



Nueces Canyon CISD District Improvement Plan 2026-2027

Date of District SBDM Approval
May 20, 2026

Date of Board of Trustees Approval
June 15, 2026

Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission and Vision Statement

The mission of Nueces Canyon CISD is to collaborate with our families and community in order to prepare students for the future and equip them with 21st century skills. Rigorous instruction will be provided and an emphasis will be placed on preparing our students to be independent thinkers. NCCISD students will be ready for college and career opportunities and will become productive, respectful, and confident citizens who understand the value of serving others.

Purpose, Power, Passion, Pride – Preparing Panthers for the Future!

District Comprehensive Needs Assessment

A Comprehensive Needs Assessment meeting was held on May 20, 2026

Participants in Attendance	Data Sources Examined
<i>Brandon Powers</i> <i>Shawna Moore</i> <i>Angie Fox</i> <i>Cheyenne Smith</i> <i>Melissa Aguirre</i> <i>Christi Collins</i> <i>Dottie DeLeon</i> <i>Kristi Powers</i> <i>Nancy Luce</i> <i>Elsie Irwin</i> <i>Mona Lois Friday Schmidt</i> <i>Kathy Hicks</i>	<i>School Report Card</i> <i>TAPR</i> <i>Benchmark Results</i> <i>STAAR Data--disaggregated</i> <i>District TSDS reports</i> <i>District retention data</i> <i>District discipline referral data</i> <i>Student attendance data</i> <i>TPRI data</i> <i>Drop Out Rates</i> <i>ACT/SAT Scores</i> <i>Stakeholder surveys</i>

Comprehensive Needs Assessment:

Summary of Findings

- *Low Math Performance – Continue to implement Lowman math and monitor growth*
- *Performance of Low SES and special education students*
- *Implement enrichment programs to increase performance*
- *Monitor CCMR Progress and align it with TSDS input*
- *Maintain Vertical alignment between campuses*
- *Utilization of TCMPC (Texas Curriculum Management Program Cooperative)*
- *Increase number of masters performance and monitor growth (limited, expected, accelerated)*
- *Professional development for teachers*
- *Continue implementation of Effective Schools Framework District-Wide*
- *Continue to implement Teacher Incentive Allotment Plan*
- *Track and monitor student attendance*
- *Teachers making parent contact regarding discipline and class performance*

The comprehensive needs assessment was conducted in accordance with Title I Schoolwide Component 1 and assessed the needs of the entire school.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.
OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.
OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.
OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low- performing schools

DISTRICT ESSA REQUIREMENTS

Equity Plan *[ESSA Sec. 1112(b)(2)]*:

The equity plan found low performance on state assessments for special education students. This need will be addressed through intense interventions and additional tutorial opportunities for special education students. In class, support of special education students will also be increased.

Poverty Criteria *[Sec. 1112(b)(4)]*:

NCCISD determines Title I eligibility and rank/serve order through direct certification for the Community Eligibility Program under the National School Lunch Program.

Schoolwide Programs *[Sec. 1112(b)(5)]*:

Title funds are used to support teachers for ratio relief so that smaller class sizes can be achieved. Intervention teachers are also used to provide intense remediation and intervention for students that show the need. Students are tracked through data on TRS unit tests and benchmark tests. This data is used to guide intervention and adjust teaching strategies. Paraprofessionals are used to assist with interventions and provide additional assistance to struggling students.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten-grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus:

The process we use to identify students at-risk is: *TSDS identification criteria*

The process we use to exit students from the SCE program who no longer qualify is: *TSDS criteria*

Title I Schoolwide schools:

At Nueces Canyon, CISD State Compensatory Funds are used to support Title I initiatives.

