

New Braunfels Independent School District

District Improvement Plan

2021-2022 Formative Review

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Engage. Empower. Learn.

Vision

Every student. Every day

Core Beliefs

Rooted in history, building a legacy, and growing toward the future		
Belief	Behaviors	Outcome
Passion for Growth	Embrace challenges Adapt and adjust Get better everyday	Be the Best Version of You
Power of the Team	Invest time to listen, care, and connect Make each other better Think we not me	Stronger Together
Pride of New Braunfels	Everyone matters High expectations Act with purpose	Ready for Tomorrow

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Goals

Goal 1: The Board of Trustees and NBISD staff will create an educational environment that emphasizes relevant, project-based learning to develop each student's future-ready skills and knowledge in a way that optimizes individual growth and success. The target for the district's TEA Accountability rating for May of 2022 is an "A", with every school achieving a rating of "B" or better.

Performance Objective 1: Increase student achievement on the Domain 1 raw score of 60 (scaled score to 90%) in August of 2022. Baseline is a raw score of 53 in 2021.

TEA Priorities:





Build a foundation of reading and math









Targeted or ESF High Priority





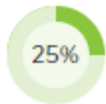



Evaluation Data Sources: Domain 1; Student Achievement Score August 2022













Summative Evaluation: Some progress made toward meeting Objective






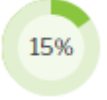






Next Year's Recommendation: Continue with this performance objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Use a coordination of federal, state and local funds to address the gaps found in the state academic standards. The District Curriculum Specialists will provide teacher support through content professional development in the summer Academies, collaboratives, classroom based coaching, lesson modeling and Fundamental 5 effective instructional practices. Five minute walk-throughs will provide teachers with timely feedback and clarification. Priority will be given to Targeted and Additional Targeted Campuses, as well as campuses with lower performance in Math and Science.</p> <p>Strategy's Expected Result/Impact: Supported teachers are more effective with their students and therefore have increased levels of student progress.</p> <p>Staff Responsible for Monitoring: Director of Curriculum & PD Asst. Superintendent</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Core Content Instructional Specialists (Math, ELA, Science) - 255 - Title II, Part A, TPTR - \$187,237, Core Content Instructional Specialists (Math, ELA, Science, Social Studies) - 199 - General Fund, Core Content Instructional Specialists and campus resources - 266 - ESSER Grant - \$207,000, Professional Development - 211 - Title I, Part A - \$30,239</p>	Formative			Summative
	Nov	Feb	May	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Students identified as At-Risk (using 15 point state criteria found in the NBISD SCE Manual) and Dyslexic will be provided supplemental services as determined by their level of need. Students who continue to struggle will be reviewed for further assessment and potentially reviewed for special education services. NBISD currently has no Targeted Assistance programs, but will use the SCE identification process if needed.</p> <p>Strategy's Expected Result/Impact: Improved language arts skills and proficiency by students identified as dyslexic.</p> <p>Staff Responsible for Monitoring: Principal ELA Intervention Teachers RtI Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: ELA intervention teachers 10% funding for transitional dyslexia services in elementary schools - 199-PIC 37, Dyslexia - \$190,772</p>	Formative			Summative
	Nov	Feb	May	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus ELA and math intervention teachers and paraprofessionals will provide direct, supplemental instruction for priority At-Risk students in an accelerated reading and accelerated math program. Elementary ELA Intervention teachers will provide transitional dyslexia program services for 10% of their time-funded with local money. In addition, Dual Lang. schools (CSE and VFES) will employ Intervention teachers and para-professionals to specifically support the effective instruction of EL students through direct instruction and teacher coaching. High school students will be provided EOC intervention, dyslexia intervention and credit recovery (APEX) classes throughout the school day</p> <p>Strategy's Expected Result/Impact: Students served by intervention teachers have increased levels of reading and math progress.</p> <p>Staff Responsible for Monitoring: Principals, District ELA and Math Curriculum Specialists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 2, 7</p> <p>Funding Sources: Title I Campus Reading and Math Intervention teachers and para professionals - 211 - Title I, Part A - 211-11 (24) - \$585,568, SCE Reading and Math Intervention teachers, para professionals and supplies - 199-Pic 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - 199-11 (24,26,28,30) - \$2,230,828.90, ELA intervention teachers 10% funding for transitional dyslexia services in elementary school - 199-PIC 37, Dyslexia, Paraprofessionals - 199-PIC 25, 35 State Bilingual/ESL - \$148,999, APEX computer lab - 266 - ESSER Grant - \$31,000</p>	Formative			Summative
	Nov	Feb	May	June
				

Strategy 4 Details		Reviews			
Strategy 4: Campus ELA and math intervention teachers will provide instructional coaching for classroom teachers in effective instructional skills to better serve priority At-Risk students, increasing the use of Fundamental Five research-based strategies by 20% per strategy. Strategy's Expected Result/Impact: As observed in walk-throughs Staff Responsible for Monitoring: Curriculum staff Principals Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: Title I Reading and Math Intervention teachers and para professionals - 211 - Title I, Part A, SCE Reading and Math Intervention teachers and para professionals - 199-Pic 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)		Formative			Summative
		Nov	Feb	May	June
					
Strategy 5 Details		Reviews			
Strategy 5: Continue training science teachers to utilize the current state adopted resources, namely STEMscopes, in conjunction with locally developed resources to support EL, Special Education, and at risk students. Strategy's Expected Result/Impact: Through the implementation of DLAs, pre- and post-assessments, common assessments at the campus level, collaboratives and intervention strategies, and repetition to practice fundamental skills, offering a variety of ways to engage students as well as offering a variety of ways for students to demonstrate mastery, and thus perform at higher levels on state assessments. Staff Responsible for Monitoring: Principal District Science Curriculum Specialist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: StemScopes - 266 - ESSER Grant - \$22,000		Formative			Summative
		Nov	Feb	May	June
					

Strategy 6 Details		Reviews			
Strategy 6: Teachers, administrators and Director of Language Learner Programs will attend professional development opportunities, inclusive of instructional coaching to teachers regarding effective implementation of ELPS and sheltered instruction strategies to increase student achievement of our English Language Learners (ELLs), the Title III Symposium, and those provided by professional organizations such as TABE, Austin ISD, or the Region Service Centers. Strategy's Expected Result/Impact: Greater understanding of and attention to English language acquisition and sheltered instruction strategies during planning and lesson delivery will increase the number of ELL students reaching Meet or Master. Staff Responsible for Monitoring: Principals, Director of Language Learning Programs, District Science and Social Studies Curriculum Specialist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: Resources and subs for professional development - 199-PIC 25, 35 State Bilingual/ESL - \$24,154, Supplies - 263 - Title III, LEP - \$1,080		Formative			Summative
		Nov	Feb	May	June
					
Strategy 7 Details		Reviews			
Strategy 7: Teachers new to the campus Interventionist position will be trained and supported throughout the school year by District Curriculum Specialists and provide PD in any area needed for district initiatives, such as the Wilson program and Coaching of teachers. Staff Responsible for Monitoring: Director of Curriculum and PD District Curriculum Specialists		Formative			Summative
		Nov	Feb	May	June
					
Strategy 8 Details		Reviews			
Strategy 8: Based on teacher feedback and student data, provide supplemental instructional materials to bilingual and ESL teachers to enhance the existing research-based instructional program and materials. Strategy's Expected Result/Impact: Increase teacher effectiveness and student time on task. Staff Responsible for Monitoring: Director of Language Learner Programs Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Professional development activities and student supplemental materials - 263 - Title III, LEP - \$517		Formative			Summative
		Nov	Feb	May	June
					

Strategy 9 Details	Reviews			
Strategy 9: SpEd staff will review the data for SpEd students each quarter and make changes as needed to ensure progress. Strategy's Expected Result/Impact: Increased academic growth of SpEd student specifically in Reading and Math Staff Responsible for Monitoring: Ex. Director of SpEd Schoolwide and Targeted Assistance Title I Elements: 2.6 - Results Driven Accountability Funding Sources: programs and materials targeted to identify academic needs and gaps of individual students - 224 - IDEA B, SpEd - \$76,982	Formative			Summative
	Nov	Feb	May	June
				
Strategy 10 Details	Reviews			
Strategy 10: Provide extended school year opportunities for students who do not demonstrate academic success via summer school. Strategy's Expected Result/Impact: Increased academic growth for participating students. Staff Responsible for Monitoring: Principals Assistant Superintendent Schoolwide and Targeted Assistance Title I Elements: 2.4 Problem Statements: Demographics 3 Funding Sources: Transportation, supplies and extra duty pay - 199-Pic 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$133,000, Transportation, supplies and extra duty pay - July Jumpstart - 266 - ESSER Grant - \$114,000	Formative			Summative
	Nov	Feb	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: The Board of Trustees and NBISD staff will create an educational environment that emphasizes relevant, project-based learning to develop each student's future-ready skills and knowledge in a way that optimizes individual growth and success. The target for the district's TEA Accountability rating for May of 2022 is an "A", with every school achieving a rating of "B" or better.

Performance Objective 2: Increase state and federal graduation rates for Domain 1 and Domain 3. Baseline for state graduation rate is 97% (six year) and federal graduation rate is 94.2%.













TEA Priorities:

Connect high school to career and college

Targeted or ESF High Priority

Evaluation Data Sources: State and Federal graduation rates

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Analyze graduation data for students identified as Economically Disadvantaged, English Learners (EL), and Special Education. Develop plans to better support these special populations of students. Strategy's Expected Result/Impact: Increased graduation rates Staff Responsible for Monitoring: Asst. Superintendent Executive Director of Special Education Director of Bilingual/ESL Principals from NGC, NBHS, SOC Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6		Formative			Summative
		Nov	Feb	May	June
					
Strategy 2 Details		Reviews			
Strategy 2: School of Choice, the Alternative high school program, will supplement instructional services with lower student-teacher ratios, computer-based credit recovery, targeted individual instruction, EOC re-test support, and SEL support for At Risk high school students. Strategy's Expected Result/Impact: Increased graduation rates for At Risk students. Staff Responsible for Monitoring: Asst. Superintendent Principal of SOC Schoolwide and Targeted Assistance Title I Elements: 2.6 Problem Statements: Student Learning 9 Funding Sources: Funds to lower student teacher ratio at SOC - 199-Pic 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$182,914, Intervention Teachers and Paraprofessional - 266 - ESSER Grant - \$144,000		Formative			Summative
		Nov	Feb	May	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: The Board of Trustees and NBISD staff will create an educational environment that emphasizes relevant, project-based learning to develop each student's future-ready skills and knowledge in a way that optimizes individual growth and success. The target for the district's TEA Accountability rating for May of 2022 is an "A", with every school achieving a rating of "B" or better.

