

New Braunfels Independent School District
County Line Elementary
2023-2024 Campus Improvement Plan



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

Annual CNA Process:

- District and campus administrators review the goals set by the board of trustees.
- Each campus establishes teams to examine multiple sources of data.
- Teams analyze collected data to identify campus strengths and needs.
- Campus representatives bring summaries of their campuses identified strengths and prioritized needs to a meeting of the District Educational Improvement Committee (DEIC) to help develop the district's CNA.
- CNA findings are the foundation of the district and campus improvement plans which identify strategies and activities to address identified strengths and needs. Priorities and needs correlate with justifications for ESSA program expenditures.

The County Line Elementary Campus Improvement Committee (CIC), which consists of campus administrators and teachers, parents, and community and business representatives, began conducting a comprehensive needs assessment for school year 2022-2023 beginning in May 2021. Updates and revisions will occur in September of the 2022-2023 school year and will continue throughout the year as needed. Multiple data sources were reviewed, discussed and disaggregated. Strengths were identified to build upon. Needs and concerns were prioritized. On-going needs will be documented during the formative review process.

Demographics

Demographics Summary

County Line Elementary is a Kindergarten through 5th grade campus in New Braunfels Independent School District in New Braunfels, Texas. New Braunfels is a rapidly growing area between Austin and San Antonio with a diverse population. Although this improvement plan focuses on the 2022 - 2023 school year, the demographic information comes from information available in May 2022. Student enrollment at County Line Elementary has continued to grow steadily over recent years. May 2022 enrollment data showed an enrollment of 385 students. The campus has two student groups that are similar in size: 51.1% are White and 41.8% are Hispanic. Asian students make up 1.6% of the population, American Indian students represent 0.5%, Black/African American students represent 1.6%, and there are 3.3% of students claiming two or more races.

While the school resides in Comal County, the student attendance zone resides 100% in Guadalupe County within a two-mile walk zone from the campus. There are no bus routes serving this school other than the transportation for students receiving Special Education transportation services. Special population groups at County Line Elementary include 3.6% Emergent Bilingual (EB), 34.5% Economically disadvantaged, and 4.4% Gifted and Talented. Additionally, 21.4% are identified at-risk, and 9.4% of students qualify for Special Education services. In the recent school years, County Line Elementary has experienced an increase in students being identified to receive Special Education and Dyslexia services. The percentages of students identified as Emergent Bilingual (EB) or Gifted and Talented (GT) has remained statistically the same.

As the district grows and changes, the demographics of County Line Elementary will experience change. Total population for County Line Elementary is expected to grow beyond our current enrollment of 385 students for the upcoming school year.

With regard to safety, County Line Elementary maintains an Emergency Operations Plan (EOP) which outlines various safety guidelines and emergency procedures. Safety drills and education are provided to students and staff throughout the school year. Though there have not been any reported cases of weapons, substance abuse, or gang-related activity on campus, the County Line Elementary Threat Assessment Team was developed to address these issues. Additionally, the Threat Assessment Team evaluates students who exhibit characteristics of being a threat to themselves or others. Those students are referred to appropriate support services within the district and in the community. The Threat Assessment Team partners with parents to ensure that those students are safe and their concerns are addressed.

The County Line Elementary staff includes approximately 30 professional staff, 2 administrators, one full-time librarian, one full-time counselor, and two instruction aides. Additionally, there are 3 office staff and a full-time school nurse (RN). According to the 2020-2021 TAPR report, 86.5% of the staff identifies as white/non-hispanic, African American (3.5%), Hispanic (4.4%), or Pacific Islander (5.7%). The teaching staff has a broad range of experience, with the majority of teachers having more than 5 years of experience (85.6%). Additionally, approximately 24% of the professional staff have achieved a Master's Degree. All staff are committed to student success and maintain a high level of attendance. Very few staff leave County Line Elementary - those who do are usually due most recently to career advancement or family relocations.