State Compensatory Education

STAAR	Math % Met Standard				Reading/ELA % Met Standard				Science % Met Standard				Social Studies % Met Standard			
	2022-2023	2023-2024	2024-2025	2025-2026	2022-2023	2023-2024	2024-2025	2025-2026	2022-2023	2023-2024	2024-2025	2025-2026	2022-2023	2023-2024	2024-2025	2025-2026
Students At-Risk	60%	29%	35%	40%	79%	73%	79%	81%	71%	77%	78%	N/A	71%	80%	80%	80%
Students Not At-Risk	64%	76%	78%	79%	85%	91%	94%	96%	80%	100%	90%	N/A	70%	100%	95%	95%

	Drop Out Data		Completion Data	
	2024-2025	2025-2026	2024-2025	2025-2026
Students At-Risk	0	0	100%	100%
Students Not At-Risk	0	0	100%	100%

The comprehensive, intensive, accelerated instruction program at this district/campus consists of additional in-class support for struggling students, intervention and tutorials during school hours and software programs that increase offer extra practice for students that are struggling. The accelerated program also includes mental health programs. Specific focus will be placed on the following: special education, AT-Risk, Dyslexia, Economically Disadvantaged families, students of color, English Learners, and homeless and/or foster students. ESSER II and III funding will be used for these programs.

Upon evaluation of the effectiveness of this program, the committee finds that the assessment performance of at-risk students in improving and gaps are closing between the student subgroups.

Federal, State, and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students:

Program/Funding Source
Federal Programs
<i>Title 1, Part A</i>
<i>Title II, Part A (TPTR)</i>
<i>Carl Perkins</i>
<i>ESSER II and III</i>
State Programs/Funding Source
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Gifted/Talented</i>
<i>Special Education</i>

ESSA-LEA Plan Requirements

1. Monitor Student Progress – MSP
2. Equity Plan – EQ
3. School Support & Improvement – SSI
4. Poverty Criteria – POV
5. Targeted and Schoolwide Programs – TSWP
6. Homeless Student – HS
7. Parent and Family Engagement – PFE
8. Early Childhood Education – ECE
9. Identifying Targeted Participants – ITP
10. Transitions to High School and Postsecondary Education – TRAN
11. Discipline – DISC
12. Coordination with Career/Technical Education – CTE
13. Other

Goal 1: *Nueces Canyon CISD* will receive the state's highest rating in 2027.

Objective 1: By May 2027, 85% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment. This Campus will meet accountability in every area measured.

Summative Evaluation: 85% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Perform an annual comprehensive needs assessment to find weaknesses and areas that need improvement.	4	Principal SBDM Superintendent School Board	Annually	CNA Tool Data Surveys	CIP wrote to address the specific needs of the campus.
Continue implementation of the TEKS aligned curriculum framework.	2,4	Core Teachers Superintendent Principal Region XV	Daily	Title I Funds TEKS Resource System	Increased math performance Improvement in STAAR results
Perform benchmark and six week testing assessments to track progress toward STAAR mastery and TIA growth.	2,4	Core Subject Teachers Principal	Twice per year	Released STAAR tests Lowman Stemscope Benchmarks	Measurable progress toward STAAR passing standard
Use TXKEA data, and CLI Engage to improve quality of Kindergarten and address student needs.	2,4	Principal Superintendent School Board Pre-K Staff	Daily	Title I Funds SCE Funds	All students enrolled in kindergarten will exhibit all readiness indicators.
Use teacher work days as days to review data every six weeks and find ways to address student performance weaknesses.	2,4	Core Subject Teachers Principal	Each six weeks	DMAC Testing Data Grades Star Math Star Reading TPRI	Measurable progress toward STAAR passing standard
Consistently address	2	Teachers	Daily	Discipline Rubric	Increased time on

behavior issues using a standardized rubric.		Principal		Code of Conduct	task and focused classrooms.
Implement before and after school enrichment program	2,4	Teachers Principal Counselor	Continual	TPRI ESSER III Istation Sirius IXL	Students show at least one year of growth from the prior year.
Offer a Kindergarten and (Round-Up) orientation activity for parents and students to become familiar with the program and help the transition to Kindergarten.		Teachers Principal	Continual	Headstart	
Update 504 and Rtl programs to comply with state and federal guidelines.	2,4	504 Coordinator GT Coordinator Principal Teachers	Continual	ESC 15	Improved performance of GT and struggling students.
Implement Effective Schools Framework that will assist in establishing routines and procedures that will lead to academic growth	2,4	Campus Principals Superintendent	Continual	ESC 15	Improved academic performance and student progress

Goal 2: In 2026-2027 *Nueces Canyon CISD*, 100% of core academic classes will be taught by qualified teachers, and 100% highly qualified paraprofessionals will be maintained.

Objective 1: qualified teachers will teach 100% of core academic classes; 100% of paraprofessionals with instructional duties will meet highly skilled requirements.

Summative Evaluation: 100% of core academic classes will be taught by qualified teachers, and 100% Highly Qualified paraprofessionals will be maintained.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Recruit and maintain qualified teachers and highly qualified paraprofessionals	1	Principal	Once a semester	State Funds Local Funds Title II Funds	100% core academic classes taught by qualified teachers, 100% paraprofessional meet HQ requirements
Assist degreed professionals with alternative certification programs.	1	Principal	Beginning and end of each semester	ESC XV Local Funds Alt Cert Programs	100% core academic classes taught by qualified teachers
Allow for local certification through the District of Innovation Plan for individuals with bachelor degrees in areas that are difficult to staff.	1	Principal Superintendent School Board	Annually	Local Funds DOI Plan Master Schedule	100% core academic classes taught by qualified teachers
Carefully place all professionals in the best interests of the students and the district.	1	Principal Superintendent	Annually	Master Schedule STAAR Data	100% core academic classes taught by qualified teachers

Goal 2: In 2026-2027 *Nueces Canyon CISD*, 100% of core academic classes will be taught by qualified teachers, and 100% highly qualified paraprofessionals will be maintained.

Objective 2: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high-quality professional development.

Summative Evaluation: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high-quality professional development.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide meaningful, scientific, research-based and personalized professional development for all teachers and paraprofessionals	1	Principal	End of each semester	ESC XV Local Funds State Funds Book Study Atomic Learning	Increased student performance
Utilize ESC personnel to provide targeted professional development and follow up with observations and model lessons.	1	Principal	Beginning and end of each semester	ESC XV Local Funds Title I Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet requirements

Goal 3: All students in *Nueces Canyon CISD* will be educated in learning environments that are safe, drug-free, and conducive to learning.

Objective 1: By May 2027, the number of incidents involving violence, tobacco, alcohol, and other drug use (TAOD), will be 0% as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide training on preventing bullying, weapon threats, and addressing Mental Health issues. Implement Character Education Implement vaping awareness education program	4	School safety and security committee School Staff Principal Wellness Coordinator	Monitor: End of each semester	Principal ESC XV STOPit	Reduction in the number of bullying incidents and office referrals Wellness Checks with Students Reduce number of vaping incidents
Red Ribbon Week/Maintain drug-testing policies	4	Principal Health and wellness coordinator	Once a year	Principal	Greater awareness of drug hazards
Update safety and emergency plans and perform regular drills with staff.	4	Principals	Continual	Principal	Response to threats to the safety and security of the campus
Family income status will be identified through the CEP and is calculated from Direct Certification data from TANF and SNAP.	4	Food Nutrition Director / District TSDS Coordinator	Continual	Principal	Number of identified students
NCCISD maintains a board-approved dating violence policy and provides procedures and awareness activities to support prevention and response efforts.	4	Principal counselor	Continual	Principal counselor	Number of reported incidents

Staff members promptly report malfunctioning doors to the campus principal. Reported issues are documented on a district -maintained spreadsheet and provided to maintenance staff daily to facilitate timely repairs and ensure campus safety.	4	Principal Maintenance	Continual	Principal Maintenance	Through repairs made and safety checks
NCCISD employs armed First Responders who have completed DPS School Safety Training. Their primary duty during the school day is to provide immediate protection and response during emergencies and to support a safe and secure learning environment. Routine behavioral and administrative duties are not assigned to these personnel.	4	Principal	Continual	Principal	Random checks

Goal 4: All students in *Nueces Canyon CISD* will graduate from high school.

