

New Braunfels Independent School District

District Improvement Plan

2023-2024



Board Approval Date: November 13, 2023

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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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

NBISD engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment (CNA). Academic achievement is collected from STAAR/TELPAS assessments. Texas Academic Performance Report (TAPR) is used to analyze demographic information on students and staff. Parent/Staff/Student surveys were distributed electronically and data used to analyze processes, procedures, and perceptions across the district. The State Compensatory Education evaluation is incorporated in the CNA.

Each stakeholder is a part of a collaborative process to ascertain the strengths and needs of the district, to evaluate prior year program results, and to consider the best use of program funds for the upcoming school year. The District Improvement Committee met on February 27, 2023 at 4:15 p.m. at the NBISD Administration Center to begin the Comprehensive Needs Assessment. Committee members determined which data analysis team they wanted to serve one. Teams worked to determine questions they wanted to explore along with determining the data sources needed to answer the questions. Another meeting was held on May 15, 2023, at the NBISD Administration Center at 4:15 p.m. to review data and develop problem statements and root causes based on analyzed data based on strengths and weaknesses determined by the committees. In addition, data from the evaluation conducted on the district parent engagement policy was discussed. An area of concern to address is the promotion of parent and family math and literacy skills. At the conclusion of the meeting, committee members were asked to conduct an evaluation on the CNA process. Committee members liked having the different forms of data, time to collaborate on the data, and felt their voice was heard. Areas opportunity include making data available prior to the meeting so they can come to the meeting prepared to discuss the data. This recommendation will be implemented in the 2024 CNA process.

Because STAAR, MAPS data, and student/parent surveys were not available at that time the committee will meet again in September 2023 to complete the CNA and jointly develop the district improvement plan. The committee will meet two times during the year to check progress and then at the end of the year to evaluate program results. Recommendations for adjustments may be made to improve the program throughout the school year. When required stakeholders cannot attend scheduled meetings, the district will seek alternative forms of feedback, including but not limited to, phone calls, email, surveys, and home visits. For the May 15th meeting, members who were not able to attend were provided summary documents from each committee via email and was given the opportunity to add their feedback.

Once approved by the Board of Trustees, the District Improvement Plan, in English and Spanish, will be linked to the [NBISD website](#). A hard copy will be available at the district office located at 1000 N. Walnut. The District Parent and Family Engagement Policy in English and Spanish can also be found on the NBISD website. If another language is needed, please contact Kelly McCann at kellymccann@nbisd.org for assistance.

Formative reviews will be conducted by DEIC three times during the school year.

CNA Committee Members as of May 15, 2023

Name	Position
Dr. James Largent	Interim Superintendent
Kara Bock	Assistant Superintendent
Ingia Saxton	Chief of Secondary Schools

Name	Position
Jennifer Garcia-Edwardsen	Chief of Elementary Schools
Dr. Gina Christenson	Director of Curriculum and Instruction
Matt Jones	Chief of Communication and Technology
Rachel Behnke	Director of CTE
Tera Thompson	Director of Federal Programs
Liz Acevedo	Director of Multilingual Programs
Nina Pugh	Executive Director of Special Education
Stacy Kell	NBHS Teacher
Francisco Dionisio	NBMS Teacher
Margaret Macias	ORMS Teacher
Kevin Alley	NGC Teacher
Tiffany Kunzler	VFE Teacher
Heather Mayer	SE Teacher
Morgan Walker	CSE Teacher
Wendy Leita	WSE Teacher
Laura Adkins	LE Teacher
Sara Wiles	VE Teacher
Ana Cardenas	LSECC Teacher
Joey Curtin	KRE Teacher
Dr. Kristin Rodriguez	Elementary Administrator
Melanie Bowen	Elementary Librarian
Amanda Hunt	Secondary Librarian
Karen Schwind	Director of Student Health Services
David Blevins	New Branfels Police Officer
Pam Smartt	Community Member
Randi Hidalgo	Paraprofessional
Connie Ayala	Administrative Assistant
Stephen Brown	Director of Security and Safety
Catelyn Hatcher	Student

Name	Position
Allison Davis	Student
Alice Jewell	Parent Representative
Dawn Bergquist	Community Representative
Maria Alcala	District Homeless Liaison
Margy Pryor	Private/Non-Profit School Rep
Jill Goala	SOC/DAEP Teacher Rep
Katherine Bowers	ME Teacher
Susan Wetz	Community Agent Partner
Christine Watson	Community Agent Partner
Laura Prewitt - Parent	Jennifer Ethridge - Parent

Demographics

Demographics Summary

New Braunfels ISD serves approximately 9,800 students halfway between Austin TX and San Antonio TX in Comal and Guadalupe Counties, which is currently one of the fastest growing areas in the nation. New Braunfels is a city rich with history, culture and tradition, making it an ideal place for families to move to. As a result, the district as a whole continues to increase enrollment. Due to this rapid growth taxpayers of NBISD approved the 2021 Bond which will finish out the current Ninth Grade Center to become Long Creek High School, begin phase 1 of reconstruction of New Braunfels High School, Elementary #11, additions to Klein Road and Voss Farms Elementary, and several other additional projects around the district. Continued rapid growth and reaching capacity at existing schools will continue to be a challenge for NBISD as we continue to address long range facilities planning.

Demographics from PEIMS October snapshot are approximately 2% African American, 48% hispanic, 46% white, 1% asian and 3% two or more races. Approximately 40% of students are economically disadvantaged with 40% of students meeting the at-risk criteria. Special populations for NBISD include emergent bilingual 10%, SPED 13%, gifted and talented 8%, military connected families 6%, and mobility rate is historically 16%. NBISD demographics remain consistent from year to year.

Demographics Strengths

NBISD has excellent community support for education and the work of the schools. Growth is strong, but manageable with excellent community support for the past bond elections. Intentionally balanced attendance zones support demographic equity across the district. A full-day, four-year-old PreK program at Lone Star Early Childhood Center is available to serve all eligible and tuition-based four-year olds. The Dual Language program for students in K-5 based at two elementary schools; one for each middle school "feeder pattern" side of the district (East or West of IH 35). Two demographically balanced middle schools serve grades 6-8. Freshmen attend the NBHS-Ninth Grade Center, sophomores, juniors and seniors attend NBHS or the academic alternative campus; School of Choice.

DEIC members credit great students, parent and community involvement, teacher years of experience, and increased communication using various means (social media) to reach parents as strengths of NBISD. Keeping a balance of population by socio-economics/diversity at each school is also very important. We address growth and plan ahead.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): District attendance rate continues to need improvement to reach a 98% attendance rate. **Root Cause:** There can be several root causes for low attendance rate. Students who are dealing with chronic health issues or who are struggling with mental health challenges may be more likely to miss school. In addition, students who are not engaged in their coursework or with the school community as a whole may be less likely to attend school regularly.

Problem Statement 2 (Prioritized): Many students at-risk for failure achieve the Approaches standard on state tests but do not achieve the "Meets" or "Masters" standard or make significant individual growth from one year to the next per the STAAR growth measure. **Root Cause:** Schools may not be effectively using student data to identify areas of weakness and provide targeted interventions. Without proper data analysis, it's challenging to tailor instruction to meet students' specific needs.

Problem Statement 3 (Prioritized): Only 2% of NBISD student population are classified McKinney-Vento. Due to lack of identification, students are not receiving needed services. **Root Cause:** Under identification in this sub-population due to lack of training of campus staff, especially teachers who are the first line of contact with students.

Problem Statement 4 (Prioritized): Low parent engagement with student learning and the importance of attending school every day. **Root Cause:** Lack of effective communication between schools and parents can lead to a disconnect in understanding the importance of parent involvement in their child's education. In addition, socioeconomic norms and language barriers can impact how a parent perceives their role in their child's education.

Student Learning

Student Learning Summary

During the 2022-23 school year, TEA did an overhaul of the A-F accountability system. For some domains there were just slight changes in the methodology. The biggest changes in the accountability system include:

- scaled score for CCMR increase from 63 to 85 to earn an A
- Academic Growth altered the transition table to include Low Did Not Meet, High Did Not Meet, Low Accomplished, High Accomplished with corresponding points
- Closing the Gap focuses scaled to four students groups evaluated: All Students, a campus' two lowest performing racial/ethnic groups, and a High Focus group that includes SPED, EB, Eco Dis, and Highly Mobile with the minimum size changing from 25 to 10 students. In addition, up to 4 points will be awarded in each category evaluated to make up the overall Closing the Gaps score instead of a yes/no if a target was met.
- The district's overall rating is now based on the proportional results of all of the NBISD campus scores.

Due to the major changes, campuses and districts are not able to compare this year's accountability rating to last year because of the changes in methodology. As of September 12, 2023, TEA is delaying the release of A-F Accountability ratings to late October/November in an effort to reevaluate academic growth in Domain II and III. When A-F Accountability is released, districts and campuses will have "What If" ratings that will allow for an apples to apples comparison to last year's data. The What If rating will take last year's data and recalculate the rating using this year's methodology so that districts can see how they would have performed using this year's methodology.

Below is data of the percent of students who passed the 2023 STAAR assessment that failed in 2022. These students were required to have 30 hours of accelerated instruction in any area they failed in 2022.

Accelerated Instruction				
Reading			Math	
4th	40%		4th	31%
5th	35%		5th	63%
6th	32%		6th	41%
7th	43%		7th	28%
8th	53%		8th	55%
Englis I	33%		Algebr I	61%
Englis II	48%			

In 2019 Memorial Elementary was identified as a Comprehensive Support and Improvement School, which is a two year identification. In 2022, due to the progress made on STAAR, they are identified as a Comprehensive Support and Improvement **Progress** School. They continued to work with Region 20 and TEA on a Targeted Intervention Plan with the goal of being able to remove that label after the 2022-23 school year. Oak Run was identified as a Targeted Support school in 2019 and retained that label in 2022. Early literacy continues to be a focus as we continue to work with the Kinder -3rd grade teachers to complete the Texas Reading Academy. Prior to the 2022-23 school year we had 218 teachers who successfully complete the Academy. In 2023 we added 55 more teachers to add to that number. In the past couple of years teachers have been allowed to complete the blended model of the academy. This year, any teacher needing the reading academy will have to complete the comprehensive model where they will work with a cohort leader throughout the school year. With the number of teachers needing the Reading Academy decreasing and the comprehensive model requirement, NBISD will move to funding one Early Literacy Coach that will be the Cohort Leader for any teacher needing the Reading Academy for 2022-23. In addition, we are no longer able to have teachers complete the blended model. Data from the end of year mClass suggests teachers are successfully implementing Science of Teaching Reading as shown below.

Kinder On or Above Level:

mClass		
2021	2022	2023
56%	61%	75%

MAPS	
Reading 2023	Math 2023
75%	68%

1st Grade On or Above Level:

mClass		
2021	2022	2023
61%	67%	70%

MAPS	
Reading 2023	Math 2023
64%	68%

2nd Grade On or Above Level:

mClass		
2021	2022	2023
60%	62%	75%

MAPS	
Reading 2023	Math 2023
51%	64%

Student Learning Strengths

STAAR exams this year underwent a redesign to make the test more tightly aligned to the classroom experience. This was the result of House Bill 3906 passed in 2019. We moved to online testing, new question types, cross-curricular passages, and evidenced based writing. The bill established a “multiple choice cap” meaning that no more than 75% of points can be based on multiple choice questions. New question types were to allow students more ways to show their understanding on test questions. In addition, there was an increase in the number of cross-curricular information passages that reference content aligned to the TEKS for other subject areas like social studies, science, math, fine arts, etc. Finally, the reading-language arts assessed both reading and writing in Grades 3 thru English II in high school and included an extended constructed response, or essay, at every grade level - a switch from assessing writing in grades 4, 7, and English I/II in previous years. The essay shifted from responding to a stand alone prompt to writing in response to a reading selection. NBISD saw a decline in the percentage of students earning "MEETS" standard in all subject areas in elementary and middle school Science and Social Studies. Improvement was seen in middle school in both reading and math.

	Math			Reading			Science			Social Studies		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
Elementary	49%	51%	49%	52%	65%	57%	45%	47%	44%			
Middle School	42%	43%	44%	50%	54%	60%	47%	46%	44%	34%	39%	37%

Even with the redesign at the EOC level, we continue to see an increase in STAAR EOC scores in all five tested areas for first time test takers.

Math			English I			English II			Biology			US History		
2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
50%	59%	64%	72%	54%	70%	79%	68%	71%	73%	69%	75%	91%	75%	81%

Second Language Learners scoring in the Advanced High category dropped 1 to 2 percentage points in Listening, Speaking, and Reading compared to 2021. Writing at Advanced High increased by 5% points. Speaking continues to be an area of concern.

In the spring of 2022 we used Northwest Evaluation Association (NWEA) MAPS assessment for the first time. Below is data on Spring to Spring growth. On a normed assessment you would expect that 50% of your population would be the average on a standard bell curve. Data below indicates that our students are performing above the national average.

Reading		Math	
Goal	Actual	Goal	Actual
57.5%	56%	58.3%	56%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Performance on STAAR in 2023 decreased from 2022 in all areas K-8 except middle school reading and math with the new STAAR redesign. **Root Cause:** Multiple factors can contribute to the drop in performance on criterion reference tests that can include curriculum alignment, instructional materials being used that don't adequately cover the depth and complexity of the TEKS, and teachers not fully understanding the depth and level of the TEKS at the Tier I level.

Problem Statement 2 (Prioritized): Students in the early grades (K-3rd) are making gains in reaching on-grade level standards in Reading and Math but still at least 25% of the grade levels are below standards. **Root Cause:** Primary students (K-3rd) must build a strong, functional understanding of TEKS to build upon for 'reading to learn' and higher level math problem solving. K-2 intervention is needed.

Problem Statement 3 (Prioritized): Special Education students perform below other student groups in all grades and content areas. **Root Cause:** More effective and differentiated instructional practices, smaller teacher to student ratios, and strategic scheduling of students and staff serving them are needed for Special Education students.

