



Nueces Canyon Elementary Campus Improvement Plan 2026-2027

June 10, 2026

Date of SBDM Approval

June 15, 2026

Date of School Board Approval

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 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.

Vision Statement

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

Campus Comprehensive Needs Assessment

June 8, 2027

Participants:

Dottie De Leon, Principal
Melissa Aguirre, Counselor/Teacher
Shelli Carnes-Teacher
Toby Kramer-Special Education
Brittanie Briggs-Teacher
Amira DeHoyos-Parent
Sara Abbott-Parent
Jill Morgan-business owner

Data Sources Examined:

Enrollment	Highly Qualified Teacher Report
Attendance	Retention Data
At-Risk List	Collaboration Meetings
Special Education List	Demographic Data
TAPR Report	Master Schedule
STAAR Testing Data	SSI Program Schedule
Benchmark Data	Technology Plan
Student Grades	Professional Development Plan
Staff Survey	Parent Survey

Campus Comprehensive Needs Assessment

Summary of Findings

Needs to be addressed:

- Strengthen math scores in targeted areas by 10%
- Increase performance of Spec Ed students by 10 %
- Create space for students who disrupt class to learn
- Post-secondary readiness mentality in students and parents
- Increase student performance for HB1416 to 75%
- Continue data driven instruction utilizing STAAR Redesign resources and PD
- Increase number of Masters Level performance by 10%
- Continue to improve RTI and 504 programs and documentation
- Implementation of Effective Schools Framework campus-wide
- Continue Teacher Incentive Allotment Implementation

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/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus: 4

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

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

Title I Schoolwide schools:

At Nueces Canyon Elementary School State Compensatory Funds are used to support Title I initiatives.

State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Science % Met Standard		
	2027	2025	2026	2027	2025	2026	2027	2025	2026
Students At-Risk	15%	42%	10%	87.5%	79%	60%	83%	57%	
Students Not At-Risk	42%	46%	60%	87%	48%	76%	100%	50%	

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 additional practice for students that are struggling.

Upon evaluation of the effectiveness of this program the committee finds that 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 are as follows:

Federal Programs

Title I, Part A

Title II, Part A (TPTR)

Carl Perkins

State Programs

Career/Technology Education

State Compensatory Education

Gifted/Talented

Special Education

Goal 1: Nueces Canyon Elementary will reach the highest state accountability rating.

Objective 1: By May 2027, 80% of all students in each subgroup will meet the **growth** standard on STAAR assessments.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Perform annual comprehensive needs assessment to find weaknesses and areas that need improvement.	4	Principal SBDM Superintendent	Annually	CNA Tool Data Surveys	CIP written to address specific needs of the campus.
Continue to provide Professional Development and support to both Teachers and students to adjust for STAAR Redesign	2,4	Principal Teachers	Annually	ESC Local	Growth standard on STAAR Redesign
Continue implementation of TEKS aligned curriculum framework.	2	Core Teachers Superintendent Principal Region XV	Daily	Title I Funds TEKS Resource System	Increased math performance Improvement in STAAR results
Perform benchmark assessments to track progress toward STAAR mastery and TIA growth measures	2,4	Core Subject Teachers Principal	Twice per year	Released STAAR tests ECS Learning	Measurable progress toward STAAR passing standard
Use teacher work days as days to review data each six weeks and find ways to address student performance weaknesses.	2,4	Core Subject Teachers Principal	Each six weeks	DMAC Testing Data Grades	Measurable progress toward STAAR passing standard

Use teacher work days to implement Learning Communities / PLC's to improve cross curricular and vertical alignment	2,4	Principal Superintendent Teachers Learning Communities	Each six weeks	TEKS Lead4ward TEKS Resource	Improved benchmark and STAAR scores.
Create a detailed literacy program for grades K-6 to address increasing reading fluency, vocabulary, and writing skills.	2,4	ELA Teachers Principal Learning Communities	Adjusted throughout the year	TEKS STAAR Data TEKS Resource	Improved writing skills at all grade levels.
Consistently address behavior issues using a standardized rubric.	4	Teachers Principal	Daily	Discipline Rubric Code of Conduct	Increased time on task and focused classrooms.
Utilize time before and after school for enrichment activities and HB4545 to improve our mastery levels	4	Teachers Principal	Daily	TEKS STAAR Data TEKS Resource	Class grades Benchmark Assessments STAAR Scores
Provide Accelerated Learning and RTI opportunities to all students to improve math scores in target areas of concern	4	Teachers Principle	Daily	TEKS STAAR Data TEKS Resources Intervention resources	Benchmark assessments Student learning objective Growth data Mastery of deficit skills

Summative Evaluation: All students will **meet growth standards** on all portions of the state assessments, meet ARD expectations, and the campus achieves “met standard”.

Goal 2: Nueces Canyon Elementary will have 100% of the core academic classes taught by qualified teachers.

Objective 1: 100% of core academic classes will be taught by qualified teachers, 100% of paraprofessionals with instructional duties will meet ESSA requirements and 100% highly qualified staff will be maintained.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Maintain highly qualified teachers, professionals, and paraprofessionals.	1	Principal	Once a semester	State Funds Local Funds Title II Funds	100% paraprofessionals meet ESSA requirements and all teachers are certified for subjects taught.
Develop and implement HQ strategies/activities to maintain qualified teachers.	1	Principal	Once a semester	ESC XV Local Funds Title II Funds	100% core academic classes taught by qualified teachers, 100% paraprofessionals meet ESSA requirements

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

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

Objective 1: Maintain a safe campus with no drug or firearm incidents.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Celebrate red ribbon week with engaging activities geared to elementary students.	2	Health and wellness coordinator Principal	September	ESC XV PTO Funds	Increased student awareness of drug hazards
Perform fire, disaster, and intruder/lockdown drills.	2	Principal	Twice per semester	Fire Department STOPit program School Safety and Security Committee	Fast and appropriate response to emergency scenarios
Implement a bullying prevention study unit campus-wide.	2	Health and wellness coordinator Principal	January	Bullying Videos School Safety and Security Committee	Decrease in bullying/teasing incidents.
Implement an anti-drug/anti-gang program campus-wide	2	Principal Health and wellness coordinator	Once per school year	STOPit Program School Safety and Security Committee	Increase students awareness of drug and gang hazards
Provide internet safety training to staff and students	2	Technology Director Teachers	Once per school year	Online	Greater awareness of internet safety
Update the campus safety and emergency plans to	2	Superintendent School Board Principal	Completed by 26-27 school year	ESC 15 Law Enforcement	More detailed plans and more drill practice with teachers in 26-27.

address any weaknesses regarding school safety		Teachers Law Enforcement		School Safety and Security Committee	
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Summative Evaluation: There are no incidents on campus related to drugs or firearms.

Goal 4: All students will meet required attendance of 90%. Staff attendance will meet 90% attendance

Objective 1: By May of 2027 all students will meet the required 90% attendance rate

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide tutorial times for students who are at risk of failure in core subject areas.	2,4	Core Subject Teachers	Weekly	Title I Funds SCE Funds	Improved six weeks grades Improved STAAR performance
Monitor attendance and students leaving early to ensure work is completed	3	Principal Teachers	Continual	PEIMS Data Truancy Officer Attendance Committee	Students complete missing work
Improve attendance monitoring and communication through the use of a structured tracking system.	2,3,4	Principal Teachers Front Office Staff	Daily	TSDS Data Attendance Data	Attendance rate of 97% or higher
Provide incentives to boost attendance-weekly, six weeks and semester	3,4	Principal Teachers	Continual	Principal Peims DATA	Increased attendance in by May 2027.
Provide clear attendance expectations to students, parents and staff	2,4	Principal	Continual	ESC 15	Staff and students reach 90% by May 2027.

Provide opportunity to make up time for attendance purposes	2,4	Principal	Continual	Principal School Staff	Students reach attendance goals , by May 2027
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Summative Evaluation: Maintain attendance rate of 97% for students and staff.

Goal 5: NC Elementary will ensure post-secondary planning for all students.

Objective 1: By May 2027, all elementary students will have increased awareness of colleges, careers, and scholarship opportunities.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue 6 th grade college field trip to increase college awareness.	3	6 th grade teachers Principal	Once per year	Title I Funds SCE Funds	Increased awareness of colleges
Provide opportunity for students to be introduced to different careers through a career day	3	Principal Counselor	Once per year	Community members	Increased awareness of careers to include both local job market and job market outside of district.

Summative Evaluation: 100% of elementary students will be able to talk about college and career plans and dreams.

Goal 6: Parents and community members will be partners in the education of Nueces Canyon students.

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

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide parents access to student grades through Texas Connect.	2	Principal Secretary	September through May	Gradebook Software Technology Dept.	Parents access student grades through the internet
Send Notices of Concern and Progress reports to parents.	2	Teachers Principal	September through May	Discipline software Gradebook	Parents make appointments for conferences
Continue student recognition program.	3	Principal Teachers	6 times per yea	Teacher nomination forms	Parent attendance assemblies
Conduct book fairs, a spring open house, and a family academic night.	3	Principal Librarian Teachers Aides	4 events per school year	Library PTO	Sign in sheets at family events
Conduct parent conferences 2 times per year for all grade levels.	2	Teachers	2 times per year	Grades Assessment Results	Sign-in sheets and teachers' records
Notify parents through a variety of methods about upcoming activities in the district.	2	Principal Campus Secretaries Teachers IT Personnel	Continual	Text Alert System NCCISD Website District Facebook School Marquis Written Notes	Increased participation in school events
Implement a formal parent communication plan.	2	Principal Teachers	1 time per 6 weeks	Title I Funds SCE Funds	Increased awareness among parents/guardians regarding student performance.

Implement weekly parent communication checklist based on academic progress and behavior	2	Teachers	Weekly	Gradebook; Referrals	Returned documentation from parent
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Summative Evaluation: School records indicate that at least 90% of students' family members participated in partnership in education opportunities.

Goal 7: To implement a coordinated school health program.

Objective 1: To impact the health of our students by improving the nutrition and increasing the activity level of our students.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
SHAC meetings will be held 4 times per year to oversee the health and wellness of the students.	2	Health and wellness coordinator Superintendent Principal Community Members	August-May	SHAC Committee	SHAC Committee meeting minutes
PE classes provide for at least 30 minutes of physical activity daily	2	PE Teacher	August – May	ESC XV	Increased performance on Fitness Gram
The school cafeteria will prepare menus in compliance with USDA guidelines	2	Cafeteria Director	August – May	SHAC ESC XV	Successful cafeteria audit
Implement a decision making education program	2	Health and wellness coordinator	August-May	SHAC ESC XV True Love Waits	Increased awareness of healthy decisions

that will assist the students in making healthy decisions.		County Health Nurse			
Educate Staff on addressing Mental Health Issues	2	Health and wellness coordinator County Health Nurse	August	SHAC STOPit Program	Increased awareness of county resources and health programs

Summative Evaluation: Fitness Gram results show improvement annually.

Goal 8: Student Discipline & Classroom Environment

Goal: The district will cultivate a safe, structured, and productive learning environment by minimizing behavioral disruptions to maximize instructional time.

Objective 1: By May 2027, classroom disruptions leading to office discipline referrals (ODRs) or removals from the instructional setting will decrease by **20%** across all student populations compared to the baseline data.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Establish campus-wide, tiered classroom management expectations (Tier 1 PBIS).	1	Principal Teachers Counselor	August (Pre-Service) Continual	PBIS Framework Professional Development	Reduction in minor classroom tracking logs
Create and implement a standard "Disruption Response Flowchart" for teachers.	1	Principal	August / Ongoing	Student Code of Conduct Staff Handbook	Consistent referral practices across all grade levels
Utilize digital behavior tracking logs to identify peak times and locations of disruptions.	2	Principal Campus Secretaries IT Personnel	September through May	Discipline Software Texas Connect	6-week data reviews by Campus Leadership Team

Conduct proactive conflict resolution and social-emotional check-ins.	2	Counselor Teachers	Weekly / Continual	Counseling Curriculum Local Funds	Drop in repeat behavioral infractions
Facilitate targeted Parent-Teacher-Student intervention conferences for chronic disruptions.	2	Teachers Principal Counselor	As needed / Continual	Progress Reports Behavior Contracts	Signed behavior intervention plans (BIPs)
Implement a student recognition program specifically targeting "Model Classroom Behavior."	3	Principal Teachers	6 times per year	Teacher Nomination Forms Activity Funds	Student assemblies and reduced referral rates

Summative Evaluation Measures

- Annual PEIMS discipline data report
- End-of-year campus climate surveys (teachers, parents, and students)
- Total instructional minutes recovered from reduced removals