Performance Objective 3: Increase the percentage of 'ALL Students' demonstrating academic growth over 2019.

TEA Priorities:









Build a foundation of reading and math









Targeted or ESF High Priority

Evaluation Data Sources: Domain 2 -Part A : Academic Growth

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: We had the same score as 2019 in Academic Growth. Continue with this objective.

Strategy 1 Details	Reviews			
Strategy 1: Academic performance and growth of all students will be measured using a universal screen. Data disaggregated by special populations across the district will be analyzed and improvement strategies formulated at each campus and discussed at principal meetings/trainings. Strategy's Expected Result/Impact: Increased performance and growth by special populations of students on state assessments. Staff Responsible for Monitoring: Asst. Superintendent Director of Curriculum and PD Director of Federal Programs Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: 5Labs - 266 - ESSER Grant - \$41,400	Formative			Summative
	Nov	Feb	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: NBISD will continue to support Homebound students with a designated teacher to deliver weekly, face-to-face instructional support and provide instructional support for online learning. Strategy's Expected Result/Impact: Documented instructional support for general education Homebound students so that they can resume school based attendance with loss of learning or credits. Staff Responsible for Monitoring: RtI Coordinator Executive Director of Special Education Schoolwide and Targeted Assistance Title I Elements: 2.6 Problem Statements: District Processes & Programs 8 Funding Sources: Homebound teacher time, travel and instr. supplies - 199-PIC 23, 33 State Special Education - \$23,907, Homebound teacher - 199 - General Fund - 206-21 - \$19,159, Homebound Teacher, supplies and travel - 199-Pic 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$23,907	Formative			Summative
	Nov	Feb	May	June
				



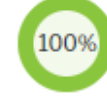

Strategy 3 Details		Reviews			
Strategy 3: Every campus will review student performance data and update the At-Risk student list with priority codes . With the assistance of the RTI Coordinator, the RTI committees will determine services to provide that are expected to help At-Risk students become more successful. Staff Responsible for Monitoring: Principals RTI Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.6 Funding Sources: RTI Coordinator - 266 - ESSER Grant - \$98,885		Formative			Summative
		Nov	Feb	May	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					









Goal 1: The Board of Trustees and NBISD staff will create an educational environment that emphasizes relevant, project-based learning to develop each student's future-ready skills and knowledge in a way that optimizes individual growth and success. The target for the district's TEA Accountability rating for May of 2022 is an "A", with every school achieving a rating of "B" or better.













Performance Objective 4: Increase the number of Accountability indicators to 100% on the state G/T plan.









Evaluation Data Sources: District level achievement of growth on state G/T plan

Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Each elementary and middle school will provide intervention or advisory time for G/T students to develop "real world" problem-solving skills to meet a variety of challenges including short- and long-term research projects. Students will showcase their developing skills in showcase events throughout the year. Strategy's Expected Result/Impact: The Texas State Plan for the Education of Gifted/Talented Students establishes the goal of identified students "demonstrating self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment." Staff Responsible for Monitoring: Lead Elementary and Secondary District G/T Specialists; Principals; Librarians; District Advanced Academics Specialist Schoolwide and Targeted Assistance Title I Elements: 2.5 Funding Sources: Materials for G/T project development: Elem & MS - 199-PIC 21 State gifted and Talented (G/T) - 199-11-6399, Extra Duty, Subs, transportation & hall rental for showcase - 199-PIC 21 State gifted and Talented (G/T)		Formative			Summative
		Nov	Feb	May	June
					

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be grouped in elementary, middle and high school classrooms where a minimum of 33% or more of the classroom roster is made up of their G/T peers. At the middle school level, students will be grouped in their G/T advisory teachers' classrooms. At the high school level, students will be grouped in Biology sections and afforded the opportunity to take Advanced social studies and math courses. Differentiated instruction will be provided by the classroom teacher who has completed 30 hours of G/T training.</p> <p>Strategy's Expected Result/Impact: The Texas State Plan for the Education of Gifted/Talented Students establishes the requirement(s) that:</p> <ul style="list-style-type: none"> * ensured opportunities to work together as a group, work with other students, and work independently (19 TAC SS89.3(1)). * services are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas. (State plan 3.3) and parents are informed of the opportunities (19 TAC SS89.3). *A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/ talented students, identification and assessment of gifted/ talented students, and curriculum and instruction for gifted/talented students (19 TAC SS89.2(1)). <p>Staff Responsible for Monitoring: Counselors; Principal; District Advanced Academics Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: Professional Development/Contracted Supplies - 199-PIC 21 State gifted and Talented (G/T), Instructional Supplies - 199-PIC 21 State gifted and Talented (G/T)</p>	Formative			Summative
	Nov	Feb	May	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Research assessment tools and practices to make the G/T identification process more equitable for students in order to match our demographic data in ethnicity, socio-economic status, and special programs.</p> <p>Strategy's Expected Result/Impact: Ensure that services to NBISD students more closely reflect the demographic make-up of the district. Currently, we have an imbalance in our 2E identified students (only 1.26% of SPED identified,) our economic status (only 2.8% of eco disadvantaged identified vs 97.2% of other) and our ethnicity (only 4.86% of Hispanic identified vs 12.56% of Anglo identified, while our hispanic population is actually now a majority in NBISD at 46.53% hispanic vs. 45.39% white).</p> <p>Staff Responsible for Monitoring: District Advanced Academics Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Testing materials - 199-PIC 21 State gifted and Talented (G/T) - \$17,000</p>	Formative			Summative
	Nov	Feb	May	June
				

Strategy 4 Details	Reviews			
Strategy 4: Increase the number of students participating in advanced academics and demonstrating high levels of achievement across multiple measures to ensure College, Career, and Military Readiness. Provide funding for all students who choose to take PSAT, TSI 2, SAT/ACT. Strategy's Expected Result/Impact: Increased participation in Advanced Placement/Dual Credit/Dual Enrollment courses, increased performance levels on advanced assessment and state tests and increased numbers of students demonstrating post-secondary readiness. Staff Responsible for Monitoring: District Advanced Academics Specialist, HS Principal, Asst. Superintendent Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: PSAT and TSI testing fees - 287 - Title IV - 287-11-6339-00-001-031000 - \$3,500	Formative			Summative
	Nov	Feb	May	June
				
Strategy 5 Details	Reviews			
Strategy 5: Develop a 3-Year plan for transforming the G/T services at the elementary, middle and high school level to move from the "Accountability" level to the "Exemplary" level on the Texas State Plan for the Education of Gifted/Talented Students. Strategy's Expected Result/Impact: Increased awareness of current practices and how they fit in the Texas State Plan for the Education of Gifted/Talented Students. Development of a plan for moving NBISD into becoming an elite district for gifted education. Staff Responsible for Monitoring: District G/T specialist. Elementary Librarians, Secondary Librarians, Director of Curriculum, Asst. Superintendent Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Nov	Feb	May	June
				
Strategy 6 Details	Reviews			
Strategy 6: Develop an online training for NBISD Board of Trustees to address the new Texas State Plan for the Education of Gifted/Talented Students. Strategy's Expected Result/Impact: Comply with the Texas State Plan for the Education of Gifted/Talented Students, section 5.10 which states that "Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/ Talented Students (19 TAC SS89.5)." Staff Responsible for Monitoring: District G/T specialist.	Formative			Summative
	Nov	Feb	May	June
				

Strategy 7 Details	Reviews			
Strategy 7: Support student growth and development through the Arts to encourage creativity, innovation, and self confidence - essential skills for the 21st Century workforce. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principals Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 Problem Statements: Demographics 1, 3 - Student Learning 5 Funding Sources: Art teachers - 266 - ESSER Grant - \$546,985	Formative			Summative
	Nov	Feb	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: The Board of Trustees and NBISD staff will create an educational environment that emphasizes relevant, project-based learning to develop each student's future-ready skills and knowledge in a way that optimizes individual growth and success. The target for the district's TEA Accountability rating for May of 2022 is an "A", with every school achieving a rating of "B" or better.













Performance Objective 5: Increase the number of 4 year old students attending a full day Pre-Kindergarten at LSECC in the 2021-22 school year. There was a drop in enrollment due to COVID-19. Snapshot enrollment in 2020-21 was 202 students.

TEA Priorities:

Build a foundation of reading and math

Evaluation Data Sources: PreK enrollment of 4-year-old students, Kindergarten transition data

Summative Evaluation: Exceeded Objective

Strategy 1 Details		Reviews			
Strategy 1: Continue to serve all district Pre-K students at LSECC in partnership with CCSCT HeadStart to provide a strong readiness and early literacy full day program and implement Kindergarten transition plan. Strategy's Expected Result/Impact: Pre-K eligible students located at LSECC will demonstrate progress towards school readiness development in all 6 state PreK assessment areas. Staff Responsible for Monitoring: Principal of LSECC Asst. Superintendent Schoolwide and Targeted Assistance Title I Elements: 2.6 Funding Sources: Partnership with CCSCT HeadStart for portion of 4 teacher FTEs - 205 - HeadStart - 199-11 - \$228,414, PreK teachers and paras to provide a full day program with classroom ratios of 2:20 - 199 - General Fund, Para-professionals to support teachers in the classroom and maintain appropriate class ratios - 211 - Title I, Part A - \$128,581, Transition plan supplies - 211 - Title I, Part A		Formative			Summative
		Nov	Feb	May	June
					
Strategy 2 Details		Reviews			
Strategy 2: Continue to employ a part time Instructional Interventionist to coach teachers and work with At Risk students at LSECC. Strategy's Expected Result/Impact: Increase performance by PreK 4 year-olds on the state PreK readiness assessment. Staff Responsible for Monitoring: Principal of LSECC Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: Part Time Intervention teacher - 211 - Title I, Part A - 211-11-6119 - \$52,196		Formative			Summative
		Nov	Feb	May	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: The Board of Trustees and NBISD staff will create an educational environment that emphasizes relevant, project-based learning to develop each student's future-ready skills and knowledge in a way that optimizes individual growth and success. The target for the district's TEA Accountability rating for May of 2022 is an "A", with every school achieving a rating of "B" or better.