Demographics Strengths

- County Line Elementary and New Braunfels ISD as a whole have a reputation for providing students with an excellent education. Many families have indicated they moved into New Braunfels ISD because of the quality of our schools.
- Because our parents value their child's education, they and their children are committed to success.
- County Line Elementary practices Restorative Discipline which encourages students to respect each other regardless of differences in race or ethnicity. Development of each classroom as a community as well as the school as a whole community working toward success for all are an intense focus throughout the year.
- All students are involved in a club or activity throughout the school year.
- Strong safety protocols are in place and drills are practiced regularly.
- Data indicates that students receiving Special Education services are experiencing academic and social-emotional growth.
- The staff at County Line Elementary is committed to ensuring that every student grows academically as well as in social-emotional ways.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A significant number (outlined further in CIP) of at-risk students did not meet minimum requirements on state assessments. **Root Cause:** Factors influencing low performance include a lack of parental support, significant gaps in academic contact due to student mobility, and the effects of the COVID-19 pandemic requiring intensive, accelerated instruction.

Problem Statement 2: A significant gap exists between both male/female and Hispanic/White student groups' performance on STAAR across all performance categories. **Root Cause:** In our experience at County Line, many Hispanic families prioritize extracurricular activities (such as sports or dance) and other outside activities over academics. Additionally, many female students tend to be less assertive in seeking help or participating in class.

Student Learning

Student Learning Summary

Students at County Line Elementary are assessed using the following instruments:

- STAAR (Grades 3-5)
- NWEA MAP
- Content Specific District Level Assessments
- ESGI
- Math Fluency Probes (Grades 1-5)
- Attendance (as reported in PEIMS)
- TELPAS (Students identified as ELs)
- mClass
- HMH Growth Measure
- Pre- and Post-Unit Assessments
- Running Records

Student data is disaggregated by teachers and instructional support staff as assessments are conducted. Teams meet together to discuss trends as well as individual student needs, and plans are developed to address those needs. Due to the ongoing effects of the COVID-19 pandemic, students continue to struggle with learning gaps created by school closures and the subsequent remote learning that occurred previously. Additionally, due to the enactment of House Bill 4545 in June 2021, students who do not score Approaches Grade Level or above are required to receive 30 hours of additional instruction per subject in which they were not successful in meeting the standard. This additional instruction was provided during the school day during the designated intervention time, as well as during tutoring sessions before and after school. Preliminary data indicates that the majority of the students receiving HB4545 support made adequate progress this year.

County Line Elementary currently has approximately 21% of students who qualify as at-risk according to the TEA at-risk indicators. The majority of our at-risk students are identified due to the lack of adequate academic progress. All at-risk students are prioritized to receive additional interventions and supports within the classroom as well as in pull-out services.

The mobility rate of students at County Line Elementary is approximately 12%. This is below the district average of 13.5% and below the state average of 13.8%.

Over the past three years, the behavior incidents have decreased from 304 behavior referrals in the 2019-2020 school year to 179 behavior referrals in the 2021-2022 school year. Incidents of physical aggression have been one of the top incident types in the past 3 years, with those incidents increasing significantly in the Spring semester. Incidents of class disruptions have decreased by 4% in the past school year. The campus EBIS committee has collaborated with teachers and staff to provide students with social-emotional learning throughout the school year. The campus counselor provides lesson plans and plans for restorative circles to be implemented during the daily morning meeting times in classrooms. At this time, with the exception of those classrooms in which there is a student with significant behaviors, incidents of behavioral difficulty do not interfere with student learning.

Over the past three years, attendance percentages have reduced by approximately 5%. The highest percentage in the past three years was in the 2019-2020 school year at 99%. This high percentage was largely due to the attendance procedures in place during the school closure in the Spring of 2020. During the 2020-2021 school year, state guidelines were in place to provide a way for students to be marked present by either physically or remotely attending class. These guidelines helped mitigate absences due to the COVID-19 pandemic. During the 2021-2022 school year, the attendance guidelines were changed, and the provisions for counting a student present when out for medical reasons were minimal. As a result, students who were out of school for a few days due to illness or other reason were not able to "make up" that time through asynchronous or synchronous remote learning. At the end of the 2021-2022 school year, approximately 50 students had not met the state 90% attendance requirements due to their significant number of absences (>17 days). The significant attendance concerns for these students has impacted their overall achievement.

Parents are partners in their child's education, and every effort is made by the County Line Elementary staff to ensure those strong partnerships. Parent conferences are conducted with every parent in October each year to inform parents of their student's progress and collaborate to plan for further success. Additionally, various parent involvement activities are available throughout the school year for parents to be a part of the learning, including field trips, Fine Arts programs, Open House nights, and volunteer opportunities. Communities in Schools is an organization that also works to help parents connect with additional support for their students as needed. As the majority of our parents work full time, the most well-attended involvement activities are in the evening.

With regard to student growth, current data trends show strong growth of students receiving Special Education services. Our students identified as economically disadvantaged have shown significant growth, performing above the percentage of all students in multiple categories. Conversely, there continues to be an achievement gap between students identified as White and Hispanic, with White students outperforming Hispanic students in most areas. There also continues to be a gap between the male and female students, though these gaps appear to be closing.

Student Learning Strengths

- Approximately 82% of Kindergarten students scored on or above grade level on the end of year reading level assessment.
- Approximately 70% of First Grade students scored on or above grade level on the end of year reading level assessment.
- Approximately 72% of Second Grade students scored on or above grade level on the end of year reading level assessment.
- Approximately 51% of First Grade students scored at the Masters level on the Quarter 3 District Level Math Assessment.
- Approximately 67% of Second Grade students scored at the Meets level on the Quarter 3 District Level Math Assessment.
- Approximately 35% of Third Grade students scored at the Masters level on the 2022 STAAR Reading Assessment.
- Approximately 60% of Fourth Grade students scored at the Meets level on the 2022 STAAR Reading Assessment.
- Approximately 68% of Fifth Grade students scored at the Meets level on the 2022 STAAR Reading Assessment.
- Approximately 42% of Fifth Grade students scored at the Masters level on the 2022 STAAR Reading Assessment.
- Approximately 35% of Fifth Grade students scored at the Masters level on the 2022 STAAR Reading Assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A significant number of 3rd - 5th grade students remain at-risk of drop out based on current STAAR test failures. **Root Cause:** State assessments are written with grade level text and some at-risk students are reading significantly below grade level, requiring intensive, accelerated instruction.

Problem Statement 2 (Prioritized): CLE has a significant number of special education students who struggle to find success on state assessments, requiring intensive, accelerated instruction. **Root Cause:** State assessments are written with grade level text and some at-risk students are reading significantly below grade level.

Problem Statement 3: A significant performance gap exists in the data between Male/Female and White/Hispanic student groups on all STAAR tests. **Root Cause:** In our experience at County Line, many Hispanic families prioritize extracurricular activities (such as sports or dance) and other outside activities over academics. Additionally, many female students tend to be less assertive in seeking help or participating in class.

School Processes & Programs

School Processes & Programs Summary

County Line Elementary utilizes curriculum and instruction that is aligned with NBISD's Scope and Sequences that are based on the Texas Essential Knowledge and Skills (TEKS). NBISD Curriculum specialists work with teachers directly to ensure resources and materials are readily available to address the differentiated needs of our students. Training and professional development is provided during the summer by district personnel, and staff attends campus professional development throughout the year to meet individual professional growth needs. Campus intervention teachers also serve as instructional coaches, providing "just in time" professional development to support teachers' implementation of the curriculum in the classroom.

NBISD is a one-to-one technology district - all of our students have an iPad for instructional use. Teachers are provided ongoing professional development opportunities to integrate technology in their classrooms, and district technology integration specialists are available to coach teachers and assist with lesson planning and delivery. Teachers implement iPads through the use of the Learning Management System (LMS). All students access the LMS on their iPads and are able to submit assignments and complete assessments through these systems. Through the use of the LMS and supplemental apps, teachers are able to see students' learning in real time and provide timely feedback. iPads are also used as a vehicle to enhance and extend students' learning. The ultimate goal of this technology integration is to promote College and Career Readiness through "real world" skills and interactions. The implementation of one-to-one devices also provides our students who need additional support the opportunity to access support, such as online audiobooks and practice apps.

Weekly Response to Intervention (RTI) meetings are also held to allow for the campus leadership team to focus on our At-Risk student population and better develop plans and supports for those students and teachers. This team is comprised of the Principal, Assistant Principal, Counselor, Campus At-risk Intervention Teachers and grade level teachers. Data derived from teacher developed assessments, reading levels, district assessments, and prior student performances (as well as additional materials) are all taken into account during these meetings. Tiered intervention plans are developed and implemented followed by regular progress monitoring to ensure all students reach their fullest potential.

Special education services are provided for students who qualify based on individual assessments and decisions made at ARD meetings with parents. Resource, Inclusion and Focused behavior support are provided to meet individual student needs. In collaboration with the Special Education department, the co-teaching model will be implemented in two grade levels with the aim to enhance student progress.

In order to address student behavior, an Effective Behavior Intervention Support system has been implemented. This program, led and organized by our Campus Behavior Coordinators (Assistant Principal and Counselor), continues to be developed through staff training and support from District Behavior Coordinators. A group of representatives from across the teaching staff are a part of the Campus EBIS committee, and this committee meets monthly to evaluate discipline/behavior data and develops plans to address campus needs. Current behavior data indicates white students receive office referrals for minor and major behaviors at twice the rate of their non-white peers. Data also shows 5-6 times more referrals for male students than for female students. The EBIS committee will continue to work to address these concerns.

Supporting and ensuring new staff members has always been a focus of New Braunfels ISD as well as County Line Elementary. Teachers are placed in their grade level and subject assignments based both on student need and teacher strengths. As new staff members are added or moved to new grade level assignments, coaching plans and support are provided to help ensure instruction and overall organization of the classroom is present for our students. Additional new teacher meetings are held regularly and instructional coaches are present in our teacher's classrooms for support, modeling and observation. Support is also available for any teacher who needs or desires coaching. All teachers engage in the collaborative T-TESS evaluation process, setting goals and receiving feedback from administrators and curriculum specialists via Eduphoria throughout the school year. Teachers and staff provide feedback regarding their professional development needs, and campus professional development is provided based on this feedback as well as district level expectations.

Additional opportunities for campus staff collaboration include Campus Leadership Teams (consisting of one teacher from each grade level and a teacher representative from special areas and special programs), Campus Improvement Committee (with teacher, parent, community, and district representatives), and Vertical Teams (all teachers attend - led by campus Instructional Interventionists).

School Processes & Programs Strengths

- Staff turn over at CLE is very low. Highly qualified staff are very dedicated to the families here in our attendance zone. New teachers feel supported and rarely move on to other campuses or professions.
- 100% staff are ESL and GT certified to support the needs of these special populations.
- Common intervention time is provided for Kindergarten - 5th grade at risk students who need intensive content area support.
- Instructional Technology support was made readily available to all staff members and training was provided to improve the instruction through our 1:1 iPad initiative.
- Close to 100% of our teachers have been successfully trained in the Project Based Learning process and are implementing it into their lesson plans.
- All teachers and staff have been trained in the Fundamental 5 approach for instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We continue to have a need for intervention based on performance of students who fall into special populations, including students who are in the at-risk and economically disadvantaged student groups or who have demonstrated prior performance deficits. **Root Cause:** Experience base for foundational learning is different for some students. They lack the concrete instruction from primary instructional years and require more time and intensive intervention in a smaller group setting to acquire this knowledge.

Problem Statement 2 (Prioritized): Students who demonstrate evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields require services or activities not ordinarily provided by the classroom teacher. **Root Cause:** Gifted and Talented students often learn quickly and are not challenged when curriculum is limited to standard grade level curriculum.

Perceptions

Perceptions Summary

County Line Elementary is a neighborhood school with the campus motto "At CLE, we choose to be Safe, Respectful and Responsible while spreading kindness throughout our day." We use restorative practices at CLE which includes classroom respect agreements which are developed in the first week of school and carried throughout the year. For the first 2 weeks of school, classrooms have daily circle time to build classroom community and to discuss how they can demonstrate kindness to others. We have implemented Effective Behavior Intervention systems for the past several years with annual updates and changes that reflect the current needs of the campus.

Per the student survey at the end of the year, most students indicated they feel physically safe at school. Students continue to perceive bullying as a problem at County Line, though they do feel that actions are taken by staff to mitigate these situations. Most students feel the expectations are fair and address the appropriate behaviors needed for a positive school climate. Most students feel that their teachers "like" them and that they are dedicated to ensuring they are safe and learning.

Teachers feel the overall climate at County Line Elementary is positive, and they enjoy working here. The teachers appreciate the front office staff being pleasant, helpful, and cooperative. The teachers believe that the students enjoy coming to school each day, and they expressed they feel supported by administration.

Parents feel welcome at County Line Elementary, and many parents have said their students like coming to school. Parents said that the overall climate of the school is positive, and they feel the school's focus on teaching and learning prepares their child(ren) for the next grade. Parents believe that the teachers have high expectations for their students and that their children feel safe at school. Parents also feel that they are informed of activities such as parent meetings and special events. Parents report that it is easy to get an appointment to speak with a teacher or administrator, and their overall experience at County Line is excellent.

Overall instructional design and delivery provides an environment in which students are engaged and growing academically. Teachers and staff strive to create a positive learning environment by incorporating games and fun activities for students throughout the school year to enhance their learning experience.

With regard to the facilities/physical environment, students and staff are overwhelmingly happy with the cleanliness and care of our campus. Bond work from the 2018 NBISD Bond is taking place beginning in the Summer of 2022 and continuing through the Summer of 2023. This work includes complete renovation of all classrooms, hallways, and large gathering spaces as well as the front office space. Additionally, the car line, which goes around the building, is being paved and striped to provide a safer and cleaner drop off for our students. Staff, students, and parents are all very excited for these upgrades.

Perceptions Strengths

- Overall students' perceptions on the school climate survey are positive.
- Parents recognize the school's focus on learning and teaching, and they believe teachers have high expectations for all students.
- Staff members enjoy working on this campus. There is very little staff turnover.
- Teachers and administrators emphasize academic achievement and social-emotional development.
- Bond work will enhance the overall environment of the campus and provide for smoother processes in places.
- There is a strong sense of "Power of the Team" on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Both parents and students indicated in the end of year survey for the 2020-2021 school year that they believe there continues to be evidence of bullying at CLE. **Root Cause:** There continues to be inconsistencies in determination of behaviors constituting bullying. Quite frequently, reports from parents and students of bullying are brought to administrators' attention and determined (based on evidence) to be misunderstandings from a lack of social skills and/or violations of the Student Code of Conduct, not meeting the criterion for a determination of bullying.

Priority Problem Statements

Problem Statement 1: A significant number (outlined further in CIP) of at-risk students did not meet minimum requirements on state assessments.

Root Cause 1: Factors influencing low performance include a lack of parental support, significant gaps in academic contact due to student mobility, and the effects of the COVID-19 pandemic requiring intensive, accelerated instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We continue to have a need for intervention based on performance of students who fall into special populations, including students who are in the at-risk and economically disadvantaged student groups or who have demonstrated prior performance deficits.

Root Cause 2: Experience base for foundational learning is different for some students. They lack the concrete instruction from primary instructional years and require more time and intensive intervention in a smaller group setting to acquire this knowledge.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Both parents and students indicated in the end of year survey for the 2020-2021 school year that they believe there continues to be evidence of bullying at CLE.

Root Cause 3: There continues to be inconsistencies in determination of behaviors constituting bullying. Quite frequently, reports from parents and students of bullying are brought to administrators' attention and determined (based on evidence) to be misunderstandings from a lack of social skills and/or violations of the Student Code of Conduct, not meeting the criterion for a determination of bullying.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: A significant number of 3rd - 5th grade students remain at-risk of drop out based on current STAAR test failures.

Root Cause 4: State assessments are written with grade level text and some at-risk students are reading significantly below grade level, requiring intensive, accelerated instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students who demonstrate evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields require services or activities not ordinarily provided by the classroom teacher.

Root Cause 5: Gifted and Talented students often learn quickly and are not challenged when curriculum is limited to standard grade level curriculum.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: CLE has a significant number of special education students who struggle to find success on state assessments, requiring intensive, accelerated instruction.

Root Cause 6: State assessments are written with grade level text and some at-risk students are reading significantly below grade level.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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: Increase the percentage of ALL County Line 3rd-5th grade students performing at the Meets level of ALL subjects of state assessments.

Evaluation Data Sources: The percentage of all 3rd-5th grade students will increase from 53% Meets standard (Reading) in 2023 to 71% Meets standard by May of 2025. The target for May of 2024 STAAR for all 3rd-5th grade students is 60% at the Meets standard.

The percentage of all 3rd-5th grade students will increase from 40% Meets standard (Math) in 2023 to 54% Meets standard by May of 2025. The target for May of 2024 STAAR for all 3rd-5th grade students is 47% at the Meets standard.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in structured weekly PLCs focusing on improving Tier 1 instruction through planning, student data analysis and professional learning experiences to improve content knowledge and teaching practices.</p> <p>Strategy's Expected Result/Impact: Increased student performance on reading STAAR as compared to prior performance</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Interventionists Literacy Coach Classroom Teacher</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: After all modules of Fundamental 5 have been presented to teachers, they will implement with fidelity the critical instructional factors to make daily instruction effective.</p> <p>Strategy's Expected Result/Impact: Student learning is increased due to more effective teaching strategies.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Interventionists Literacy Coach District Curriculum Staff</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: K-5 teachers will create individualized student action plans from analyzation of assessment data.	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: K-5 teachers will be trained in the RTI process and follow the process with fidelity as a method to track student need for intervention. Funding Sources: Interventionist - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$171,688	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide and monitor individualized supports for students across sub-pops and special programs specifically focusing on ELPs strategies. Strategy's Expected Result/Impact: Students in all sub-pop areas will meet federal and state targets for yearly growth. Students in special programs will achieve expected growth measures. Staff Responsible for Monitoring: Administrators Special program teachers and coordinators (dyslexia, SPED, campus LPAC coordinator, RTI teachers) Classroom teachers	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

Performance Objective 2: Annually increase the percentage of students showing (a minimum) 1+ year(s) academic growth on MAP assessment in reading and math. 80% of students will meet the MAP Projected Growth Measure in Reading and Math EOY MAP assessment.

High Priority

Evaluation Data Sources: MAP

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in structured weekly PLCs focusing on improving Tier 1 instruction through planning, student data analysis and professional learning experiences to improve content knowledge and teaching practices.</p> <p>Strategy's Expected Result/Impact: Increased student performance on reading STAAR as compared to prior performance</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Interventionists Classroom Teacher</p> <p>Funding Sources: Instructional Coach - 282 - ESSER III Grant - \$58,416</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: After all modules of Fundamental 5 have been presented to teachers, they will implement with fidelity the critical instructional factors to make daily instruction effective.</p> <p>Strategy's Expected Result/Impact: Student learning is increased due to more effective teaching strategies.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Interventionists Literacy Coach District Curriculum Staff</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
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	Nov	Feb	May





Strategy 4 Details	Formative Reviews		
Strategy 4: K-5 teachers will be trained in the RTI process and follow the process with fidelity as a method to track student need for intervention.	Formative		
	Nov	Feb	May
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Strategy 5: Provide and monitor individualized supports for students across sub-pops and special programs specifically focusing on ELPs strategies. Strategy's Expected Result/Impact: Students in all sub-pop areas will meet federal and state targets for yearly growth. Students in special programs will achieve expected growth measures. Staff Responsible for Monitoring: Administrators Special program teachers and coordinators (dyslexia, SPED, campus LPAC coordinator, RTI teachers) Classroom teachers Funding Sources: Instructional paraprofessional - 224 - IDEA B, SpEd - \$25,886	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize an intervention block during the school day for all grade levels to address learning loss, specifically with At-Risk students. Strategy's Expected Result/Impact: Support students to achieve one year of academic growth. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 3: Increase the number of third grade students performing on grade level on STAAR Reading from a baseline scale score of 55% Meets Standard in 2023 to 80% Meets Standard by May of 2025. The target for May of 2024 STAAR for all third grade students is 67% at the Meets Standard.

HB3 Goal

Evaluation Data Sources: STAAR
MAPs RIT Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implementation of a literacy coaching plan to include the following:</p> <ul style="list-style-type: none"> - Implementation of Science of Reading best practices - Training/support for all teachers who have not completed Science of Reading training - Training and implementation of Heggerty Phonological & Phonemic Awareness Program K-3 - Continued support/training of Foundations -Utilization of FlyLeaf Decodables <p>Strategy's Expected Result/Impact: Increased growth on reading levels Completion of Reading Academy by 100% of K-3 reading teachers</p> <p>Staff Responsible for Monitoring: District Literacy Coach Reading interventionist Instructional Coach District Reading Curriculum Specialist Admin</p>	Formative		
	Nov	Feb	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>		

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

Performance Objective 4: Increase the number of third grade students performing on grade level on STAAR Math from a baseline scale score of 40% Meets Standard in 2023 to 60% Meets Standard by May of 2025. The target for May of 2024 STAAR for all third grade students is 50% at the Meets Standard.

HB3 Goal

Evaluation Data Sources: STAAR
MAPs RIT

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop and implement a coaching program to guide teachers during Planning PLCs on deconstructing TEKS within unit planning and utilizing Pre- and Post- tests to assess student learning.</p> <p>Strategy's Expected Result/Impact: Individualizing instruction for each student to best serve their level of understanding the concept being taught. Knowledge and skills will be spiraled throughout the year to connect prior learning to new learning.</p> <p>Staff Responsible for Monitoring: Math Interventionist Instructional Coach District Elementary Math Specialist Admin</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Selected teachers will join a cohort for AVMR (Add+vantage Mathematics Recovery) training to focus on building numeracy skills.</p> <p>Strategy's Expected Result/Impact: Students will improve in numeracy as evidenced in their ability to manipulate numbers and connect mathematical relationships.</p> <p>Staff Responsible for Monitoring: District Math Curriculum Specialist Admin</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers in grades K-5 will receive explicit training in Guided Math as a structure to reach the needs of all students through flexible small group instruction.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Math Interventionist Instructional Coach District Elementary Math Specialist Admin</p>	Formative		
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 1: 70% of students will demonstrate mastery on 3rd-5th grade math and reading long-strand TEKS as evidenced by STAAR.





Evaluation Data Sources: Formative monitoring through MAPs
Summative assessment through STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PLC agendas will include the practice of deconstructing of long-strand TEKS.</p> <p>Strategy's Expected Result/Impact: Increased teacher understanding of long-strand TEKS and impact CCMR measures. Improved tier 1 core instruction for all students. Improved teacher understanding of subject area content.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: Increase student awareness by creating experiences to educate students on college and career opportunities.





Evaluation Data Sources: Student Needs Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Expose students to college/university campuses and different career opportunities through a career day, college week, trade presentations, and field trips (physical and/or virtual). Implement College/Career Wednesdays where students are given the opportunity to learn about different colleges and trade schools. .</p> <p>Strategy's Expected Result/Impact: Expand student knowledge of college and career opportunities.</p> <p>Staff Responsible for Monitoring: Teachers Administration Counselors Community in Schools staff</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 in grades 4-5 responding positively to "everyone matters" on annual student survey from 4.51 to 4.6 by May 2024.

Evaluation Data Sources: Student survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Form a student club to promote kindness and respect. Complete three school wide activities that promote anti-bullying. This will ensure a school climate that will cultivate student leadership, unite the school community, and engage students and staff in active learning.</p> <p>Strategy's Expected Result/Impact: Increase in student involvement in building a positive culture on campus.</p> <p>Staff Responsible for Monitoring: Counselor Administrators Teacher Representative</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop extracurricular after school clubs, CHAMPS Day (formally known as 'Genius Hour'), and tutoring implementation to promote student engagement in various interests and skills.</p> <p>Strategy's Expected Result/Impact: Increase in student involvement in self interests and building student leadership opportunities.</p> <p>Staff Responsible for Monitoring: Administrators Classroom teachers</p> <p>Funding Sources: Tutors - 282 - ESSER III Grant - \$3,530</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Increase percentages of Fundamental Five instructional strategies used in the classroom by May 2024:

Framing the Lesson from 80% to 85%





Critical Writing from 25% to 35%

Reinforce/Recognition from 85% to 95%

Frequent Small Group Discourse from 42% to 52%

Powerzone (Active Monitoring) from 89% to 95%





Evaluation Data Sources: Fundamental 5 Walkthrough Observations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure each teacher has The Fundamental 5 Revisited book to help gain more knowledge of best practices to implement the instructional model with fidelity.</p> <p>Strategy's Expected Result/Impact: Implement strong and effective instructional model with fidelity.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach Literacy Coach Interventionists</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide Fundamental 5 professional learning monthly at faculty meetings, PLCs, and 4 Professional Learning Days</p> <p>Strategy's Expected Result/Impact: Increase knowledge and implementation of Fundamental 5 strategies.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach Literacy Coach Interventionists</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Measure and share Fundamental 5 implementation data with classroom teachers on a monthly basis.</p> <p>Strategy's Expected Result/Impact: Staff is aware of strengths and opportunities for improvement regarding Fundamental 5 implementation.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Increase overall staff recognition scale score to 4.5 by Spring 2024.





Evaluation Data Sources: Staff Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop and implement opportunities for administrators and staff to recognize and reinforce colleagues that display NBISD Core Beliefs. This will be done through peer nomination for "Marigold of the Month".</p> <p>Strategy's Expected Result/Impact: Increased staff satisfaction score on Spring 2024 staff survey.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Increase the number of students in grades 4-5 responding positively to "staff takes time to listen, care, and connect" on annual student survey from 3.88 to 4.1 .

Evaluation Data Sources: Student Survey data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop a partnership with Communities in Schools in order to offer support to identified students and families in need.</p> <p>Strategy's Expected Result/Impact: Increased support provided to students and families to allow for stronger, healthier students. Overall family engagement will increase as well as student growth.</p> <p>Staff Responsible for Monitoring: Administration Communities in Schools Directors Counselors</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Train all staff to implement EBIS strategies including restorative practices.</p> <p>Strategy's Expected Result/Impact: Staff engages with students in a positive manner. Staff supports the social emotional well being of all students (listen, care, connect).</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Selected students will receive a visit with the principal and/or assistant principal, positive phone call and EBIS token to represent distinguished CLE behavior.</p> <p>Strategy's Expected Result/Impact: Staff engages with students in a positive manner. Staff supports the social emotional well being of all students (listen, care, connect).</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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: Increase the number of parents responding positively to "I feel my student(s) are safe at school" from 3.72 to 3.82 by improving campus-wide safety measures and increase the level of safety awareness, training and preparedness of all campus staff.

Evaluation Data Sources: Training sign in sheets
 Emergency drill records
 Eduphoria Compliance course records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Review safety drills with all students/staff at the beginning of the school year and implement unannounced drills at various points throughout the year.</p> <p>Strategy's Expected Result/Impact: All staff and students will know and understand procedures for being safe at school.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide practice opportunities for staff and students to perfect emergency procedures.</p> <p>Strategy's Expected Result/Impact: Students and staff will know how to respond in the event of an emergency.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Annually update campus crisis manual to reflect current best practices.</p> <p>Strategy's Expected Result/Impact: Procedures are in place for student safety in any situation.</p> <p>Staff Responsible for Monitoring: Administrators District level administration</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Staff will complete required annual compliance courses.</p> <p>Strategy's Expected Result/Impact: Best practices for emergency situations are reviewed annually.</p> <p>Staff Responsible for Monitoring: Administrators District Level administration</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 baseline percentage of parents that feel that they receive personalized communication about their student with the expectation of 100% by Spring 2024.

Evaluation Data Sources: Student and Parent Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Classroom teachers will provide personalized communications to parents (in addition to the October conference) each semester to increase positive, proactive communication. Kinder through 2nd grade will provide two personalized homeroom phone calls each semester. 3rd through 5th content area teachers will provide at least one personalized phone call per student.</p> <p>Strategy's Expected Result/Impact: Parents and teachers engage in two way communication regarding student performance. Parents feel that they are aware of their child's progress at school.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize Parent Square and regular teacher newsletters to keep parents and families informed of school wide events and student progress.</p> <p>Strategy's Expected Result/Impact: With increased family knowledge of events and school related activities, parents will be more inclined to participate and support their student in regards to classroom assignments.</p> <p>Staff Responsible for Monitoring: Administrators Classroom teachers</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize Communities in Schools, PTA, and campus resources to promote increased parent and student engagement. Form a parent engagement committee to encourage/promote parent involvement.</p> <p>Strategy's Expected Result/Impact: Students and parents will attend school sponsored parent involvement events such as Open House, Literacy Night, Science Night, Award Ceremonies, Principal Chats and other events that support engagement and student success. Communities in Schools to provide additional support for students struggling academically, socially and emotionally.</p> <p>Staff Responsible for Monitoring: Administrators PTA Communities in School Team Leaders</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Actively recruit parents to be part of our PTA and support our campus, students and staff.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement and support of our staff and campus through organized activities, fund raisers and increased campus environment.</p> <p>Staff Responsible for Monitoring: Administration PTA Staff Members</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for County Line Elementary

Total SCE Funds: \$161,559.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

SCE funds are used to employ a Reading Intervention teacher, a Math Intervention teacher, and an Intervention Paraprofessional

Personnel for County Line Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Barrett, K.	Reading Intervention	1
Cheryl Buckley	Intervention Paraprofessional	1
Meghann Bourgeois	Math Intervention	1

Campus Funding Summary

199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Interventionist		\$171,688.00
Sub-Total					\$171,688.00
Budgeted Fund Source Amount					\$171,688.00
+/- Difference					\$0.00
199-PIC 25, 35 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
224 - IDEA B, SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Instructional paraprofessional		\$25,886.00
Sub-Total					\$25,886.00
Budgeted Fund Source Amount					\$25,886.00
+/- Difference					\$0.00
282 - ESSER III Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Coach		\$58,416.00
3	1	2	Tutors		\$3,530.00
Sub-Total					\$61,946.00
Budgeted Fund Source Amount					\$61,946.00
+/- Difference					\$0.00
Grand Total Budgeted					\$259,520.00
Grand Total Spent					\$259,520.00
+/- Difference					\$0.00