Problem Statement 4 (Prioritized): Not all graduates are prepared for post-high school endeavors based on college, career and military readiness indicators. **Root Cause:** High school education primarily takes place within the classroom, limiting students' exposure to real-world experiences and practical application of knowledge. Without opportunities for internships, or community involvement, students may struggle to understand the relevance of their education in real-world contexts. Curriculum must also prepare students for the demands of post-secondary education.

Problem Statement 5 (Prioritized): Emergent Bilingual students are behind their non-EB peers in academic achievement, graduation rates and post secondary readiness. Oral proficiency is below standard as indicated by TELPAS. **Root Cause:** High-stakes testing, which heavily relies on language proficiency and content knowledge, can put EB students at a disadvantage. They may have difficulty demonstrating their true abilities due to language barriers and cultural differences. Insufficient instructional support specifically tailored to meet the needs of emergent bilingual students can also hinder progress.

Problem Statement 6 (Prioritized): Fidelity to implement effective, research-based, instructional and assessment practices are needed to enable individual students to achieve grade level standards for TEKS. **Root Cause:** By assessing students primarily on multiple choice tests, students often develop only a surface level of understanding of core curriculum concepts. Many students achieve the "Approaches" standard on state tests, more students should be able to achieve the "Meets" or "Masters" level of achievement.

Problem Statement 7 (Prioritized): Teachers lack understanding on how to develop student growth goals. **Root Cause:** Analyzing student data and identifying areas for growth requires a certain level of data literacy. If teachers lack these skills, they may struggle to draw meaningful insights from the data, hindering their ability to set appropriate goals. In addition, teachers may not have opportunities to collaborate with colleagues, share insights, and learn from each other's experiences. Collaborative discussion

Problem Statement 8 (Prioritized): Graduation rates for Special Education, Emergent Bilingual and Economically Disadvantaged subgroups are below the 90% federal and state standards. **Root Cause:** Lack of effective, differentiated instructional strategies for Special Program and Economically Disadvantaged students such as 504/Dyslexia, At Risk, EB, GT and Sp Ed students. In addition, support systems for SEL, mentoring, attendance, and meeting basic needs is essential.

Problem Statement 9 (Prioritized): Oak Run Middle School is identified as Targeted Support and Improvement and Memorial Elementary is identified as Comprehensive Support and Improvement Progress with federal accountability. **Root Cause:** Memorial Elementary has engaged in a Targeted Intervention Plan that resulted in an A rating. However, once identified as a Comprehensive Support and Improvement campus it is a two year process to remove the label. Oakrun Middle School missed all subgroup targets in math academic growth.

District Processes & Programs

District Processes & Programs Summary

Instructionally, NBISD has many strong academic support programs including a Pre-K full day program, Dual Language program, Career and Technical Education and AP/Dual credit program and Effective Behavioral Intervention Supports (EBIS), including Restorative Discipline. Many professional development opportunities are offered through-out the year and during the summer PD Academy. Students continue to have the opportunity to participate in extra-curricular experiences to develop the whole child, such as: UIL competitions, Unicorn Book Competition, Special Olympics, after school clubs, and special campus family nights. NBISD continues a partnership with Communities In Schools at all schools to address social-emotional concerns that have increased due to the pandemic. The NB Ed Foundation supports classroom teachers with grants annually and sponsors field trips for elementary students.

New teachers to the profession are offered support by campus mentors. The district Positive Impact Team also supports new teachers as well as trains mentors on effective strategies to support new teachers throughout the year. An Early Literacy Coaches will continue to support K-3rd grade teachers with implementation of strategies and skills learned in the Texas Reading Academy. In addition, full time Instructional Coaches will be added to each campus to support teachers in quality Tier I instruction.

The District Improvement Committee identified the following strengths during the CNA: a decrease in DAEP placements for several subpopulations as well as attendance trending up for subpopulations and the various professional development offered for teaching staff throughout the year

District Processes & Programs Strengths

Large numbers of NBISD students participate in a variety of stellar extracurricular programs such as athletics, band, theater, dance, cheer and many special interest clubs. Our Green Cord project promotes and recognizes service to the community by our students. We hope that every student will develop a special interest and place to belong.

The District Improvement Committee indicates the following strengths: staff retention rate, teacher years of experience (over 50% have 11+ years of experience), addition of social media to communicate with the public, and we continue to use the skills developed during COVID to support our students and families (virtual options for parent participation in meetings, use of LMS to content delivery, etc).

In addition, there are many options for professional development that include: collaboratives and classroom coaching, technology training, and positive discipline capacity development.

The Human Resources Department continues to support to new employees at welcoming orientation events. In addition, campus and district administration conducted rounding sessions as a way to identify strengths and areas of opportunity in improving our processes and procedures.

Technology infrastructure, services and instructional support are excellent.

Across both elementary and secondary we have seen a decrease in behavior issues. Elementary campuses have consistently implemented Restorative Practices over the past several years and work with district behavior specialists to pinpoint and address areas of concern as they arise. This process has expanded to secondary campuses with initial training conducted with teams from all secondary schools during the summer of 2021 and follow up support by behavior specialists on Restorative Practices during each school year. Additional training continues to be held each summer.

Financial integrity and ratings are strong. The process for budget planning starts in early fall and includes several Board of Trustee workshops to review budget requests and priorities.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): We continue to see an increase in student mental health issues and unhealthy student behaviors. **Root Cause:** Students may experience social pressures such as fitting in, peer competition, bullying, or social exclusion. The pressure to excel in exams, and maintain high grades can contribute to mental health issues especially if trying to recoup lack of learning during COVID. Excessive use of social media can impact mental well-being.

Problem Statement 2 (Prioritized): Some NBISD schools are old, well over 50 years, and require extensive maintenance and have inferior facilities; such as smaller classrooms, several separate buildings with outside passages and aging fixtures and facilities. Safety must be maintained at all facilities. **Root Cause:** Even with excellent stewardship these buildings are difficult to maintain and cannot begin to compare to new schools in size or efficiency. New Braunfels residents have strong ties to the "historic" campuses.

Problem Statement 3 (Prioritized): Up-to-date academic resources and textbooks are needed to meet state TEKS coverage requirements. **Root Cause:** State funding is insufficient to purchase 100% of new adoption instructional materials for all 8 years of the adoption. In addition, TEA has changed the adoption cycle meaning the adoption of updated materials will be delayed causing NBISD to look for ways to cover "gap" years with instructional resources.

Problem Statement 4 (Prioritized): Ensure that teachers receive consistent and effective support through high-quality professional development programs, specifically focusing on areas such as acceleration, catering to diverse student needs, and the utilization of instructional materials?" **Root Cause:** Academic expectations are increasingly rigorous for students to compete in a global society.

Problem Statement 5 (Prioritized): Economically disadvantaged and limited English proficient children experience significant academic challenges in school, particularly when adequate early support is not provided. **Root Cause:** These students face barriers to educational success, including language proficiency gaps and resource limitations, which hinder their ability to achieve academic milestones and hinder their long-term prospects.

Problem Statement 6 (Prioritized): Transitional strategies, including providing students with an understanding of graduation requirements and post-secondary readiness, are needed to prepare students for post-secondary success. **Root Cause:** Students are often unaware of choices and/or skills needed to succeed after high school graduation.

Problem Statement 7 (Prioritized): Services must be provided for students with a diverse range of special needs; including but not limited to dyslexia, behavior disorders, issues relating to poverty, language, pregnancy, abuse, depression and/or homelessness. **Root Cause:** NBISD has a diverse student population with special needs.

Problem Statement 8: PLCs are not implemented consistently and effectively at most campuses. **Root Cause:** Lack of training and support for administrators and staff on quality Professional Learning Communities.

Problem Statement 9 (Prioritized): Coordination and integration between academic and career and technical programs are needed to promote skill attainment and work-based opportunities that provide students with in-depth interactions with industry professionals. **Root Cause:** Partnerships with local industries are needed for students to fully explore post-secondary options. Industry, economic and workforce needs are rapidly changing, especially in the NBISD fast growth corridor between San Antonio and Austin. Facilities and funding factor into being able to provide various programs.

Perceptions

Perceptions Summary

As one of the first publicly funded school districts in Texas, NBISD has a long history of community support for public education. Values are based on strong, traditional beliefs about excellence in education, support for teachers and good citizenship. Our mission and set of core values that support our vision of "Every Student. Every Day."

We do business transparently and invite public engagement with numerous opportunities to participate and provide input regarding district procedures and decisions. Parents and community members have always been welcomed at our schools and events. The District Improvement Committee identified several strengths during the CNA process to include a strong heritage and traditions, addressing social-emotional learning of our students, increasing pay and adding pay incentives for district staff, and a focus on building relationships with our students. In addition, the use of ParentSquare has improved communication with the use of one platform for parents with students on multiple campuses. Our district and campus stories are also a highlight on social media platforms so the community can see what takes place on our campuses and in NBISD.

Perceptions Strengths

All schools embrace our district mission and vision to "Engage, Empower, Learn - Every student. Every day". There is strong parent, teacher and community support for respect and responsibility within a compassionate, caring environment. Teachers in NBISD meet certification standards and are highly qualified for their instructional assignments. Staff salary is competitive to our geographic area and staff training and support is a priority.

NBISD has a strong culture of excellence and achievement and a Unicorn unity with love of the "Horn"! New Braunfels is a popular place for families to live and is a growing community. There is great parent and community participation in district events such as athletics, band and Special Olympics. The district has numerous partnerships with the city and other entities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Social-emotional issues such as student suicide, bullying, and violent student behavior in schools have increased concerns for school safety.

Root Cause: Student conflict, family concerns, and student mental health problems are sometimes difficult to identify and address.

Problem Statement 2 (Prioritized): Some NBISD students need behavioral and/or mental health support beyond the classroom or even campus level. Mental health is a priority.

Root Cause: Worldly events, compounded by the stress of living in a pandemic, have created stressful learning environments for our students and staff.

Problem Statement 3 (Prioritized): Social media and instant technology can create misunderstandings, confusion and controversy; NBISD must strive to communicate often, accurately and through a variety of formats. **Root Cause:** Almost every individual at school has a device capable of sending instant information, however individual perspectives vary so details are not always accurate. Large variety of platforms make tracking difficult.

Problem Statement 4 (Prioritized): NBISD schools and facilities are much older than others and must be made more secure to improve the safety of students and staff. **Root Cause:** District schools and facilities were built at a time when an open, welcoming environment was prioritized. The buildings are in many different states of age, configuration and access.

Priority Problem Statements

Problem Statement 1: Performance on STAAR in 2023 decreased from 2022 in all areas K-8 except middle school reading and math with the new STAAR redesign.

Root Cause 1: Multiple factors can contribute to the drop in performance on criterion reference tests that can include curriculum alignment, instructional materials being used that don't adequately cover the depth and complexity of the TEKS, and teachers not fully understanding the depth and level of the TEKS at the Tier I level.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students in the early grades (K-3rd) are making gains in reaching on-grade level standards in Reading and Math but still at least 25% of the grade levels are below standards.

Root Cause 2: Primary students (K-3rd) must build a strong, functional understanding of TEKS to build upon for 'reading to learn' and higher level math problem solving. K-2 intervention is needed.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: District attendance rate continues to need improvement to reach a 98% attendance rate.

Root Cause 3: There can be several root causes for low attendance rate. Students who are dealing with chronic health issues or who are struggling with mental health challenges may be more likely to miss school. In addition, students who are not engaged in their coursework or with the school community as a whole may be less likely to attend school regularly.

Problem Statement 3 Areas: Demographics

Problem Statement 4: We continue to see an increase in student mental health issues and unhealthy student behaviors.

Root Cause 4: Students may experience social pressures such as fitting in, peer competition, bullying, or social exclusion. The pressure to excel in exams, and maintain high grades can contribute to mental health issues especially if trying to recoup lack of learning during COVID. Excessive use of social media can impact mental well-being.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: Social-emotional issues such as student suicide, bullying, and violent student behavior in schools have increased concerns for school safety.

Root Cause 5: Student conflict, family concerns, and student mental health problems are sometimes difficult to identify and address.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Some NBISD schools are old, well over 50 years, and require extensive maintenance and have inferior facilities; such as smaller classrooms, several separate buildings with outside passages and aging fixtures and facilities. Safety must be maintained at all facilities.

Root Cause 6: Even with excellent stewardship these buildings are difficult to maintain and cannot begin to compare to new schools in size or efficiency. New Braunfels residents have strong ties to the "historic" campuses.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: Fidelity to implement effective, research-based, instructional and assessment practices are needed to enable individual students to achieve grade level

standards for TEKS.

Root Cause 7: By assessing students primarily on multiple choice tests, students often develop only a surface level of understanding of core curriculum concepts. Many students achieve the "Approaches" standard on state tests, more students should be able to achieve the "Meets" or "Masters" level of achievement.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Up-to-date academic resources and textbooks are needed to meet state TEKS coverage requirements.

Root Cause 8: State funding is insufficient to purchase 100% of new adoption instructional materials for all 8 years of the adoption. In addition, TEA has changed the adoption cycle meaning the adoption of updated materials will be delayed causing NBISD to look for ways to cover "gap" years with instructional resources.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: Ensure that teachers receive consistent and effective support through high-quality professional development programs, specifically focusing on areas such as acceleration, catering to diverse student needs, and the utilization of instructional materials?"

Root Cause 9: Academic expectations are increasingly rigorous for students to compete in a global society.

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: Not all graduates are prepared for post-high school endeavors based on college, career and military readiness indicators.

Root Cause 10: High school education primarily takes place within the classroom, limiting students' exposure to real-world experiences and practical application of knowledge. Without opportunities for internships, or community involvement, students may struggle to understand the relevance of their education in real-world contexts. Curriculum must also prepare students for the demands of post-secondary education.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Social media and instant technology can create misunderstandings, confusion and controversy; NBISD must strive to communicate often, accurately and through a variety of formats.

Root Cause 11: Almost every individual at school has a device capable of sending instant information, however individual perspectives vary so details are not always accurate. Large variety of platforms make tracking difficult.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Economically disadvantaged and limited English proficient children experience significant academic challenges in school, particularly when adequate early support is not provided.