Performance Objective 6: Increase the percentage of Special Education students achieving at least the Approaches standard on STAAR .

TEA Priorities:

Build a foundation of reading and math

Evaluation Data Sources: STAAR data for Special Education students

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Special education administrative staff will meet with special education teachers on a regular basis to deliver guidance in providing individual targeted instruction and intervention in order to meet the individual needs of their students to close their academic achievement gaps. Strategy's Expected Result/Impact: Improve teacher skill in instruction targeting their students' individual academic needs. Staff Responsible for Monitoring: Executive Director of Special Education and Special Education Administrative staff Schoolwide and Targeted Assistance Title I Elements: 2.6 - Results Driven Accountability	Formative			Summative
	Nov	Feb	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide smaller class sizes in our life skills units in an effort to close the gap on learning loss for our students under special education. Strategy's Expected Result/Impact: Students achieving Approaches or higher on STAAR Alt Staff Responsible for Monitoring: Executive Director of Special Education Funding Sources: Additional FTEs - 266 - ESSER Grant - \$127,000	Formative			Summative
	Nov	Feb	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: The Board of Trustees and NBISD staff will create an educational environment that emphasizes relevant, project-based learning to develop each student's future-ready skills and knowledge in a way that optimizes individual growth and success. The target for the district's TEA Accountability rating for May of 2022 is an "A", with every school achieving a rating of "B" or better.

Performance Objective 7: Increase the number of EL students achieving at least one-year's growth on TELPAS or Las Links. Baseline data from Spring 2021 was 21%.

Evaluation Data Sources: TELPAS and LAS Links

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Provide PD to administrators, district curriculum staff, teachers, and para-professionals on the connection between English Language Proficiency Standards (ELPS), classroom instruction, using EL management software, linguistic accommodations and TELPAS at the NBISD Academy, New Teacher Academy, on-campus PD, outside workshops, and Administrator meetings. Strategy's Expected Result/Impact: Improve Speaking and Listening TELPAS results. Staff Responsible for Monitoring: Principals Director of Language Learner Programs Funding Sources: eStar/Frontline Education Software - 263 - Title III, LEP - \$9,600				
<div> No Progress Accomplished Continue/Modify Discontinue </div>				

Goal 1: The Board of Trustees and NBISD staff will create an educational environment that emphasizes relevant, project-based learning to develop each student's future-ready skills and knowledge in a way that optimizes individual growth and success. The target for the district's TEA Accountability rating for May of 2022 is an "A", with every school achieving a rating of "B" or better.

Performance Objective 8: Increase the number of EL students achieving academic growth in Domain 3 ELA. Baseline is 38% Reading and 32% Math from 2020, target is 50% for 2022.













TEA Priorities:

Build a foundation of reading and math

Evaluation Data Sources: Domain 3 May 2022 for EL students

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Provide ESL Supplemental #154 Certification workshops for teachers who need to meet the NBISD ESL certification requirements.				













Strategy 2 Details	Reviews			
Strategy 2: Increase student participation in the Bilingual/ESL Summer School Program by providing highly qualified teachers, field trips and presenters, and transportation to and from school. Strategy's Expected Result/Impact: Larger percent of EL students attending summer school, English literacy growth Staff Responsible for Monitoring: Director of Language Learners Programs Funding Sources: Summer school - 263 - Title III, LEP - \$5,000	Formative			Summative
	Nov	Feb	May	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase academic growth of Immigrant students through supplemental instructional programs, teacher training, and parent involvement and support activities. Strategy's Expected Result/Impact: By focusing on the whole family and providing supplemental resources, immigrant students will improve academically and be supported socially and emotionally. Staff Responsible for Monitoring: Director of Language Learner Programs Funding Sources: Parent involvement and support programs, supplemental instructional materials, professional development. - 263 - Title III, LEP - Immigrant grant - \$8,415	Formative			Summative
	Nov	Feb	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 2: The Board of Trustees and all NBISD staff will communicate transparently, foster a safe and secure educational environment, and reinforce community satisfaction and pride in all New Braunfels Independent School District schools and endeavors.

Performance Objective 1: Increase communication and transparency of annual and long-range planning, goals, and decision-making processes to staff, parents, community members and the general public.

Evaluation Data Sources: Analytics from e-blasts, website, social media channels and email
Annual Communication Survey

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Use district website, news releases and social media to communicate news, information and events. Timely notification of multiple opportunities for parental/family involvement are communicated through the School Messenger. Strategy's Expected Result/Impact: Increased number of survey respondents Increased number of website visitors Increased number of social media followers Staff Responsible for Monitoring: Executive Director of Communications Schoolwide and Targeted Assistance Title I Elements: 3.2 Funding Sources: School Messenger for Non-Emergency, parent and community engagement information - 211 - Title I, Part A - 211-61 - \$7,500, supplies and resources - 266 - ESSER Grant - \$30,000	Formative			Summative
	Nov	Feb	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Emergency messages are communicated through-out the district to all patrons using the School Messenger emergency tool (text, phone, email), radio/television broadcasts, social media and website updates. Strategy's Expected Result/Impact: Timely notification of emergency information, greater student and staff safety Staff Responsible for Monitoring: Executive Director of Communications Schoolwide and Targeted Assistance Title I Elements: 3.2 Funding Sources: School Messenger - Emergency side - 211 - Title I, Part A	Formative			Summative
	Nov	Feb	May	June
				
Strategy 3 Details	Reviews			
Strategy 3: NBISD will utilize ThoughtExchange and other survey tools to solicit feedback from all stakeholders throughout the school year. Strategy's Expected Result/Impact: Feedback will help inform the board of trustees and administrators about the perceptions and desires of stakeholders. Staff Responsible for Monitoring: Executive Director of Communications Funding Sources: ThoughtExchange license - 287 - Title IV - \$24,000	Formative			Summative
	Nov	Feb	May	June
				

Strategy 4 Details	Reviews			
Strategy 4: Continue to develop the Ambassador Program to provide an in-depth view of district planning, history, administrative procedures, instructional programs/innovations and other aspects of interest. Strategy's Expected Result/Impact: Increased awareness and opportunity to understand NBISD procedures, practices, planning processes and operations. Staff Responsible for Monitoring: Superintendent Schoolwide and Targeted Assistance Title I Elements: 3.2	Formative			Summative
	Nov	Feb	May	June
				
Strategy 5 Details	Reviews			
Strategy 5: Update and distribute the NBISD Parent and Family Engagement Policy. Provide access to each Campus Improvement Plan, the District Improvement Plan and many other documents through the district and campus websites and handbooks. Strategy's Expected Result/Impact: Accessible information about the district, schools and programs to parents and community members. Staff Responsible for Monitoring: Asst. Superintendent Director of Federal Programs Executive Directors of Elementary and Secondary Campuses Schoolwide and Targeted Assistance Title I Elements: 3.1	Formative			Summative
	Nov	Feb	May	June
				
Strategy 6 Details	Reviews			
Strategy 6: Continue district parent involvement and support groups (SpEd, G/T, SHAC) and regularly schedule meetings with collaborative agendas. A written NBISD parent and family engagement policy shall be reviewed and updated annually to enhance opportunities for parents/family engagement. This policy is posted to campus and district websites.	Formative			Summative
	Nov	Feb	May	June

Communication about district and campus events is provided by School Messenger for parents who choose to participate in this non-emergency notification. Provide translation services for second language families per the NBISD Translation Procedure. 90% of the Title I family engagement set aside will go to campuses.

Strategy's Expected Result/Impact: Multiple opportunities for parents and community members to engage with NBISD, be well informed, and provide feedback and input into the decision making process

Staff Responsible for Monitoring: Executive Director of Elementary and Secondary Schools

Director of Communications

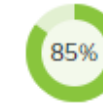
Director of Safety and Security

Principals

Schoolwide and Targeted Assistance Title I Elements:

3.1, 3.2

Funding Sources: - 211 - Title I, Part A - \$7,500



No Progress



Accomplished



Continue/Modify















Discontinue

Goal 2: The Board of Trustees and all NBISD staff will communicate transparently, foster a safe and secure educational environment, and reinforce community satisfaction and pride in all New Braunfels Independent School District schools and endeavors.

Performance Objective 2: Increase and/or strengthen communications, collaborations and partnerships between parent groups, community organizations/entities and NBISD.

Evaluation Data Sources: Baseline is communication survey information from fall 2020 survey, participation in parent focused meetings and current collaborations and partnerships. Target will be increased communication, collaborations and partnerships. Sign-in sheets at SEPAC, Council of PTAs, DL parent meetings and SHAC.

