

New Caney Independent School District

The Learning Center

2025-2026 Goals/Performance Objectives/Strategies with Funding and Problem Statements



Board Approval Date: October 20, 2025

Goals

Goal 1: The Learning Center will provide high achieving, student-centered programs that produce graduates who are prepared to be contributing members of our community.

Performance Objective 1: TLC will support home campus academic goals.

Evaluation Data Sources: TELPAS/EOC/STAAR scores attributed to TLC students will reflect an increase in passing rates in all areas and subgroups.

Strategy 1 Details

Strategy 1: Campus faculty and staff implement district's mission and vision of the reality rubric from the portrait of a graduate. 1. High Expectations 2. Data disaggregation 3. Develop time line 4. Instructional Focus 5. Assessment 6. Tutorials 7. Enrichment 8. Maintenance 9. Monitoring 10. Celebrate Success

TEA Priorities:

Connect high school to career and college

Funding Sources: Professional development opportunities - State Compensatory Ed

Strategy 2 Details

Strategy 2: Faculty and staff support and implement use of curriculum protocol guidelines as well as collaboration from home campus instructors to ensure appropriate lesson planning for all TLC students.

TEA Priorities:

Build a foundation of reading and math

Funding Sources: Salaries for teachers - State Compensatory Ed - \$890,130, Subs for teachers - State Compensatory Ed

Strategy 3 Details

Strategy 3: Passing grades, attendance and point system are utilized for positive incentives.

Funding Sources: Positive Incentives (staff & students) - State Compensatory Ed - 6499

Strategy 4 Details

Strategy 4: Technology is used to enhance core curricula, gather data, and targeting skill deficits for individual students.

TEA Priorities:

Build a foundation of reading and math

Funding Sources: Technology resources: projectors - State Compensatory Ed

Strategy 5 Details

Strategy 5: Study, learning and test taking techniques are taught within each content area.

Funding Sources: workbooks, supplies, reading materials - State Compensatory Ed

Strategy 6 Details

Strategy 6: TLC teachers initiate and maintain contact with home campus teachers of TLC students.

Strategy 7 Details

Strategy 7: Teachers conduct a review of TELPAS/EOC/STAAR evaluation for enrolled students.

TEA Priorities:

Build a foundation of reading and math

Goal 1: The Learning Center will provide high achieving, student-centered programs that produce graduates who are prepared to be contributing members of our community.

Performance Objective 2: At least 90% of TLC students will improve their grade level performance in Reading and Math (or maintain if already at or above grade level).

Evaluation Data Sources: Review of report card grades upon enrollment and withdrawal from TLC.

Strategy 1 Details
<p>Strategy 1: The district's reading and math program supports instruction for elementary student populations.</p> <p>TEA Priorities: Build a foundation of reading and math</p>
Strategy 2 Details
<p>Strategy 2: Staff development opportunities provide teachers with strategies to better address the at-risk population.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Professional development workshops, materials, travel - State Compensatory Ed, Staff professional development. - State Compensatory Ed - 6411, Staff professional development. - Title II- 255 - 6411, Leadership dues. - State Compensatory Ed - 6495, Staff reading materials. - State Compensatory Ed - 6329, Admin and counselor supplies - State Compensatory Ed - 6399</p>

Goal 1: The Learning Center will provide high achieving, student-centered programs that produce graduates who are prepared to be contributing members of our community.

Performance Objective 3: All TLC students enrolled in high school electives will mirror their home campus schedule as closely as permissible.

Evaluation Data Sources: Review of student records.

Strategy 1 Details
<p>Strategy 1: A full time counselor/AP is provided, whose responsibilities include: 1. Facilitate transfer of instructional materials for elective courses from home campus to TLC students 2. Scheduling credit recovery opportunities when appropriate 3. Review PGP's and offer advice to high school students regarding options available for credit recovery 4. Maintain counseling groups based on specific group dynamics i.e. anger management, drug prevention, suicide and bullying. 5. Attend professional development.</p> <p>Funding Sources: Counselor travel - State Compensatory Ed, At Risk Counselor - State Compensatory Ed - \$97,700, Behavior Aides - State Compensatory Ed - \$71,858</p>
Strategy 2 Details
<p>Strategy 2: Students needing credit in courses not offered as a class at TLC will be given the opportunity to maintain credit through use of the online Edgenuity program when possible. Teacher support is offered for the online program.</p> <p>TEA Priorities: Connect high school to career and college</p>
Strategy 3 Details
<p>Strategy 3: A Spanish teacher will be available every day to teach a Spanish I to IV course, facilitating more students in maintaining foreign language credit and making more spaces available in our Edgenuity lab for students to continue other elective credits.</p> <p>Funding Sources: - Local</p>
Strategy 4 Details
<p>Strategy 4: Two full time CTE instructors allow students to continue their CTE credits and earn certifications.</p> <p>TEA Priorities: Connect high school to career and college</p>

Goal 1: The Learning Center will provide high achieving, student-centered programs that produce graduates who are prepared to be contributing members of our community.

Performance Objective 4: The Learning Center will maintain a student attendance rate of 90% or higher.

Evaluation Data Sources: Weekly District Report shows a student attendance rate of 90% or higher.

Strategy 1 Details
Strategy 1: Appropriate attendance referral procedures and graduated sanctions are used to improve student attendance.
Strategy 2 Details
Strategy 2: Parents of absent students are contacted by 9:00 am daily.
Strategy 3 Details
Strategy 3: Consistent communication for attendance contracts with home campus/district attendance liaison increases student/parent responsibility for attendance.
Strategy 4 Details
Strategy 4: Fun Friday is a used as a positive incentive program in order to increase attendance. 1. Students must be passing all classes. 2. 80 points or above on daily behavior point sheet. 3. No absences the previous five school days.

Goal 1: The Learning Center will provide high achieving, student-centered programs that produce graduates who are prepared to be contributing members of our community.

Performance Objective 5: TLC teachers will meet the ESSA (Every Student Succeeds Act) standards of highly effective and paraprofessionals will meet the ESSA standards of highly qualified.

Evaluation Data Sources: All instructional staff meets ESSA standards.

Strategy 1 Details
Strategy 1: Staff development plans are implemented for each teacher based on instructional needs. (as evidenced by quickly changing student populations, teacher needs through observations, etc) Funding Sources: Professional development fees, workshop materials, programs - State Compensatory Ed
Strategy 2 Details
Strategy 2: Positive recognition for accomplishments are part of staff meetings.
Strategy 3 Details
Strategy 3: All instructional staff receive required conference period.
Strategy 4 Details
Strategy 4: Mentors are provided for all new teachers.
Strategy 5 Details
Strategy 5: Confirm certification of all instructional staff to ensure that each is highly effective to teach their assigned subject. (State certifications) Paraprofessionals will meet "Highly Qualified" requirements as defined in ESSA.
Strategy 6 Details
Strategy 6: Maintain highly effective secondary staff who are required to teach only one core subject. (Eliminating multiple prep periods and allowing the teacher to focus on their area of strength in the classroom)
Strategy 7 Details
Strategy 7: Retain qualified bilingual instructional para-professional staff through appropriate incentive pay.

Goal 2: The Learning Center will provide a safe and orderly setting that enhances the teaching and learning environment for students and staff.

Performance Objective 1: TLC will investigate, establish, and promote programs to lower the number of PEIMS discipline records by 5% campus-wide for the 2024-2025 school year.

Evaluation Data Sources: TLC PEIMS discipline data will show a reduction of 5% in the number of campus suspensions and JJAEP placements school-wide for the 2024-2025 school year.

Strategy 1 Details
Strategy 1: An appropriate and effective Crisis Management Plan, including an evacuation plan is implemented and shared with teacher/staff. These procedures are drilled monthly.
Strategy 2 Details
Strategy 2: Audio and video digital recording of classrooms and hallways for teacher and student safety.
Strategy 3 Details
Strategy 3: Daily non-obtrusive, safety check of all students entering the building. Funding Sources: Raptor system and supplies - State Compensatory Ed, Campus safety and security - Local - 6399
Strategy 4 Details
Strategy 4: Random searches by detection canine. NCISD police accompany canine.
Strategy 5 Details
Strategy 5: Texas Behavioral Support Initiative (including Crisis Prevention Intervention) training ensures safe and effective timeout and restraint techniques.
Strategy 6 Details
Strategy 6: Staff, students and parents are surveyed regarding their perceptions of the safety and security of the campus.
Strategy 7 Details
Strategy 7: All staff members are provided with phone for immediate contact when support is needed.
Strategy 8 Details
Strategy 8: All required safety drills are held monthly.

Goal 2: The Learning Center will provide a safe and orderly setting that enhances the teaching and learning environment for students and staff.

Performance Objective 2: TLC will ensure and improve campus safety by reducing the number of criminal and non-criminal incidents that occur on the campus by 5% for the 2024-2025 school year.

Evaluation Data Sources: TLC will review PEIMS discipline records and will conduct a climate survey of students, parents and staff to determine if criminal and non-criminal activity has decreased.

Strategy 1 Details
<p>Strategy 1: A point system for daily behavior is part of TLC's discipline management plan. The point system is based on policy and procedures students must follow.</p> <p>Funding Sources: Local - Local</p>
Strategy 2 Details
<p>Strategy 2: Individualized counseling program implements bullying prevention ,character education, amd drug prevention programs campus wide. (Montgomery County Youth Services - MCYS) MCYS are on campus at least twice a month to address these issues.</p> <p>Funding Sources: BASES/7 Mindsets - State Compensatory Ed</p>
Strategy 3 Details
<p>Strategy 3: Middle school teachers reinforce social skills through character education daily. Time is set aside daily during the class schedule to introduce and work with students on these skills.</p> <p>Funding Sources: Character education materials, videos, programs - State Compensatory Ed</p>

Goal 3: The Learning Center provide resources to support current and future student-centered programs of the district while being responsible stewards of taxpayer funds.

Performance Objective 1: 90% of each special subgroup will pass TELPAS/EOC/STAAR.

Evaluation Data Sources: TELPAS/EOC/STAAR results show that 90% of each special subgroup met standard

Strategy 1 Details
Strategy 1: Technology and other district resources are used to to assist in remediation of reading and math skills among special populations. TEA Priorities: Build a foundation of reading and math
Strategy 2 Details
Strategy 2: EOC/STAAR resource materials with appropriate modifications are used at all grade levels for all special populations.
Strategy 3 Details
Strategy 3: Staff development provided for differentiated instruction to meet the needs of each individual student.
Strategy 4 Details
Strategy 4: ARD and/or team meetings are held for each incoming special population student.

Goal 4: The Learning Center will provide opportunities for parents and community members to support student achievement.

Performance Objective 1: 100% of parents/guardians of TLC students are actively involved during their placement.

Evaluation Data Sources: Evaluation of records, goal sheets and surveys.

Strategy 1 Details
Strategy 1: Parents are required to attend an enrollment orientation before student is admitted to class.
Strategy 2 Details
Strategy 2: All campus communications are available in Spanish and used as needed. (or other home language) Funding Sources: Copier, copier contract, copier supplies - State Compensatory Ed
Strategy 3 Details
Strategy 3: Daily point sheet is provided for parent/guardian information regarding student behavior, grade progress, assignments and campus communications. Funding Sources: - State Compensatory Ed
Strategy 4 Details
Strategy 4: Average grades are reported to parent/guardian weekly. Parents can log into Home Access through Skyward and review student grade at any time, Teachers also write grades on point sheets for parents that do not have access to the internet.
Strategy 5 Details
Strategy 5: Teachers initiate personal contact with parents/guardians weekly while students are enrolled at TLC. Funding Sources: Community Parade Items - State Compensatory Ed
Strategy 6 Details
Strategy 6: Parents/guardians receive a student handbook which outlines rules, regulations and expectations for students while enrolled at TLC.
Strategy 7 Details
Strategy 7: Campus website and Home Access in Skyward are available and updated regularly.

Strategy 8 Details

Strategy 8: Parents/guardians are given a choice of preferred method to be contacted, i.e. home phone, work phone, email etc.

Comprehensive Support Strategies

RDA Strategies