Root Cause 12: These students face barriers to educational success, including language proficiency gaps and resource limitations, which hinder their ability to achieve academic milestones and hinder their long-term prospects.

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: Transitional strategies, including providing students with an understanding of graduation requirements and post-secondary readiness, are needed to prepare students for post-secondary success.

Root Cause 13: Students are often unaware of choices and/or skills needed to succeed after high school graduation.

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 14: Services must be provided for students with a diverse range of special needs; including but not limited to dyslexia, behavior disorders, issues relating to poverty, language, pregnancy, abuse, depression and/or homelessness.

Root Cause 14: NBISD has a diverse student population with special needs.

Problem Statement 14 Areas: District Processes & Programs

Problem Statement 15: Emergent Bilingual students are behind their non-EB peers in academic achievement, graduation rates and post secondary readiness. Oral proficiency is below standard as indicated by TELPAS.

Root Cause 15: High-stakes testing, which heavily relies on language proficiency and content knowledge, can put EB students at a disadvantage. They may have difficulty demonstrating their true abilities due to language barriers and cultural differences. Insufficient instructional support specifically tailored to meet the needs of emergent bilingual students can also hinder progress.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: NBISD schools and facilities are much older than others and must be made more secure to improve the safety of students and staff.

Root Cause 16: District schools and facilities were built at a time when an open, welcoming environment was prioritized. The buildings are in many different states of age, configuration and access.

Problem Statement 16 Areas: Perceptions

Problem Statement 17: Some NBISD students need behavioral and/or mental health support beyond the classroom or even campus level. Mental health is a priority.

Root Cause 17: Worldly events, compounded by the stress of living in a pandemic, have created stressful learning environments for our students and staff.

Problem Statement 17 Areas: Perceptions

Problem Statement 18: Many students at-risk for failure achieve the Approaches standard on state tests but do not achieve the "Meets" or "Masters" standard or make significant individual growth from one year to the next per the STAAR growth measure.

Root Cause 18: Schools may not be effectively using student data to identify areas of weakness and provide targeted interventions. Without proper data analysis, it's challenging to tailor instruction to meet students' specific needs.

Problem Statement 18 Areas: Demographics

Problem Statement 19: Only 2% of NBISD student population are classified McKinney-Vento. Due to lack of identification, students are not receiving needed services.

Root Cause 19: Under identification in this sub-population due to lack of training of campus staff, especially teachers who are the first line of contact with students.

Problem Statement 19 Areas: Demographics

Problem Statement 20: Low parent engagement with student learning and the importance of attending school every day.

Root Cause 20: Lack of effective communication between schools and parents can lead to a disconnect in understanding the importance of parent involvement in their child's education. In addition, socioeconomic norms and language barriers can impact how a parent perceives their role in their child's education.

Problem Statement 20 Areas: Demographics

Problem Statement 21: Graduation rates for Special Education, Emergent Bilingual and Economically Disadvantaged subgroups are below the 90% federal and state standards.

Root Cause 21: Lack of effective, differentiated instructional strategies for Special Program and Economically Disadvantaged students such as 504/Dyslexia, At Risk, EB,GT and Sp Ed students. In addition, support systems for SEL, mentoring, attendance, and meeting basic needs is essential.

Problem Statement 21 Areas: Student Learning

Problem Statement 22: Special Education students perform below other student groups in all grades and content areas.

Root Cause 22: More effective and differentiated instructional practices, smaller teacher to student ratios, and strategic scheduling of students and staff serving them are needed for Special Education students.

Problem Statement 22 Areas: Student Learning

Problem Statement 23: Teachers lack understanding on how to develop student growth goals.

Root Cause 23: Analyzing student data and identifying areas for growth requires a certain level of data literacy. If teachers lack these skills, they may struggle to draw meaningful insights from the data, hindering their ability to set appropriate goals. In addition, teachers may not have opportunities to collaborate with colleagues, share insights, and learn from each other's experiences. Collaborative discuss

Problem Statement 23 Areas: Student Learning

Problem Statement 24: Oak Run Middle School is identified as Targeted Support and Improvement and Memorial Elementary is identified as Comprehensive Support and Improvement Progress with federal accountability.

Root Cause 24: Memorial Elementary has engaged in a Targeted Intervention Plan that resulted in an A rating. However, once identified as a Comprehensive Support and Improvement campus it is a two year process to remove the label. Oakrun Middle School missed all subgroup targets in math academic growth.

Problem Statement 24 Areas: Student Learning

Problem Statement 25: Coordination and integration between academic and career and technical programs are needed to promote skill attainment and work-based opportunities that provide students with in-depth interactions with industry professionals.

Root Cause 25: Partnerships with local industries are needed for students to fully explore post-secondary options. Industry, economic and workforce needs are rapidly changing, especially in the NBISD fast growth corridor between San Antonio and Austin. Facilities and funding factor into being able to provide various programs.

Problem Statement 25 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data


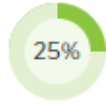
Goals




Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)








Performance Objective 1: Annually Increase the percentage of students showing a minimum of 1+years growth in from 56% to 68% in Reading and 56% to 69% in Math using NWEA MAPS.



High Priority




Evaluation Data Sources: MAPS








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use a coordination of federal, state and local funds to address the gaps found in the state academic standards in subpopulations. 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 the Targeted Support Campus, as well as campuses with lower performance in Math and Science, including curriculum materials and resources.</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 and PD</p> <p>Problem Statements: Student Learning 6 - District Processes & Programs 4</p> <p>Funding Sources: Core Content Instructional Specialists (Math, RLA, Science) and travel - 255 - Title II, Part A, TPTR - \$232,012, Professional Development set aside (subs, training supplies, travel and services) - 211 - Title I, Part A - \$4,500, supplies and materials - 287 - Title IV - \$3,200, Contracted Services, Resources and materials - 281 - ESSER II Grant - \$56,685, Contracted Services and substitutes - 282 - ESSER III Grant - \$100,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Academic performance and growth of all students will be measured using a universal screener. Data disaggregated by special populations across the district will be analyzed and improvement strategies formulated at each campus and discussed at principal meetings/trainings.</p> <p>Strategy's Expected Result/Impact: Increased performance and growth by special populations of students on state assessments.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p> <p>Problem Statements: Student Learning 3, 5, 7</p> <p>Funding Sources: (C&I) 5Labs - 282 - ESSER III Grant - \$41,282, (C&I) Universal Screener - 282 - ESSER III Grant - \$83,071</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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 to parents and the community during the school year. Provide teachers with essential professional development to improve services for GT students.</p> <p>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."</p> <p>Staff Responsible for Monitoring: Director of Curriculum and PD</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p> <p>Problem Statements: Demographics 4 - District Processes & Programs 5</p> <p>Funding Sources: Partnership with CCSCT HeadStart for portion of 4 teacher FTEs - 205 - HeadStart - 199-11 - \$228,414, Para-professionals to support teachers in the classroom and maintain appropriate class ratios - 211 - Title I, Part A - \$94,792</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: To increase achievement, for students receiving Specially Designed Instruction (SDI), the Department of Special Education will provide tailored professional development opportunities. This will address identified educational needs and foster improved knowledge and implementation of SDI among educators.</p> <p>Strategy's Expected Result/Impact: Improve teacher skill in instruction targeting their students' individual academic needs.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Education</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Training and equipment - 281 - ESSER II Grant - \$7,379</p>	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide PD to administrators, district curriculum staff, teachers, and para-professionals on the connection between English Language Proficiency Standards (ELPS), classroom instruction, using EB 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: Director of Multilingual Programs Problem Statements: Student Learning 5 Funding Sources: Multilingual Specialist and travel - 263 - Title III, LEP - \$74,544, Supplies to support Immigrant students - 263 - Title III, LEP - \$5,000	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: All dyslexia teachers will be provided comprehensive training in the "Reading by Design" multisensory dyslexia program. This training equips educators with the skills and knowledge required to employ multisensory techniques effectively in their instruction, fostering a more enriched learning experience for students with dyslexia. Strategy's Expected Result/Impact: Improved language arts skills and proficiency by students identified as dyslexic. Staff Responsible for Monitoring: Executive Director of Special Education Problem Statements: District Processes & Programs 7 Funding Sources: MAPs Fluency for 7th grade screener - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$4,950, Training - 281 - ESSER II Grant - \$4,842	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: 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 Problem Statements: District Processes & Programs 7 Funding Sources: Homebound Teacher, supplies and travel - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$27,486	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
Strategy 9: Increase student participation in the Summer School Program by providing highly qualified teachers, field trips and presenters, and transportation to and from school for students who are identified as emergent bilingual, ESL, immigrant and migrant. Strategy's Expected Result/Impact: Larger percent of EB students attending summer school, English literacy growth Staff Responsible for Monitoring: Director of Multilingual Programs Problem Statements: Student Learning 5 Funding Sources: Field trip travel - 263 - Title III, LEP - \$1,000, Immigrant camp, transportation and supplies - 263 - Title III, LEP - \$7,000	Formative		
	Nov	Feb	May
	N/A		
Strategy 10 Details	Formative Reviews		
Strategy 10: Campus RLA and math intervention teachers and paraprofessionals will provide direct, supplemental instruction for priority At-Risk students identified using 15 point state criteria and local criteria found in the NBISD SCE Manual in accelerated reading and accelerated math programs. Local criteria includes serving Tier II or III students who did not perform on grade level evidenced by scores on locally developed assessments and screeners. 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. High school students will be provided EOC intervention and credit recovery (APEX) classes throughout the school day. NBISD currently has no Targeted Assistance programs, but will use the SCE identification process if needed. NBISD does not provide services through neglected or delinquent facilities. Strategy's Expected Result/Impact: Students served by intervention teachers have increased levels of reading and math progress. Staff Responsible for Monitoring: Director of Curriculum and PD Problem Statements: Student Learning 1, 2 Funding Sources: Title I Campus Reading and Math Intervention teachers and para professionals - 211 - Title I, Part A - 211-11 (24) - \$798,218, 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) - \$2,331,192, RtI report - 282 - ESSER III Grant - \$2,500	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
Strategy 11: 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: RtI Coordinator Problem Statements: Student Learning 1, 2, 5, 8 Funding Sources: (C&I) RTI Coordinator - 282 - ESSER III Grant - \$82,496	Formative		
	Nov	Feb	May
			

Strategy 12 Details	Formative Reviews		
Strategy 12: Continue district collaboratives for Dual Language Program teachers and Secondary ESL Program teachers whose purpose will be to monitor EB 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 EB students. Staff Responsible for Monitoring: Director of Multilingual Programs Problem Statements: Student Learning 5 Funding Sources: Multilingual Specialist - 263 - Title III, LEP	Formative		
	Nov	Feb	May
			
Strategy 13 Details	Formative Reviews		
Strategy 13: Instructional coaches will provide coaching for classroom teachers in effective instructional skills to better serve all students and increasing the use of Fundamental Five research-based strategies based on targets set in Goal 7. Strategy's Expected Result/Impact: Providing teachers with just-in time professional development through the coaching cycle will increase effective Tier I instruction. Staff Responsible for Monitoring: Coordinator of Teacher Development Problem Statements: Student Learning 7 - District Processes & Programs 4 Funding Sources: Instructional Coach - 211 - Title I, Part A - \$75,434, (C&I) Instructional Coaches - 282 - ESSER III Grant - \$951,587, Training - 281 - ESSER II Grant - \$7,175	Formative		
	Nov	Feb	May
			
Strategy 14 Details	Formative Reviews		
Strategy 14: Teachers, administrators and Director of Multilingual 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 Emergent Bilinguals (EBs), 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: Director of Multilingual Programs Problem Statements: District Processes & Programs 4	Formative		
	Nov	Feb	May
			

Strategy 15 Details	Formative Reviews		
Strategy 15: To ensure the successful implementation of Specially Designed Instruction (SDI), the Department of Special Education will conduct classroom observations involving administrators, special education and general education teachers, and relevant district personnel. Strategy's Expected Result/Impact: Increased academic growth of SpEd student specifically in Reading and Math Staff Responsible for Monitoring: Executive Director of Special Education Results Driven Accountability Problem Statements: Student Learning 3, 6 Funding Sources: Teachers and support staff - 224 - IDEA B, SpEd - \$1,602,121	Formative		
	Nov	Feb	May
			
Strategy 16 Details	Formative Reviews		
Strategy 16: Provide extended school year opportunities for students who do not demonstrate academic success via summer school and after school tutorials. Strategy's Expected Result/Impact: Increased academic growth for participating students. Staff Responsible for Monitoring: Chief Academic Officer Problem Statements: Student Learning 1 Funding Sources: (C&I) tutoring extra duty - 282 - ESSER III Grant - \$60,000, Summer school - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$133,000	Formative		
	Nov	Feb	May
			
Strategy 17 Details	Formative Reviews		
Strategy 17: Special Education (SPED) facilitators will monitor student progress and support achievements within special education programs. Their responsibility includes the creation and maintenance of individualized student spreadsheets, which serve as tools to track student instructional, as well as scheduling needs. In addition, facilitators will work with campus and district administrators to ensure students have resources needed to be successful in the classroom. Strategy's Expected Result/Impact: Improved IEP's that adhere to compliance specific to NBISD. Staff Responsible for Monitoring: Executive Director of Special Education Problem Statements: Student Learning 3 Funding Sources: (SPED) ARD Facilitators - 282 - ESSER III Grant - \$306,472, equipment and resources - 282 - ESSER III Grant - \$3,000	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 4: Low parent engagement with student learning and the importance of attending school every day. **Root Cause:** Lack of effective communication between schools and parents can lead to a disconnect in understanding the importance of parent involvement in their child's education. In addition, socioeconomic norms and language barriers can impact how a parent perceives their role in their child's education.

Student Learning

Problem Statement 1: Performance on STAAR in 2023 decreased from 2022 in all areas K-8 except middle school reading and math with the new STAAR redesign. **Root Cause:** Multiple factors can contribute to the drop in performance on criterion reference tests that can include curriculum alignment, instructional materials being used that don't adequately cover the depth and complexity of the TEKS, and teachers not fully understanding the depth and level of the TEKS at the Tier I level.