Summative Evaluation: Met Objective













Strategy 1 Details	Reviews			
Strategy 1: Parental Involvement/Attendance Specialists will frequently coordinate, communicate and work with county agencies and local judges/courts to proactively address issues of truancy. Combined effort with SRO's. Strategy's Expected Result/Impact: Improved student attendance, particularly for chronically truant students who are often At Risk Staff Responsible for Monitoring: Executive Directors of Elementary and Secondary Campuses Schoolwide and Targeted Assistance Title I Elements: 2.6 Problem Statements: Demographics 5 Funding Sources: Parental Involvement/ Attendance Liaison specialists - 211 - Title I, Part A - \$93,201, Parental Involvement/ Attendance Liaison specialists - 199-Pic 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$20,189	Formative			Summative
	Nov	Feb	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campuses, district staff, community partners, and parents will determine effective parent outreach activities/ events for our English Learner and Immigrant families including but not limited to transition meetings, Family Literacy Nights, Community Partners Fair, etc. Strategy's Expected Result/Impact: Improve student achievement and attendance of our EL populations PK - 12 as a result of greater parental involvement and engagement. Staff Responsible for Monitoring: Director of Language Learner Programs Funding Sources: Presentation activities and materials - 263 - Title III, LEP - \$1,574	Formative			Summative
	Nov	Feb	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

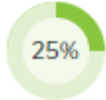




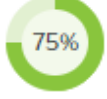






Goal 2: The Board of Trustees and all NBISD staff will communicate transparently, foster a safe and secure educational environment, and reinforce community satisfaction and pride in all New Braunfels Independent School District schools and endeavors.













Performance Objective 3: Improve district-wide safety measures and increase the level of safety awareness, training, and preparedness of all district staff.





Evaluation Data Sources: Baseline data is 2017-2018 Safety Committee and administration recommendations. Target is implementation of recommendations, training records, and safety procedures. Fall Perception survey, disciplinary records, records of training provided, and safety audits.





Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Continue P-3 Crime Stopper app on all secondary students' iPads to encourage "See something, say something" with regard to unsafe situations or behaviors such as weapons brought to school. An anonymous reporting system will allow students to report without fear of reprisal. This system works in partnership with local law enforcement agencies. Strategy's Expected Result/Impact: Improved safety at secondary campuses Increase in feeling of safety among secondary students Reduction of criminal activities in schools Staff Responsible for Monitoring: Director of Safety and Security Principals		Formative			Summative
		Nov	Feb	May	June
					
Strategy 2 Details		Reviews			
Strategy 2: Continue to review, coordinate, and implement district safety plans and improvements, which include preparedness and planned re-unification sites with local law enforcement and additional safety features implemented at campuses due to the pandemic. In addition, coordinate with mental health agencies, other govt. and community organizations, and local law enforcement agencies to ensure the health, safety and well-being of all students. Strategy's Expected Result/Impact: Detailed plans for the continuation of safe and secure climate and environment at all district facilities and transportation vehicles. Strong partnerships and frequent communication between NBISD staff and NBPD, NBFD, Comal Co. Sheriff Dept. and Constables. Consistent level of preparedness, knowledge and implementation of emergency response protocols across the district schools and facilities. Staff Responsible for Monitoring: Director of Safety and Security Funding Sources: Safety resources and personnel - 266 - ESSER Grant - \$62,000, active shooter alert system at NBHS, additional radios, and door locking mechanisms - 429 - Safety and Security Grant - \$8,000		Formative			Summative
		Nov	Feb	May	June
					
Strategy 3 Details		Reviews			
Strategy 3: Continue district Safety Committee to increase student and staff safety in district schools and facilities. The committee should include: (1) city or county office of emergency management (2) local police or sheriff (3) ISD police, if applicable (4) board president (5) another board member (6) superintendent (7) superintendent's designee(s), with at least one classroom teacher (8) charter school representative, if district partners with OECS; and (9) two parents." Strategy's Expected Result/Impact: Agendas and Minutes of Safety Committee meetings, Evidence of implemented safety features such as protected/monitored entrances, video cameras, identification badges, and other physical indicators of preparedness. District plans and procedures that may not be publicly visible for protective reasons. Staff training records indicate high level of preparedness information and knowledge across all staff members. Staff Responsible for Monitoring: Director of Safety and Security		Formative			Summative
		Nov	Feb	May	June
					

Strategy 4 Details	Reviews			
Strategy 4: Review of disciplinary data specific to ISS/OSS/DAEP placements of students under Special Education as it relates to the Strategic Support Plan submitted to TEA in 2021. Strategy's Expected Result/Impact: Reduction of serious disciplinary incidents, fewer OSS/DAEP placements or reduced time for placement Staff Responsible for Monitoring: Executive Directors of Elementary and Secondary Schools, Director of Safety and Security Results Driven Accountability	Formative			Summative
	Nov	Feb	May	June
				
Strategy 5 Details	Reviews			
Strategy 5: Continue to employ School Resource Officers for each secondary campus in partnership with the New Braunfels Police Dept. Explore additional safety measures to be utilized by the City and campus security. Strategy's Expected Result/Impact: Increased student safety and an increased perception of school safety and emergency preparedness Staff Responsible for Monitoring: Director of Safety and Security Secondary Principals Funding Sources: Funding for SRO services - 199 - General Fund, Navigation 360 and key cards - 266 - ESSER Grant - \$21,670	Formative			Summative
	Nov	Feb	May	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide and promote opportunities for students, parents, staff, community members or others to report incidents of bullying or perceived threats to safety, including a way to do so anonymously. Continue annual training requirements for all NBISD staff to be aware of David's Law and anti-bullying strategies. Strategy's Expected Result/Impact: Reduction of bullying and increased perception of safety by students. Appropriate and timely response to bullying reports Staff Responsible for Monitoring: Director of Safety and Security Principals	Formative			Summative
	Nov	Feb	May	June
				

Strategy 7 Details	Reviews			
Strategy 7: In partnership with NBPD and NBFD, provide multiple opportunities for 100% of NBISD staff to be trained in CRASE and Stop the Bleed. Expand Stop the Bleed training, as well as continue with CPR/AED training, with students when taking secondary Health. In addition, provide parents and students opportunities to participate in Standard Response Protocol training. Strategy's Expected Result/Impact: All NBISD staff will know basic first aide response to injuries resulting in significant bleeding. All schools will have tourniquets and other first aide materials to respond as effectively on-site as possible. Increase effectiveness of the district's response to crisis by all stakeholders. Staff Responsible for Monitoring: Director of Curriculum and PD Director of Safety and Security Principals Funding Sources: Stop the Bleed Kits - 266 - ESSER Grant - \$34,900	Formative			Summative
	Nov	Feb	May	June
				
Strategy 8 Details	Reviews			
Strategy 8: A comprehensive facility safety audit will take place every 3 years on a rotating basis to ensure that all buildings are well maintained and safe for students and staff. Strategy's Expected Result/Impact: Safe facilities Staff Responsible for Monitoring: Director of Safety and Security Funding Sources: Lighting and enhanced fencing for campuses - 266 - ESSER Grant - \$120,000	Formative			Summative
	Nov	Feb	May	June
				
Strategy 9 Details	Reviews			
Strategy 9: Implement best practice of Restorative Justice/Restorative Practices model to minimize placement in ISS/OSS/DAEP, specifically of students served under Special Education. Restorative Practices also incorporate trauma-informed practices addressing areas of suicide prevention, conflict resolution, and violence prevention. Provide continuum of services when students are placed at DAEP. Fully implement this model by the conclusion of the 2023-24 school year. Strategy's Expected Result/Impact: Foster belonging over exclusion, social engagement over control, and meaningful accountability over punishment with all students. Elementary to use Educator Handbook to analyze behavior trends. Staff Responsible for Monitoring: Director of Safety and Security Executive Directors of Elementary and Secondary Campuses Funding Sources: District Behavior Specialists - 199 - General Fund, District Behavior Specialist, training supplies and subs, Educator Handbook - 287 - Title IV - \$36,510, DAEP staff - 199-Pic 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$101,291, Additional counselors - 266 - ESSER Grant - \$281,000	Formative			Summative
	Nov	Feb	May	June
				

Strategy 10 Details		Reviews			
Strategy 10: Provide additional support for students, staff and families to address issues related to COVID-19 pandemic. Strategy's Expected Result/Impact: Mitigate effects of COVID-19 and increase attendance rate. Staff Responsible for Monitoring: Executive Directors of Elementary and Secondary Campuses Health Services Coordinator Director of Maintenance and Facilities Assistant Superintendent of Curriculum and Instruction Principals Funding Sources: COVID Case Manager and supplies - 266 - ESSER Grant - \$79,067		Formative			Summative
		Nov	Feb	May	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 3: In order to maintain a high quality workforce and foster high morale, the Board of Trustees and NBISD staff will implement an aligned, consistent set of policies, procedures, practices, and training to support and recognize employees for excellence.





Performance Objective 1: Improve workforce quality and teacher effectiveness with appropriate training and support.










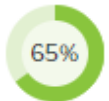


TEA Priorities:

















Recruit, support, retain teachers and principals

Evaluation Data Sources: District training records in Eduphoria. Baseline is 99.45% in August of 2020, target is 100% completion of Compliance courses and 30 hour contract PD in August 2021.