Objective 1: By May 2027, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of at least 90%.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of at least 85%.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide a credit recovery program and acceleration program for students at-risk for failure/drop out. Provide tutoring for at-risk students. Monitor dropout rate and follow up on students who leave or withdraw from the campus.	3	Principal Designated teachers	End of each semester	Title I SCE Plato TXVSN TSDS data	Successful completion of course work to recover credits Pass courses and EOC Exams
Offer correspondence courses as needed.	3	Principals	September through May	TXVSN	Successful completion of course work
Disaggregate data and identify struggling students. Arrange a time to offer tutoring and instructional support to those struggling students.	2,4	Principal Teacher Aides	Daily	DMAC STAAR Data	A dropout rate of 0% and 100% of seniors graduate.
Attempt to identify homeless students and offer additional services as appropriately needed.	2,4	Homeless Liaison Principal Superintendent	Each six weeks	TSDS Data	100% of homeless students receive services.

Goal 5: Parents and Community will be partners in the education of students in *Nueces Canyon CISD*.

Objective 1: By May 2027, at least 90% of all students' parents and family members will participate in at least one school-sponsored academic activity for/with their child(ren).

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Increase parent awareness of Ascender with Parent Connections	2,4	Principal	September through May	Ascender software	Parent/Guardian interaction
Communicate the mission, vision, and goals of the campuses and district with stakeholders	2,4	Principal	Continual	Parent meetings Website Posters Flyers	Increased awareness by parents and community
Conduct an annual survey of stakeholders to gain input regarding continuous improvement.	2, 4	Principal	End of year	Website Survey School Reach	Graduating student responses
Conduct Parent Nights and Parent Conferences	2,4	Principals Core Subject Teachers	September-May	PTO Report Card Data STAAR Data	Increased participation in conferences and parent activities
Maintain constant communication with parents through texting and social media.	2, 4	Principal Teachers Superintendent	Daily	Remind Facebook NCCISD Website	Increased parent attendance at school functions.

Goal 6: Nueces Canyon CISD will promote an atmosphere of post-secondary readiness.

Objective 1: By May 2027 at least 90% of all 6th-12th-grade students participate in college and career readiness activities.

Summative Evaluation: School records indicate that at least 90% of 6th-12th-grade students participated in college and career readiness activities.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
High school degree plans will be offered in all three career clusters with all five endorsements.	3	Principal CTE Teachers Counselor	Annually	Degree Plans TSDS Master Schedule Perkins	100% of graduating seniors will receive at least one endorsement.
All students taking CTE courses will be enrolled in a coherent sequence of CTE courses.	3	Principal Counselor	End of year	Master schedule Degree Plan Perkins	90% of students taking CTE courses are coded a "2" in TSDS data.
College and career readiness activities such as career inventories and parent meetings are offered to increase student and parent awareness of college and career readiness.	3	Principal Counselor Superintendent Teachers	Three times per year	Career Inventory Dual Credit Info	Increased awareness of college and career readiness and area universities.
Testing necessary for post-secondary education is offered on site when possible, or transportation is available from the school.	3	Principal Superintendent	Three times per year	ACT TSI SWTJC	100% of students needing testing are offered assistance through NCCISD
Elementary students are exposed to post-secondary planning by meeting with graduating students and the learning of plans.	3	Principal Superintendent Counselor Nurse	September May	Senior Students	Seniors will be spotlighted during homecoming week and will work with elementary students during graduation

					week.
Certifications are offered through CTE courses.	3	Principal Counselor CTE Teachers	Annually	Perkins Local Funds SCE ServSafe Welding Assoc Microsoft ICEV	Each year more certifications are achieved than the previous year.