Problem Statement 2: Students in the early grades (K-3rd) are making gains in reaching on-grade level standards in Reading and Math but still at least 25% of the grade levels are below standards. **Root Cause:** Primary students (K-3rd) must build a strong, functional understanding of TEKS to build upon for 'reading to learn' and higher level math problem solving. K-2 intervention is needed.

Problem Statement 3: Special Education students perform below other student groups in all grades and content areas. **Root Cause:** More effective and differentiated instructional practices, smaller teacher to student ratios, and strategic scheduling of students and staff serving them are needed for Special Education students.

Problem Statement 5: Emergent Bilingual students are behind their non-EB peers in academic achievement, graduation rates and post secondary readiness. Oral proficiency is below standard as indicated by TELPAS. **Root Cause:** High-stakes testing, which heavily relies on language proficiency and content knowledge, can put EB students at a disadvantage. They may have difficulty demonstrating their true abilities due to language barriers and cultural differences. Insufficient instructional support specifically tailored to meet the needs of emergent bilingual students can also hinder progress.

Problem Statement 6: Fidelity to implement effective, research-based, instructional and assessment practices are needed to enable individual students to achieve grade level standards for TEKS. **Root Cause:** By assessing students primarily on multiple choice tests, students often develop only a surface level of understanding of core curriculum concepts. Many students achieve the "Approaches" standard on state tests, more students should be able to achieve the "Meets" or "Masters" level of achievement.

Problem Statement 7: Teachers lack understanding on how to develop student growth goals. **Root Cause:** Analyzing student data and identifying areas for growth requires a certain level of data literacy. If teachers lack these skills, they may struggle to draw meaningful insights from the data, hindering their ability to set appropriate goals. In addition, teachers may not have opportunities to collaborate with colleagues, share insights, and learn from each other's experiences. Collaborative discussion

Problem Statement 8: Graduation rates for Special Education, Emergent Bilingual and Economically Disadvantaged subgroups are below the 90% federal and state standards. **Root Cause:** Lack of effective, differentiated instructional strategies for Special Program and Economically Disadvantaged students such as 504/Dyslexia, At Risk, EB,GT and Sp Ed students. In addition, support systems for SEL, mentoring, attendance, and meeting basic needs is essential.

District Processes & Programs

Problem Statement 4: Ensure that teachers receive consistent and effective support through high-quality professional development programs, specifically focusing on areas such as acceleration, catering to diverse student needs, and the utilization of instructional materials?" **Root Cause:** Academic expectations are increasingly rigorous for students to compete in a global society.

Problem Statement 5: Economically disadvantaged and limited English proficient children experience significant academic challenges in school, particularly when adequate early support is not provided. **Root Cause:** These students face barriers to educational success, including language proficiency gaps and resource limitations, which hinder their ability to achieve academic milestones and hinder their long-term prospects.



Problem Statement 7: Services must be provided for students with a diverse range of special needs; including but not limited to dyslexia, behavior disorders, issues relating to poverty, language, pregnancy, abuse, depression and/or homelessness. **Root Cause:** NBISD has a diverse student population with special needs.






Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

Performance Objective 2: Increase the number of NBISD third grade students performing on grade level on STAAR Reading from 54% Meets standard in 2023 to 75% Meets standard by May of 2025. The target for May of 2024 is 64% at the Meets standard.

HB3 Goal

Evaluation Data Sources: The percent of 2nd grade students reading on grade level will increase from 51% in 1st grade 2023 to 63% on MAPS by May 2024.
The percent of 1st grade students meeting at or above grade level mean RIT score from 64% in Kindergarten 2023 to 70% on MAPS by May 2024.
The percent of Kindergarten students on grade level will increase from 75% to 85% on mClass and achieve 64% on MAPS by May 2024.

Strategy 1 Details	Formative 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 Coach and Campus Instructional Coaches. Strategy's Expected Result/Impact: Increased reading proficiency on or above grade level Staff Responsible for Monitoring: Coordinator of Teacher Development Problem Statements: Student Learning 2 Funding Sources: Campus Instructional Coaches - 282 - ESSER III Grant	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue increasing fidelity of implementation of Foundations and Estrellita in K-2nd. Extend the use of Foundations curriculum to Pre-K in an effort to provide continuity of instruction to our most at-risk young readers. Strategy's Expected Result/Impact: Increased reading level growth and performance on NBISD assessments Staff Responsible for Monitoring: Director of Curriculum and PD Problem Statements: Student Learning 2, 5 Funding Sources: Foundations PreK Kits - 281 - ESSER II Grant - \$6,880	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 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 Teacher Development Problem Statements: District Processes & Programs 4	Formative		
	Nov	Feb	May
	N/A		

Strategy 4 Details	Formative Reviews		
Strategy 4: Dyslexia teachers will utilize Dyslexia Running Records at (BOY, MOY, EOY) to evaluate and enhance student reading proficiency. The goal is to demonstrate tangible progress in reading skills, underlining the importance of data-driven assessments in refining instructional strategies, particularly for students with dyslexia. Strategy's Expected Result/Impact: Increase performance of students with disabilities in all academic areas. Staff Responsible for Monitoring: Executive Director of Special Education Problem Statements: District Processes & Programs 7	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:







Student Learning
Problem Statement 2: Students in the early grades (K-3rd) are making gains in reaching on-grade level standards in Reading and Math but still at least 25% of the grade levels are below standards. Root Cause: Primary students (K-3rd) must build a strong, functional understanding of TEKS to build upon for 'reading to learn' and higher level math problem solving. K-2 intervention is needed.
Problem Statement 5: Emergent Bilingual students are behind their non-EB peers in academic achievement, graduation rates and post secondary readiness. Oral proficiency is below standard as indicated by TELPAS. Root Cause: High-stakes testing, which heavily relies on language proficiency and content knowledge, can put EB students at a disadvantage. They may have difficulty demonstrating their true abilities due to language barriers and cultural differences. Insufficient instructional support specifically tailored to meet the needs of emergent bilingual students can also hinder progress.
District Processes & Programs
Problem Statement 4: Ensure that teachers receive consistent and effective support through high-quality professional development programs, specifically focusing on areas such as acceleration, catering to diverse student needs, and the utilization of instructional materials?" Root Cause: Academic expectations are increasingly rigorous for students to compete in a global society.
Problem Statement 7: Services must be provided for students with a diverse range of special needs; including but not limited to dyslexia, behavior disorders, issues relating to poverty, language, pregnancy, abuse, depression and/or homelessness. Root Cause: NBISD has a diverse student population with special needs.

Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

Performance Objective 3: Increase the number of NBISD third grade students performing on grade level on STAAR Mathematics from a scale score of 42% Meets standard in 2023 to 65% Meets standard by May of 2025. The target for May of 2024 STAAR for all 3rd grade students is 54% at the Meets standard.

HB3 Goal

Evaluation Data Sources: The percent of 2nd grade students meeting at or above grade level mean RIT score from 64% in 1st grade 2023 to 70% on MAPS by May 2024.
The percent of 1st grade students meeting at or above grade level mean RIT score from 68% in Kindergarten 2023 to 72% on MAPS by May 2024.
The percent of Kindergarten students achieving at or above grade level mean RIT score is 68% on MAPS by May 2024.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers in grades K through 5 will utilize Pre- and Post assessment data as well as MAPS assessments to monitor progress in mathematics. Based on data, teachers will target numeracy, problem solving, and fluency using resources from STEMscopes, Pam Harris, and AddVantage Math Recovery. 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: Director of Curriculum and PD Problem Statements: Student Learning 7	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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 provide opportunities for students to make meaningful mathematical connections. Within the Guided Math Lesson, instruction will be built using the CRA (Concrete, Representational, Abstract) lesson progression. 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: Director of Curriculum and PD Problem Statements: Demographics 2	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: Many students at-risk for failure achieve the Approaches standard on state tests but do not achieve the "Meets" or "Masters" standard or make significant individual growth from one year to the next per the STAAR growth measure. **Root Cause:** Schools may not be effectively using student data to identify areas of weakness and provide targeted interventions. Without proper data analysis, it's challenging to tailor instruction to meet students' specific needs.

Student Learning

Problem Statement 7: Teachers lack understanding on how to develop student growth goals. **Root Cause:** Analyzing student data and identifying areas for growth requires a certain level of data literacy. If teachers lack these skills, they may struggle to draw meaningful insights from the data, hindering their ability to set appropriate goals. In addition, teachers may not have opportunities to collaborate with colleagues, share insights, and learn from each other's experiences. Collaborative discus

Goal 2: NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)

Performance Objective 1: Annually increase the number of NBISD students achieving College, Career and Military Readiness from a component score of 70 from the 2023 graduates to a component score of 80 with the 2024 graduates, which includes increasing the percentage of students meeting Texas Success Initiatives (TSI) standards (SAT/ACT/College Prep/TSIA2):



TSI Math from 54% to 63%


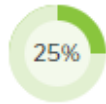



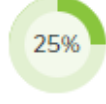
TSI Reading from 64% to 73%







High Priority

HB3 Goal

Evaluation Data Sources: SAT, ACT, College Board Advanced Placement Exams, TSIA, OnRamps, College Prep Courses, Dual Credit hours, Industry based certifications

Strategy 1 Details	Formative Reviews		
Strategy 1: High schools will utilize district processes for reviewing CCMR data to include coding and reviewing reports prior to the Fall Snapshot to include the use of 5Labs to monitor student progress. Strategy's Expected Result/Impact: Increased graduation rates Staff Responsible for Monitoring: Chief Academic Officer Problem Statements: District Processes & Programs 6, 9 Funding Sources: (C&I) 5Labs - 282 - ESSER III Grant	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue existing OnRamps courses with The University of Texas and 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: Chief Academic Officer Problem Statements: Student Learning 4 - District Processes & Programs 4 Funding Sources: Student tuition for OnRamps course - 287 - Title IV - \$17,000	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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 and develop digital literacy skills. Staff Responsible for Monitoring: Chief Communications and Technology Officer Problem Statements: District Processes & Programs 3 Funding Sources: (TECH) Technology equipment updates - 281 - ESSER II Grant - \$28,451	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: School of Choice, the Alternative high school program, will decrease student-teacher ratios using supplemental instructional services such as computer-based credit recovery, targeted individual instruction, EOC re-test support, and supportive measures for At Risk high school students in an effort to reduce the dropout rate for the district. Strategy's Expected Result/Impact: Increased graduation rates for At Risk students. Staff Responsible for Monitoring: Chief Academic Officer Problem Statements: Demographics 2 - Student Learning 8 Funding Sources: Teachers and Paraprofessionals - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$252,052, Paraprofessional to support student teacher ratio at SOC - 282 - ESSER III Grant - \$29,575	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide 8th and 9th grade parents and students with information nights to educate them on the four year plan, course requirements, AP, Dual Credit, Dual Enrollment (OnRamps) and elective information. In addition, in coordination of funds, provide emergent bilingual families with the above information sessions with the addition of community resources and services available to support families. Strategy's Expected Result/Impact: Students and parents will be better informed about courses offered at the high school level. Staff Responsible for Monitoring: Director of CTE Problem Statements: District Processes & Programs 6	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: The Department of Special Education will coordinate with CTE and counseling staff to review the accuracy of College, Career, and Military Readiness (CCMR) student codes. This will refine the coding system to better track special education students' progress toward CCMR benchmarks. Strategy's Expected Result/Impact: Information and opportunities about the post secondary needs of SpEd students after graduation. Staff Responsible for Monitoring: Executive Director of Special Education Problem Statements: Student Learning 8	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
Strategy 7: 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 high school students who choose to take PSAT, TSIA2, 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: Chief Academic Officer Problem Statements: District Processes & Programs 6 Funding Sources: PSAT and TSI testing fees - 287 - Title IV - \$20,432	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Provide students at high school with a course that focuses on skills and strategies necessary for students to make a successful transition into high school and academic career. Strategy's Expected Result/Impact: Students will use skills learned in this class to support their academic endeavors and pass courses in an effort to graduate on time. Staff Responsible for Monitoring: Chief Academic Officer Problem Statements: Student Learning 4, 8 - District Processes & Programs 6 Funding Sources: MAPS Curriculum - 281 - ESSER II Grant - \$1,200	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Many students at-risk for failure achieve the Approaches standard on state tests but do not achieve the "Meets" or "Masters" standard or make significant individual growth from one year to the next per the STAAR growth measure. Root Cause: Schools may not be effectively using student data to identify areas of weakness and provide targeted interventions. Without proper data analysis, it's challenging to tailor instruction to meet students' specific needs.
Student Learning
Problem Statement 4: Not all graduates are prepared for post-high school endeavors based on college, career and military readiness indicators. Root Cause: High school education primarily takes place within the classroom, limiting students' exposure to real-world experiences and practical application of knowledge. Without opportunities for internships, or community involvement, students may struggle to understand the relevance of their education in real-world contexts. Curriculum must also prepare students for the demands of post-secondary education. Problem Statement 8: Graduation rates for Special Education, Emergent Bilingual and Economically Disadvantaged subgroups are below the 90% federal and state standards. Root Cause: Lack of effective, differentiated instructional strategies for Special Program and Economically Disadvantaged students such as 504/Dyslexia, At Risk, EB,GT and Sp Ed students. In addition, support systems for SEL, mentoring, attendance, and meeting basic needs is essential.

District Processes & Programs

Problem Statement 3: Up-to-date academic resources and textbooks are needed to meet state TEKS coverage requirements. **Root Cause:** State funding is insufficient to purchase 100% of new adoption instructional materials for all 8 years of the adoption. In addition, TEA has changed the adoption cycle meaning the adoption of updated materials will be delayed causing NBISD to look for ways to cover "gap" years with instructional resources.

Problem Statement 4: Ensure that teachers receive consistent and effective support through high-quality professional development programs, specifically focusing on areas such as acceleration, catering to diverse student needs, and the utilization of instructional materials?" **Root Cause:** Academic expectations are increasingly rigorous for students to compete in a global society.

Problem Statement 6: Transitional strategies, including providing students with an understanding of graduation requirements and post-secondary readiness, are needed to prepare students for post-secondary success. **Root Cause:** Students are often unaware of choices and/or skills needed to succeed after high school graduation.