Summative Evaluation: Exceeded Objective

Strategy 1 Details		Reviews			
Strategy 1: District ELA, Math, Science, and Social Studies Curriculum Specialists provide teacher support through coaching, lesson modeling, collaboratives and on-going professional development in effective instructional practices in an effort to address learning gaps among sub-populations by teacher. Strategy's Expected Result/Impact: Supported teachers are more effective with their students and therefore have increased levels of proficient or higher on T-TESS Domain 2. Staff Responsible for Monitoring: Director of Curriculum and PD Funding Sources: Core Content Instructional Specialists (Math, ELA, Science, Social Studies) - 255 - Title II, Part A, TPTR, Core Content Instructional Specialists (Math, ELA, Science, Social Studies) - 199 - General Fund, Universal Screener - 266 - ESSER Grant - \$81,500		Formative			Summative
		Nov	Feb	May	June
					

Strategy 2 Details	Reviews			
Strategy 2: Employ campus based Reading and Math Interventionists, Early Literacy, and Instructional Coaches to provide coaching for classroom and Special Education teachers in effective instructional skills to better serve priority At-Risk students. Strategy's Expected Result/Impact: 1. Classroom teachers supported by coaches are more effective with their students and therefore have increased levels of reading and math progress with their students. 2. T-TESS and walkthroughs of supported teachers indicate an increased level of effective instructional practice. Staff Responsible for Monitoring: Principals Early Literacy Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.6 Funding Sources: Title I Campus Reading and Math Intervention teachers - 211 - Title I, Part A - 211-11, SCE Campus Intervention teachers- Funds for salary in Campus CIPs - 199-Pic 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - 199-11, - 199 - General Fund, Instructional Coaches - 266 - ESSER Grant - \$707,492	Formative			Summative
	Nov	Feb	May	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide on-going professional development for teachers and campus staff in core content areas, TEKS/ELPS understanding, Problem Based Learning pedagogy with an emphasis on digital literacy, SEL, and all required training, as well as leadership development opportunities for campus and district administrators. Strategy's Expected Result/Impact: Increased teacher instructional effectiveness and student performance. Staff Responsible for Monitoring: Director of Curriculum and PD Funding Sources: PD - Conf. Reg/Travel - 255 - Title II, Part A, TPTR - \$35,000, District-wide set aside for PD - 211 - Title I, Part A - \$2,000, Leadership Professional Development, Organization Improvement, and Supplies - 266 - ESSER Grant - \$200,000	Formative			Summative
	Nov	Feb	May	June
				
Strategy 4 Details	Reviews			
Strategy 4: Continue district collaboratives for Dual Language Program teachers and Secondary ESL Program teachers whose purpose will be to monitor ELL performance and evaluate/implement instructional strategies regarding ELPS and sheltered instruction. Strategy's Expected Result/Impact: District-wide improvement in the language acquisition and reading performance of ELL students. Staff Responsible for Monitoring: Director of Language Learner Program Schoolwide and Targeted Assistance Title I Elements: 2.6 Funding Sources: funds for on-going professional development of Dual Lang. teachers - 263 - Title III, LEP - 263-13-6119-00-805-025-000 - \$56,351	Formative			Summative
	Nov	Feb	May	June
				

Strategy 5 Details		Reviews			
Strategy 5: Directors of BE/ESL, CTE, Federal and Special Education will coordinate with District Curriculum Specialists to provide effective professional development and instructional coaching to teachers to better serve EBs and SpEd students. Strategy's Expected Result/Impact: Classroom teachers supported by these coordinated efforts are more effective with their students and therefore have increased levels of achievement and progress with their students. T-TESS and walk-throughs of supported teachers indicate an increased level of effective instructional practice. Staff Responsible for Monitoring: Executive Director of Special Education Director of Language Learner Programs Director of CTE Director of Federal Programs Principals Funding Sources: Federal Program Administrative Assistant - 211 - Title I, Part A - admin set-aside - \$31,861		Formative			Summative
		Nov	Feb	May	June
					
Strategy 6 Details		Reviews			
Strategy 6: Curriculum staff will facilitate the Lead4Ward Mentoring and New Teacher Support Training for all 0-1 year teachers and their assigned mentors. Mentors will be trained prior to school starting and have follow-up sessions with trained staff 4 times per year. All new teachers (0-1 year) will participate in the Positive Impact Team (PIT) sessions prior to school starting and 4 times throughout the year. Strategy's Expected Result/Impact: Teachers new to NBISD will be supported by district and campus-level staff who have been trained in working with new teachers. Retention rates of new teacher in NBISD will be 90%. Staff Responsible for Monitoring: Curriculum Specialists on PIT, Director of Curriculum/Professional Development, Funding Sources: stipends for mentors - 255 - Title II, Part A, TPTR - \$25,000		Formative			Summative
		Nov	Feb	May	June
					
Strategy 7 Details		Reviews			
Strategy 7: Reduce the number of students who have to overflowed to other elementary campuses because classes are full in an effort to maintain higher levels of parent engagement at the home campus. In addition, reduce the class sizes at the middle school level in an effort to provide at-risk students smaller learning environments. Strategy's Expected Result/Impact: Maintain state class size ratios. Staff Responsible for Monitoring: Principals Executive Director of Elementary Campuses Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 Problem Statements: Demographics 3, 5 Funding Sources: Additional FTEs - 266 - ESSER Grant - \$620,000		Formative			Summative
		Nov	Feb	May	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 3: In order to maintain a high quality workforce and foster high morale, the Board of Trustees and NBISD staff will implement an aligned, consistent set of policies, procedures, practices, and training to support and recognize employees for excellence.


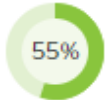










Performance Objective 2: 100% of the NBISD teaching staff will be certified in their content area.









TEA Priorities:

Recruit, support, retain teachers and principals

Evaluation Data Sources: TEA Staff Certification records, TAPR teacher retention rates

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Maintain competitive compensation and benefits to attract and retain excellent employees. Explore options for improved health benefits and stipends for increased certifications and additional responsibilities. Provide retention bonuses for staff returning for the 2021-22 school year in light of the pandemic. Strategy's Expected Result/Impact: High rate of applicants and low turn-over rates for staff Staff Responsible for Monitoring: Assistant Superintendent of Finance/Operations and Executive Director of Human Resources Funding Sources: Retention Bonus - 266 - ESSER Grant - \$1,015,000	Formative			Summative
	Nov	Feb	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct specific new employee events/training to prepare new staff for success in NBISD positions. This includes new teacher academy and new hire orientation. Strategy's Expected Result/Impact: Smooth transitions into employment in NBISD Low turn-over rate Staff Responsible for Monitoring: Executive Director of Human Resources Director of Curriculum and PD	Formative			Summative
	Nov	Feb	May	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide wellness opportunities for NBISD staff, such as on-site vaccinations, health screenings, fitness classes and/or team competitions. Strategy's Expected Result/Impact: High level of staff participation. Staff Responsible for Monitoring: Health Services Coordinator	Formative			Summative
	Nov	Feb	May	June
				





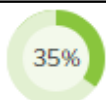
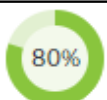
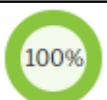
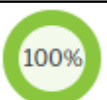
Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 4: Attend job fairs to recruit Bilingual and ESL certified teachers and provide competitive stipends to recruit and retain. Provide support and training for teachers who are seeking additional teaching certifications such preparation help for state tests. Strategy's Expected Result/Impact: 100% ESL certified across all grade-levels. Staff Responsible for Monitoring: Executive Director of Human Resources Director of Language Learner Programs Funding Sources: \$2500 Stipend to recruit and retain bilingual teachers - 199-PIC 25, 35 State Bilingual/ESL - \$85,000, \$4000 Additional bilingual stipend - 199 - General Fund - \$124,000				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 3: In order to maintain a high quality workforce and foster high morale, the Board of Trustees and NBISD staff will implement an aligned, consistent set of policies, procedures, practices, and training to support and recognize employees for excellence.

Performance Objective 3: All Board Policies, handbooks, and procedure/practices manuals will be revised and updated to ensure compliance with local, state and federal requirements.

Evaluation Data Sources: Baseline is current policy, handbooks, and procedure/practices manuals. Target is timely updates, superior compliance reports and audit results.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Participate in a Board Policy review during the 2021-22 school year to update all policies, including handbooks as they relate to board policy. Strategy's Expected Result/Impact: Updated Board Policy Manual and handbooks Staff Responsible for Monitoring: Superintendent				
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Update district web page, organizational charts, job descriptions, handbooks, procedures/practices manuals as needed. Keep in electronic format to maximize availability of most current information. Strategy's Expected Result/Impact: Updated district information Documents require for audit are available and accessible Staff Responsible for Monitoring: Executive Director of Communications Director of Federal Programs Executive Directors of Elementary and Secondary Campuses				

Strategy 3 Details		Reviews			
Strategy 3: The Executive Director of Special Education, Director of Federal Programs, Director of Curriculum & PD, Director of CTE and Director of BE/ESL will continuously update their knowledge of special program budgetary requirements by attending appropriate training and reviewing legislation. Share appropriate information with campus and teachers regularly. Strategy's Expected Result/Impact: Well informed NBISD administrative staff Special populations will demonstrate academic progress on state assessments. State and federal program evaluations and audit reports will meet requirements. Staff Responsible for Monitoring: Asst. Superintendent		Formative			Summative
		Nov	Feb	May	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 3: In order to maintain a high quality workforce and foster high morale, the Board of Trustees and NBISD staff will implement an aligned, consistent set of policies, procedures, practices, and training to support and recognize employees for excellence.





Performance Objective 4: Increase recognition of excellence for NBISD employees in multiple staff areas.









TEA Priorities:

Recruit, support, retain teachers and principals

Evaluation Data Sources: Types of employee recognition in multiple classification areas

Summative Evaluation: Exceeded Objective

Strategy 1 Details		Reviews			
Strategy 1: Continue NBISD recognition of excellent teachers through the Elementary and Secondary Teacher of the Year process. Criteria for selection process should be consistent across the district. Strategy's Expected Result/Impact: Recognition of exemplary NBISD teachers at the campus and district level. Staff Responsible for Monitoring: Executive Director of Communications Principals		Formative			Summative
		Nov	Feb	May	June
					

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Continue to recognize all staff classifications for multiple years of service to students of NBISD with annual service appreciation awards at Recessional for 5, 10, 15, 20, 25, and beyond years with NBISD. Also recognize all retiring staff with slide show of career and district token of appreciation (at retiring staff members option). Strategy's Expected Result/Impact: Staff will be recognized and feel appreciated for multiple years of service to NBISD students. Staff Responsible for Monitoring: Ex. Director of Human Resources Director of Communications				
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 4: The Board of Trustees and NBISD staff will budget funds and manage resources conservatively while maintaining a positive relationship between resource allocation and student achievement.













Performance Objective 1: Increase the student attendance rates. Baseline is 2020-21 rate of 96.18%, target is 96.5%.













