	3	3	3	3	3
HIGH SCHOOL TOTALS	10,050	8,157	8,707	9,145	9,636	10,032	10,600	11,287	11,894	12,521	13,238	13,976
High School Absolute Growth		601	550	438	491	396	568	687	607	627	717	738
High School Percent Growth		7.95%	6.74%	5.03%	5.37%	4.11%	5.66%	6.48%	5.38%	5.27%	5.73%	5.57%
DISTRICT TOTALS	32,200	27,612	30,154	32,299	34,429	36,321	38,492	40,777	43,076	45,329	47,560	49,838
District Absolute Growth		2,213	2,542	2,145	2,130	1,892	2,171	2,285	2,299	2,253	2,231	2,278
District Percent Growth		8.7%	9.2%	7.1%	6.6%	5.5%	6.0%	5.9%	5.6%	5.2%	4.9%	4.8%



- The annual new home start rate has double in the last two years
- Multifamily construction also surging with 2,630 units under construction
- Northwest ISD has 4,400 future lots in the development pipeline
- Fall 2022 will again be record breaking year for enrollment growth (2,500+)
- Northwest ISD can expect to enroll more than 38,400 students by 2026/27 and more than 49,800 by 2031/32





Equity Committee Update

Dr. Michael Griffin





2020-2021 Committee Members

Kim Becan

CyLynn Braswell

Lydia Calahan

Kim Caley

Cara Carter

Ayshea Chavez-Charity

Heather Crawford

Carri Eddy

Stephanie Espinosa

Jamie Farber

Logan Faris

Jamie Garcia

Shaunda Garrison

Michael Griffin

Darius Ingram

David James

Rebecca Kelley

Ron Mendoza

Matrice Raven

Kasey Rogers

Mary Seltzer

Monica Valenta

Lilia Vasquez

Yolanda Wallace

Che' Williams

Shalonda Williams

Ryder Warren

2021-2022 Committee Members

Kim Becan	Rebecca Kelley	Amy Swearingen	Sam Bonsu	Irene Myers	Shanel Jones
Lydia Calahan	Ron Mendoza	Michelle McAdams	Carrie Pierce	Karen Rios	Amy Finn
Cara Carter	Matrice Raven	Khanh Phan	Jenny Martin	Akua Sarfo	Donna Thompson
Heather Crawford	Kasey Williams	Sheneka Davis	Kacie Mendez	Razel Saralde	Kendall Seale-Diakhate
Stephanie Espinosa	Mary Seltzer	Diana Foster	Taylor Cameron	Vyvy Nguyen	Memary Pilkinton
Jamie Farber	Monica Valenta	Maria Rosales	John Booles	Catherine Sanderson	Kevyn Austin
Logan Faris	Lilia Vasquez	Kanietta Kidd	Barbie Longbrake	Jennifer Chung	Sara Holt
Jamie Garcia	Yolanda Wallace	Erika Oster	Erin Johnson	Quyen Hudspeth	Monique Chavez
Shaunda Garrison	Che' Williams	Deandra Wood	Nicole Covarelli	Wendy Branson	Kristi Kelley
Michael Griffin	Shalonda Williams	Enriquita Espree	Natalie Childress	Stephanie Gomez	Juanita Bruce
Darius Ingram	Dr. Warren	Rebecca Perryman	Laura Garlow	Rasheda Contreras	Alexander Farrior
David James		Naoko Harada	Gabrielle Lochridge	Jessica Hill	

2021-2022 Committee Members

Monica Castillo

Lisabriela Calleros

Eric Drewery

Joe Washam

Jaida Walker

Christie Hobbs

Shelly Green

Parker Younger

Christine Arrington

Phyllis Grissom

Ryder Fine

Jason Sanders

CarrieAnn Jones

Victoria Tran

Anthony Tosie

Stuart Pendell

Karson Ferguson

Vedanth Vijaykumar

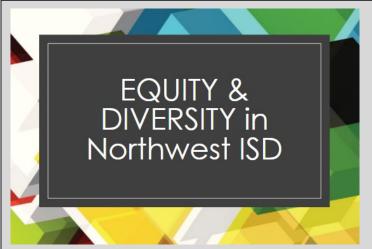
Hailee Fojtasek

Dustin Jones

Rasheda Contreras

NISD Belief Statements

- * We believe that our community plays a significant role in the success of all students in NISD. We are strongest when all members of the community trust they have a voice and sense of belonging. We must actively seek out inclusion of differences to understand as we work with our families and students of diverse backgrounds.
- * We believe all NISD students and employees deserve a just, fair, and equitable environment where they are valued and free from discrimination and prejudice.
- * We believe that every student and employee is unique and deserves to feel valued, honored, and empowered as a leader and a learner.
- * We believe we have a shared responsibility to continuously self assess, reflect, and improve educational equity for NISD students of every race, color, religion, sex, gender, national origin, age, or disability.
- * We believe that students should have access to opportunities for learning and mentorship through a diverse staff who recognize and respond to students' individualized needs.
- * We believe all students deserve to experience a personalized, high-quality education, where all cultures and perspectives are recognized and championed in a safe, inclusive environment.
- * We believe all students can and will experience high academic success through strong relationships with caring adults who model empathy, respect, and high expectations.



October Meeting

- Reviewed District Improvement Plan strategies that related to Equity & Diversity
- 2. Analyzed each Belief Statement in Break-out rooms
- 3. Each member completed a survey assessing their perception of how well we are living out each Belief Statement in NISD

Example of Group Feedback

1. We believe that our community plays a significant role in the success of all students in NISD. We are strongest when all members of the community trust they have a voice and sense of belonging. We must actively seek out inclusion of differences to understand as we work with our families and students of diverse backgrounds.

Strengths and growth opportunities related to this Belief Statement in NISD:

- Students and Parents visually being and seeing diversity as a part of each school diverse representation of staff. Ss should see themselves in the staff and be able to feel represented.
- Teachers and staff need to feel represented as well...within each campus and at the district level in leadership roles (district committees, school board members, executive leadership teams, etc.)
- It starts with awareness...looking at our demographics of every area...students, staff, families, etc.
- Actively seek out inclusion what are we doing to be active about it to seek out those families and students? We know our demographics are changing, what are we going to do about it?
- TRUST It can't seem or feel forced. It can't just be about trending topics in the world. How could we make it genuine and not forced? If it only comes up every now and then, it feels forced. There needs to be consistent opportunities for voices to be heard.
- Sometimes showing the negative things that happened...not just only the positive. Acknowledging the struggles, and not just putting a positive spin on everything. This may be happening more with staff, but we feel the need to be positive for our students...and families. -level of vulnerability needed?
- For Spanish speaking families need for classes and support, especially at campuses with a higher need. Language barriers How do we provide a voice for all families, especially those whose native language is not English.
 - Feedback and communication must go both ways. +Sending out a flyer in another language isn't enough. How could they provide feedback to us?
 - Who can they contact with questions, even after the translation?
- What about acronyms and academic language/educational jargon that may not be accessible to everyone?
- + Starting and continuing this conversation, not just as an emotional response

Survey Questions

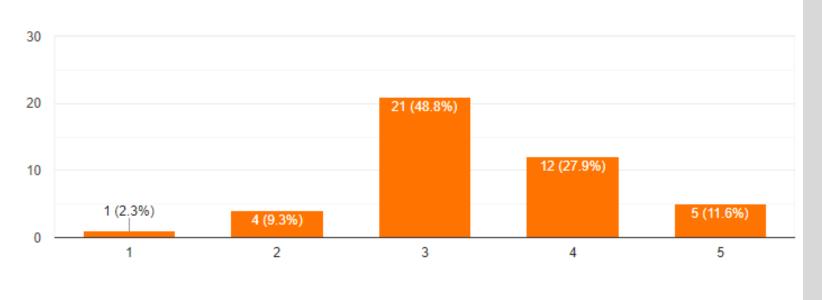
1 2 3 4 5

I do not feel that this belief statement is in practice at all in NISD

0 0 0

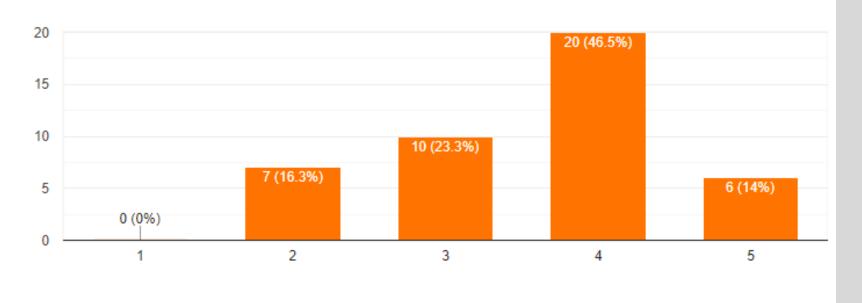
I feel that this belief statement is in practice at high levels across NISD * We believe that our community plays a significant role in the success of all students in NISD. We are strongest when all members of the community trust they have a voice and sense of belonging. We must actively seek out inclusion of differences to understand as we work with our families and students of diverse backgrounds.

Please rate the degree to which you feel the following belief statement is in practice in Northwest ISD: We believe that our community plays a significant role in the success of all students in NISD. We are strongest when all members of the community trust they have a voice and sense of belonging. We must actively seek out inclusion of differences to understand as we work with our families, students, and employees of diverse backgrounds.



* We believe all NISD students and employees deserve a just, fair, and equitable environment where they are valued and free from discrimination and prejudice.

Please rate the degree to which you feel the following belief statement is in practice in Northwest ISD: We believe all NISD students and employees deserve a just, fair, and equitable environment where they are valued and free from discrimination and prejudice.

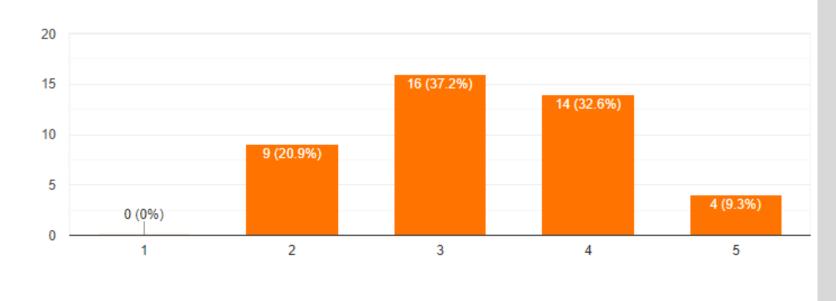


* We believe that every student and employee is unique and deserves to feel valued, honored, and empowered as a leader and a learner.

Please rate the degree to which you feel the following belief statement is in practice in Northwest ISD: We believe that every student and employee is unique and deserves to feel valued, honored, and empowered as leaders and learners. 43 responses 30 20 21 (48.8%) 10 9 (20.9%) 9 (20.9%) 0 (0%) 4 (9.3%) 2

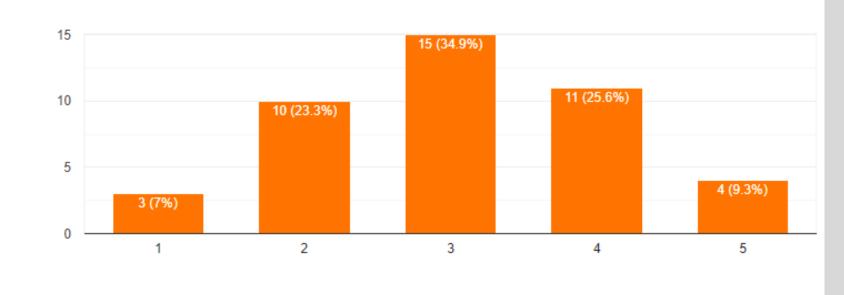
* We believe we have a shared responsibility to continuously self assess, reflect, and improve educational equity for NISD students of every race, color, religion, sex, gender, national origin, age, or disability.

Please rate the degree to which you feel the following belief statement is in practice in Northwest ISD: We believe we have a shared responsibility to continuously self assess, reflect, and improve educational equity for NISD students of every race, color, religion, sex, gender, national origin, age, or disability.



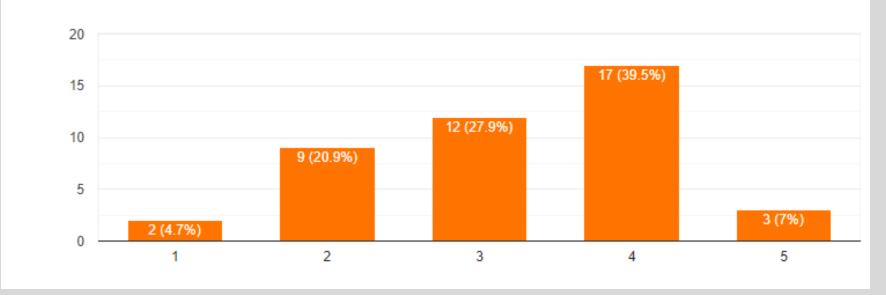
* We believe that students should have access to opportunities for learning and mentorship through a diverse staff who recognize and respond to students' individualized needs.

Please rate the degree to which you feel the following belief statement is in practice in Northwest ISD: We believe that students should have access to opportunities for learning and mentorship through a diverse staff who recognizes and responds to students' individualized needs.



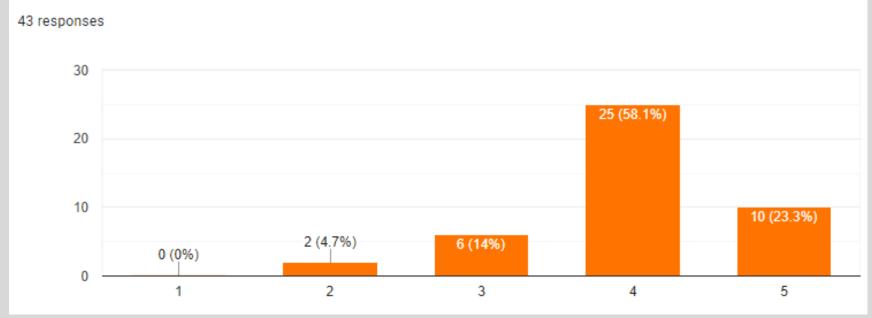
* We believe all students deserve to experience a personalized, high-quality education, where all cultures and perspectives are recognized and championed in a safe, inclusive environment.

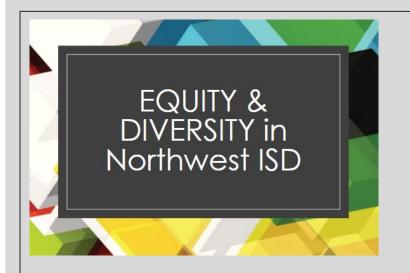
Please rate the degree to which you feel the following belief statement is in practice in Northwest ISD: *We believe all students deserve to experience a personalized, high quality education, where all cultures and perspectives are recognized and championed in a safe, inclusive environment.



* We believe all students can and will experience high academic success through strong relationships with caring adults who model empathy, respect, and high expectations.

Please rate the degree to which you feel the following belief statement is in practice in Northwest ISD: We believe all students can and will experience high academic success through strong relationships with caring adults who model empathy, respect, and high expectations.



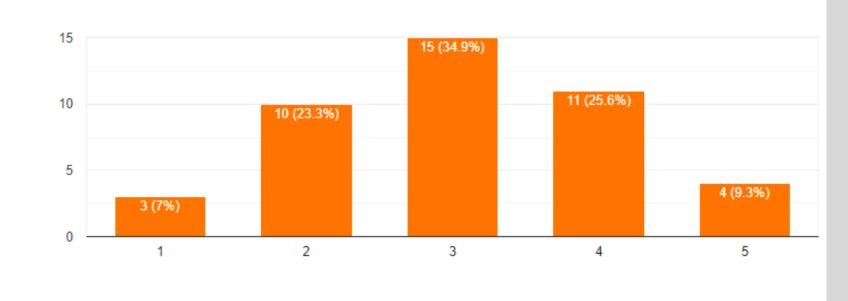


November Meeting

- 1. Reviewed October survey results in break-out rooms
- 2. Each small group brainstormed practices we should continue to implement and others we should consider to help move us to a "5" for each Belief Statement

5. We believe that students should have access to opportunities for learning and mentorship through a diverse staff who recognize and respond to students' individualized needs.

Please rate the degree to which you feel the following belief statement is in practice in Northwest ISD: We believe that students should have access to opportunities for learning and mentorship through a diverse staff who recognizes and responds to students' individualized needs.

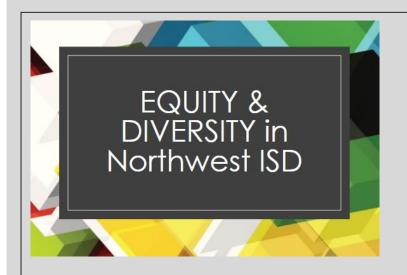


Example of Group Feedback

5. We believe that students should have access to opportunities for learning and mentorship through a diverse staff who recognize and respond to students' individualized needs.

Practices that we believe NISD should continue to do and/or consider doing differently in order to move the level of implementation of this belief statement closer to a 5.

- → Continue to recruit and look at recruitment and marketing through a different lens in order to obtain a more diverse staff
- → Look for better ways to retain the diverse staff that we do have, so that everyone feels supported and welcomed. We have to be competitive in what we are offering (pay, incentives, etc) This way people are willing to step outside of their comfort zone.
- → Specific training on cultural sensitivity (from an expert)
 - staff need to have tools to be able to have conversations with others and prepare deeper lessons
- → Training on working with diverse staff, students and parents
- → More inclusion of minority families (students and families)
- → Encourage and educate all families and the community...help families get to know each other and work together for campus events



February Meeting

- 1. Data Dive in small groups to look deeper at where we are as a district.
- 2. Small groups recorded important things they noticed in their data and important things it made them wonder.
- 3. Mixed groups brainstormed thoughts and questions generated by the Data Dive.

Today's Agenda



- Get an in-depth look into who we are and the students and staff we represent
- Transparency in where are are as a district
- Get a glimpse into work we are doing

Focus for Today's Groups

- 1. We believe that our community plays a significant role in the success of all students in NISD. We are strongest when all members of the community trust they have a voice and sense of belonging. We must actively seek out inclusion of differences to understand as we work with our <u>families and students of diverse backgrounds</u>.
- 2. We believe all NISD students and employees deserve a <u>just</u>, <u>fair</u>, <u>and equitable environment</u> where they are valued and free from discrimination and prejudice.
- 3. We believe that every student and employee is unique and deserves to feel <u>valued</u>, <u>honored</u>, <u>and</u> <u>empowered as a leader and a learner</u>.
- 4. We believe we have a shared responsibility to continuously self assess, reflect, and improve <u>educational</u> <u>equity for NISD students</u> of every race, color, religion, sex, gender, national origin, age, or disability.
- 5. We believe that students should have <u>access to opportunities for learning</u> and mentorship through a diverse staff who recognize and respond to students' individualized needs.
- 6. We believe all students deserve to experience a <u>personalized</u>, <u>high-quality education</u>, where all cultures and perspectives are recognized and championed in a safe, inclusive environment.
- 7. We believe all students can and will experience high academic success through <u>strong relationships</u> with caring adults who model empathy, respect, and high expectations.

Example of Small Group Feedback

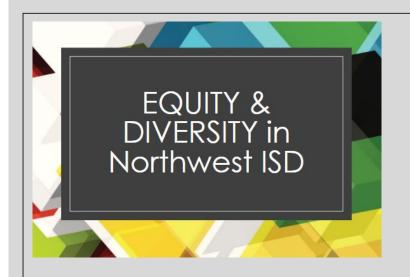
- Over 50% of our students in the state are Hispanic. 60% of students are ECD in the state.
- There is a large disparity between % of Hispanic and african american students compared to teacher demographics.
- Large disparity between male and female % of students and staff %.
- All of our special population demographic groups are growing over the years.
 - African-american, Hispanic, ECD

Example of Small Group Feedback

- We know these numbers will continue to increase sooner than later as we grow. How are we going to respond in our hiring practices?
- How can our committee reach out to community members to increase diversity?
- When we think of equity and needs of campuses, are those individualized by campus for staffing?

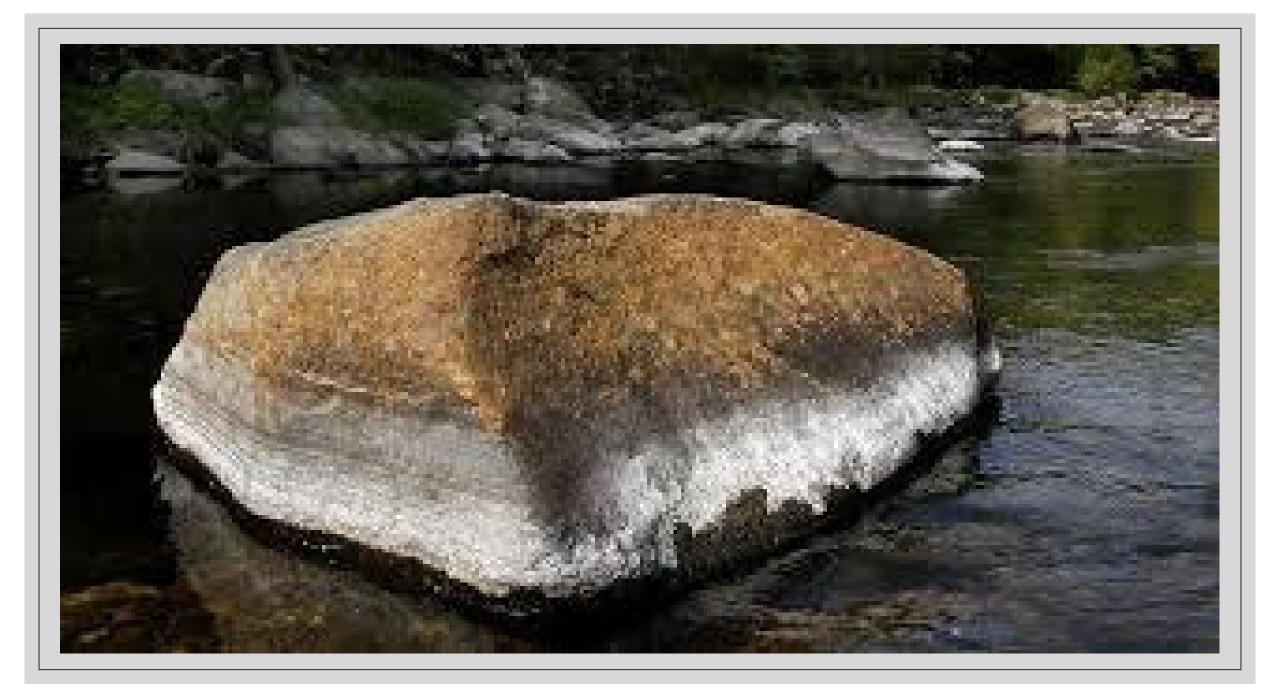
Example of Mixed Group Feedback

- Teacher Demographics– disparities between Hispanic and African American teachers
 - How do we respond with recruiting/hiring/RETENTION practices?
- Rapidly changing district
 – new builds, changes in demographic populations
 - Campus demographics differ and are unique, even from district numbers
 - o How are we involving community? Accommodating languages?
- Access to opportunities for learning-drop in scores in relation to COVID
 - How are we identifying students to be pulled out (SpEd, Rtl, etc.)?
 - Accountability for campus uses of data- what does tutoring and support look like?
 - Really KNOWING our data... considering all aspects
- What training is available to support teachers in the use of diverse literacy and inclusive environments
- Beyond CTE for Equal Access? How can we extend this to other extra-curricular activities as well?
 - We don't know how to help unless families ask, which can be uncomfortable
 - Deal-Breakers for participation
- Social Emotional Learning
 Satchel Pulse Assessment
 celebrations for implementation and student recognition
 of SEL development! Students can identify self-efficacy practices:)



Next Meeting

- Share additional data based on questions generated from February Meeting
- 2. Generate suggestions for District Improvement Plan strategies for the 22-23 school year

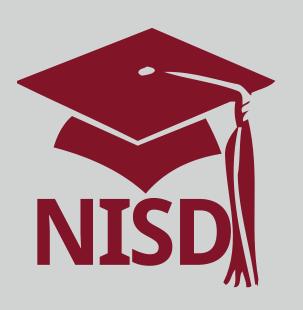






Questions & Answers





We appreciate you! Questions?

Next Meeting:

In-Person May 17, 4:15 p.m.
NISD Administration Bldg., PDC-C&D