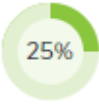

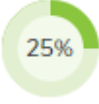
Problem Statement 9: Coordination and integration between academic and career and technical programs are needed to promote skill attainment and work-based opportunities that provide students with in-depth interactions with industry professionals. **Root Cause:** Partnerships with local industries are needed for students to fully explore post-secondary options. Industry, economic and workforce needs are rapidly changing, especially in the NBISD fast growth corridor between San Antonio and Austin. Facilities and funding factor into being able to provide various programs.


Goal 2: NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)





Performance Objective 2: Increase the number of students earning an Industry Based Certification from 312 to 345 by July 2024.

High Priority

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

Strategy 1 Details	Formative 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: Director of CTE Problem Statements: District Processes & Programs 9	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative 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: Director of CTE Problem Statements: District Processes & Programs 6, 9	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative 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: Director of CTE Problem Statements: District Processes & Programs 9	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to strengthen retention and completion in TEA state-wide Programs of Study courses fostering multiple post-secondary options. 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: Director of CTE Problem Statements: District Processes & Programs 9 Funding Sources: CTE Specialist - 244 - Perkins Career and Technical Education - \$66,500	Formative		
	Nov	Feb	May
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue







Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 6: Transitional strategies, including providing students with an understanding of graduation requirements and post-secondary readiness, are needed to prepare students for post-secondary success. Root Cause: Students are often unaware of choices and/or skills needed to succeed after high school graduation.
Problem Statement 9: Coordination and integration between academic and career and technical programs are needed to promote skill attainment and work-based opportunities that provide students with in-depth interactions with industry professionals. Root Cause: Partnerships with local industries are needed for students to fully explore post-secondary options. Industry, economic and workforce needs are rapidly changing, especially in the NBISD fast growth corridor between San Antonio and Austin. Facilities and funding factor into being able to provide various programs.

Goal 3: NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

Performance Objective 1: Increase the number of students who respond to "everyone matters" on the annual student survey from 4.11 to 4.18 by May 2024.

Evaluation Data Sources: Annual student survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Texas Comprehensive School Counseling program to support self-esteem, character education, building relationships, dating violence awareness and suicide prevention. Strategy's Expected Result/Impact: Improved mental health of students and resources to seek help Staff Responsible for Monitoring: Director of Counseling Problem Statements: District Processes & Programs 1 - Perceptions 2	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Staff Responsible for Monitoring: Chief Academic Officer Problem Statements: District Processes & Programs 5 Funding Sources: Behavior Specialist - 287 - Title IV - \$27,532, Behaviour Specialist - 211 - Title I, Part A - \$58,929	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 1: We continue to see an increase in student mental health issues and unhealthy student behaviors. Root Cause: Students may experience social pressures such as fitting in, peer competition, bullying, or social exclusion. The pressure to excel in exams, and maintain high grades can contribute to mental health issues especially if trying to recoup lack of learning during COVID. Excessive use of social media can impact mental well-being. Problem Statement 5: Economically disadvantaged and limited English proficient children experience significant academic challenges in school, particularly when adequate early support is not provided. Root Cause: These students face barriers to educational success, including language proficiency gaps and resource limitations, which hinder their ability to achieve academic milestones and hinder their long-term prospects.
Perceptions
Problem Statement 2: Some NBISD students need behavioral and/or mental health support beyond the classroom or even campus level. Mental health is a priority. Root Cause: Worldly events, compounded by the stress of living in a pandemic, have created stressful learning environments for our students and staff.

Goal 3: NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

Performance Objective 2: Increase the percentage of students representing NBISD from 66.8% to 76% in secondary schools. Elementary will implement 3 extra curricular clubs that align with secondary experiences (academic competitions, honor choir, art competitions).

Evaluation Data Sources: UIL participation
Club/Organization rosters
Green Cord hours
Community Service projects at the elementary and middle school levels

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide students in grades 2 thru 5 opportunities to participate in extra-curricular activities that align with 6-12. Strategy's Expected Result/Impact: Having a robust system of extra and co-curricular opportunities will provide all students with an avenue to make connections outside of the classroom. Staff Responsible for Monitoring: Chief Academic Officer Problem Statements: Demographics 1 - District Processes & Programs 1 Funding Sources: Academic competition supplies and extra duty pay - 287 - Title IV - \$3,500	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Support student interest in extra-curricular activities in an effort to develop connections above and beyond the classroom. Strategy's Expected Result/Impact: Increase attendance, increase student engagement in the classroom, increase participation in extra-curricular programs Staff Responsible for Monitoring: Director of Fine Arts Funding Sources: Equipment - 287 - Title IV - \$5,000	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: District attendance rate continues to need improvement to reach a 98% attendance rate. Root Cause: There can be several root causes for low attendance rate. Students who are dealing with chronic health issues or who are struggling with mental health challenges may be more likely to miss school. In addition, students who are not engaged in their coursework or with the school community as a whole may be less likely to attend school regularly.

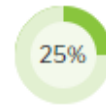


District Processes & Programs





Problem Statement 1: We continue to see an increase in student mental health issues and unhealthy student behaviors. **Root Cause:** Students may experience social pressures such as fitting in, peer competition, bullying, or social exclusion. The pressure to excel in exams, and maintain high grades can contribute to mental health issues especially if trying to recoup lack of learning during COVID. Excessive use of social media can impact mental well-being.

Goal 4: NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

Performance Objective 1: Increase the overall staff satisfaction scale score from 4.2 to 4.5 by Spring 2024 on staff survey.

Evaluation Data Sources: Staff Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: 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: Chief of Human Resource Officer	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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 core content areas. Staff Responsible for Monitoring: Director of Multilingual Programs	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: In an effort to retain highly qualified teachers, the curriculum staff will facilitate the supplemental 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%. This will increase the effectiveness of teachers and address any disparities that are a result of students being taught by inexperienced teacher. Staff Responsible for Monitoring: Coordinator of Teacher Development Problem Statements: District Processes & Programs 4 Funding Sources: substitutes - 255 - Title II, Part A, TPTR - \$16,167	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue NBISD recognition of excellent teachers through the Elementary and Secondary Teacher of the Year, staff through the Excellence Awards program, multiple years of service to students of NBISD, and teachers retiring from the profession. Strategy's Expected Result/Impact: Recognition of exemplary staff at the district and campus will be one way to show appreciation for their service to the students of NBISD. Staff Responsible for Monitoring: Chief Human Resource Officer	Formative		
	Nov	Feb	May
	N/A		
Strategy 5 Details	Formative Reviews		
Strategy 5: Maintain competitive compensation and benefits to attract and retain excellent employees. Explore options for improved health benefits and stipends for additional responsibilities. Strategy's Expected Result/Impact: High rate of applicants and low turnover rates for staff Staff Responsible for Monitoring: Chief Human Resource Officer	Formative		
	Nov	Feb	May
	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 4: Ensure that teachers receive consistent and effective support through high-quality professional development programs, specifically focusing on areas such as acceleration, catering to diverse student needs, and the utilization of instructional materials?" Root Cause: Academic expectations are increasingly rigorous for students to compete in a global society.

Goal 4: NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

Performance Objective 2: Increase percentages of Fundamental Five instructional strategies used in the classroom by May 2024:

Framing the Lesson from 74% to 82%



Power Zone from 91% to 95%






Critical Writing from 31% to 41%

Frequent Small Group Purposeful Talk from 34% to 42%

Recognition and Reinforcement from 72% to 76%

Evaluation Data Sources: Walk-through data

Strategy 1 Details	Formative Reviews		
Strategy 1: District Curriculum Specialists provide teacher support through coaching, lesson modeling, collaboratives and on-going professional development in effective instructional practices, to include Fundamental 5, The Writing Revolution and AVMR in an effort to address learning gaps among sub-populations by teacher. Curriculum Specialists time will be prioritized by campuses in need of improvement. 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 Problem Statements: District Processes & Programs 4 Funding Sources: Core Content Instructional Specialists (Math, ELA, Science, Social Studies) - 255 - Title II, Part A, TPTR, (C&I) professional development/subs - 282 - ESSER III Grant - \$21,500	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Early Literacy and Instructional Coaches to provide coaching for all teachers in effective instructional strategies to better serve all 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 Fundamental 5 instructional practice. Staff Responsible for Monitoring: Coordinator of Teacher Development Problem Statements: Demographics 2 - Student Learning 1, 2 - District Processes & Programs 4 Funding Sources: (C&I) Instructional Coaches - 282 - ESSER III Grant, Instructional Coach - 211 - Title I, Part A	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide on-going professional development for teachers in Professional Learning Communities, TEKS/ELPS understanding, Fundamental Five instructional strategies with an emphasis on digital literacy, and all required training, as well as leadership development opportunities for campus/district administrators and SEL training for counselors . Strategy's Expected Result/Impact: Increased teacher instructional effectiveness and student performance. Staff Responsible for Monitoring: Director of Curriculum and PD Problem Statements: Student Learning 6 - District Processes & Programs 4 Funding Sources: District-wide set aside for PD, admin professional development and travel - 211 - Title I, Part A, Professional Learning Community Training and Subs - 282 - ESSER III Grant - \$141,012, Professional Development and supplies - 287 - Title IV - \$8,500, Training for administrators - 281 - ESSER II Grant - \$1,350	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Many students at-risk for failure achieve the Approaches standard on state tests but do not achieve the "Meets" or "Masters" standard or make significant individual growth from one year to the next per the STAAR growth measure. Root Cause: Schools may not be effectively using student data to identify areas of weakness and provide targeted interventions. Without proper data analysis, it's challenging to tailor instruction to meet students' specific needs.
Student Learning
Problem Statement 1: Performance on STAAR in 2023 decreased from 2022 in all areas K-8 except middle school reading and math with the new STAAR redesign. Root Cause: Multiple factors can contribute to the drop in performance on criterion reference tests that can include curriculum alignment, instructional materials being used that don't adequately cover the depth and complexity of the TEKS, and teachers not fully understanding the depth and level of the TEKS at the Tier I level. Problem Statement 2: Students in the early grades (K-3rd) are making gains in reaching on-grade level standards in Reading and Math but still at least 25% of the grade levels are below standards. Root Cause: Primary students (K-3rd) must build a strong, functional understanding of TEKS to build upon for 'reading to learn' and higher level math problem solving. K-2 intervention is needed. Problem Statement 6: Fidelity to implement effective, research-based, instructional and assessment practices are needed to enable individual students to achieve grade level standards for TEKS. Root Cause: By assessing students primarily on multiple choice tests, students often develop only a surface level of understanding of core curriculum concepts. Many students achieve the "Approaches" standard on state tests, more students should be able to achieve the "Meets" or "Masters" level of achievement.
District Processes & Programs
Problem Statement 4: Ensure that teachers receive consistent and effective support through high-quality professional development programs, specifically focusing on areas such as acceleration, catering to diverse student needs, and the utilization of instructional materials?" Root Cause: Academic expectations are increasingly rigorous for students to compete in a global society.







Goal 4: NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

Performance Objective 3: Increase the percentage of staff certifications of the badge system by 5% in each area from the previous year.

Evaluation Data Sources: Fun 5 Rockstar from 14% to 19%

Apple Teacher from 19% to 24%

Google Level 1 from 8% to 13%

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue badging system incentive for integration of Fundamental 5 instructional strategies and technology applications. Strategy's Expected Result/Impact: Alignment of technology initiative with instructional strategy initiative. Staff Responsible for Monitoring: Chief Communications and Technology Officer Problem Statements: District Processes & Programs 4 Funding Sources: Performance learning stipends - 282 - ESSER III Grant - \$160,000	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative 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. Staff Responsible for Monitoring: Chief Communications and Technology Officer Problem Statements: District Processes & Programs 4 Funding Sources: Training and supplies - 287 - Title IV - \$1,145	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



Performance Objective 3 Problem Statements:

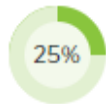







District Processes & Programs
Problem Statement 4: Ensure that teachers receive consistent and effective support through high-quality professional development programs, specifically focusing on areas such as acceleration, catering to diverse student needs, and the utilization of instructional materials?" Root Cause: Academic expectations are increasingly rigorous for students to compete in a global society.

Goal 5: NBISD will annually increase the percentage of relationship building within NBISD. (Strategic Goal 2.2)

Performance Objective 1: Annually increase the number of students responding to "teachers, staff, administrators, and counselors take the time to listen, care, and connect" on annual student survey from 3.71 to 4.0 by May 2024.

Evaluation Data Sources: Student Survey data

Strategy 1 Details	Formative Reviews		
Strategy 1: 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 MTSS to all at risk students. Strategy's Expected Result/Impact: Promote inclusivity, positive social engagement and meaningful accountability. Elementary to use Educator Handbook to analyze behavior trends. Staff Responsible for Monitoring: Executive Director of Student Services Problem Statements: District Processes & Programs 1 - Perceptions 1 Funding Sources: District Behavior Specialist training supplies, Educator Handbook, SCUTA - 287 - Title IV - \$9,534	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Review monthly evidence of Recognize and Reinforce in walk-throughs and initiate conversations with principals on the impact this instructional strategy has on building relationships with students. Strategy's Expected Result/Impact: Increased use of Recognize and Reinforce will result in a healthy, nurturing classroom culture and climate. Staff Responsible for Monitoring: Chief of Schools Problem Statements: Demographics 1 - Perceptions 2	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to allocate district Title I Federal and McKinney Vento grant funds (TEHCY, ARP I and ARP II) to identify and serve NBISD homeless and foster students at every campus, including providing services at the school of origin. Focus of funds include ensuring increasing levels of academic progress, attendance rates and graduation rates for homeless and foster students. Annual training on services will be provided to campuses. Staff members will receive professional development to assist in serving this at-risk population. Strategy's Expected Result/Impact: Attendance rates for students identified as McKinney Vento will increase by 1%. Staff Responsible for Monitoring: Director of Federal Programs Problem Statements: Demographics 1, 3 Funding Sources: McKinney Vento Coordinator - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - 206-21 - \$57,256, MV Set aside: Salary, Supplies, Resources, travel, and summer school tuition for Homeless Students, support services - 211 - Title I, Part A - 211-11 - \$13,283, PD, Salary, Student Field Trips, PD, Extra Duty pay - 278 - ARP Homeless I - \$40,000, Supplies, Salary, Employee Travel - 280 - ARP Homeless II - \$46,000, Homeless Liaison - 206 - McKinney Vento - \$40,784	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Reduce the class sizes at middle school in an effort to provide at risk students smaller learning environments to most effectively address learning loss. Strategy's Expected Result/Impact: Small class sizes allow for teachers to more efficiently meet the individual needs of students. Staff Responsible for Monitoring: Chief Academic Officer Problem Statements: Demographics 2 Funding Sources: Middle School teachers - 282 - ESSER III Grant - \$159,000	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: District attendance rate continues to need improvement to reach a 98% attendance rate. Root Cause: There can be several root causes for low attendance rate. Students who are dealing with chronic health issues or who are struggling with mental health challenges may be more likely to miss school. In addition, students who are not engaged in their coursework or with the school community as a whole may be less likely to attend school regularly.
Problem Statement 2: Many students at-risk for failure achieve the Approaches standard on state tests but do not achieve the "Meets" or "Masters" standard or make significant individual growth from one year to the next per the STAAR growth measure. Root Cause: Schools may not be effectively using student data to identify areas of weakness and provide targeted interventions. Without proper data analysis, it's challenging to tailor instruction to meet students' specific needs.
Problem Statement 3: Only 2% of NBISD student population are classified McKinney-Vento. Due to lack of identification, students are not receiving needed services. Root Cause: Under identification in this sub-population due to lack of training of campus staff, especially teachers who are the first line of contact with students.

District Processes & Programs

Problem Statement 1: We continue to see an increase in student mental health issues and unhealthy student behaviors. **Root Cause:** Students may experience social pressures such as fitting in, peer competition, bullying, or social exclusion. The pressure to excel in exams, and maintain high grades can contribute to mental health issues especially if trying to recoup lack of learning during COVID. Excessive use of social media can impact mental well-being.

Perceptions







Problem Statement 1: Social-emotional issues such as student suicide, bullying, and violent student behavior in schools have increased concerns for school safety. **Root Cause:** Student conflict, family concerns, and student mental health problems are sometimes difficult to identify and address.

Problem Statement 2: Some NBISD students need behavioral and/or mental health support beyond the classroom or even campus level. Mental health is a priority. **Root Cause:** Worldly events, compounded by the stress of living in a pandemic, have created stressful learning environments for our students and staff.

Goal 6: NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

Performance Objective 1: Annually increase the percentage of highly satisfied parents and community members from 4.07 to 4.15 by June 2024.

Evaluation Data Sources: Parent and student annual surveys

Strategy 1 Details	Formative 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 Parent Square 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 Funding Sources: Parent Square - 282 - ESSER III Grant - \$38,600, Supplies and equipment to assist with communication - 281 - ESSER II Grant - \$30,464	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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: Chief Academic Officer Problem Statements: Demographics 4	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

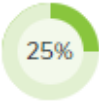

Performance Objective 1 Problem Statements:








Demographics
Problem Statement 4: Low parent engagement with student learning and the importance of attending school every day. Root Cause: Lack of effective communication between schools and parents can lead to a disconnect in understanding the importance of parent involvement in their child's education. In addition, socioeconomic norms and language barriers can impact how a parent perceives their role in their child's education.

Goal 6: NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

Performance Objective 2: Develop a rubric to measure quality partnerships by May 2024 and identify the baseline for the the 2023-24 school year.

Evaluation Data Sources: Complete rubric

Strategy 1 Details	Formative Reviews		
Strategy 1: At-Risk/Truancy 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 Director of Student Services Problem Statements: Demographics 1 Funding Sources: Parental Involvement/ Attendance Liaison specialists - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$68,439	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative 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 EB populations PK - 12 as a result of greater parental involvement and engagement. Staff Responsible for Monitoring: Director of Multilingual Programs Problem Statements: Demographics 4 - Student Learning 5, 8 - District Processes & Programs 5 Funding Sources: Presentation activities and materials - 263 - Title III, LEP - \$600	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: A written NBISD parent and family engagement policy (available on the NBISD website) shall be reviewed and updated annually to enhance opportunities for parents/family engagement with regularly schedule meetings with collaborative agendas. The District and campuses will seek ongoing opportunities for parent and family engagement. Communication about district and campus events is provided by Parent Square for parents who choose to participate in this non-emergency notification. Provide translation services for second language families per the NBISD Translation Procedure. Strategy's Expected Result/Impact: Multiple opportunities for parents and community members to engage with NBISD at the district and campus levels, be well informed, and provide feedback and input into the decision making process. Staff Responsible for Monitoring: Director of Federal Programs Problem Statements: Demographics 4 Funding Sources: District and Campus Parent Engagement Set-aside - 211 - Title I, Part A - \$36,000, Translations - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$3,150, supplies - 281 - ESSER II Grant - \$500	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to partner with the local organizations to offer training and provide information and opportunities to parents and families on various health topics and how to seek help. Increase knowledge about mental health awareness. Strategy's Expected Result/Impact: Increased knowledge about mental health awareness and other health topics impacting students. Staff Responsible for Monitoring: Chief of Schools Problem Statements: District Processes & Programs 1 - Perceptions 1, 2	Formative		
	Nov	Feb	May
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: District attendance rate continues to need improvement to reach a 98% attendance rate. Root Cause: There can be several root causes for low attendance rate. Students who are dealing with chronic health issues or who are struggling with mental health challenges may be more likely to miss school. In addition, students who are not engaged int heir coursework or with the school community as a whole may be less likely to attend school regularly.
Problem Statement 4: Low parent engagement with student learning and the importance of attending school every day. Root Cause: Lack of effective communication between schools and parents can lead to a disconnect in understanding the importance of parent involvement in their child's education. In addition, socioeconomic norms and language barriers can impact how a parent perceives their role in their child's education.
Student Learning
Problem Statement 5: Emergent Bilingual students are behind their non-EB peers in academic achievement, graduation rates and post secondary readiness. Oral proficiency is below standard as indicated by TELPAS. Root Cause: High-stakes testing, which heavily relies on language proficiency and content knowledge, can put EB students at a disadvantage. They may have difficulty demonstrating their true abilities due to language barriers and cultural differences. Insufficient instructional support specifically tailored to meet the needs of emergent bilingual students can also hinder progress.

Student Learning

Problem Statement 8: Graduation rates for Special Education, Emergent Bilingual and Economically Disadvantaged subgroups are below the 90% federal and state standards. **Root Cause:** Lack of effective, differentiated instructional strategies for Special Program and Economically Disadvantaged students such as 504/Dyslexia, At Risk, EB,GT and Sp Ed students. In addition, support systems for SEL, mentoring, attendance, and meeting basic needs is essential.

District Processes & Programs

Problem Statement 1: We continue to see an increase in student mental health issues and unhealthy student behaviors. **Root Cause:** Students may experience social pressures such as fitting in, peer competition, bullying, or social exclusion. The pressure to excel in exams, and maintain high grades can contribute to mental health issues especially if trying to recoup lack of learning during COVID. Excessive use of social media can impact mental well-being.

Problem Statement 5: Economically disadvantaged and limited English proficient children experience significant academic challenges in school, particularly when adequate early support is not provided. **Root Cause:** These students face barriers to educational success, including language proficiency gaps and resource limitations, which hinder their ability to achieve academic milestones and hinder their long-term prospects.

Perceptions





Problem Statement 1: Social-emotional issues such as student suicide, bullying, and violent student behavior in schools have increased concerns for school safety. **Root Cause:** Student conflict, family concerns, and student mental health problems are sometimes difficult to identify and address.

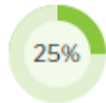






Problem Statement 2: Some NBISD students need behavioral and/or mental health support beyond the classroom or even campus level. Mental health is a priority. **Root Cause:** Worldly events, compounded by the stress of living in a pandemic, have created stressful learning environments for our students and staff.

Goal 6: NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

Performance Objective 3: Improve district-wide safety measures and increase the level of safety awareness, training, and preparedness of all district staff to increase parent survey response of, "My student(s) are safe at schools" from 3.98 to 4.5.

Evaluation Data Sources: 2024 Parent survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue P-3 Crime Stopper app and anonymous bully reporting form and encourage "See something, say something" to target unsafe situations or behaviors and increased opportunities to report concerns without fear of reprisal. This system works in partnership with local law enforcement agencies. Strategy's Expected Result/Impact: Improved safety at campuses Increase the opportunity to report concerns without fear of reprisal. Reduction of criminal activities in schools Staff Responsible for Monitoring: Director of Safety and Security Problem Statements: Perceptions 1	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to coordinate and implement district safety plans and improvements, with the assistance of Region 20, which include preparedness and planned re-unification sites. 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 as a result of the imbalance of student needs observed during the last school year (increase in emotional support compared to other counseling areas of support). 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 Problem Statements: District Processes & Programs 1 - Perceptions 1 Funding Sources: Training and Safe Schools Coop - 287 - Title IV - \$3,500	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide intensive behavior intervention to students placed at DAEP in an effort to reduce the recidivism rate and positively impact the attendance and graduation rate of students previously assigned to DAEP. Strategy's Expected Result/Impact: Students completing time at DAEP will be better prepared for social/emotional success upon returning to the home campus. Fewer students will need to repeatedly return to DAEP. Staff Responsible for Monitoring: Executive Director of Student Services Problem Statements: District Processes & Programs 1 - Perceptions 1, 2 Funding Sources: teachers and paraprofessionals - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$98,896	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to employ School Resource Officers for each secondary campus in partnership with the New Braunfels Police Dept. Explore additional options for SRO's at all district campuses with Guadalupe County, Comal County and NB police department. 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	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: 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: Director of Health Services Funding Sources: (Health) COVID Case Manager and nurse aide - 282 - ESSER III Grant - \$83,000, Clinic supplies - 281 - ESSER II Grant - \$4,145	Formative		
	Nov	Feb	May
		N/A	N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			




Performance Objective 3 Problem Statements:

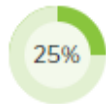






District Processes & Programs
Problem Statement 1: We continue to see an increase in student mental health issues and unhealthy student behaviors. Root Cause: Students may experience social pressures such as fitting in, peer competition, bullying, or social exclusion. The pressure to excel in exams, and maintain high grades can contribute to mental health issues especially if trying to recoup lack of learning during COVID. Excessive use of social media can impact mental well-being.
Perceptions
Problem Statement 1: Social-emotional issues such as student suicide, bullying, and violent student behavior in schools have increased concerns for school safety. Root Cause: Student conflict, family concerns, and student mental health problems are sometimes difficult to identify and address.
Problem Statement 2: Some NBISD students need behavioral and/or mental health support beyond the classroom or even campus level. Mental health is a priority. Root Cause: Worldly events, compounded by the stress of living in a pandemic, have created stressful learning environments for our students and staff.

Goal 7: The Board of Trustees and NBISD will ensure financial stewardship and transparency. (Strategic Goal 4.1)

Performance Objective 1: Complete a financial health systems review by June 2024 and maintain A rating on FIRST Report.

Evaluation Data Sources: FIRST Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct budget learning sessions for all campuses and departments by June 2024. Strategy's Expected Result/Impact: Agenda Attendance Roster Staff Responsible for Monitoring: Chief Financial and Operations Officer	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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: Director of Federal Programs Funding Sources: Federal Programs Admin Assistant - 211 - Title I, Part A - \$36,070, Federal Reporting Specialist - 282 - ESSER III Grant - \$49,011, Elevate software for bilingual monitoring - 263 - Title III, LEP - \$9,600, Training and materials - 281 - ESSER II Grant - \$14,438	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 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 Funding Sources: (FIN) Forecast5 Analytics - 282 - ESSER III Grant - \$41,282	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: 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. Strategy's Expected Result/Impact: Improved attendance of chronically absent students. Staff Responsible for Monitoring: Executive Director of Student Services Problem Statements: Demographics 1	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Continue to contract with CIS for site coordinators at NBISD campus 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: Chief of Schools Problem Statements: Demographics 1 - Perceptions 1, 2 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) - \$220,893	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: 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. Strategy's Expected Result/Impact: Providing parents with timely public service announcements will support awareness of preventative measures to combat illness. Staff Responsible for Monitoring: Director of Health Services Problem Statements: Demographics 1	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: District attendance rate continues to need improvement to reach a 98% attendance rate. Root Cause: There can be several root causes for low attendance rate. Students who are dealing with chronic health issues or who are struggling with mental health challenges may be more likely to miss school. In addition, students who are not engaged in their coursework or with the school community as a whole may be less likely to attend school regularly.

Perceptions







Problem Statement 1: Social-emotional issues such as student suicide, bullying, and violent student behavior in schools have increased concerns for school safety. **Root Cause:** Student conflict, family concerns, and student mental health problems are sometimes difficult to identify and address.

Problem Statement 2: Some NBISD students need behavioral and/or mental health support beyond the classroom or even campus level. Mental health is a priority. **Root Cause:** Worldly events, compounded by the stress of living in a pandemic, have created stressful learning environments for our students and staff.

Goal 8: In order to provide for the future, the Board of Trustees and NBISD staff will develop and deploy a facility management process to address the District's fast growth. (Strategic Goal 4.2)

Performance Objective 1: Utilized Long Range Facility Plan presented to the BOT in spring 2023 in bond planning with established bond committee to present to the BOT in December 2023.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Use updated build-out study to project future growth needs to determine any additional schools needed to support the growth. Strategy's Expected Result/Impact: Comprehensive plan for future facility needs and building sites will ensure continued student growth is anticipated and accommodated. Staff Responsible for Monitoring: Superintendent Problem Statements: District Processes & Programs 2 - Perceptions 4	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative 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: Chief Financial and Operations Officer Problem Statements: Perceptions 4	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 2: Some NBISD schools are old, well over 50 years, and require extensive maintenance and have inferior facilities; such as smaller classrooms, several separate buildings with outside passages and aging fixtures and facilities. Safety must be maintained at all facilities. Root Cause: Even with excellent stewardship these buildings are difficult to maintain and cannot begin to compare to new schools in size or efficiency. New Braunfels residents have strong ties to the "historic" campuses.
Perceptions
Problem Statement 4: NBISD schools and facilities are much older than others and must be made more secure to improve the safety of students and staff. Root Cause: District schools and facilities were built at a time when an open, welcoming environment was prioritized. The buildings are in many different states of age, configuration and access.

Goal 9: NBISD will ensure efficient and effective district operations. (Strategic Goal 4.3)

Performance Objective 1: Provide campus leaders an opportunity to provide feedback on district operations three times throughout the 2023-24 school year.

Evaluation Data Sources: Rounding sessions and spotlight report

Strategy 1 Details	Formative Reviews		
Strategy 1: Principals will participate in rounding midyear with district departments in an effort to identify strengths and weaknesses for departments to address. A follow up session will be held to with campus leadership on changes based on feedback. Strategy's Expected Result/Impact: District operations will be refined based on campus feedback on efficient operations that support the work they do on the campus. Staff Responsible for Monitoring: Chief of Schools	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Superintendent to round with campus leadership, once in the fall and once in the spring, in an effort to identify themes related to efficient operations. Strategy's Expected Result/Impact: Through conversation, cabinet can better serve campuses, through improving district operations. Staff Responsible for Monitoring: Superintendent	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

RDA Strategies

Goal	Objective	Strategy	Description
1	1	5	To increase achievement, for students receiving Specially Designed Instruction (SDI), the Department of Special Education will provide tailored professional development opportunities. This will address identified educational needs and foster improved knowledge and implementation of SDI among educators.
1	1	15	To ensure the successful implementation of Specially Designed Instruction (SDI), the Department of Special Education will conduct classroom observations involving administrators, special education and general education teachers, and relevant district personnel.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$3,240,269.00

Total FTEs Funded by SCE: 3.58

Brief Description of SCE Services and/or Programs

Serve identified at-risk students in order to increase academic achievement, both on STAAR assessments and credit recovery at the secondary level.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Burk, L.	At-risk Service Provider	0.75
Burrow, W.	Instructional Paraprofessional-DAEP	0.75
Castillo, B.	BE Instructional Paraprofessional- DAEP	1
Cowan, A.	Intervention teacher-DAEP	0.5
Laird, S.	Intervention teacher-DAEP	0.25
Olson, J.	Homebound teacher	0.33

Title I

1.1: Comprehensive Needs Assessment

Completed under the Needs Assessment of Plan4Learning.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Completed under Summary section of Needs Assessment in Plan4Learning.

2.2: Regular monitoring and revision

Formative reviews take place 3 times a year and documented in Plan4Learning under Goals in Plan4Learning.

2.3: Available to parents and community in an understandable format and language

Plan is available in English and Spanish on the NBISD website.

2.4: Opportunities for all children to meet State standards

Documented in CIP/DIP

2.5: Increased learning time and well-rounded education

Documented in CIP/DIP

2.6: Address needs of all students, particularly at-risk

Documented in CIP/DIP

3.1: Annually evaluate the schoolwide plan

Completed at the end of the year and used to address following school year needs.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see TitleI Crate for the following documentation.

5.1: Determine which students will be served by following local policy

NA

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Acala, M.	Homeless Liaison	TEHCY/Title 1	.5/.5
Sacco, L.	Administrative Asst. Special Programs	Special Programs	.75
Welch, J.	Parental Involvement Coordinator	Student Services	.50

District Funding Summary

199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	MAPs Fluency for 7th grade screener		\$4,950.00
1	1	8	Homebound Teacher, supplies and travel		\$27,486.00
1	1	10	SCE Reading and Math Intervention teachers, para professionals and supplies	199-11 (24,26,28,30)	\$2,331,192.00
1	1	16	Summer school		\$133,000.00
2	1	4	Teachers and Paraprofessionals		\$252,052.00
5	1	3	McKinney Vento Coordinator	206-21	\$57,256.00
6	2	1	Parental Involvement/ Attendance Liaison specialists		\$68,439.00
6	2	3	Translations		\$3,150.00
6	3	3	teachers and paraprofessionals		\$98,896.00
7	1	5	Funding for CIS contract w Social Workers for 4 secondary schools		\$220,893.00
Sub-Total					\$3,197,314.00
Budgeted Fund Source Amount					\$3,240,269.00
+/- Difference					\$42,955.00
205 - HeadStart					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Partnership with CCSCT HeadStart for portion of 4 teacher FTEs	199-11	\$228,414.00
Sub-Total					\$228,414.00
Budgeted Fund Source Amount					\$228,414.00
+/- Difference					\$0.00
206 - McKinney Vento					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3	Homeless Liaison		\$40,784.00
Sub-Total					\$40,784.00
Budgeted Fund Source Amount					\$40,784.00
+/- Difference					\$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development set aside (subs, training supplies, travel and services)		\$4,500.00
1	1	4	Para-professionals to support teachers in the classroom and maintain appropriate class ratios		\$94,792.00
1	1	10	Title I Campus Reading and Math Intervention teachers and para professionals	211-11 (24)	\$798,218.00
1	1	13	Instructional Coach		\$75,434.00
3	1	2	Behaviour Specialist		\$58,929.00
4	2	2	Instructional Coach		\$0.00
4	2	3	District-wide set aside for PD, admin professional development and travel		\$0.00
5	1	3	MV Set aside: Salary, Supplies, Resources, travel, and summer school tuition for Homeless Students, support services	211-11	\$13,283.00
6	2	3	District and Campus Parent Engagement Set-aside		\$36,000.00
7	1	2	Federal Programs Admin Assistant		\$36,070.00
Sub-Total					\$1,117,226.00
Budgeted Fund Source Amount					\$1,090,477.00
+/- Difference					-\$26,749.00
224 - IDEA B, SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15	Teachers and support staff		\$1,602,121.00
Sub-Total					\$1,602,121.00
Budgeted Fund Source Amount					\$1,677,033.00
+/- Difference					\$74,912.00
225 - IDEA B, Preschool SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$27,654.00
+/- Difference					\$27,654.00
244 - Perkins Career and Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	CTE Specialist		\$66,500.00

244 - Perkins Career and Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$66,500.00
Budgeted Fund Source Amount					\$82,187.00
+/- Difference					\$15,687.00
255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Core Content Instructional Specialists (Math, RLA, Science) and travel		\$232,012.00
4	1	3	substitutes		\$16,167.00
4	2	1	Core Content Instructional Specialists (Math, ELA, Science, Social Studies)		\$0.00
Sub-Total					\$248,179.00
Budgeted Fund Source Amount					\$248,499.00
+/- Difference					\$320.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Supplies to support Immigrant students		\$5,000.00
1	1	6	Multilingual Specialist and travel		\$74,544.00
1	1	9	Immigrant camp, transportation and supplies		\$7,000.00
1	1	9	Field trip travel		\$1,000.00
1	1	12	Multilingual Specialist		\$0.00
6	2	2	Presentation activities and materials		\$600.00
7	1	2	Elevate software for bilingual monitoring		\$9,600.00
Sub-Total					\$97,744.00
Budgeted Fund Source Amount					\$97,700.00
+/- Difference					-\$44.00
281 - ESSER II Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Contracted Services, Resources and materials		\$56,685.00
1	1	5	Training and equipment		\$7,379.00
1	1	7	Training		\$4,842.00
1	1	13	Training		\$7,175.00
1	2	2	Fundations PreK Kits		\$6,880.00

281 - ESSER II Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	(TECH) Technology equipment updates		\$28,451.00
2	1	8	MAPS Curriculum		\$1,200.00
4	2	3	Training for administrators		\$1,350.00
6	1	1	Supplies and equipment to assist with communication		\$30,464.00
6	2	3	supplies		\$500.00
6	3	5	Clinic supplies		\$4,145.00
7	1	2	Training and materials		\$14,438.00
Sub-Total					\$163,509.00
Budgeted Fund Source Amount					\$6,880.00
+/- Difference					-\$156,629.00
287 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplies and materials		\$3,200.00
2	1	2	Student tuition for OnRamps course		\$17,000.00
2	1	7	PSAT and TSI testing fees		\$20,432.00
3	1	2	Behavior Specialist		\$27,532.00
3	2	1	Academic competition supplies and extra duty pay		\$3,500.00
3	2	2	Equipment		\$5,000.00
4	2	3	Professional Development and supplies		\$8,500.00
4	3	2	Training and supplies		\$1,145.00
5	1	1	District Behavior Specialist training supplies, Educator Handbook, SCUTA		\$9,534.00
6	3	2	Training and Safe Schools Coop		\$3,500.00
Sub-Total					\$99,343.00
Budgeted Fund Source Amount					\$78,509.00
+/- Difference					-\$20,834.00
282 - ESSER III Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Contracted Services and substitutes		\$100,000.00
1	1	2	(C&I) Universal Screener		\$83,071.00
1	1	2	(C&I) 5Labs		\$41,282.00

282 - ESSER III Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Rtl report		\$2,500.00
1	1	11	(C&I) RTI Coordinator		\$82,496.00
1	1	13	(C&I) Instructional Coaches		\$951,587.00
1	1	16	(C&I) tutoring extra duty		\$60,000.00
1	1	17	(SPED) ARD Facilitators		\$306,472.00
1	1	17	equipment and resources		\$3,000.00
1	2	1	Campus Instructional Coaches		\$0.00
2	1	1	(C&I) 5Labs		\$0.00
2	1	4	Paraprofessional to support student teacher ratio at SOC		\$29,575.00
4	2	1	(C&I) professional development/subs		\$21,500.00
4	2	2	(C&I) Instructional Coaches		\$0.00
4	2	3	Professional Learning Community Training and Subs		\$141,012.00
4	3	1	Performance learning stipends		\$160,000.00
5	1	4	Middle School teachers		\$159,000.00
6	1	1	Parent Square		\$38,600.00
6	3	5	(Health) COVID Case Manager and nurse aide		\$83,000.00
7	1	2	Federal Reporting Specialist		\$49,011.00
7	1	3	(FIN) Forecast5 Analytics		\$41,282.00
Sub-Total					\$2,353,388.00
Budgeted Fund Source Amount					\$2,250,000.00
+/- Difference					-\$103,388.00
278 - ARP Homeless I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3	PD, Salary, Student Field Trips, PD, Extra Duty pay		\$40,000.00
Sub-Total					\$40,000.00
Budgeted Fund Source Amount					\$40,000.00
+/- Difference					\$0.00
280 - ARP Homeless II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3	Supplies, Salary, Employee Travel		\$46,000.00

280 - ARP Homeless II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$46,000.00
Budgeted Fund Source Amount					\$46,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$9,154,406.00
Grand Total Spent					\$9,300,522.00
+/- Difference					-\$146,116.00

Policy Documents & Addendums

NBISD Federal Program Allocations

NBISD ensures outreach to Private Non-Profit (PNP) schools to provide equitable access to ESSA programs to eligible PNP schools based on federal guidelines.

NBISD Title I, Part A Plan for Allocation of Funds

Program Intent:

The purpose of Title I of ESSA is to provide all children significant opportunities to receive a fair, equitable, and high quality education, and to close educational achievement gaps. Title 1, Part A, supports seven schoolwide campuses within NBISD: Lone Star Early Childhood Center, Carl Schurz Elementary, Seele Elementary, Lamar Elementary, Memorial Elementary, Walnut Springs and Klein Road Elementary.

Allocation of Funding:

When allocating Title I, Part A funds, the District used the Supplement, not Supplant Methodology to ensure funds are allocated fairly and equitably. Percentages of low SES students are used to supplementally allocate funds for personnel and resources to campuses.. For the 2023-2024 school year, the following table represents such distribution of funds.

Campus	Free/Red Lunch Snapshot 2022-23 Fall Collection	Snapshot 202-23	Allocation per Eco Dis	Total	Poverty Rank
102: LSECC	208	70.51%	1,137	236,405	1
103: CSE	199	58.88%	1,117	222,297	2
108: ME	163	55.82%	883	143,883	3
109: KRE	326	46.77%	773	252,159	4
107: WSE	139	44.55%	593	82,368	5
105: LE	169	43.78%	486	82,159	6
104: SE	133	42.49%	484	64,352	7
111:VE	232	25.49%	0		10
110: VFE	333	42.42%	0		8
106: CLE	156	39.80%	0		9

ONGOING PLAN FOR MEANINGFUL STAKEHOLDER FEEDBACK

- September DEIC - Review and complete CNA from end of previous school year; Conduct program evaluations of Title I, II A, and IV. Conduct first Parent Advisory Committee (PAC) to establish Parent Family Engagement (PFE) Policy
- November DEIC - BOY presentation and feedback from stakeholders; review of current and past uses of funds; revision of plans, as necessary; meeting takeaways (to serve as an evaluative survey)
- February DEIC - MOY formative review: review of training feedback and analysis of effective activities; revision of plan, as necessary; meeting takeaways (to serve as an evaluative survey); begin 2024-25 CNA process; Conduct review of PFE Policy with the PAC

- May DEIC - EOY program evaluation - professional development and allocations; meeting takeaways (to serve as an evaluative survey); continue 2024-25 CNA process and evaluation; conduct evaluation of the PFE with the PAC
- Note: When all required stakeholders cannot attend scheduled meetings, the district will seek alternative forms of feedback, including but not limited to, phone calls, email, surveys, and home visits

NBISD Title II, Part A Plan for Allocation of Funds

Program Intent:

When allocating Title I, Part A funds, NBISD uses a per pupil allotment based on low SES numbers and the Supplement, Not Supplant Methodology. Campus allocations are given accordingly to each qualifying campus. Due to these allocations, as well as funds from other state and local sources, NBISD is able to provide the necessary activities using these coordinated funds. Low SES schools are fully supported with Title I, state and local funds per their low income percentages above in the Title I Allocations. In addition, the following chart shows additional funding sources used to equitably support each campus based on enrollment.

2022-23 Campus Budget Allocations											
			103	104	105	106	107	108	109	110	111
199	11	6119	1,743,638	1,221,194	1,468,735	1,563,640	1,422,760	1,247,417	2,254,705	2,737,867	3,098,783
199	11	6129	113,731	88,279	183,630	43,355	206,583	44,224	199,034	215,706	209,465
199	12	6119	65,400	58,649	55,604	62,654	63,534	62,654	62,654	55,604	65,400
199	23	6119	169,327	154,067	165,393	171,219	162,169	167,632	229,018	232,028	231,527
199	31	6119	71,909	71,889	62,553	71,887	61,766	62,553	60,075	58,923	65,832
199	33	6119	55,808	56,769	53,901	63,660	55,808	-	63,905	63,292	63,173
199	33	6129	-	-	-	-	-	35,247	-	-	22,115
			2,219,813	1,650,847	1,989,816	1,976,415	1,972,620	1,619,727	2,869,391	3,363,420	3,756,295
Enrollment			339	311	385	392	312	293	693	797	910

As of September 18, 2023, TEA has not released the A_F Accountability; therefore we are unable to determine if any schools have been identified as "Schools for Improvement". The Title II, Part A funds are allocated to both Title I, Part A campuses, as well as non-Title I campuses. NBISD will work with district stakeholders, inclusive of parents, teachers, principals, paraprofessionals, and other school leaders from a variety of fields of expertise and student representations, to develop a plan for professional growth and improvement with Title II, Part A funds based on ongoing consultation and feedback to update and improve supplemental plan activities. Such a plan will focus on using data, **specifically that of schools identified for improvement and student achievement data**, to design and implement high quality, personalized, evidence based professional development for teachers, instructional leadership teams, principals, and other school leaders. Due to the continued evaluation of the program and activities and the evidenced-based nature of activities expended, the district expects each component of the described plan to have a positive effect on staff and students and will continually evaluate the plan to see where replication due to desired results are found.

NBISD's PLAN FOR SYSTEMIC PROFESSIONAL GROWTH AND IMPROVEMENT

District Curriculum Specialists - These content area specialists are the foundation of NBISD's professional development plan. These specialists work directly with teachers and campus interventionists

and coaches to meet the challenging state standards by helping campus staff navigate the TEKS and content curriculum and improve classroom instruction. Effectiveness of professional development provided to teachers will be measured with data gathered through walk-throughs and Title II professional development evaluation form. The desired outcome will be student achievement gains, accelerated learning, and closing of subpopulation gaps. 100% of Specialists' time is devoted to providing the necessary professional development and support to teachers on campuses. Coordination of funding: Title II, Part A, state and local

Implementation of Formative Assessments - District Curriculum Specialists provide the necessary support, training, technical assistance, and capacity building to assist teachers, principals, and other school leaders with implementing and designing assessments and using data from assessments to improve instruction and student achievement. Coordination of Funding: Title II, ESSER, state, and local

Systemic professional development - Professional development opportunities will be based on content area needs with a focus on math and science, instructional practices that facilitate student engagement, closing achievement gaps and integrating technology in the classrooms. Coordination of funding: Coordination of Funding: Title I, Title II, Title IV, ESSER, state, and local

Campus Mentorship Program - The district is committed to the ongoing development and growth of its staff through a **supplemental** District Mentoring Program. The mentoring program is designed to retain and support effective teachers by assisting in the improvement of classroom instruction and student learning and achievement. The District also supports teachers through the New Teacher Academy and the New Hire Orientation at the start of each school year. Coordination of Funds: Mentor Stipends - Local (HB 3); Resources, training materials, substitutes - Title II, Part A and local

Campus Professional Development Plans - The District Curriculum Specialist will work with campus administration to develop Campus Professional Development Plans based on their identified needs in their CNAs and documented in their CIPs. Professional development plans focus on closing achievement gaps, accelerated learning, and restorative discipline and SEL practices. Coordination of Funding: Title I, Title II, Title IV, ESSER, state and local.

SUPPORTING DATA FOR ALLOCATIONS

Schools identified for Improvement or continued monitoring:

- TBD

Additional Schools based on 2023 STAAR Performance:

- Klein Road Elementary
- Carl Schurz Elementary

Student Achievement Data - Based on A-F Accountability*

***Anticipated availability end of October 2023**

	STAAR Performance			Relative Performance		
	2022	2023	Difference	2022	2023	Difference
NBHS	60			62		
NGC	52			52		
NBMS	50			50		
ORMS	56			56		
CLE	54			54		
CSE	63			63		
KRE	49			49		
LE	59			59		
ME	56			56		
SE	63			63		
VE	67			67		
VFE	56			56		
WSE	55			55		

FUNDING ALLOCATIONS

- Curriculum Specialists will prioritize their time based on the campuses in need of improvement or continued monitoring.
- The allocations for professional development will be prioritized by content area based on student achievement data.
 - Priority 1: Schools for Improvement
 - Priority 2: Math at all levels
 - Priority 3: Science at all levels
 - Priority 4: RLA at all levels
 - Priority 5: Social Studies at the middle school level

- Private Non-Profit - Funding is based on a per pupil allotment. Enrollment numbers are provided by each participating private non-profit prior to application submission. Each student is given equal weight. Total dollar amounts are given to each PNP at the beginning of the school year.

ONGOING PLAN FOR MEANINGFUL STAKEHOLDER FEEDBACK

- September DEIC - Review and complete CNA from end of previous school year
- November DEIC - BOY presentation and feedback from stakeholders; review of current and past uses of funds; revision of plans, as necessary; meeting takeaways (to serve as an evaluative survey)
- February DEIC - MOY formative review: review of training feedback and analysis of effective activities; revision of plan, as necessary; meeting takeaways (to serve as an evaluative survey); begin 2023-24 CNA process
- May DEIC - EOY program evaluation - professional development and allocations; meeting takeaways (to serve as an evaluative survey); continue 2023-24 CNA process and evaluation
- Note: When all required stakeholders cannot attend scheduled meetings, the district will seek alternative forms of feedback, including but not limited to, phone calls, email, surveys, and home visits.

Program Objectives:

- 100% of Curriculum Specialists will prioritize their time based on schools in need of improvement and those being prioritized for lower test scores: Klein Road Elementary and Carl Schurz Elementary.
- 100% of teachers with 0 years of experience will participate in a supplemental mentoring program designed to give them ongoing support during their first year of teaching in an effort to develop and retain quality teachers.

NBISD Title IV, Part A, Subpart 1 Plan for Allocation of Funds

Program Intent:

When allocating Title IV, Part A funds, campus allocations are given accordingly to each qualifying campus and area of need. Due to these allocations, as well as funds from other state and local sources, NBISD is able to provide the necessary activities using these coordinated funds. Low SES schools are fully supported with Title I, state and local funds. NBISD has two schools identified as "Schools for Improvement". Therefore, Title IV, Part A funds are allocated to both Title 1, Part A campuses, as well as non-Title I campuses. NBISD will work with district stakeholders, inclusive of parents, teachers, principals, paraprofessionals, community members, local governmental agencies, and other school leaders from a variety of fields of expertise and student representations, to develop a plan for professional growth and improvement with Title IV, Part A funds based on ongoing consultation and feedback to update and improve supplemental plan activities.

Title IV, Part A, Subpart 1 grant funds are designed to improve the academic achievement of all students by increasing the capacity of districts, campuses, and communities to provide all students with access to well-rounded education opportunities; improve school conditions for safe and healthy student learning; and improve technology in order to enhance academic outcomes and digital literacy of students. There are no campuses identified as of the past school year as being persistently dangerous.

Priority of Funds:

NBISD has allocated funds with ongoing consultation with stakeholders. Priorities included:

- Continued behavior intervention support for the campus with highest percentage of low SES (Lone Star Early Childhood Center). Safe and Healthy Students
- Academic Competitions at the elementary levels - based on the need to provide extracurricular activities for students. Well Rounded Students
- Social Emotional Learning - based on the need to continue to support elementary and secondary campuses on PBIS, support counselors in their work with emotionally fragile students, and offer supplemental courses at the junior level on developing responsibility and leadership skills (Capturing Kids' Hearts), the district will allocate funding for district wide trainings and support. Educator Handbook data from campuses show the effectiveness of such training implementation.
- In an effort to increase the number of students meeting CCMR, the district will continue to expand college credit opportunities, testing and certifications for high school students. This model will include all high school students to better prepare them for post-secondary readiness. Well Rounded Students
- Technology integration - ongoing training to further support the District's 1:1 initiative. Effective Use of Technology
- Private Non-Profit - Funding is based on a per pupil allotment. Enrollment numbers are provided by each participating private non-profit prior to application submission. Each student is given equal weight. Total dollar amounts are given to each PNP at the beginning of the school year.

ONGOING PLAN FOR MEANINGFUL STAKEHOLDER FEEDBACK

- September DEIC - Reviewed and completed CNA from end of previous school year
- November DEIC - BOY presentation and feedback from stakeholders; review of current and past uses of funds; revision of plans, as necessary; meeting takeaways (to serve as an evaluative survey)
- February DEIC - MOY formative review: review of training feedback and analysis of effective activities; revision of plan, as necessary; meeting takeaways (to serve as an evaluative survey); begin 2023-24 CNA process
- May DEIC - EOY program evaluation - professional development and allocations; meeting takeaways (to serve as an evaluative survey); continue 2023-24 CNA process and evaluation
- Note: When all required stakeholders cannot attend scheduled meetings, the district will seek alternative forms of feedback, including but not limited to, phone calls, email, surveys, and home visits.

Objectives:

- Well Rounded Students: At least 90% of NBHS sophomores and junior students will take the PSAT, and there will be a 10% increase in students taking OnRamps courses to expand college credit opportunities with a target of first generation college students and underserved subpopulations.
- Well Rounded Students: 100% of elementary campuses will participate in academic competitions to encourage academic enrichment and give students an opportunity to connect to others within their school community, giving them a stronger sense of belonging.

District Improvement Plan

2022-2023: Addendum



Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, and monitor and evaluate the following mandates through other procedures and practices. When requested, the person responsible will report progress to the campus/district site-based committee.

Supporting and Reference Documents - Review Date: 9/19/2022

Requirement	References	Person(s) Responsible	Supporting Documentation
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or bullying-like behavior 	TEC 37.0832 FFI(LEGAL & LOCAL)	Executive Director of Student Services	Bullying Information and Prevention - NBISD Website NBISD Student Handbook
2. School Resource Officers	S.B. 1707 Duties of School District Peace Officers CKE(LEGAL & LOCAL)	Chief of Finance and Operations	
3. CTE Perkins	EHBF(LEGAL)	Director of CTE	Needs Assessment
4. Coordinated School Health Program <ul style="list-style-type: none"> Student Fitness assessment data Student academic performance data Student attendance rates Percentage of students who are Economically Disadvantaged Use and success of methods of physical activity Other indicators 	TEC 11.253(d) FFA(LOCAL)	Executive Director of Student Services Director of Health Services	NBISD SHAC website
5. DAEP Requirements <ul style="list-style-type: none"> Student groups served – monitoring over-representation Attendance rates Pre and post-assessment results 	TEC 37.008 TAC 19 103.1201(b) FOCA(LEGAL)	Executive Director of Student Services	

<ul style="list-style-type: none"> Dropout rates Graduation rates Recidivism rates 			
6. District's Decision Making and Planning Policies	TEC 11.252(d) BQA(LEGAL & LOCAL)	Chief Academic Officer	
7. Dropout Prevention	TEC 11.252 EHBC(LEGAL)	Executive Director of Student Services	
8. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Special Education	The Dyslexia Handbook NBISD Dyslexia Procedural Manual <ul style="list-style-type: none"> English Spanish
9. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 	FNE(LEGAL & LOCAL)	Executive Director of Student Services	
10. Post-Secondary Preparedness / Higher Ed Information / Career Education <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas Grant programs The need to make informed curriculum choices for beyond high school Sources of information on higher education admissions and financial aid Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	TEC 11.252(4) TEC 11.252(3)(G)	Chief Academic Officer Director of CTE	Needs Assessment NBISD Student Handbook
11. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals	Every Student Succeeds Act (ESSA)	Executive Director of Human Resources Chief Academic Officer	In the 2017-18 Equity Plan, found in TEAL, it was determined that there was no identified gaps in access to highly qualified, experienced, effective teaching force for children of poverty and minorities. The DIP

<ul style="list-style-type: none"> Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements Strategies and activities ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 			articulates priorities for continuous improvement with regard to student learning and development. Equity will continue to be monitored.
12. Sexual Abuse and Maltreatment of Children	TEC 38.004(c) TEC 11.252(9) FFG(LEGAL & LOCAL)	Executive Director of Student Services	
13. Student Welfare: Crisis Intervention Programs and Training <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel 	Health and Safety Code Ch. 161, Subchapter 0-1 Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) FFB(LEGAL) DMA(LEGAL)	Executive Director of Student Services Director of Counseling	
14. Student Welfare: Discipline / Conflict / Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing: <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression 	TEC 11.252(a)(3)(e) TEC 11.252(3)(B) FFH(LEGAL & LOCAL) TEC 37.001 Family Code 71.0021	Executive Director of Student Services	

<ul style="list-style-type: none"> ○ Sexual harassment ○ Harassment and dating violence 			
15. Texas Behavior Support Initiative (TBSI) <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 21.451(d)(2) DMA(LEGAL)	Executive Director of Student Services	
16. Technology Integration in Instruction And Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001 DIP	Chief Communications and Technology Officer Chief Academic Officer	
17. Trauma Informed Care	FFBA(LEGAL & LOCAL)	Director of Counseling Director of Curriculum and Professional Development	
18. Comprehensive School Counseling Program	FFEA(LEGAL)	Director of Counseling	NBISD Student Handbook - page 43
190. District Parent and Family Engagement Policy		Director of Federal Programs	NBISD Engagement Policy English and Spanish under the District Tab
20. School Support and Improvement	AIC(LEGAL)	Chief Academic Officer	
21. McKinney-Vento Homeless Assistance Act	FDC(LEGAL & LOCAL)	Director of Federal Programs	NBISD Student Handbook