Evaluation Data Sources: PEIMS Attendance data for 2021-22

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Covid continued to factor into student attendance rates. Continue next year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: At each campus students with patterns of poor attendance will be identified and monitored. District Student Services staff will assist schools with chronically absent students as well as students affected by COVID-19. Strategy's Expected Result/Impact: Improved attendance of chronically absent students. Staff Responsible for Monitoring: Executive Directors of Elementary and Secondary Campuses Funding Sources: Dropout Prevention Coordinator - 199-Pic 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$90,843, Parental Involvement/Attendance Liaison specialists - 211 - Title I, Part A, Remote Conferencing Specialists and Facilitators - 266 - ESSER Grant - \$84,000				

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to allocate district Title I Federal and McKinney Vento state grant funds to identify and serve NBISD homeless students at every campus. Focus of funds include ensuring increasing levels of academic progress, attendance rates and graduation rates for homeless students.</p> <p>Strategy's Expected Result/Impact: Attendance rates for students identified as McKinney Vento will increase by 1%.</p> <p>Staff Responsible for Monitoring: Asst. Superintendent Director of Special Programs NBISD Homeless Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: McKinney Vento Coordinator - 211 - Title I, Part A - 211-61 - \$38,898, McKinney Vento Coordinator - 206 - McKinney Vento - 206-21 - \$37,300, Supplies, Resources and travel for Homeless Students - 211 - Title I, Part A - 211-11 - \$700, Supplies, Resources and Credit Recovery for Homeless Students - 206 - McKinney Vento - \$589</p>	Formative			Summative
	Nov	Feb	May	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Vaccinations offered annually to students and employees. The intended goal is to have a participation rate of 10% or greater .</p> <p>Strategy's Expected Result/Impact: Providing the vaccinations at school/work allow for wider pool of vaccinated stakeholders. More vaccinations leads to fewer absences due to cases of the flu.</p> <p>Staff Responsible for Monitoring: Executive Directors of Elementary and Secondary Campuses Health Services Coordinator Director of Communication</p> <p>Funding Sources: Health Services Coordinator - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	May	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: NBISD will continue to communicate health and wellness information via newsletter and website to keep students and staff abreast of preventative measures and general wellness information.</p> <p>Strategy's Expected Result/Impact: Providing information on health and wellness will lead to awareness of preventative measures, thus reducing absenteeism for staff and students.</p> <p>Staff Responsible for Monitoring: Executive Directors of Elementary and Secondary Campuses Health Services Coordinator</p> <p>Funding Sources: Health Services Coordinator - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	May	June
				













Strategy 5 Details	Reviews			
Strategy 5: Continue to contract with CIS for site coordinators at each secondary school and add CIS site coordinators at the elementary campuses to improve attendance of frequently absent students/ families. Strategy's Expected Result/Impact: Reduce barriers to education for At Risk families and improved attendance of frequently absent students. Staff Responsible for Monitoring: Executive Directors of Elementary and Secondary Campuses Secondary Principals Funding Sources: Funding for CIS contract w Social Workers for 4 secondary schools - 199-Pic 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$197,925, Funding for 6 CIS Social Workers for elementary campuses - 266 - ESSER Grant - \$300,000	Formative			Summative
	Nov	Feb	May	June
				
Strategy 6 Details	Reviews			
Strategy 6: Continue the Auto-calling feature for student absences at all schools. Strategy's Expected Result/Impact: Improved attendance Staff Responsible for Monitoring: Executive Director of Communications Principals Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Feb	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: The Board of Trustees and NBISD staff will budget funds and manage resources conservatively while maintaining a positive relationship between resource allocation and student achievement.

Performance Objective 2: Increase number of instructional materials through purchased and district created resources; including digital, hard copy and manipulative materials. Baseline is Instructional Materials Allotment (IMA) budget and developed e-books.

Evaluation Data Sources: Large inventory of instructional materials and resources that meet 100% of Texas Essential Knowledge and Skills

Summative Evaluation: Met Objective













Strategy 1 Details	Reviews			
Strategy 1: Continue enhancement of Social Studies, CTE, and other existing NBISD e-book instructional materials. Purchase resource materials as needed. Strategy's Expected Result/Impact: Updated instructional materials covering 100% of content TEKS are available to teachers in digital and/or printed formats. Staff Responsible for Monitoring: Director of Curriculum and PD G/T and Advanced Academics Specialist Content Curriculum Specialists Funding Sources: Local and IMA purchased Resource materials to support e-textbooks - 199 - General Fund	Formative			Summative
	Nov	Feb	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Review current expenditures for licenses and online resources to determine usage and outcomes. Solicit input from teachers on district textbook committee to make IMA spending decisions about choices in a limited budget available from TEA. Strategy's Expected Result/Impact: Teachers will have adoption materials selected through a representative textbook committee that can be purchased with Instructional Materials Allotment funds from TEA. Staff Responsible for Monitoring: District Textbook Coordinator, Content Curriculum Specialists.	Formative			Summative
	Nov	Feb	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: The Board of Trustees and NBISD staff will budget funds and manage resources conservatively while maintaining a positive relationship between resource allocation and student achievement.

Performance Objective 3: Adopt an annual budget and tax rate, based on projected revenues, expenditures and needs of the district before July 1, 2022. Continue to earn an "A" Superior rating for excellent fiscal management.

Evaluation Data Sources: NBISD Annual budget and tax rate approved by the NBISD Board of Trustees before July 1, 2022. Annual TEA FIRST Report district rating. Baseline is FIRST report rating of Superior: A from 2020-21 budget year.

Summative Evaluation: Met Objective

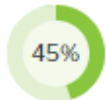



Strategy 1 Details	Reviews			
Strategy 1: Plan and communicate a budget forecast to include taxable value projections, student growth and attendance, and local, state and federal revenues. Estimate expenditures based on previous year spending and district obligations and expected needs. Project local and state revenues available at various tax rates, allowing BOT to discuss district needs during workshops and public meetings and determine the tax rate required to fund BOT priorities. Strategy's Expected Result/Impact: Maximized district resources to positively impact students Staff Responsible for Monitoring: Assistant Superintendent of Finance and Operations Funding Sources: Forecasting information and historical data - 199 - General Fund, General supplies - 266 - ESSER Grant - \$25,000	Formative			Summative
	Nov	Feb	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hold workshops and public meetings to discuss needs, and short/long range plans with regard to staffing, facilities, and safety. Gather information and feedback from a variety of sources. Strategy's Expected Result/Impact: Efficient and effective use of resources to meet the needs of the district Staff Responsible for Monitoring: Assistant Superintendent of Finance and Operations	Formative			Summative
	Nov	Feb	May	June
				
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



Goal 4: The Board of Trustees and NBISD staff will budget funds and manage resources conservatively while maintaining a positive relationship between resource allocation and student achievement.

Performance Objective 4: Special program funds will be allocated according to program requirements and student needs. Baseline is 2020-21 budget allocations, student performance and growth and compliance reports.

Evaluation Data Sources: Budget Allocations by program requirements, compliance reports/audits, and performance/growth data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Maintain appropriate records of compliance and results. Strategy's Expected Result/Impact: Equitable allocation of special program funds to positively impact student achievement and special program needs. Staff Responsible for Monitoring: Assistant Superintendent of Finance and Operations Director of Federal Programs Funding Sources: Director (40%) and Administrative Asst. of special program funds - 266 - ESSER Grant - \$89,809	Formative			Summative
	Nov	Feb	May	June
				





Strategy 2 Details	Reviews			
Strategy 2: District staff will budget funds to coordinate federal, state and local services, (inclusive of HeadStart and McKinney Vento, and other grants) resources and programs to implement comprehensive support, improvement activities and targeted support in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Strategy's Expected Result/Impact: Coordinated and effective use of Special Program funds Staff Responsible for Monitoring: Director of Federal Programs Asst. Superintendent of Curriculum and Instruction	Formative			Summative
	Nov	Feb	May	June
				
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



Goal 4: The Board of Trustees and NBISD staff will budget funds and manage resources conservatively while maintaining a positive relationship between resource allocation and student achievement.

Performance Objective 5: NBISD will provide 100% of staff and students with appropriate technology to ensure access to enhanced learning opportunities, academic practice, and current assessment models.

Evaluation Data Sources: Baseline is inventory to technology devices in use by student and staff; target is a defined process of sustainable update/refresh as appropriate.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue TEC 21 iPad Initiative for PreK-12th grade students with refresh plan on outdated devices and resources for additional staff . Strategy's Expected Result/Impact: Staff and students will have access to current technology devices through a refresh plan. Staff Responsible for Monitoring: Executive Director of Technology Funding Sources: Technology equipment updates - Bond Funds, Technology equipment updates - 266 - ESSER Grant - \$238,350	Formative			Summative
	Nov	Feb	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide on-going training, curriculum resources, and tech support for teachers, students, staff, and parents. Strategy's Expected Result/Impact: Staff and students will use technology devices and electronic resources proficiently.	Formative			Summative
	Nov	Feb	May	June





Staff Responsible for Monitoring: Principals, Executive Director of Technology, Director of Curriculum and PD Funding Sources: Training and supplies - 287 - Title IV - \$5,117				
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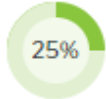







Goal 5: In order to provide for the future, the Board of Trustees and NBISD staff will proactively plan for facilities that provide an environment conducive to optimal learning and growth.







Performance Objective 1: Increase the perception of a positive environment and safety for students and staff in district facilities.

Evaluation Data Sources: Baseline is 2017-2018 survey rating on perception of student and staff feelings of safety; target is increased positive perceptions.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Continue to work with CIS in partnership with the McKenna Foundation to offer training on suicide prevention to staff and work with students. Provide information and opportunities to meet to parents and families on this and other mental health topics and how to seek help. Increase knowledge about signs of suicide, building resiliency, and getting help for troubled youth using ACT curriculum. Increase likelihood of students with thoughts of suicide to get help and have the confidence to reach out for assistance for themselves or others. Strategy's Expected Result/Impact: Increased knowledge about signs of suicide and information about building resiliency and getting help for troubled youth. Increase likelihood of students with thoughts of suicide to know where to get help and confidence to reach out for assistance for themselves or others. Staff Responsible for Monitoring: Executive Directors of Elementary and Secondary Campuses				

Strategy 2 Details	Reviews			
Strategy 2: Ongoing training for elementary positive behavior teams. District behavior specialists will conduct summer and on-going training in positive discipline system foundation practices, effective behavior intervention and use of Strength Finder 2.0 books/practices. Strategy's Expected Result/Impact: Create a positive campus culture. Staff Responsible for Monitoring: Executive Director of Elementary Schools District Behavior Specialists Funding Sources: District Behavior Specialists - 199 - General Fund	Formative			Summative
	Nov	Feb	May	June
				
Strategy 3 Details	Reviews			
Strategy 3: Purchase and implement character education and SEL curriculum to support positive relationships, self-esteem, decrease bullying, prevent dating violence, and help prevent teen suicide. The district will follow Board Policy FFH (Local) in regards to dating violence. Strategy's Expected Result/Impact: Improved mental health of students and resources to seek help Dating violence is address in Board Policy FFH(Local) and will not be tolerated. Any act of dating violence should immediately be reported to a teacher, school counselor, principal or District employee, which will be reported to the parent. Counseling will be made available to the victim. Staff Responsible for Monitoring: Secondary Principals Executive Directors of Elementary and Secondary Campuses Funding Sources: character education program - 266 - ESSER Grant - \$32,100	Formative			Summative
	Nov	Feb	May	June
				
Strategy 4 Details	Reviews			
Strategy 4: Continue with the "2 Words Character Development Program" at all secondary schools' athletics programs. Strategy's Expected Result/Impact: Improve understanding of positive character traits and further development of these traits in our students Staff Responsible for Monitoring: NBISD Athletic Director Coaches	Formative			Summative
	Nov	Feb	May	June
				
Strategy 5 Details	Reviews			
Strategy 5: Positive behavior will be taught to all PreK students and teachers will be supported by campus Behavior Specialist. Strategy's Expected Result/Impact: PreK students will be well prepared to transition successfully to Kindergarten.	Formative			Summative
	Nov	Feb	May	June









Staff Responsible for Monitoring: Principal LSECC Director of Student Services Funding Sources: - 211 - Title I, Part A - \$51,137				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 5: In order to provide for the future, the Board of Trustees and NBISD staff will proactively plan for facilities that provide an environment conducive to optimal learning and growth.

Performance Objective 2: Create long range plan for NBISD growth and future facility needs.

Evaluation Data Sources: Demographic projects. updated build-out study and long range plan

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Conduct updated build-out study to project future growth needs. Consider acquisition of property. facility space and possible attendance zone boundary adjustments.. Strategy's Expected Result/Impact: Comprehensive plan for future facility needs and building sites will ensure continued student grow is anticipated and accommodated. Staff Responsible for Monitoring: Superintendent Funding Sources: funds for demographic study and possible building site acquisition - 199 - General Fund	Formative			Summative
	Nov	Feb	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue to project student growth by grade level cohort, school area and feeder-patterns Strategy's Expected Result/Impact: Optimized school staffing and facility planning Staff Responsible for Monitoring: Executive Directors of Elementary and Secondary Campuses	Formative			Summative
	Nov	Feb	May	June
				

Strategy 3 Details	Reviews			
Strategy 3: Complete a facility and environmental safety review on older campuses. Strategy's Expected Result/Impact: Prioritize health and wellness of students, faculty and staff. Staff Responsible for Monitoring: Director of Maintenance and Facilities	Formative			Summative
	Nov	Feb	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



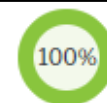

Goal 6: Long Range SMART Goal:









Increase the number of NBISD students achieving College, Career or Military Readiness from a baseline scale score of 53 points from 2020 graduates to 70 points from 2022 graduating class.

Performance Objective 1: Increase participation and performance on SAT/ACT/TSIA tests to meet or exceed TEA standard for college readiness.

Evaluation Data Sources: SAT/ACT/TSIA test data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Identify and implement additional opportunities for students to earn CCMR status by their Senior year by participating in the Redefining Ready, Cohort with AASA. Strategy's Expected Result/Impact: Increased numbers of students achieving post-secondary readiness Staff Responsible for Monitoring: NBHS and SOC Principals Asst. Superintendent CCMR Counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6	Formative			Summative
	Nov	Feb	May	June
				

Strategy 2 Details		Reviews			
Strategy 2: Review state standards for CCMR Post Secondary readiness and utilize 5Lab to develop a plan for students who have not achieved college/career ready standards by graduation. Strategy's Expected Result/Impact: Increasing numbers of NBISD graduates meeting state standard for CCMR Post Secondary Readiness. Staff Responsible for Monitoring: Principals of NBHS, NGC and SOC Asst. Superintendent Director of CTE CCMR Counselor Funding Sources: IBC certification summer bridge program - 266 - ESSER Grant - \$30,000		Formative			Summative
		Nov	Feb	May	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 6: Long Range SMART Goal:





Increase the number of NBISD students achieving College, Career or Military Readiness from a baseline scale score of 53 points from 2020 graduates to 70 points from 2022 graduating class.













Performance Objective 2: Increase student enrollment in Dual Credit courses and successful completion of college credit/s earned and increase participation of students in Advanced Placement (AP) courses and performance on AP tests.

Evaluation Data Sources: Dual credit enrollment and completion records, AP enrollment records and AP test scores

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: CCMR data is based on the 2021 graduates which saw a decline in CCMR due to COVID - continue with this performance objective.

Strategy 1 Details		Reviews			
Strategy 1: Continue OnRamps Statistics and Physics I with The University of Texas. Continue to explore adding additional courses based on student needs. NBHS teachers will participate in all required training and ongoing support during the school year. Strategy's Expected Result/Impact: Additional students earning dual credit for college and high school Staff Responsible for Monitoring: NBHS Principal Secondary Math Specialist Science Specialist Funding Sources: Student tuition for OnRamps course - 287 - Title IV - \$8,250, NBHS teachers training with UT On-ramps - 255 - Title II, Part A, TPTR		Formative			Summative
		Nov	Feb	May	June
					

Strategy 2 Details	Reviews			
Strategy 2: Provide 8th grade parents and students with information nights to educate them on four year plan, course requirements, AP and Dual Credit offerings, and elective information. Strategy's Expected Result/Impact: Students and parents will be better informed about courses offered at the high school level. Staff Responsible for Monitoring: CCMR Counselor Middle School Principals	Formative			Summative
	Nov	Feb	May	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide PSAT to 10th and 11th grade students and utilize the AP potential data it provides. Strategy's Expected Result/Impact: Students will be guided towards AP courses in which they have shown aptitude. Staff Responsible for Monitoring: NBHS Principal Funding Sources: PSAT Testing Fees - 287 - Title IV	Formative			Summative
	Nov	Feb	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

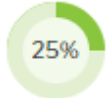



Goal 6: Long Range SMART Goal:

















Increase the number of NBISD students achieving College, Career or Military Readiness from a baseline scale score of 53 points from 2020 graduates to 70 points from 2022 graduating class.

Performance Objective 3: Increase opportunities for students to take coherent sequence of Career and Technical Education (CTE) courses and earn industry certifications.

Evaluation Data Sources: Record of coherent sequence of CTE courses offered and industry certifications earned

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Coordinate current data concerning workforce, economic, and industry needs in our community and area (Austin-San Antonio corridor) with input from CTE Advisory Committee and other stakeholders to continue alignment of CTE programing, facilities, and staffing and to address federal monitoring. Strategy's Expected Result/Impact: Long range CTE plan that anticipates updates needed for NBISD program, facilities and staffing Staff Responsible for Monitoring: CTE Director	Formative			Summative
	Nov	Feb	May	June
				

Strategy 2 Details	Reviews			
Strategy 2: Utilize four year plan software when providing guidance counseling for students as they develop their four-year plans to ensure enrollment in a Program of Study as well as to ensure correct and accurate CTE PEIMS coding. Strategy's Expected Result/Impact: 100% of students will complete a four year plan Staff Responsible for Monitoring: CTE Director, Secondary Administrators, Secondary Counselors, College and Career Center Advisor Funding Sources: CTE Director and Admin. Asst. - 199-PIC 22 State Career & Technical Education (CTE, College and Career Center Advisor - 244 - Perkins Career and Technical Education, Eduthings software - 199-PIC 22 State Career & Technical Education (CTE	Formative			Summative
	Nov	Feb	May	June
				
Strategy 3 Details	Reviews			
Strategy 3: Continue to expand the industry based certifications offered and the courses associated with these credentials. Strategy's Expected Result/Impact: Baseline information about CTE programs now offered and information for future opportunities. Staff Responsible for Monitoring: CTE Director	Formative			Summative
	Nov	Feb	May	June
				
Strategy 4 Details	Reviews			
Strategy 4: Review and modify district Programs of Study to align with TEA state-wide Programs of Study designed to support college and career readiness through strategic alignment of high school academic, technical and enrichment courses fostering multiple post-secondary options tied to student interests in a 21st Century global economy. Strategy's Expected Result/Impact: Programs of Study will be aligned according to the statewide Programs of Study and to meet the Foundation High School Plan with Endorsements to increase CCMR through college readiness, industry certification, and/ or military readiness. Staff Responsible for Monitoring: CTE Director CTE Specialist Secondary Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: CTE Specialist - 244 - Perkins Career and Technical Education - \$63,579, CTE Director and Admin Assistant - 199-PIC 22 State Career & Technical Education (CTE - \$147,417, College and Career Advisor - 199-PIC 22 State Career & Technical Education (CTE - \$70,524, Xello and EduThings software - 199-PIC 22 State Career & Technical Education (CTE - \$10,300, CTE Specialist - 199-PIC 22 State Career & Technical Education (CTE - \$21,193	Formative			Summative
	Nov	Feb	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Long Range SMART Goal:

Increase the number of NBISD students achieving College, Career or Military Readiness from a baseline scale score of 53 points from 2020 graduates to 70 points from 2022 graduating class.

















Performance Objective 4: Increase number of Special Education students transitioning into post secondary college/training programs and/or jobs after graduation.

TEA Priorities:

Connect high school to career and college

Evaluation Data Sources: Post secondary data for graduating SpEd students.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Recruit more SpEd students into coherent sequence courses. Strategy's Expected Result/Impact: Increased enrollment of SpEd students in CTE coherent courses leading to post secondary readiness opportunities. Staff Responsible for Monitoring: Ex. Director of Spec. Ed Director of CTE NBHS and NGC Principals Secondary Counselors	Formative			Summative
	Nov	Feb	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create an exit interview/questionnaire to document what our SpEd students will be doing after graduation. Strategy's Expected Result/Impact: Information about the postsecondary plans of high school SpEd students Staff Responsible for Monitoring: Coordinator of SpEd for secondary students	Formative			Summative
	Nov	Feb	May	June
				
Strategy 3 Details	Reviews			
Strategy 3: Use "Dream Sheets" and meet with Texas Workforce Solutions to further gather information about SpEd students' plans after graduation. Strategy's Expected Result/Impact: Information and opportunities about the post secondary needs of SpEd students after graduation. Staff Responsible for Monitoring: Coordinator for SpEd Secondary students NBHS Principal	Formative			Summative
	Nov	Feb	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Long Range SMART Goal:

Increase the number of NBISD third grade students performing on grade level on STAAR Reading from a baseline scale score of 51% Meets standard in 2021 to 90% Meets standard by May of 2025. The target for May of 2022 STAAR for all third grade students is 68% at the Meets standard.

Performance Objective 1: Increase and implement systems of support to improve grade level literacy.**TEA Priorities:**

Build a foundation of reading and math

Targeted or ESF High Priority









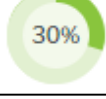
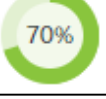
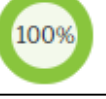

Evaluation Data Sources: The percent of 3rd grade students that meet grade level or above on STAAR reading will increase from 54% to 60% by May 2022.

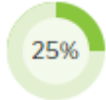









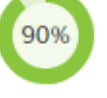





The percent of 2nd grade students reading on grade level will increase from 66% to 75% on DRA/EDL by May 2022.

The percent of 1st grade students reading on grade level will increase from 59% to 70% on DRA/EDL by May 2022.

The percent of Kindergarten students reading on grade level will increase from 71% to 80% on mClass by May 2022.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers in grades K-3rd will implement the Science of Teaching Reading strategies learned in the Reading Academy with fidelity with the support of the Early Intervention Coaches. Strategy's Expected Result/Impact: Increased reading proficiency on or above grade level Staff Responsible for Monitoring: Coordinator of Early Literacy Principals Funding Sources: Early Literacy Coaches - 199 - General Fund - \$793,590	Formative			Summative
	Nov	Feb	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct PLC's at all campuses to analyze data in an effort to accelerate learning of all students. Staff Responsible for Monitoring: Elementary ELA Specialist Principals	Formative			Summative
	Nov	Feb	May	June
				
Strategy 3 Details	Reviews			
Strategy 3: Use HMH curriculum to support student learning.. Strategy's Expected Result/Impact: Support ELA TEKS, improved ELA mastery Staff Responsible for Monitoring: Elementary ELA Specialist	Formative			Summative
	Nov	Feb	May	June
				

Strategy 4 Details	Reviews			
Strategy 4: Cross-check student running records for fidelity (including comprehension) and accuracy; especially for At-Risk students. Strategy's Expected Result/Impact: Increased accuracy of student reading levels Staff Responsible for Monitoring: Principals Elementary ELA Curriculum Specialist Coordinator of Early Literacy Early Literacy Coaches	Formative			Summative
	Nov	Feb	May	June
				
Strategy 5 Details	Reviews			
Strategy 5: Continue increasing fidelity of implementation of Foundations and Estrillitas in K-2nd Strategy's Expected Result/Impact: Increased reading level growth and performance on NBISD assessments Staff Responsible for Monitoring: Principals ELA Specialists Coordinator of Early Literacy Early Literacy Coaches Director of Language Learners Funding Sources: Early Literacy Specialist - 266 - ESSER Grant	Formative			Summative
	Nov	Feb	May	June
				
Strategy 6 Details	Reviews			
Strategy 6: New to district K-3rd teachers and administrators will participate in the required TEA Reading Academy. Strategy's Expected Result/Impact: Improved understanding and teaching of early literacy by primary teachers Staff Responsible for Monitoring: Coordinator of Early Literacy Principals Elementary ELA Specialist Early Literacy Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4	Formative			Summative
	Nov	Feb	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Long Range SMART Goal:

Increase the number of NBISD third grade students performing on grade level on STAAR Reading from a baseline scale score of 51% Meets standard in 2021 to 90% Meets standard by May of 2025. The target for May of 2022 STAAR for all third grade students is 68% at the Meets standard.

Performance Objective 2: Increase the percent of students served by Special Education services who are meeting individual progress measures (one year's growth) on district assessment tools.

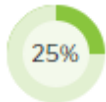









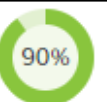





TEA Priorities:

Build a foundation of reading and math

Evaluation Data Sources: 3rd - HMH

2nd - Kinder - mClass

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: SpEd Department will create a system to track reading growth data to be used to inform discussion and action at the campus level. Strategy's Expected Result/Impact: Increased reading levels with comprehension Staff Responsible for Monitoring: Ex. Director of SpEd Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Nov	Feb	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Early Literacy Coaches will coach Special Education teachers on Science of Reading strategies. Strategy's Expected Result/Impact: Improved literacy foundation for primary students Staff Responsible for Monitoring: Coordinator of Early Literacy Early Literacy Coaches Assistant Director of Special Education Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Feb	May	June
				
Strategy 3 Details	Reviews			
Strategy 3: Continue using Lexia to progress monitor students with disabilities and guide instructional decisions based on individual needs. Strategy's Expected Result/Impact: Increase performance of students with disabilities in all academic areas. Staff Responsible for Monitoring: Director of Special Education Special Education Teachers Funding Sources: Lexia Licenses - 199-PIC 37, Dyslexia - \$12,700	Formative			Summative
	Nov	Feb	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: Long Range SMART Goal:

Increase the number of NBISD third grade students performing on grade level on STAAR Mathematics from a baseline scale score of 39% Meets standard in

2021 to 90% Meets standard by May of 2025. The target for May of 2022 STAAR for all third grade students is 60% at the Meets standard.

Performance Objective 1: Increase and implement systems of support to improve grade level numeracy.

TEA Priorities:

Build a foundation of reading and math





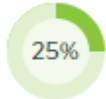
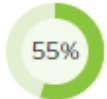


Targeted or ESF High Priority









Evaluation Data Sources: The percent of 3rd grade students that meet grade level or above on STAAR math will increase from 39% to 49% by May 2022.

The percent of 2nd grade students meeting district fluency and problem-solving standards will increase from 42% to 53% on End of Year assessments by May 2022.

The percent of 1st grade students meeting district fluency and problem-solving standards will increase from 59% to 74% on End of Year assessments by May 2022.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers in grades K through 5 will utilize Pre- and Post- tests to assess student learning. District-developed pre-assessments will be given to determine what prior knowledge students have to inform instructional focus. District-developed post-assessments will measure the degree to which students retained prior knowledge and mastered new knowledge and skills. Strategy's Expected Result/Impact: Instructional time wasted on teaching information students already know will be minimized, allowing for more time to develop new knowledge and skills. Knowledge and skills will be scaffolding back throughout the year to connect prior learning to new learning. Staff Responsible for Monitoring: District Elementary Math Specialist, Principal, Elementary Math Interventionists, Teachers, Instructional Coaches	Formative			Summative
	Nov	Feb	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers in grades K through 5 will utilize Pre- and Post assessment data as well as beginning-, middle-, and end-of-year fluency assessments to monitor progress in mathematics. In addition, district level curriculum-based assessments will be given each quarter to determine progress on TEKS taught up to that point in the year. Based on the data, teachers will incorporate number sense strategies, problem-solving strategies, and fluency practice to build on mathematical skills. Teachers will utilize ST Math and Think Up! Math Intervention strategies in response to progress monitoring data to close learning gaps. Strategy's Expected Result/Impact: Student fluency will increase and problem-solving thinking and practice will become more automatic, leading to increased demonstrated mastery of the TEKS. Staff Responsible for Monitoring: Principal, District Elementary Math Specialist, Math Interventionists, Teachers	Formative			Summative
	Nov	Feb	May	June
				

Strategy 3 Details		Reviews			
Strategy 3: Teachers in grades K-5 will continue implementing Guided Math as a structure to reach the needs of all students through flexible small group instruction. Groups will meet with teachers at least 3 times per week and will include meaningful, purposeful "math and number" talk. Within the Guided Math lesson, instruction moves from concrete models to pictorial and then abstract models. Strategy's Expected Result/Impact: Identification of misconceptions and learning gaps as teachers work with small groups. This will lead to immediate increased understanding of mathematical concepts and thinking processes. Staff Responsible for Monitoring: Principal, District Elementary Math Specialist, Instructional Coaches, Teacher		Formative			Summative
		Nov	Feb	May	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 8: Long Range SMART Goal:

Increase the number of NBISD third grade students performing on grade level on STAAR Mathematics from a baseline scale score of 39% Meets standard in 2021 to 90% Meets standard by May of 2025. The target for May of 2022 STAAR for all third grade students is 60% at the Meets standard.

Performance Objective 2: Increase the percent of students served by Special Education services who are meeting individual progress measures (one year's growth) on district assessment tools.

TEA Priorities:









Build a foundation of reading and math

Evaluation Data Sources: The percent of 3rd grade students that meet grade level or above on STAAR math will increase from 13% to 25% by May 2022.

The percent of 2nd grade students meeting district fluency and problem-solving standards will increase from 27% to 38% on End of Year assessments by May 2022.

The percent of 1st grade students meeting district fluency and problem-solving standards will increase from 23% to 33% on End of Year assessments by May 2022.

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: SpEd Department will create a system to track math growth data to be used to inform discussion and action at the campus level. Strategy's Expected Result/Impact: Increased math fluency and problem-solving skills. Staff Responsible for Monitoring: Elementary Math Curriculum Specialist Coordinator of Special Education Special Education Teachers		Formative			Summative
		Nov	Feb	May	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue