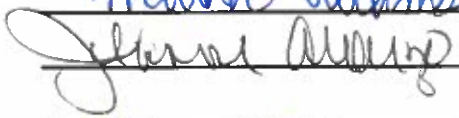
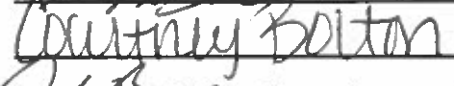
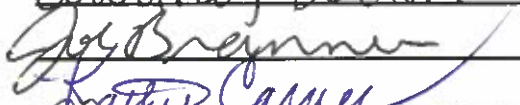
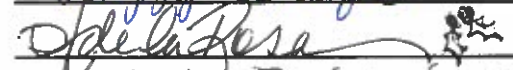
New Summerfield
Independent School District

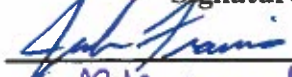
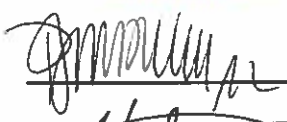
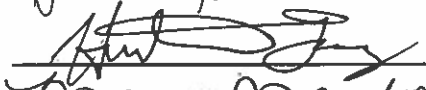
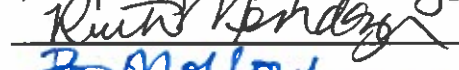
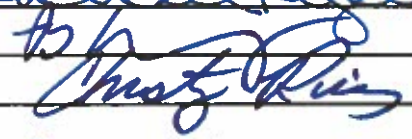
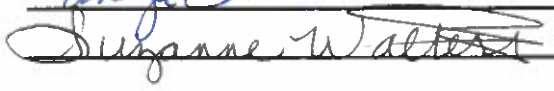
District / Campus Improvement Plan 2022 - 2023

District Planning, Needs Assessment, and Decision-Making Committee Members

Signature	Name	Position
	Adams, Heather	Kindergarten Teacher
	Alonzo, Jeanne	Parent Representative
	Armas, Maria "CoCo"	Community Representative
	Balderas, Alicia	Elementary Interventionist
	Barnhart, Rhonda	4th & 5th Grade Science Teacher
	Barton, Jennifer	Business/Community Representative
	Beamer, Mandy	5th Grade ELAR Teacher
	Boffa, Leonard	High School Chemistry and I.P.C./CTE Teacher
	Bolton, Bryan	Parent Representative
	Bolton, Courtney	Parent Representative
	Brannen, Joe	Superintendent of Schools
	Carnes, Kathy	Family and Consumer Sciences/CTE Teacher
	Cobyashi, Cheryl	7th Grade ELAR Teacher
	Craft, Peggy	Elementary Assistant Principal
	de la Rosa, Heather	Junior High & High School Art Teacher
	Drinning, Kathy	Elementary Special Education Teacher
	Eikner, Michelle	English I and II Teacher
	Elliott, Micha Elliot, Micah	Elementary Afterschool Centers on Education (ACE) Site Coordinator
	Faucett, Josh	High School Principal

NEW SUMMERFIELD ISD

District Planning, Needs Assessment, and Decision-Making Committee Members

Signature	Name	Position
	Francis, Josh	Parent Representative
	Hanks, Rona	6th & 7th Grade Math Teacher
	Hawkins, Thomas	8th Grade Science & Biology Teacher
	Jackson, Brad	Agriculture Science/CTE Teacher
	Jenkins, Troy	Technology Director
	Johnson, Patty	Junior High/High School Nurse & Health Science/CTE Instructor
	Lacy, Hunter	Junior High Technology Applications Teacher & High School Coach
	Mendoza, Mary	Parent Representative
	Mendoza, Ruth	8th Grade ELAR Teacher
	Molloy, BreAnna	High School Special Education Teacher
	Molloy, DeAnna	District Counselor
	Pilette, Robin	2nd Grade Math Teacher
	Rogers, Rachael	Junior High Principal
	Ruiz, Baldemar	High School Girls Coach & Edgenuity Proctor/Teacher
	Ruiz, Christy	Junior High & High School ACE Site Coordinator
	Serrato, Sheyla	Community Member
	Suarez, Julie	3rd Grade Math Teacher
	Suarez, Laura	Parent Representative
	Thompson, Cynthia	English III & IV Teacher
	Tucker, Angie	Elementary Principal
	Walters, Suzanne	Junior High Special Education Teacher

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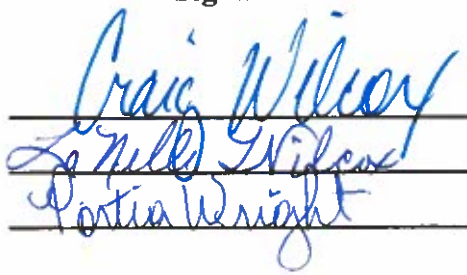	Wilcox, Craig	Curriclum/Special Programs/Testing Coordinator/ Assistant Superintendent
	Wilcox, LaNelle	4th & 5th Grade Social Studies Teacher
	Wright, Portia	3rd Grade ELAR Teacher

NEW SUMMERFIELD ISD MISSION STATEMENT

The faculty, staff, students, and parents of New Summerfield School affirm that we will continually strive to prepare students for a successful tomorrow by creating and maintaining an atmosphere of mutual respect and genuine caring which fosters responsible choices, growth, and movement toward each individual's potential and academic success.

NEW SUMMERFIELD ISD MOTTO

"Providing a Quality Education for the Leaders of Tomorrow"

NEW SUMMERFIELD ISD VISION OF REFORM STATEMENT

Every student of New Summerfield ISD will graduate with the knowledge and skills to become productive and responsible citizens.

New Summerfield I.S.D. Comprehensive Needs Assessment (CNA)

2022 - 2023

The New Summerfield Independent School District's (NSISD) District Improvement Plan (DIP) is prepared in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically 11.251 and 11.252. These requirements are also contained in NSISD policies BQ (Legal) and BQA (Legal).

Each school district shall have a DIP that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the DIP is to guide district and campus staff in the improvement of the educational entity. Addressed in the DIP include varied activities aimed at improving the general education setting, particularly focusing on student performance for all students groups in order to attain state and federal standards in respect to academic performance excellence indicators.

Comprehensive Needs Assessment Data Documentation

The New Summerfield Independent School District Comprehensive Needs Assessment (CNA) process is a continuous effort to maintain excellence and to identify needs for improvement. In addition, activities allow for focusing on specific efforts and devoting adequate funding to developing effective strategies to move NSISD toward becoming a more accomplished district with earned distinctions.

The following data were used for this analysis:

Improvement Planning Data

- Current and/or prior year(s) District Improvement Plans (DIP) and Targeted Improvement Plans (TIP), if required;
- Examining the foundational systems, actions, and processes supporting a continuous improvement of Texas school districts and campuses;
- Campus and/or district planning and decision making committee(s) meeting data; and
- State and federal planning and consultation requirements

Accountability Data

- Texas Performance Reporting System (TPRS) data;
- Federal Report Card data;
- Results Driven Accountability (RDA) data; and
- Annual Federal and State Measurable Achievement Objectives (FAMO & SMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information);
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions;
- Progress of prior year STAAR failures;
- STAAR Student Growth Progress Measures and Emergent Bilingual (EB) Progress Measure data;
- Texas English Language Proficiency Assessment System (TELPAS) results;
- Texas Success Initiative Assessment (TSI, TSIA, or TSIA 2) data for postsecondary/college-ready graduates' data;
- SAT and/or ACT assessment data;
- Local diagnostic and Measure of Academic Progress (MAP) Progress Measure's reading assessment data;
- Local diagnostic and Measure of Academic Progress (MAP) Progress Measure's math assessment data;
- Local diagnostic and Measure of Academic Progress (MAP) Progress Measure's science assessment data;
- Local Standardized Learning Objective (SLO) assessment data;
- Local benchmark or common assessments data; and
- Student failure, retention, and attendance rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of growth and progress between groups;
- Number of students assigned to special programs, including analysis of academic achievement, race, ethnicity, gender, etc.;
- Male/female performance and participation data;
- Special education and Section 504 population, including performance, discipline, attendance, and mobility;
- Migrant population, including performance, discipline, attendance and mobility;

- At-risk population, including performance, discipline, attendance and mobility;
- Emergent Bilingual (EB)/Limited English Proficient (LEP) data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.;
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.;
- Homeless and foster care data;
- Gifted and talented data;
- Dyslexia data; and
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Special Education students' participation rates in the general education classroom;
- Completion rates and/or graduation rates data;
- Annual dropout rate data;
- ACT/SAT participation and performance data;
- Collegiate/trade/technical school attendance, graduation rates, dual credits hours completed, and certificates earned;
- College, Career, and Military Readiness (CCMR) data;
- PEIMS attendance and discipline records;
- PEIMS violence and/or violence prevention records; and
- Tobacco, alcohol, and other drug-use data

Employee Data

- Staff surveys and/or other feedback;
- Staff retention rates and years of experience data;
- Campus leadership data;
- Teacher Evaluation and Support System (T-TESS) data;
- Campus vertical and horizontal meetings and/or faculty meeting discussions and data; and
- Professional development records and needs assessment data

Comprehensive Needs Assessment Narrative

Community Characteristics:

New Summerfield, Texas is a peaceful, rural, community-minded town located in the heart of Cherokee County, ten miles east of Jacksonville at the intersection of U.S. Highway 79 and State Highway 110. Cherokee County has an estimated 51,097 residents (U.S. Census Bureau, July 2021) with New Summerfield purporting roughly 1,400 to the county's total estimated residents. Since New Summerfield is so rural, there are not many opportunities for residents to visit or participate at many local businesses or events. Most local residents must drive to either Jacksonville (15-20-minute average commute) or Tyler (30.4-minute average commute) to have their needs met for groceries, clothing, entertainment, and healthcare. While most residents must commute to their places of employment, New Summerfield's two largest employers are in the horticulture and education fields. Most workers or students' parents are employed at local plant-farms (or plant nurseries) as day laborers. However, there has been a recent shift in men moving from local day laboring to positions in the oil fields or pipe lining.

Currently, there is very little new economic development in New Summerfield to keep residents or housing to bring in new families. The majority of the original families have moved to other areas in search of work, leaving parents and grandparents' homes behind to be purchased by those in the horticulture industry. The average family size is 3.66 and the average household income is around $50,709. The ethnic composition of the city is 60.6% Hispanic, 21.6% White, 0% African American, 0% Asian, 13.1% Two or More Races, and 4.73% Other. Within the New Summerfield School District, 86.8% of our students are Economically Disadvantaged. Area students may enroll in on-line dual-credit collegiate courses while in high school or must travel to either Jacksonville or Tyler to attend Junior Colleges after high school. The closest 4-year universities are roughly 45 minutes away; those being The University of Texas at Tyler in Tyler and Stephen F. Austin State University in Nacogdoches. New Summerfield I.S.D. (NSISD) promotes values centered on a bright future for our students and residents of New Summerfield, Texas.

Latest Update: January 25, 2022

District Characteristics:

New Summerfield Independent School District (NSISD) maintains a student population of approximately 538 (2021-2022). Our students benefit from small student-to-teacher ratios and the opportunity to obtain an outstanding first class education. NSISD is considered to be a Title I school-wide district, however there are specific buildings and campus leadership that are denoted as one high school (grades 9 - 12), one junior high (grades 6 - 8), and one elementary (grades PK - 5). Our community and surrounding area maintain a vital interest in our schools and we continually develop new partnerships connecting our students with the community. School board members take an active role in setting high expectations for the district and providing support to reach goals. District administration believes in developing strong instructional leadership skills of the campus administrators, ensuring effective instructional models are utilized with students. Student success is the focus and goal of the district, where all NSISD stakeholders are participants in providing various aspects needed for continued success.

Demographics

Demographics Summary:

The 2021-2022 NSISD student data indicates a total enrollment of 538 students at the end of the 2021-2022 school year. This number represents a slight increase in enrollment from the previous year. Based on the 2021-2022 district Texas Performance Reporting System (TPRS) data, student ethnicity population consists of 11.7% White, 2.4% African American, 84.9% Hispanic, .6% Asian, .2% Two or More Races, .2% American Indian, and 0% Pacific Islander. NSISD maintained stability in sub-population make-up over the last five years (with regards to a slight increase in Hispanic and decrease in White) and an overall total student growth that ranges from 1% to 5%.

Latest Update: January 25, 2022

Specific demographic populations evaluated include the economically disadvantaged, emergent bilinguals (EB's), and special education populations. Based on the 2021-2022 TPRS, the district reported 86.8% of the total population is identified as economically disadvantaged. This percentage is based on the number of participants in the Free and/or Reduced-Price Lunch Program within the district. The continued high percentage in the economically disadvantaged subpopulation over the last few years requires the district to enhance efforts to build greater understanding of cultural diversity and acknowledge the impact poverty has on students coming from disadvantaged home environments where factors may prevent students from being "school-ready." Some studies have identified students from economically disadvantaged environments as being school dependent; meaning that the only academic and sometimes physical and emotional resources available and accessible to them are those afforded by the school. Therefore, the challenge becomes the facilitation of targeted professional development for all staff, engaging in the Texas Accountability Intervention System (TAIS) process, and the implementation of various improvement processes.

The Emergent Bilingual (EB) population in recent years reveals a steady increase in numbers. For the 2021-2022 school year, NSISD had to apply for a Bilingual Exception Waiver for a 22nd consecutive year. Meaning, the district has had at least 20 students speaking the same language other than English, at a single grade level, and has not been able to hire enough bilingual certified teachers for 22 years in a row. It continues to be difficult, if not impossible, for the district to secure an appropriate number of bilingual certified teachers. The growing population of EB students, representing a home language of Spanish, has prompted district and campus administrators to explore various interventions and strategies made available through the coordination of state and federal funds.

Student enrollment by special program is as follows:

- Bilingual/ESL Education 41.8%
- Dyslexia 11.5%
- 504 13%
- At-Risk 68.6%
- Gifted and Talented Education 2.8%
- Special Education 9.5%

Demographic Strengths:

- Student academic performance remains stable, if not slightly improved, in most academic areas in spite of increasing rigor on state assessments, moving to all online assessments, and a change in question types;
- Career and Technical Education (CATE) participation and completion rates have increased;
- Student achievement in both athletic and academic extra-curricular activities continue to increase; and
- The elementary RtI, guided reading program, phonemic awareness interventions, and use of subject-level instructional interventionists (Elementary & Junior High) are expanding to better meet the needs of a greater numbers of struggling learners

Demographic Needs:

- Increased interventions to address growing numbers of both economically disadvantaged and Emergent Bilingual students;
- Greater cultural awareness and diversity training is still needed for all staff;
- Increased opportunities and support for students who are identified as being gifted;

- Training and implementation of a wider array of collaborative learning and differentiated instructional models for teachers;
- Increased recruitment and employment of bilingual and ESL teachers to strengthen the learning and vocabulary gap with the Hispanic and Emergent Bilingual student population; and
- Increased focus on successful implementation of RtI and differentiated instruction and practices

Student Achievement

Student Achievement Summary:

The Texas Progress Reporting System (TPRS) report for 2021-2022 was reviewed and analyzed in the district needs assessment process. The needs assessment process for student performance focuses on consistent attendance, STAAR/EOC pass rates and growth rates, and assessment test data. Focus also includes student demographic information and at-risk data to better define student needs in the pursuit of academic excellence and sustainability. NSISD's state assessment scores are slowly improving each year, as is the rigor of state assessments. STAAR EOC scores for Algebra I, English I & II, and Biology show a static, slightly downward trend over the past few years. However, U.S. History scores are a little bit higher that previous year averages. Intensive tutorials and academic assistance will continue to be implemented and monitored throughout the year to focus on increasing success rates. In regards to our 3rd – 8th grades, overall math and reading scores increased. However, science and social studies scores decreased in some of these grade levels. District-wide efforts made by each of our teachers in regards to differentiated teaching styles and practices and a continued focus on teaching the TEKS are priorities this year. To assist in this endeavor, the staff has access to the TEKs Resource System. This system offers resources such as a pacing guide and instructional focus documents to assist both teachers and students in moving towards a higher level of academic progress. The district has also added an additional reading interventionist for grads K-5th and a mathematics interventionist for grades 6-9th.

Latest Update: January 25, 2022

All subjects, with special emphasis on science, reading, and writing, are of district-wide concern. In order to strengthen these areas, the Daily 5 will continue to be implemented in Grades K-4 for reading. Guided reading training and activities will be coupled with the Daily 5 to strengthen these students reading comprehension and fluency. Region VII ESC Specialists visit often to work with our teachers on how to implement the Daily 5 in these grades levels through workshops and modeling in the classroom. Additionally, a district-wide focus on phonemic awareness in the early elementary grade levels has become a focus. In order to provide additional support for our math and reading teachers, two K-5 math and reading intervention specialists and one 6-9th math interventionist will work part-time with both teachers and students on methods to increase student performance in those who demonstrate below-level skills in reading and math. As another means of ensuring high-quality instruction, teachers diligently revise their specific grade/subject level scope and sequence and lesson plan designs. Adding to the current scope and sequence, the district is utilizing the TEKs Resource System as an additional resource. This system provides a strong pacing guide, instructional focus documents, suggestions for when to teach specific units, and offers additional rigorous assessments to check for student comprehension and mastery. The TEKS Resource tool helps to ensure a high-level of rigor is being used in the classroom and that teachers are accurately pacing their instruction. Assessments and data analyses also support the need for non-English/bilingual speaking students to develop their academic language and reading fluency. A significant factor to our student's achievement is an overall attendance rate of 99.2% for the 2019-2020 year and 96.0% for 2020-2021. The needs assessment review also included data and discussions regarding chronic health conditions, impact of COVID-19, communicable diseases, and special circumstances such as pregnancy and parenting.

A challenge to improvements in student achievement is the number of students with one or more designations as at-risk of dropping out of school. Further information and needs statements are included in the section on dropout prevention (below). In correlation with that section, analysis of those categories have shown differentiation from academic needs to those with a stronger focus on social, emotional, and psychological challenges. NSISD acknowledges that academic challenges may result in social challenges just as social challenges may negatively affect academics. However, five of the thirteen categories of at-risk designations

are stated in academic terms. Those five at-risk categories are: reading readiness in elementary schools, low course averages in secondary schools, retention rates for all grade levels, state assessment performance - such as STAAR, and the number of students with Limited English Proficiency (LEP). Information reviewed shows a need for:

- An aggressive writing intervention program;
- Aggressive reading and targeted phonemic awareness intervention programs;
- Maximum planning, instruction, and learning time for teachers and students; and
- Focused efforts to address academic needs for at-risk students

Based upon both the raw and scale scores for 3rd - 11th grades on STAAR assessments, data suggests that more critical thinking skills, access to real-world applications, and increased classroom rigor still needs to be added to the curriculum and instructional practices. Some of the strategies implemented this year will involve campus administrators closely monitoring the depth to which students are being taught and assessed as evidenced through walk-throughs, routine assessment data analysis, and review of benchmark test performance. The district is also implementing the Measures of Academic Performance (MAP) Performance Measures assessment at the beginning, middle, and end of year to assist in tracking student's specific performance in math, reading, and science at the elementary level and Student Learning Objective (SLO) assessments at the Junior High. Additionally, during each 9-week period, rigorous assessments are given in each core subject area. These assessments are then analyzed to review which TEKS/student expectations (SE's) have or have not been mastered successfully. TEKS/SE's not mastered must then be retaught and reassessed for student mastery and additionally addressed in after-school tutorials and through targeted student remediation.

The continuance of principal led campus meetings will allow teachers and campus administrators to further analyze student performance data, review intervention plans, assess student achievement, update scope and sequences, focus on rigorous questioning

strategies, and meet as vertical and horizontal teams. These meetings have also been set aside for grade/subject level meetings led by Region VII Specialists to assist teachers in strategies that promote higher student engagement, increase instructional practices, and answer questions from the staff. In addition, these specialists continue working with small groups of teachers to assist them in learning how to utilize all aspects the TEKs Resource system has to offer. As a result of these meetings, and working with specialists from Region VII, the district's staff development will be more attuned to what teachers discover are needs and what the specialists recommend. As a continued focus this year, a targeted and on-going professional development centered around Response to Intervention (RtI) to assist our staff in better understanding the RtI process and how to effectively implement the Tiered interventions.

For the 2021-2022 accountability summary, New Summerfield ISD received an accountability rating of "B". In addition, as evidenced on the 2021-22 accountability summary, New Summerfield ISD received the highest accountability rating possible of "Met Standard" for the 2021-2022 school year. NSISD once again scored consistent for each Performance Index, with a couple being higher than previous years. On Performance Index I, Student Achievement, NSISD obtained a scale score of 87 points. In regards to Performance Index 2, School Progress, a scaled score of 90 points was obtained. NSISD scored a scale score of 83 points for Index 3, Closing the Gaps. For Overall Performance, NSISD scored a rating of 88.

Upon comparison of student performance data in the all grades and subjects combined category, the 2021-2022 data shows each subpopulation's performance remained stable when compared to previous years. When reviewing reading among our student subpopulations, most subgroups show a slight increase in performance (5%) when compared to 2020-2021 data. In regards to mathematics, most subgroups increased in performance (3%) over the previous year. Science performance for all subgroups increased (by 3%) within certain populations. The final subject analyzed, social studies, showed a decrease (-7%) in performance for all students assessed.

Dropout Prevention:

Data for 2015 through 2021-2022 shows the dropout rate was 0%. However, for 2017-2018, the district's dropout rate was at 1.3% and reducing to .7% in 2018-2019. As compared to the state's average dropout rate of roughly 2.4%, NSISD feels secure in current practices that are in place to increase retention rates and student's success until graduation. The number of students at NSISD entering ninth grade and graduating four years later or at a 4-year extended longitudinal rate has increased slightly from 95% in 2020-2021 to 100% in 2021-2022. This increased in graduation rate is still approximately 5-10% above both regional and statewide graduation rates.

Texas Education Code Section 29.081 defines the State criteria used to identify students at-risk of dropping out of school. A student at-risk of dropping out of school includes each student who is under 26 years of age and who:

(1) was not advanced from one grade level to the next for one or more school years;
(2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
(3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently 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;
(4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
(5) is pregnant or is a parent;
(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;

(8) is currently on parole, probation, deferred prosecution, or other conditional release;
(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
(10) is an emergent bilingual student, as defined by TEC Section 29.052;
(11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
(12) is homeless, as defined by 42 U.S.C. Section 11434 (a), and its subsequent amendments; or
(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; or
(14) incarcerated or parent/guardian has been incarcerated during the student's lifetime, per Penal Code Section 1.07; or
(15) is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548; or
(16) regardless of the student's age, participates in an adult education program provided under the adult high school charter school program under Subchapter G, Chapter 12.

Data reports on at-risk designations are updated regularly and analysis must be based on snapshot data. As much as 68.6% of the total student population (538) showed one or more at-risk designations during 2021-2022. Both secondary and elementary data show approximately 369 at-risk students. Five of the at-risk categories denote academic challenges that can be addressed through an individualized approach to teaching and learning, as required by the guidelines for State Compensatory Education. Eleven of these categories denote social, emotional or behavioral challenges, and require early identification, prevention, intervention, counseling, and support activities as encouraged in both State Compensatory Education and Every Student Succeeds Act (ESSA) Title I, Part A guidelines. NSISD improvement efforts include a continued focus on early identification and interventions for students struggling

academically. Cohort monitoring and management efforts track student progress toward graduation within four years. Annual credit acquisition is documented and a plan for credit recovery is established for students behind in the cohort.

Student Achievement Strengths:

- The following student groups increased performance in the "ALL subject areas" category: Hispanic, African Americans, Special Education, and Emergent Bilinguals;
- Students achieving at the "Approaches," "Meets," and "Masters" grade level in all subjects, district-wide, is as follows:
    - Percent of students who "Approaches" grade level in all subjects increased from 71% (2020-2021) to 74% (2021-2022)
    - Percent of students who "Meets" grade level in all subjects increased from 37% (2020-2021) to 42% (2021-2022)
    - Percent of students who "Masters" grade level in all subjects increased from 11% (2020-2021) to 15% (2021-2022);
- Participation rate for state assessments was 100%;
- The district had dropout rates of 0% (7-8th grades) and 0% (9-12th grades) in 2021-2022;
- Percentage of students completing 12 hours or more of advanced/dual-credit courses;
- Greater number of students who are college-ready graduates and college and career ready graduates;
- The 2020-2021 graduating class was comprised of 70% college ready graduates; and
- Students who did not "Meet" passing standards on any STAAR assessment during 2021-2022 will participate in 30 hours of district led Accelerated Instruction by highly qualified staff.

Student Achievement Needs:

- Number of students decreased who are enrolling in Texas institutions of higher education and completing one year without remediation. District went from 52.6% in 2018-2019 to 46.1% in 2019-2020;
- Interventions targeting all students whose performance decreased in any subject;

- Increase SAT/ACT participation rates and average test results so they are equal to or higher than either regional or state averages;
- Increased focus on data driven instructional interventions and differentiated instruction in an effort to meet student needs and improve student performance among all low-performing groups;
- Continued staff development and support for Region VII Specialists reinforcing differentiated instructional strategies, student engagement, classroom rigor and the RtI process;
- Continued training on how to use and implement resources available through the TEKS Resource System;
- Increased number of students graduating with an industry-based certification and following a CTE coherent sequence;
- Improve overall student performance in all subjects; and
- Increased support for at-risk and economically disadvantaged students

District Culture and Climate

District Culture and Climate Summary:

New Summerfield ISD provides a warm and welcoming environment. NSISD staff, parents, and the community have high expectations for our students - both academically, behaviorally, and socially. Each strives to meet the needs of all students and prepare them from the day they enter the district to be college and career ready upon graduation. In addition, NSISD staff and students are able to feel safe and supported in the school environment. Through various safety drills, the staff are all prepared in the event of an emergency. NSISD also has tremendously low rates of student discipline issues, as well as high student attendance rate. Our district prides itself in being able to offer students multiple opportunities to be involved in extracurricular activities. Parents and community

members are welcomed and encouraged to participate in the educational process through a variety of avenues such as booster club, district committees, Afterschool Centers on Education (ACE), and participation in other district organizations and activities.

In compliance with Texas Education Code Section 39.053, NSISD completes an annual performance report regarding the number, rate, and type of disciplinary incidents occurring on campuses. For the last 10+ years, these reports show that the majority of disciplinary offenses are not of a criminal nature and are categorized primarily as repeated rule violations as outlined in the NSISD Student Code of Conduct. Each NSISD campus publishes safety rules, dress codes, discipline codes, and emergency response protocol.

During some of our campus assemblies, motivational speakers are employed to encourage student safety and stress the importance of making healthy and safe choices. Various medical services are made available in conjunction with the district's two nurses. These include health screenings, information about healthy choices, information about drug and alcohol abuse, as well as information on other risky behaviors. Campus administrators and the PEIMS Coordinator track and report referrals and placements by campus and type of offense. The top categories for the disciplinary placements are as follows: cutting class, tardies, conduct and student code violations, and disruptive behavior. The overwhelming majority of all offenses on each campus were reported as violations of student code of conduct. The responsibility for labeling the causes for referrals lies with the campus administrator. One label may not encompass the entire incident. Detailed information is gathered on the referral to better inform the receiving teachers, counselors, and administrators in developing an individual plan for a student. Documentation of referrals include a brief narrative of the incident as well as grade level, age of the student, and any notations about the student in terms of any type of special services they may receive. In order to remediate and address specific misconduct, students may serve time in an in-school suspension, create a social contract or behavioral plan between student and administrator/teacher, be reassigned to another classroom setting, or be provided with professional counseling.

District Culture and Climate Strengths:

- Community and parent support;
- Student involvement;
- Safe and orderly district;
- Well maintained and clean campus buildings; and
- Minimal disciplinary referrals

District Culture and Climate Needs:

- Increasing parental, family, and community involvement in academics and after school activities;
- Instilling the importance of education and collegiate/trade/technical school completion to parents and community members;
- Developing academic support for parents so they are able to assist their students in regards to homework and academics; and
- Increasing leadership skills of current staff

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary:

New Summerfield ISD requires all teachers and paraprofessionals to be high quality. They must be in an approved alternative teaching program or have a certified teaching certificate in their teaching field with a degree of B.S., B.A., Master's, or Doctoral. A complete background check and fingerprinting is required of all new employees. All teachers will be evaluated under a fairly new

evaluation and support system called Texas Teacher Evaluation and Support System (T-TESS). Administrators are required to consistently provide information and feedback from routine walk-throughs and observations to each teacher and the superintendent. This evaluation system focuses on teachers developing habits of continuous improvement where both administrator and teacher focus on evidence-based feedback and professional development through ongoing dialogue and collaboration. Teachers meet with their administrator at the beginning of the year to outline goals during a preconference, undergo observations during the year, and at the end of the year a post-conference is held to discuss the year and future goals.

However, beginning with the 2022-2023 the district will implement an alternate strategy for "seasoned" teacher appraisals as approved in the District of Innovation. The alternate strategy is described below:

To best improve teaching and learning, we intend to focus our efforts on areas in most need of growth such as new teachers or those in need of improvement. By claiming exemption form TEC 21.352, the district can determine locally the most appropriate appraisal criteria to evaluate its educators. NSISD plan would be as follows:

- Evaluations every third (3rd) year for teachers who are rated Proficient or higher, administrators may choose to evaluate prior to the 3rd year at their discretion.
- Criteria for the off years will include (Campus Administrator may modify exemption at their discretion):

    - Goals set and inputted into DMAC.
    - Minimum of four walkthroughs (two formal and two informal).
    - DATA related to goals set will be turned in at the end of the year and discussed in an annual summative conference.

- All teachers will have an annual summative conference to discuss the year and to set classroom goals and a staff development plan.

- New teachers to the profession will be evaluated for three years or the length of their probationary contract.
- If a teacher's assignment changes, they would be evaluated the following year in their new assignment.

Regardless of which strategy is used to appraise our teachers, they will utilize DMAC software to assist in assessing and analyzing student performance and focus on which TEKS/student expectations are not being mastered. Analysis of this data allows teachers and administration to identify specific areas of needed staff development. In addition, NSISD has worked closely with the Region VII ESC to implement classroom visits by content specialists. These specialists observe, model, provide feedback, and co-teach with the staff. Through this arrangement, teachers have great support and access to specific professional needs addressed during visits. It is evident that teachers enjoy New Summerfield ISD and usually complete their entire teaching tenure within the district. Another highlight for staff at NSISD is a strong mentoring program for first year and new teachers to the district. This allows the new staff members to succeed and feel welcomed to the district and the education profession.

New Summerfield ISD has had 100% high quality teachers and instructional aides for the past ten years through the 2021-2022 school year, with the exception of 2013-2014 reporting only 94.9%. NSISD employs around 48 teachers, with 10 or 20.4% holding advanced degrees. Of the 48 teachers, 30 have more than five years of classroom teaching experience. Average tenure within NSISD is 7.2 years. The district averages one teacher per 11.3 students. This average does include core grade levels and classes with smaller elective or alternatively structured classrooms. Average pay for classroom teachers shows NSISD salaries continue to be lower than the state average in all categories of years of experience, roughly $10,000 - $12,000 per category. Unfortunately, an increase in turnover rate (25.2%) was reported for the 2021-2022 school year. The state percentage is at 17.7%. Exit interviews continue to be

implemented to address this unusually high turnover and discover any specific reasons teachers choose to leave the district. NSISD continually monitors recruiting practices and employee placements to ensure positions are filled with high quality staff members who are committed to staying and building relationships within the school community.

NSISD is committed to quality staff development providing every teacher the opportunity to achieve and maintain proper qualifications, as well as the classroom effectiveness necessary for exemplary teaching and learning. Staff development participation is managed and documented through the curriculum department, campus principals, and Region VII ESC. For the 2021-2022 (August 2021 – July 2022) school year, over 2,505 hours of staff development were documented through the Region VII ESC for NSISD teachers and administrators. New teachers and new teachers to the district are required to attend new teacher in-service training at the beginning of each academic year. If they are new to the profession, a selected master teacher is assigned to serve as a mentor during the first year. Each year, NSISD revises staff development plans to include required trainings, differentiated instructional practices, activities to serve the gifted, collaborative learning models, writing initiatives, technology, and more intensive Emergent Bilingual (EB) based instructional strategies. Finally, NSISD promotes online and web-based learning environments allowing staff members to participate and engage in professional development that is delivered in methods other than face-to-face sessions.

High quality designations are based on criteria regarding proper certifications for teaching. Highly effective designations are more challenging to define and measure. As noted in both the curriculum and instruction and technology sections of this needs assessment, strategies are needed to support and monitor the efforts of teachers in the implementation and effectiveness of staff development concepts in the classroom. Improved delivery methods to address changing student needs are a priority. For example, approximately 68.6% of the entire student body is designated as at-risk while 86.8% are designated as economically disadvantaged. Effective instructional delivery for these students require specialized strategies, methods of instruction, and interventions gained through specialized staff development and training.

To assist in teacher retention, New Summerfield I.S.D. surveyed students, parents, and the community as it weighed options to move from a 5-day instructional week to a 4-day instructional week for the 2022-2023 academic year. The purpose of the proposed 4-day instructional week is meant to positively impact families by increasing student morale, attendance, daily instructional time, additional targeted remediation, and increasing overall retention and recruitment of highly qualified staff. Results of the survey revealed the most common concern expressed revolved around childcare on Fridays. Through phone calls and discussions over this specific topic, other districts who have successfully implemented the 4-day instructional week shared positive feedback. Their responses stated childcare was not an issue once the 4-day week was implemented. One other issue revolved around loss of student instructional time. However, this will not be an issue for New Summerfield I.S.D. The newly approved calendar actually adds minutes to each instructional day for students in the classroom, as well as increases the total overall instructional time for students during the academic school year.

Additionally, factors that contributed to this proposed change include:

a. Retention and recruiting of qualified teachers/staff members;
b. Improved faculty and student attendance;
c. Increased time for staff professional development without staff members being pulled from instruction;
d. Opportunities for students and staff to take advantage of the shortened week to address personal appointments and family engagement. This will allow for increased opportunities for staff and students to be present during the instructional days, resulting in a decrease in teacher absenteeism and the need for qualified substitute teachers;
e. In addition to other districts who currently implement a 4-day week, New Summerfield I.S.D. plans for this to increase staff and student morale. The prior two years have been extremely difficult on students and staff due to the pandemic;
f. Heightened student engagement with elevated instructional efficacy through increased daily instructional time; and
g. Creates days for remediation and instruction that is targeted to meet students' needs.

After much discussion and consideration, the Board of Trustees voted to move towards a 4-day instructional week for the 2022-2023 academic year. After the implementation of the 4-day school week (Around March-April of 2023), school administrators and the Board of Trustees will examine the pros and cons of the change as plans are made for the 2023-2024 academic year.

Staff Quality, Recruitment, and Retention Strengths:

- Low teacher to student ratio of 1 teacher per every 11.3 students;
- Minimal discipline issues;
- Administrative support for teachers who seek specialized staff development;
- Mentoring program providing new staff with support from master teachers within their assigned subject/grade level;
- Teacher appraisers and campus leadership set goals, give timely feedback, and focus on continuous cycles of improvement;
- Summer instructional professional development days can be used as comp time throughout the year;
- Staff engage as active participants in data analysis to better understand low performing areas and target individual student needs; and
- 4-day instructional week with built in professional development and student remediation days built in schedule (Fridays)

Staff Quality, Recruitment, and Retention Needs:

- Increased teacher retention;
- Teacher salaries that are more competitive with local districts and in line with state averages to attract teacher applicants;
- More effectively recruit bilingual and ESL certified teachers;
- Increase opportunities for individualized professional development;

- Increase trainings on effective instructional practices for working with EB's, at-risk, and economically disadvantaged;
- Continued support from Regional Service Center Specialists in modeling, effective instructional methods, collaborative learning, and research-based strategies for all subject and grade levels; and
- Effectively assessing exit interviews to address working conditions/environments that lead to potential staff turnover

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary:

The NSISD administration is responsible for ensuring fidelity in the implementation of the Texas Essential Knowledge and Skills (TEKS) in the foundation and enrichment curriculum. Curriculum development, implementation, and pacing has been collaboratively designed utilizing strong partnerships with NSISD stakeholders. In addition, the TEKs Resource System has been added as an available resource for our teachers. This system allows teachers to gauge the effectiveness of their curriculum, ensure proper pacing, and provides access to rigorous questioning strategies and assessments. The needs assessment process for curriculum and instruction includes the review of core and enrichment curriculum, methods of delivery and strategies, as well as monitoring efforts to determine effective implementation of current scope and sequences.

With regards to core curriculum subjects, NSISD has implemented a district/teacher created comprehensive subject/grade level scope and sequence/instructional framework that supports the SBOE mandated TEKS. Beginning during the 2013-2014 school year, NSISD transitioned away from CSCOPE and created its own districtwide scope and sequence. Based on the research-based instructional practices of The Kilgo Model, this scope and sequence was created by teachers, administrators, and a consultant. Teachers deconstructed TEKS to address the verbiage, content, and context in which they were to be taught. From there, they revised

their scope and sequence as necessary throughout the 2013-2014 school year, and continued to do so through the 2021-2022 school year, each nine weeks, as necessary. To support this framework, teachers use the TEKS Resource System to create and modify unit lessons plans for each nine weeks, which are monitored by campus principals. The TEKS Resource System is used as an additional resource and provides tools that allow teachers to view vertical alignment, pacing guides, instructional focus documents, sample questioning, and an assessment bank. This resource is meant to serve as a method to ensure correct pacing and instructional content is delivered through cohesive units. TEKS Resource System also assists the teachers in spiraling in the TEKS throughout various times of the year. Access to TEKS Resource has created opportunities for lessons to be delivered with a higher degree of rigor and complexity while aligning to the TEKS/SEs. District-wide assessments to check student mastery are given based upon each nine weeks' scope and sequence or unit plan. Most assessments are created either through the TEKS Resource System or DMAC TEKscore software. In addition, DMAC offers numerous analysis tools for teachers to use in assessing specific student mastery. At the end of each nine weeks, principal led meetings are held by grade level/subject area/department level to discuss findings and trends from these analyses. Our elementary is also implementing the Measures of Academic Performance (MAP) Performance Measures assessment at the beginning, middle, and end of year to assist in tracking student's specific performance in math, reading, and science. The Junior High grade levels are implementing Student Learning Objective (SLO) assessments for benchmarking.

STAAR assessment, student performance, MAP, and SLO data reveals a need for continued review and revision of current scope and sequences in all core subject areas to ensure appropriate sequencing and pacing of instruction, as well as the implementation of effective instructional strategies to meet the level of rigor and depth of knowledge in which students are assessed. Increasing instructional effectiveness and student achievement will increase the likelihood that our student population has access to higher education, the ability to attend a trade or technical school, or have the skills necessary to be successful in the workforce upon graduation. With more effective guided reading in our elementary classrooms, the district is striving to solidify stronger writing and reading skills within the student population.

Student achievement data supports the need for more effective delivery of instruction and increased opportunities to check for student understanding. With large populations of students receiving special services through special education, English as a Second Language (ESL) instruction, and at-risk remediation, there is a need for a variety of instructional delivery methods. Continued training and assistance from Region VII Specialists is allowing our teachers to see and put into practice a variety of instructional methods. NSISD teachers are learning to check for understanding more often to assess mastery and to identify students who are in need of specific interventions. Identifying students in need of intervention allows for re-teach opportunities and individualized assistance for struggling learners. These efforts also support the State Compensatory Education requirements of addressing needs of students designated at-risk of dropping out of school, particularly in the five areas previously noted as academic categories. Early identification of student needs will accelerate Response to Intervention (RtI) efforts and support individualized instructional plans for teaching and learning.

Curriculum, Instruction, and Assessment Strengths:

- Utilize and share successful intervention strategies and programs across grade levels/subject areas;
- Adequate teaching supplies and materials;
- Campus visits from Region VII Education Service Center Specialists who coach, model, observe, and provide feedback on instructional delivery and resources;
- Deconstructed TEKS, scope and sequence, and curriculum-based meetings to address needs; and
- Use of TEKS Resource System to assist core teachers with pacing, instructional focus documents, vertical alignment, sequencing, and rigorous assessments

Curriculum, Instruction, and Assessment Needs:

- Increase teacher familiarity with usage of TEKS Resource System to ensure correct vertical alignment, pacing, instructional focus documents, and common-based assessments for grade/subject levels;
- Increase time for teachers to plan and incorporate the usage of TEKS Resource System into current instructional frameworks/scope and sequences;
- Increase training on proper pacing to ensure coverage of all required TEKS;
- Increase student critical thinking skills to develop deeper synthesis of core content;
- Vary instructional strategies to increase students ability to use textual evidence;
- Increase staff's time to effectively create interventions targeting low-performing students;
- Provide training on a uniform Response to Intervention (RtI) process and implementation with fidelity; and
- Design lessons that engage and motivate students to learn

Parent, Family, and Community Engagement

Parent, Family, and Community Engagement Summary:

NSISD is committed to a full partnership with parents and community members through providing optimum teaching and learning experiences for students. The needs assessment process for this area includes a review of previous and current levels of parent and community participation in school activities. Additionally, feedback from parents and community members via online surveys were discussed along with any useful information administrators collected from these educational stakeholders.

Activities and events for parent and community participation include meetings offered after school hours to provide parent/student learning activities and information on other relevant school events. NISISD's School Health Advisory Council (SHAC) partner with community, state, and federal organizations to offer community health fairs and blood drives. Families and community members can be involved in meaningful activities that support student's learning and campus needs such as Booster Club meetings and UIL academic and athletic events. Other examples of parent and community activities include 9-week celebrations, book fairs, meet the teacher, Fall Festival, Thanksgiving Feast, holiday performances, organizational events, and award ceremonies. More parent, family, and community activities are sponsored through Title III activities and our Afterschool Centers on Education (ACE) program such as movie night, fitness classes, specialized events, parent engagement center, and English language acquisition courses.

Parents are encouraged to be involved in the decision making process through membership on various committees. These include but not limited to: Site-Based Decision-Making Committee, School Health Advisory Council, Language Proficiency Assessment Committee, and Booster Club.

Parents are informed of the importance of consistent attendance at campus-based activities through newsletters, parent/teacher conferences, email, phone calls, Facebook, Twitter, district website postings, and the Schoolway or Remind apps. The district website is updated with current news and informational items that all interested parties can access. NSISD always seeks new opportunities that will increase parental engagement and student success.

Analyses of state assessments and localized instruments indicate our Emergent Bilingual (EB) students are more at-risk due to language barriers. A top priority for NSISD is to reduce the language barrier by supporting EB students' parents, families, and community members through efforts targeting the improvement of their child's education. Parents of EB students often do not have the educational background needed to support their child's academic needs, thus creating barriers between school and home

relationships. The district strives to offer various programs and activities that will increase parental, family, and community knowledge and skills through the Title III program. By working to increase these parent's fluency and knowledge base, our students will have stronger academic support at home and a culture centered on the importance of education will begin to emerge. As parent, family, and community involvement programs and activities are reviewed for effectiveness, concerns center around consistent attendance and completion rates at meetings, language barriers, and long parental work hours. Our Title III/Bilingual/ESL staff is working with other district grants and departments to offer specific training and information for our Emergent Bilingual (EB) parents, families, and community members. These events include literacy nights, informational sharing meetings, and college preparation meetings. To address these concerns, district administrators will focus on the following:

- Improving communication with parents in previously underrepresented groups, such as special education and Hispanic students, by ensuring documents and information sent out to parents are both English and Spanish;
- Varying times of scheduled meetings;
- Increasing number of available translators at meetings/events;
- Improving communication efforts between program administrators, campus administrators, and staff regarding the importance of parent, family, and community participation in school activities;
- Increasing opportunities for parents, families, and community members to increase their fluency in the English language;
- Offering academic support to parents, families, and community members who cannot effectively provide academic assistance to their students;
- Work with other district-wide grants and initiatives; and
- Use Title III and ACE Programs to provide a parent/community resource center

Parent, Family, and Community Engagement Strengths:

- Parent Involvement Policy and Parent-Student-Teacher Compacts;
- Attendance and participation at district-wide events;
- Positive feedback from parents; and
- Strong community support

Parent, Family, and Community Engagement Needs:

- Seek non-traditional methods of communication for non-English speaking populations;
- Bilingual liaisons who focus on developing trust and relationships with limited English speaking families;
- Increased response to parent, family, and community surveys;
- Increased attendance and feedback at strategic planning meetings and district-wide informative meetings; and
- Ability to effectively different meetings to only address Emergent Bilingual students' parents, families, and community members vs. other demographic populations within district.

School Context and Organization

School Context and Organization Summary:

New Summerfield ISD is a structured, well-organized school system that has created a positive academic and extracurricular image within the community. Administration, faculty, and staff are all friendly, qualified, and professional during the academic school day and at afterschool events. Expectations are set high by all members of the NSISD team to ensure students are successful in

preparing for life and graduating college and/or career ready. District administration works diligently to meet the needs of the teachers and staff in each aspect of the school environment. Additionally, all teachers and staff are focused on making the school environment one that is inviting, clean, and inspiring for our students. While maintaining a welcoming environment full of high expectations, stakeholders strive to utilize time spent in the schools serving the academic and extracurricular need of our students.

New Summerfield ISD is a rural, relatively small district where student class options are somewhat limited, schedules may be hard to accommodate, and finding the same grade/subject level colleague may be difficult. However, the small size allows for a smaller teacher to student ratio (1:11.3), ease of access to teachers, and the opportunity for staff to provide more targeted assistance for students who may be struggling in some manner. Since there is a smaller number of teachers and students, more time can be spent with students who are performing poorly or need additional clarification. The new 4-day instructional week will also allow staff to provide additional, scheduled remediation to target specific students' needs. In turn, this allows for teachers to have a much clearer understanding of each students' academic and social needs. This valuable input can then be evaluated and appropriate measures put into place for interventions. Additionally, many families and students from area school districts seek to transfer to NSISD so they can have a more personalized academic experience.

School Context and Organization Strengths:

- Small teacher to student ratios;
- Positive climate and culture exhibited through all educational stakeholders;
- High expectations of administration, faculty, staff, and students;
- Positive community/parental image; and
- Various built in student remediation days on Fridays

School Context and Organization Needs:

- Increased community and parental awareness and involvement;
- More opportunities for faculty professional development on new and innovative instructional approaches to reach every student on every level;
- Increased support of Emergent Bilingual (EB) learners through enhanced/differentiated instructional strategies;
- Develop consistency in instruction;
- Increased time for teachers to collaborate, plan for more rigorous instruction, and have vertical/horizontal team meetings;
- Increased course selections; and
- Increased collegiality with staff of neighboring districts for access to and conversations with grade/subject level teaching counterparts

Technology Implementation and Usage

Technology Implementation and Usage Summary:

New Summerfield ISD has worked diligently to improve available technology resources for staff and students. A needs assessment utilizing teacher/student surveys, interviews, and inventories were conducted to analyze the current status of technology in the district and determine future needs. Items analyzed included: infrastructure, hardware, software, programs, student achievement, technology resources, staff development, and technical support. Findings from this needs analysis are as follows:

Currently in place at NSISD:

- Direct connection to the Internet is via a 100 MB connection; wireless connection to the Internet is 20 MB;
- District-wide Wi-Fi access points;
- District website and intranet in place providing district information and instructional services;
- Website & technology training provided to teachers through Region VII ESC;
- Written procedures in place on acceptable use of the Internet and network management;
- Distance learning labs available for students, staff, parents, and community members;
- Firewalls in place to help protect student access to unauthorized websites via Securly Systems Software;
- Teachers have access to a dedicated computer;
- Windows teacher and student computers and labs;
- All campuses have computer projectors for classroom checkout or permanently affixed in classrooms and/or BENQ Computer Carts/Displays;
- Majority of classrooms have a Smartboard and/or computerized mobile board;
- Junior high and high school student usage of personal devices as approved by teacher;
- PK – 3rd grade iPad loaner program, 4th – 8th grade Chromebook and Windows Laptop loaner program, and high school MacBook/Windows laptop loaner program (1:1 at each grade level);
- Edgenuity software for both credit recovery, additional courses, and tutorial purposes;
- District employee email accounts and network storage space;
- One technology director and instructional technology specialist available for assistance;
- Teachers are expected to integrate relevant technology material into their lessons through such avenues as Google Classroom and SeeSaw software programs; and

- Increased access to Mobile WiFi Hotspots for home usage.

New Summerfield High School:

- CTE strands are available affording students a variety of learning opportunities;
- Teachers are provided personal laptops at the beginning of each school year;
- All students in 9th through 12th grade are invited to participate in MacBook/Windows laptop loaner program at the beginning of the 2022-2023 school year; and
- At least two open access Window's labs are available for students and teachers; and
- 9^{th} – 12^{th} grade students have access to checking out Mobile WiFi Hotspots

New Summerfield Junior High:

- Teachers are provided a personal laptop at the beginning of each school year;
- Students in 6^{th}, 7^{th}, and 8^{th} grade are invited to participate in Chromebook and Windows Laptop loaner program at the beginning of the 2022-2023 school year;
- One Windows Lab with open access is available for students and teachers; and
- 6^{th} – 8^{th} grade students have access to checking out Mobile WiFi Hotspots

New Summerfield Elementary:

- At least two open access Window's labs are available for students and teachers; and
- PK – 3^{rd} grade students participate in iPad loaner program (1:1);
- 4^{th} – 5^{th} grade students participate in Chromebook loaner program (1:1); and
- PK – 5^{th} grade students have access to checking out Mobile WiFi Hotspots

Latest Update: January 25, 2022

The needs assessment analysis noted a need for increased number of Wi-Fi access points and greater Internet bandwidth in order to speed up wireless access speeds, additional access to distance learning in multiple locations, and more one-on-one technology in lower grade levels. The analysis also indicated a need for a replacement cycle plan for out of date equipment, the need for more rigorous software applications to supplement classroom learning, and the importance of promoting the Bring Your Own Device (BYOD) in secondary schools to enhance learning opportunities. Further study also revealed some staff members are not adequately trained in using hardware and software, therefore not effectively utilizing technology in the classroom. Due to this lack of knowledge, teacher training on hardware and software usage needs to be offered.

Technology Implementation and Usage Strengths:

- Multiple Window's computer labs available for students, staff, parents, and community;
- Data and internet security;
- Classroom and staff technology resources;
- Increased availability of mobile WiFi hot spots for home use;
- A 1:1 ratio of iPads, Chromebooks, Windows Laptops, or MacBooks for PK – 12^{th} grade teachers and students; and
- Student and staff access and training on two different types of computer platforms (Mac and Windows)

Technology Implementation and Usage Needs:

- Increased Wi-Fi access points and Internet bandwidth;
- Staff technology training for more effective utilization and integration of technology during instruction and assessments (i.e. Google Classroom and SeeSaw software programs);
- Replacement/recycle plan for outdated equipment;
- More rigorous academic intervention and supplement content support software;

- Promotion of Bring Your Own Device (BYOD) at junior high and high school campuses;
- Monitor student cell phone usage during classes and passing periods; and
- Chromebooks for 2nd grade to begin practicing typing skills for STAAR and TELPAS constructed responses and essays

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Appendices

Appendices to current District Improvement Plan (DIP) include: **A.)** Migrant Needs Assessment Action Plan; **B.)** Migrant Identification and Recruitment (ID&R) Action Plan; **C.)** Priority for Services (PFS) Action Plan; **D.)** strategies to address missed State Annual Measurable Objectives (SAMO's); **E.)** strategies to address missed Federal Annual Measurable Objectives (FAMO's); and **F.)** areas of concern as indicated in the Results Driven Accountaility (RDA) data.

Appendix A

As denoted in the Migrant Needs Assessment Action Plan, Appendix A, the Migrant Needs Assessment looks at various data sources to ensure success of the Migrant Student.

Appendix B

As denoted in the Migrant Identification and Recruitment (ID&R) Action Plan, Appendix B, objectives are set to ensure all elgible migrant children and youth residing in the district are properly identified, recruited, and effectively served through instructional and supplemental services such as health, clothing, school materials, and referrals for social services.

Appendix C

As denoted in the Migrant Priority for Services (PFS) Action Plan, Appendix C, objectives are set to ensure that all Priority for Service (PFS) migrant students are provided instructional services as needed to assist them in mastering the state content standards, passing state assessments, and accruing credits for on-time graduation.

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Appendix D

As denoted in the State Annual Measurable Objectives (SAMO's), Appendix D, objectives relating to "approaching" grade level or above performance standards in the specific areas of reading, math, science, and social studies for nine student groups: (All students, Hispanic, White, African American, Special Education - current, Continuously Enrolled, Non-Continuously Enrolled, Economically Disadvantaged, and Emergent Bilinguals (EB's)) for 2021-2022 and beyond, are denoted throughout the district improvement plan as follows (based on 2021-2022 data): **SAMO 1 (ELA/Reading): Target performance needs - All students (78%), African American students (67%), Economically Disadvantaged students (77%), White students (64%), Continuously Enrolled (79%), Non-Continuously Enrolled (67%), Special Education students - current (31%), and EB's (current and monitored) students (76%) in reading; SAMO 2 (Math): Target performance needs - All students (73%), Hispanic students (75%), Economically Disadvantaged students (72%), African American students (33%), White students (57%), Special Education students - current (36%), Continuously Enrolled students (75%), Non-Continuously Enrolled students (55%), and EB's (current and monitored) students (73%) in math; SAMO 3 (Science): Target performance needs - All students (73%), White students (69%), Economically Disadvantaged students (72%), EB's (current and monitored) students (69%), Hispanic students (73%), Continuously Enrolled students (76%), Non-Continuously Enrolled (59%), and Special Education students - current (58%) in science; and SAMO 4 (Social Studies): Target performance needs - All students (66%), Hispanic students (67%), White students (%), Special Education students - current (63%), EB's (current and monitored) students (49%), Continuously Enrolled students (70%), Non-Continuosly Enrolled students (47%), and Economically Disadvantaged students (64%) in social studies.**

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2022-2023

Appendix E

As denoted in the Federal Annual Measurable Objectives (FAMO's), Appendix E, objectives relating to "approaching" grade level or above performance standards in the specific areas of reading and mathematics for the following nine student groups: (All students, Hispanic, White, African American, Special Education - current, Economically Disadvantaged, Continuously Enrolled, Non-Continuously Enrolled, and Emergent Bilinguals (EB's)) at performance rate targets below federal standards for 2021-2022 and beyond, are denoted throughout the district improvement plan as follows (based on 2021-2022 data): **FAMO 1: Student assessment performance, reading - All students (78%), Hispanic students (80%), Economically Disadvantaged students (77%), White students (64%), African American students (67%), Special Education students - current (31%), Continuously Enrolled students (79%), Non-Continuously Enrolled students (67%), and EB's (current and monitored) students (76%) student groups; and FAMO 2: Student assessment performance, mathematics - All students (73%), Hispanic students (75%), Economically Disadvantaged students (72%), African American students (33%), White students (57%), Special Education students - current (36%), Continuously Enrolled students (75%), Non-Continuously Enrolled students (55%), and EB's (current and monitored) students (73%) student groups.**

Appendix F

The Results Driven Accountability (RDA) System, Appendix F, is a data system that reports annually on the performance of school districts and charter schools in selected program areas: (Bilingual Education/English as a Second Language (BE/ESL/EL), Other Special Populations (OSP), and Special Education (SPED)). As denoted in the Results Driven Accountability (RDA) data, Appendix F, Indicator Performance Level Objectives relating to performance are denoted throughout the district improvement plan as follows: **(2021-2022) RDA 1: Increase the passing rates and performance for All students, with special emphasis on Special Education students in grades 3-8, on the state reading assessment; (2021-2022) RDA 2: Increase the passing rates and performance for All students, with special emphasis on Special Education students in grades 3-8, on the state math assessment; (2021-2022) RDA 3: Decrease the disciplinary removal rate of Special Education students (Ages 3-21) from the instructional setting; and (2021-2022) RDA 4: Increase the passing rates and performance for Emergent Bilingual (EB) students in grades 9-12, on the Biology EOC.**

DISTRICT IMPROVEMENT PLAN
2022-2023

U.S. DEPARTMENT OF EDUCATION PERFORMANCE GOALS:

- **Goal 1:** **All students will reach high standards and work towards attaining proficiency or better in reading/English language arts and mathematics.**
- **Goal 2:** **All Emergent Bilinguals (EB's) will become more proficient in English and obtain higher academic achievements, at a minimum, all students will reach high standards and work towards attaining proficiency or better in reading/English language arts, mathematics, science, and social studies.**
- **Goal 3:** **All students will be educated in learning environments that are safe, drug free, and conducive to learning.**
- **Goal 4:** **All students will graduate from high school.**

The goals of New Summerfield Independent School District support those of the U.S. Department of Education through the Every Student Succeeds Act (ESSA) of 2015.

NEW SUMMERFIELD ISD PERFORMANCE GOALS/COMPREHENSIVE NEEDS ASSESSMENT:

- **Goal 1:** **NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.**
- **Goal 2:** **NSISD will assist Career and Technology Education (CTE) students in developing the knowledge, skills, and competencies necessary for a broad range of academic and career opportunities.**
- **Goal 3:** **NSISD's Emergent Bilinguals (EB's) will achieve higher proficiency in the English language, reading fluency, and overall academic success.**
- **Goal 4:** **NSISD's teachers and staff will continue to participate in quality/research-based professional growth geared toward the needs of NSISD students, targeting interventions, differentiated instructional strategies, and student engagement.**
- **Goal 5:** **NSISD schools will create and foster a culture that will provide a safe and drug free environment.**
- **Goal 6:** **NSISD schools will promote a healthy and physically fit lifestyle.**
- **Goal 7:** **All NSISD students will graduate from high school prepared for college or to enter the workforce.**
- **Goal 8:** **NSISD's student attendance rate will increase.**
- **Goal 9:** **NSISD's parental, family, and community engagement will increase throughout the district.**

GOAL 1: **OBJECTIVE 1: ENGLISH LANGUAGE ARTS AND READING**

All student groups will achieve acceptable passing rates in 2022-2023.

OBJECTIVE 2: WRITING

All student groups will achieve acceptable passing rates in 2022-2023.

OBJECTIVE 3: MATH

All student groups will achieve acceptable passing rates in 2022-2023.

OBJECTIVE 4: SCIENCE

All student groups will achieve acceptable passing rates in 2022-2023.

OBJECTIVE 5: SOCIAL STUDIES

All student groups will achieve acceptable passing rates in 2022-2023.

OBJECTIVE 6: COORDINATE FEDERAL AND STATE PROGRAMS

All student groups will be served through the coordination of Federal and State Programs.

GOAL 2: **NSISD will assist Career and Technology Education (CTE) students in developing the knowledge, skills, and competencies necessary for a broad range of academic and career opportunities.**

GOAL 3: **NSISD's Emergent Bilingual (EB) students will achieve higher proficiency in the English language, reading fluency, and overall academic success.**

GOAL 4: **NSISD's teachers and staff will continue to participate in quality/research-based professional growth geared toward the needs of NSISD students, targeting interventions, differentiated instructional strategies, and student engagement.**

GOAL 5: **NSISD schools will create and foster a culture that will provide a safe and drug free environment.**

GOAL 6: **NSISD schools will promote a healthy and physically fit lifestyle.**

GOAL 7: **All NSISD students will graduate from high school and enter college or be prepared to enter the**

GOAL 8: **NSISD's student attendance rate will increase.**

GOAL 9: **NSISD's parental, family, and community engagement will increase throughout the district.**

DISTRICT IMPROVEMENT PLAN
2022-2023

TEA Commissioner's Strategic Priorities

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

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: ENGLISH LANGUAGE ARTS AND READING						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Administration and teachers will utilize the use of the DMAC & TAG software to disseminate and disaggregate EOC, STAAR, benchmark, 9-Week assessment, and informal assessment data. **(FAMO 1), (RDA 1), (SAMO 1)**	August - May	Principals; Curriculum director; Classroom teachers	Local funds; Region 7 services	Passing trends will rise progressively.	Percentage of students passing STAAR/EOC ELAR assessments and increased TELPAS Reading and Composite scores.	**SP - 2, 4**
Implement after-school tutorials and accelerated instruction for students needing remediation of targeted student expectations. **(FAMO 1), (RDA 1), (SAMO 1)**	October - April	Campus principals; ACE site coordinator; Classroom teachers	Title I funds; Texas 21st Century Community Learning Center Grant; SCE funds	Student attendance at tutorials/accelerated instruction; ACE attendance; Classroom performance.	Percentage of students passing STAAR/EOC ELAR assessments and increased TELPAS Reading and Composite scores.	**SP - 2, 4**
Grades 1-5 will continue to integrate the use of technology in reading through the Accelerated Reader Program, Waterfall, and Progress Learning and Grades 6-8 will continue with Imagine Learning. **(FAMO 1), (RDA 1), (SAMO 1)**	Fall and Spring semester	Classroom teachers; Librarian; ACE administration	Title funds; Renaissance Learning; Imagination Learning; Texas 21st Century Community Learning Center Grant	STAAR testing; AR reports; Progress reports.	Percentage of students passing STAAR/EOC reading assessments; Increased TELPAS Reading and Composite Scores; Report Cards; Software usage reports.	**SP - 2, 4**
Grades 3-8 will continue to integrate the use of technology in reading tutorials through the Progress Learning. **(FAMO 1), (RDA 1, 2), (SAMO 1)**	Fall and Spring semester	Classroom teachers; Librarian; ACE administration	Title funds; Imagine Learning; Texas 21st Century Community Learning Center Grant	AR reports; Progress reports.	Report cards; Software usage reports.	**SP - 2, 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: ENGLISH LANGUAGE ARTS AND READING						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
The district will integrate the use of technology throughout the district to increase the performance in reading/language arts through the purchasing and loaning out of technology (i.e. Hotspots and iPads). (**FAMO 1), (RDA 1), (SAMO 1)**	Fall and Spring semester	Campus principals Classroom teachers; ACE administration; Technology Director	Title funds; SCE funds; Local funds; Texas 21st Century Community Learning Center Grant	Frequency of technology integration during lessons; Progress reports.	Percentage of students passing STAAR/EOC ELAR assessments; Increased TELPAS Reading and Composite scores; Report cards; Software usage reports.	**SP - 2, 4**
The district will continue enhance ELAR instruction throuugh research-based curriculum materials (i.e. - Think Up Curriculum) to target low-performing student expectations and practice test-taking strategies (i.e. Curriculum Associates, grades 2-8). (**FAMO 1), (RDA 1), (SAMO 1)**	Daily	Campus principals; Classroom teachers	Title I funds; SCE funds; Mentoring Minds (Think Up!), HMH, DMAC, TEKS Resource and Progress Learning	Classroom use of materials; Utilize resources during instruction, enrichment, and tutorials; Improved scores on benchmarks addressing targeted objectives.	Students will work in targeted areas based on skill proficiency data; Percentage of students passing STAAR/EOC reading assessments; Increased TELPAS Reading and Composite scores.	**SP - 2, 4**
The district will provide a summer tutoring/accelerated instruction program as needed for struggling readers. (**FAMO 1), (RDA 1), (SAMO 1)**	June	Campus principals; Classroom teachers	Title I funds; SCE funds	Improvement of reading assessment scores.	Percentage of students passing STAAR/EOC reading assessments; Increased TELPAS Reading and Composite scores.	**SP - 2, 4**
Provide staff development for all teachers on integrating effective guided reading strategies in all subject areas. (**FAMO 1), (RDA 1), (SAMO 1)**	August - May	Region 7 ESC Specialists; Reading interventionist; Campus principals	Local funds	Principals observe implementation of reading strategies in all classrooms.	Percentage of students passing STAAR/EOC reading assessments; Increased TELPAS Reading and Composite scores.	**SP - 1, 2, 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: ENGLISH LANGUAGE ARTS AND READING						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
The district will implement universal screeners to assist in identifying students who may have dyslexic tendencies, and continue to provide Dyslexia services and integrate "Neuhaus" web-based reading lessons providing skills for students who struggle with reading and have been identified with Dyslexic tendencies. **(FAMO 1), (RDA 1), (SAMO 1)**	August - May	Dyslexia teacher	Local funds	Progress reports;Tx-KEA reports; TPRI (1st & 2nd grade); and MAPS Reports (grades 3-5th).	Annual performance; Report cards; ELAR state assessments results.	**SP - 2, 4**
The district will continue to use Story Works software and Progressive Learning (grades 3-5), Edgenuity and Lexia Learning software (grades 7-8), Compass Learning software (grades 6-8), and APEX Learning software (Eng. I & Eng. II) to help ensure student proficiency in reading. **(FAMO 1), (RDA 1), (SAMO 1)**	August - May	Classroom teachers; ACE administration	Title I funds; SCE funds; Texas 21st Century Community Learning Center Grant	Classroom assessments.	Annual performance; Report cards; Software usage reports; ELAR state assessment results.	**SP - 2, 4**
The district will provide access to professional development in the specific areas of RtI, vocabulary, guided reading, and phonics to assist teachers in recognizing the difference between speech deficits and language barriers; assist with increasing reading and vocabulary proficiency in the classroom; and ensure proper tiered interventions are in place. **(FAMO 1), (RDA 1, 4), (SAMO 1)**	August - May	Campus principals; Classroom teachers; Region VII Service Center specialists; Reading interventionist	Title funds; SCE funds	Assessment instruments are administered prior to placement to determine skill level and learning modalities; MAPS Progress Measurement Assessments.	Data will provide teachers opportunities for small group and individualized instruction to meet each student's unique learning styles and needs; Increased student Rigby Levels; Ultimate SPED placements and EB SPED representation will be reduced; proper tiered interventions.	**SP - 2, 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: ENGLISH LANGUAGE ARTS AND READING						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Staff will implement activities into classroom lessons such as weekly vocabulary tests, alternative teaching methods for greater synthesis of vocabulary words, and identify gaps in academic vocabulary by specific student expectation/objective. **(FAMO 1), (RDA 1), (SAMO 1, 3)**	December - May	Campus principals; Classroom teachers	TEKS; TEKS resource system; Lead4ward; and Region VII ESC Specialists	Formative assessments; Classroom teacher observation; Students increased use and understanding of academic vocabulary.	Increased state assessment passing rates in reading and ELAR subject areas; Student classroom success; Increased student understanding and usage of academic vocabulary.	**SP - 2, 4**
The district will implement the use of Target Reading for daily reading practice in the 2nd & 3rd grade classrooms, Amplify Phonics in K-2nd, Saxon Phonics in 3rd grade, and Lone Star Reading in grade 3). **(FAMO 1), (RDA 1), (SAMO 1)**	August - May	Campus Principals; Classroom teachers	Local funds	Observation of use of supplemental materials; Increase in reading literacy.	Increased student Rigby Levels; Increase in percentage of students passing local reading assessments; Increased state assessment scores & TELPAS Reading and Composite scores.	**SP - 2, 4**
Administration and teachers will deconstruct grade and subject level TEKs and SE's to reinforce the mastery of instructional content. **(FAMO 1), (RDA 1, 2), (SAMO 1)**	September - May	Campus principals; Classroom teachers	Title I funds;	Dissection of grade-level TEKs.	Percentage of students passing STAAR/EOC state assessments; Increased TELPAS Reading and Composite scores.	**SP - 2, 4**
The district will use supplemental guided reading books for elementary grade levels to increase student reading fluency and literacy. **(FAMO 1), (RDA 1), (SAMO 1)**	August - May	Campus principals; Classroom teachers	Local funds	Student assessments.	Leveled-reading mastery checks; Student reading levels.	**SP - 2, 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: ENGLISH LANGUAGE ARTS AND READING						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Continue Daily 5 instruction in K-1 classes, Guided Reading, and Kinder Literacy in Kindergarten classes to increase reading literacy independence. (**FAMO 1), (RDA 1), (SAMO 1)**	August - May	Elementary principal; Classroom teachers	Region VII ESC specialists; Local funds	Classroom observation; Student assessments.	TPRI results; Annual student performance.	**SP - 2, 4**
The district will utilize Progress Learning and Readers Theater during afterschool remediation reinforcing and targeting TEKs and student expectations to increase student achievement. (1st - 8th grade) (**FAMO 1), (RDA 1), (SAMO 1)**	Mondays - Thursdays	Classroom teachers; Staff; ACE Staff	21st Century Community Learning Center Grant	Pre-tests; Post-tests.	Report cards; State assessment results.	**SP - 2, 4**
Utilize TEKS Resource scope and sequence, as well as adapted text, in the area of ELAR and continue to expand, support, and monitor teachers' use DMAC for designing and delivering data-driven instruction.. (**FAMO 1), (RDA 1), (SAMO 1)**	August - May	Campus principals; ELAR teachers	Local funds; TEKS Resource; HMH Text resources; DMAC	Data sources, included but not limited to: benchmark data, walk-through visits, and lesson plans will display utilization of data guiding instruction and instructinal practices; Instructional framework; Number of students needing accelerated instruction; TEKS resource system usage reports.	All student groups will increase by 5% in the area of English Language Arts; State assessment results; Benchmark results; 9-Week student progress/report cards.	**SP - 2, 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: ENGLISH LANGUAGE ARTS AND READING						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Enhance college preparedness by addition of College Preparation courses in conjunction with Tyler Junior College. **(FAMO 1), (SAMO 1)**	August - May	Counselor; High School Principal; ELAR Teachers		Number of College Prep courses offered to students.	Students will be more prepared for collegiate level ELAR coursework and be TSI ready.	**SP - 2, 3, 4**
Elementary will utilize Children Learning Institute (CLI) testing on all PK-2nd grade students, 3 times a year to measure reading fluency and progress. **(FAMO 1), (RDA 1), (SAMO 1)**	Beginning of Year (BOY); Middle of Year (MOY); End of Year (EOY)	Campus principals; Classroom teachers	Local funds	Assessment instruments are administered three times a year to determine skill level and learning modalities; Circle (PK), TX-KEA (K) Reports, and TPRI (1st & 2nd).	Review progression of student scores from Beginning, Middle, to End of Year assessments.	**SP - 2, 4**
Plan and provide "Parent and Family Literacy Night" in which parents and families will participate in parenting and/or curriculum-related activities promoting reading skills and parental involvement. **(FAMO 1), (RDA 1), (SAMO 1, 3)**	Spring semester	Administration; ACE staff; Elementary Principals; Classroom Teachers.	Grant funding; Texas 21st Century Community Learning Grant; School district facilities	Parent and family engaged in planning and conducting event; Observance of attendance at activities.	Increased parent and family engagement; Smoother elementary student program/grade transitions; increased student literacy and fluency.	**SP - 2, 4**
Implement Common Lit and News in ELAR in high school curriculum. **(FAMO 1), (RDA 1), (SAMO 1)**	Each 9-weeks	Campus principal; ELAR teachers		Increase student exposure to alternative reading materials that will increase ELAR assessment scores.	All student groups will increase by 5% in the area of English Language Arts; State assessment results; Benchmark results; 9-Week student progress/report cards.	**SP - 2, 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: ENGLISH LANGUAGE ARTS AND READING						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Administer formative and common assessments to plan for and implement targeted instruction. This will include a MOCK assessment (NWEA Measurement of Academic Performance (MAP) Progress Measures Assessments) to prepare, monitor, and predict student's progress and STAAR readiness (K-5th). **(FAMO 1), (RDA 1, 4), (SAMO 1)**	Beginning of Year (BOY); Middle of Year (MOY); End of Year (EOY)	Campus principals; Classroom teachers.	REAP Funding; DMAC, Mentoring Minds (Think Up!); NWEA MAPs; Content Mastery, Selection Tests, and Local Funds	Implement a scheduled assessment calendar and data review sessions; Progress Measure Reports.	All student groups will show progress with each assessment; Increased classroom and assessment performance by students who are provided intervention as a result of the MAP Progress Measures data.	**SP - 2, 4**
Utilize a campus RtI team to provide tiered interventions to meeting the needs of students experiencing emotional/behavioral and or academic deficits. **(FAMO 1), (RDA 1, 4), (SAMO 1)**	Monthly	Junior High Principal; Math Interventionist; Math Teachers	DMAC	RtI teacm will meet monthly to address student deficits and develop plans specific to student needs.	Students will receive necessary interventionand experience growth in academic performance.	**SP - 1, 2, 4**
All kindergarten through third-grade teachers and principals will complete the Texas Reading Academies training (by end of 2022-2023 school year). Educators will apply knowledge of the Science of Teaching Reading (STR) across teaching contexts to improve reading outcomes for all learners. **(FAMO 1), (RDA 1), (SAMO 1)**	Yearly; until all required staff are trained (2020-2023)	Campus Principals; Region VII Reading Academcy Cohort Leaders; Elementary Teachers.	State Compensatory Education (SEC) Funding	Teacher completion of Reading Academies. Assessments: CIRCLE, TX-KEA, TPRI, and STAAR data will reflect the effectiveness of the implementation and training.	Improvement in student's reading performance in the classroom, on assessments, and state assessments (STAAR).	**SP - 1, 2, 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: WRITING						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Administration and teachers will utilize the use of the DMAC & TAG software to disseminate and disaggregate EOC, STAAR, and benchmark data. The Texas Formative Assessment Resource (TFAR) will also be utilized as a formative assessment. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	August - May	Campus principals; Classroom teachers	Local funds	Increase in percentage of students passing benchmark tests.	Increased performance by students on Constructed Responses on STAAR assessments; Increased TELPAS Writing and Composite scores.	**SP - 4**
Implement required writing assignments in all subject areas. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	August - May	Campus principals; Classroom teachers		Student writing will improve; Administrator walk-throughs to assure compliance.	Percentage of students passing STAAR assessments and performance on Constructive Response questions; Increased TELPAS Writing and Composite scores.	**SP - 4**
Use supplemental STAAR preparation materials to target writing objectives (i.e. ThinkUp ELAR, grades 4&7 and Edgenuity, grades 6-8). **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	August - May	Classroom teachers	Title I funds; SCE funds	Observation of use of supplemental materials; Increase in benchmark scores.	Percentage of fourth grade, seventh grade, ninth grade, and tenth grade students passing STAAR or EOC assessments; Increased TELPAS Writing and Composite scores.	**SP - 4**
The district will integrate the use of technology (i.e. Hotspots) and educational software (i.e. Lone Star Writing and Keyboarding activities) throughout the district to increase the performance in writing. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	Each 9-Weeks	Campus principals; Classroom teachers; ACE administration; Technology director	Title funds; SCE funds; Local funds; Texas 21st Century Community Learning Center Grant	Frequency of technology integration during lessons; Progress reports.	Percentage of students passing STAAR and EOC writing assessments, Report cards; Increased TELPAS Writing and Composite scores; Software usage reports.	**SP - 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: WRITING						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
The district will continue to use Progress Learning in grades 3-5, Progress Learning and Dreamscapes in grades K-5, Writable & Edgenuity grades 6-8, and APEX Learning software (Eng. I & Eng. II) to help ensure student proficiency in writing. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	August - May	Classroom teachers	Title I funds; SCE funds; Texas 21st Century Community Learning Center Grant	Classroom assessments.	Student performance; Report cards; Software usage reports.	**SP - 4**
Administration and teachers will continue deconstructing grade and subject level TEKs and SE's to reinforce the mastery of instructional content. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	September - May	Campus principals; Classroom teachers	Title I funds; SCE funds	Dissection of TEKs.	Improved performance on state assessments; Increased TELPAS Writing and Composite scores.	**SP - 4**
Writing teachers (K-2nd) will focus on the writing skills outlined in Amplify. Second and Third grade teachers will supplment with Lone Star Writing. Additionally, teachers (K-5th) will continue using Mentor Sentences for revising and editing. PK will use Writing without teachers and 1st will utilize Starfall as a review tool. For supplemental curriculum (PK-5th) will use Writing Academy, 11 Minute Write, Storyworks, and Dreamscapes. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	Weekly; As assigned	Campus principals; Classroom teachers	Local funds	Student participation; Student performance; Daily and 9-Weeks grading.	Improved performance on state assessments; Increased TELPAS Writing and Composite scores.	**SP - 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: WRITING						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Implement "No Red Ink" software program at High School. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	August - May	Teachers; Campus Administrators		Promote cross-curricular participation in writing.	Expose students to writing other than the general ELAR classroom and promote increase in State Assessment Writing scores.	**SP - 4**
Continue to build a foundation of content-specific literacy skills by incorporating writing concept standards campus-wide. Use complete sentences on all classroom assignments; Incorporate short end and extended constructed responses into ELAR performance expectations; Use sentence stems and paragraph frames to scaffold. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	August - May	Campus principal; Campus teachers		By the end of each 9-week grading period, students will be evaluated in each content area for skill mastery via written expression.	Students will demonstrate grade-level literacy skill expectations.	**SP - 1, 2, 4**
Increase Special Education student mastery by utilizing support provided by Special Education teacher and paraprofessional staff. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	August - May	Campus principals; Classroom teachers		Monitor and adjust to date presented by formative and summative curriculum assessments.	Special Education students will show a patter of growth throughout the year on content-based assessments.	**SP - 1, 2, 4**
Update core subject area curriculum scope and sequence/instructional framework documents and utlize TEKS Resource documents in grades K-12 to ensure alignment with state standards and enhance the rigor of instructional activities and practices in the classroom. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	July - May	Campus principals; Classroom teachers	Local funds	Instructional framework; Number of students needing accelerated instruction; TEKS resource system usage.	State assessment results; Increased TELPAS Writing and Composite scores; 9-Week student progress/report cards.	**SP - 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: MATHEMATICS						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Administration and teachers will utilize the use of the DMAC & TAG software to disseminate and disaggregate STAAR, EOC, and benchmark data. **(FAMO 2), (RDA 2), (SAMO 2)**	August - May	Campus principals; Classroom teachers	Title funds; SCE funds; Region VII ESC specialists	Increase in percentage of students passing benchmark tests.	Percentage of students passing STAAR and EOC math assessments.	**SP - 2, 4**
Use supplemental STAAR preparation materials to target math objectives (i.e. Lonestar Learning Math and Guided Math, grades K-3, Progress Learning and Generation Genius, grades 3-5, and ThinkUp Math, grades 1-8). **(FAMO 2), (RDA 2), (SAMO 2)**	August - May	Classroom teachers	Local funds	Observation of use of supplemental materials; Lesson plans; Principal walk-throughs; Increase in math benchmark scores.	Percentage of students passing STAAR and EOC math assessments.	**SP - 2, 4**
Integrate and reinforce math vocabulary in grades K-12. **(FAMO 2), (RDA 2), (SAMO 2)**	August - May	Campus principals; Classroom teachers	Local funds	Teacher use of common academic vocabulary in lesson plans and during observations.	Percentage of students passing STAAR and EOC math assessments.	**SP - 2, 4**
Elementary will have scheduled vertical meetings to ensure vertical alignment across grade levels (K-5th). **(FAMO 2), (RDA 2), (SAMO 2)**	August -May	Campus principals; Classroom teachers		Observation of use of supplemental materials; Lesson plans; Principal walk-throughs; Increase in math benchmark scores.	Percentage of students passing STAAR and EOC math assessments.	**SP - 2, 4**
Participation in UIL Contests. (Grades 3-12)	Fall; Spring	Campus principals; Classroom teachers	Local funds	Preparation logs; Attendance and placing at competitions.	Increased performance on 9-week tests, Benchmarks, and State assessments.	**SP - 3**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: MATHEMATICS						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
The district will integrate the use of technology throughout the district to increase the performance in math by purchasing various technology (i.e. Hotspots) and educational software (i.e. Happy Numbers, Generation Genius, and Progress Learning). **(FAMO 2), (RDA 2), (SAMO 2)**	September - May	Campus principals; Classroom teachers; ACE administration; Technology director	Title runds; SCE funds; Local funds; Texas 21st Century Community Learning Center Grant	Frequency of integration during lessons; Principal walk-throughs; Lesson plans; Progress reports.	Increased EOC scores; Report cards; Software usage reports.	**SP - 2, 4**
The district will continue use of Xtra Math and Progress Learning as supplemental resources targeting areas of needed intervention (K-5th). **(FAMO 2), (RDA 2), (SAMO 2)**	August - May	Classroom teachers	Title I funds; SCE funds	Classroom assessments; Beginning, Middle, and End of Year Assessments; Lesson plans; Principal walk-throughs.	Annual performance; Report cards; Software usage reports.	**SP - 2, 4**
The district will continue to use Lone Start Math Target Boards for daily math practice in K-2 classrooms. **(FAMO 2), (RDA 2), (SAMO 2)**	August - May	Campus principals; Classroom teachers	Local funds; SSI funds	Observation of use of supplemental materials; Increase in math benchmark scores; Principal walk-throughs; Lesson plans.	Percentage of students passing STAAR and EOC math assessments; Software uage reports.	**SP - 2, 4**
The district will continue to use ThinkUp Math in grades K-8 to utilize the online benefits of immediate student feedback to performance on TEKS aligned to the rigorous curriculum. **(FAMO 2), (RDA 2), (SAMO 2)**	August - May	Campus principals; Classroom teachers	Local funds	Observation of use of supplemental materials; Increase in math benchmark scores; Principal walk-throughs; Lesson plans.	Percentage of students passing STAAR and EOC math assessments; Software usage reports.	**SP - 2, 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: MATHEMATICS						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
The district will continue to use Progress Learning (K-5) and Brain Pop (K-2) softwares to ensure student proficiency in mathematics. **(FAMO 2), (RDA 2), (SAMO 2)**	August - May	Classroom teachers	Title I funds; SCE funds	Classroom asessments; Lesson plans; Prinicipal walk-throughs.	Annual performance; Report cards; Software usage reports.	**SP - 2, 4**
The district will continue to use Think Through Math software in grades 7-8 to help ensure student proficiency in mathematics. **(FAMO 2), (RDA 2), (SAMO 2)**	August - May	Classroom teacher; ACE administration	State funds; Texas 21st Century Community Learning Center Grant	Classroom asessments; Lesson plans; Prinicipal walk-throughs.	Annual performance; Report cards; Software usage reports.	**SP - 2, 4**
Continue to utilize Edgenuity software for credit recovery and remediation in grades 9-12. **(FAMO 2), (RDA 2), (SAMO 2)**	August - May	Campus principals; Classroom teachers	Local funds	Observation of use of supplemental materials; Increase in math benchmark scores; Lesson plans; Principal walk-throughs.	Higher grades on student report cards; Percentage of students passing STAAR and EOC math assessments; Software usage reports.	**SP - 2, 4**
Administration and teachers will continue to deconstruct grade and subject level TEKs and SE's to reinforce the mastery of instructional content. TEKS will be displayed on White Boards. **(FAMO 2), (RDA 2), (SAMO 2)**	September - May	Campus principals; Classroom teachers	Title I funds; SCE funds	Dissection of TEKs.	Improved performance on state assessments.	**SP - 2, 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: MATHEMATICS						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Utilize TEKS Resource scope and sequence, as well as adapted text, in the area of math and continue to expand, support, and monitor teachers' use DMAC for designing and delivering data-driven instruction. **(FAMO 2), (RDA 2), (SAMO 2)**	July - May	Principals; Math Interventionist; Math Teachers	TEKS Resource Instructional Framework; McGraw Hill textbook resources; DMAC; Number of students needing accelerated instruction; TEKS resource system reports.	Data sources, including but not limited to: benchmark data, walk-through visits, and lesson plans will display utilization of data guiding instruction and instructional practices.	State assessment results; 9-week student progress/report cards; Student groups will increase by 5% in the area of Mathematics.	**SP - 2, 4**
Morning and afternoon academic assistance, STAAR Acceleration using ThinkThrough Math (7-8), and Edgenuity (9-12). **(FAMO 2), (RDA 2), (SAMO 2)**	October - April	Classroom teachers; ACE staff	21st Century Community Learning Center Grant	Report cards; Classroom grades; ACE attendance.	STAAR/EOC scores; Grade promotion.	**SP - 2, 4**
Enhance college preparedness by addition of College Preparation courses in conjunction with Tyler Junior College. **(FAMO 2), (RDA 2), (SAMO 2)**	August - May	Counselor; High School Principal; Math Teachers		Number of College Prep courses offered to students.	Students will be more prepared for collegiate level Math coursework and be TSI ready.	**SP - 2, 3, 4**
Utilize a campus RtI team to provide tiered interventions to meeting the needs of students experiencing emotional/behavioral and or academic deficits. **(FAMO 2), (RDA 2), (SAMO 2)**	August - May, Monthly	Campus Principals; Math Interventionist; Math Teachers	DMAC	RtI team will meet monthly to address student deficits and develop plans specific to student needs.	Students will receive necessary intervention and experience growth in academic performance.	**SP - 1, 2, 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: MATHEMATICS						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Continue to build a foundation of content-specific literacy skills by incorporating writing concept standards campus-wide. **(FAMO 2), (RDA 2), (SAMO 2)**	August - May	Campus principal; Classroom teachers		By the end of each nine-week grading period, students will be evaluated in each content area for skills mastery via written expression.	Students will demonstrate grade-level literacy skill expectations.	**SP - 1, 2, 4**
Increase Special Education student mastery by utilizing support provided by Special Education teacher and paraprofessional staff. **(FAMO 2), (RDA 2), (SAMO 2)**	August - May	Campus principal; Special Education teachers and staff		Monitor and adjust to data presented by formative and summative curriculum assessments.	Special Education students will show a pattern of growth throughout the year on content-based assessments.	**SP - 1, 2, 4**
Enhance math instruction and continue to build a foundation of mathematics through a systematic process that includes professional development, research-based instructional practices, and resources resulting in an increase on state and local assessments. **(FAMO 2), (RDA 2), (SAMO 2)**	Ongoing	Campus Principals; Math Interventionist; Math Teachers	ESC Support Specialists; Motivation Math (ThinkUP!); Content Mastery; Text to Speech; Progress Learning; and IXL	Implement a consistent schedule of math teachers receiving professional development specifically addressing institutional best practices.	All student groups will increase by 5% in the area of Mathematics.	**SP - 1, 2, 4**
Utilize Math Interventionist to provide coaching, teaching, modeling of strategies, and enhanced instruction for all students. **(FAMO 2), (RDA 2), (SAMO 2)**	Ongoing	Campus Principals; Math Interventionist; Math Teachers	ESSER Funding; Local Funding	Math interventionist will provide a co-teach model of instruction periodically throughout the year, driven by data, to address deficit areas. Interventionist will also provide pull-out instruction when data dictates its need.	Student growth, indicated by student grades, will be monitored bi-weekly, after each assessment, and at the end of each grading period.	**SP - 1, 2, 3, 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: MATHEMATICS						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Implement Delta Math software. **(FAMO 2), (RDA 2), (SAMO 2)**	August - May	High school principal; Math teachers		Increase in percentage of students passing benchmark tests.	Increase percentage of students passing benchmarks, EOC's, and other localized assessments.	**SP - 2, 4**
Administer formative and common assessments to plan for and implement targeted instruction. This will include a MOCK assessment (NWEA Measurement of Academic Performance (MAP) Progress Measures Assessments) to prepare, monitor, and predict student's progress and STAAR readiness (K-5th). **(FAMO 2), (RDA 2), (SAMO 2)**	Beginning of Year (BOY); Middle of Year (MOY); End of Year (EOY)	Campus principals; Classroom teachers; Techonology Department	REAP Funding	MAP Progress Measure Reports.	Increased classroom and assessment performance by students who are provided intervention as a result of the MAP Progress Measures data.	**SP - 2, 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: SCIENCE						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Administration and teachers will utilize the use of the DMAC & TAG software to disseminate and disaggregate prior STAAR, EOC, and benchmark data. **(RDA 4), (SAMO 3)**	August - May	Campus principals; Classroom teachers	Title funds; SCE funds; Region VII ESC specialists	Increase in percentage of students passing benchmark tests.	Percentage of students passing STAAR and EOC science assessments; Report cards.	**SP - 4**
Participation in UIL Contests. (Grades 3-12)	Fall; Spring	Campus principals; Classroom teachers	Local funds	Preparation logs; Attendance and student placing at competition.	Increased performance on 9-week tests, Benchmarks, and State assessments.	**SP - 3**
The district will continue to use Think Up Science curriculum, Progress Learning, BrainPop, and Generation Genius (grades K-5) and Study Island software in grades 3-11 to help ensure student proficiency in science. **(RDA 4), (SAMO 3)**	August - May	Classroom teachers	Title I funds; SCE funds	Classroom assessments.	Annual performance; Report cards.	**SP - 4**
The district will integrate the use of technology throughout the district to increase performance in science by using Google Classroom and through purchasing various technology (i.e., Hotspots & iPads). **(RDA 4), (SAMO 3)**	Each 9-weeks	Campus principals; Classroom teachers; ACE administration; Technology director	Title Funds; SCE funds; Local funds; Texas 21st Century Community Learning Center Grant	Frequency of integration during lessons; Progress reports.	Percentage of students passing STAAR and EOC Science assessments; Report cards; Software usage reports.	**SP - 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: SCIENCE						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Supplemental science materials will be purchased to enhance science learning K-12 (i.e. Mentoring Minds, grades 5 & 7, Let's Find Out, grade K, Generation Genius, grades K-5th, Science Penguin, grades 3-5th, and Quizlet). **(RDA 4), (SAMO 3)**	Each semester	Campus principals; Classroom teachers	Instructional materials allotment; Local funds	Increase in percentage of students passing benchmark tests.	Percentage of students passing STAAR and EOC Science assessments; Report cards.	**SP - 4**
The district will continue use of Pearson Waterford Science and Progress Learning to provide targeted interventions. **(RDA 4), (SAMO 3)**	Each semester	Classroom teachers	Title I funds; SCE funds	Classroom assessments.	Annual performance; Report cards; Software usage reports.	**SP - 4**
Continue to utilize Edgenuity software for credit recovery and remediation in grades 9-12. **(RDA 4), (SAMO 3)**	Each semester	Campus principals; Classroom Teachers	Local funds	Observation of use of supplemental materials; Increase in science benchmark scores.	Higher grades on student report cards; Increased performance on STAAR and EOC science assessments; Software usage reports.	**SP - 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: SCIENCE						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Administration and teachers will continue to deconstruct grade and subject level TEKs and SE's to reinforce the mastery of instructional content. **(RDA 4), (SAMO 3)**	September - May	Campus principals; Classroom teachers	Title I funds; SCE funds	Documentation of attendance; Dissection of TEKs.	Improved performance on state assessments.	**SP - 4**
The district will utilize Progress Learning during afterschool remediation reinforcing and targeting TEKs and student expectations to increase student achievement. (1st - 8th grade) **(SAMO 3)**	Mondays - Thursdays	Classroom teachers; Staff	21st Century Community Learning Center Grant	Pre-tests; Post-tests; ACE "SWARM" attendance; UIL competitions.	Report cards; State assessment results.	**SP - 4**
Update core subject area curriculum scope and sequence/instructional framework documents and incorporate resources offered through TEKS Resource documents in grades K-12 to ensure alignment with state standards and enhance the rigor or instructional activities and practices in the classroom. **(RDA 4), (SAMO 3)**	July - May	Campus principals; Classroom teachers	Local funds	Instructional framework; Number of students needing accelerated instruction; TEKS resource reports.	State assessment results; 9-week student progress/ report cards.	**SP - 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: SCIENCE						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
ACE afterschool program offers STEM classes K to 12th through STEMlab and Vex Robotics (9-12). Afterschool program also offers access to LEGO boost, Ozobots, Osmos (1st - 5th), and Raspberry Pi (K-3rd). **(RDA 4), (SAMO 3)**	October - May	Classroom teacher; ACE staff	21st Century Community Learning Center Grant	Student participation and attendance; Increased daily classroom success; ACE attendance.	Cumulative products and projects; UIL participation and competition performance.	**SP - 3, 4**
Re-introduce Physics at High School.	Summer, 2022	Counselor; High School Principal; High School Science Teacher.		Course will satisfy college requirements.	Students will fill admission requirements for Division I schools by offering Physics.	**SP - 3**
Expand science department inventor for increased hands-on learning. **(RDA 4), (SAMO 3)**	August - May	High school science teachers; Campus principal	CTE/Local Funds	Increased opportunities for hands-on learning activities.	Improved performance on state assessments, UIL participation, and college-based coursework.	**SP - 1, 3, 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: SCIENCE						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Enhance science instruction and continue to build a foundation of science through a systematic process that includes professional devlopment, research-based instructional practices, incorporation of writing concept standards, and resources resulting in an increase on state and local assessments. **(RDA 4), (SAMO 3)**	Ongoing	Junior High Principal; Science Teachers; Region VII Service Center Specialists	STEMscopes; STEMscopes Support/ Trainers; Text to Speech; Content Mastery; Space Explorer Laser School Assembly Program; At end of each 9-week period, students will be evaluated in each content area for skill mastery via written expression.	Implement a consistent schedule of science teachers receiving professional development specifically addressing institutional best practices; Students will demonstrate grade-level literacy skill expecatations; Utilize the Science Duo curriculum to differentiate instruction and give students hands-on experiences in class that relate to current content.	All student groups will increase by 5% in the area of Science; Use complete sentences onall classroom assignments; Incorporate short and extended constructive responses into science performance expecations.	**SP - 1, 4**
Incorporate learning opportunities that allow students to travel and experience hands-on activities that directly connect to curriculum (Space Explorer Laser School Assembly Program). **(RDA 4), (SAMO 3)**	Fall Semester; Spring Semester	Junior High Principal; Junior High Teachers.	Local funds	Each semester, each grade level will take a field trip that enhances their curriculum;	Students will establish connections between their learning and real-world experiences.	**SP - 1, 3, 4**
Increase Special Education student mastery by utilizing support provided by Special Education and paraprofessional staff. **(RDA 3, 4), (SAMO 3)**	August - May	Campus principals; Classroom teachers; Special Education teachers	Utilization of Content Mastery and Inclusion support services.	Monitor and adjust to data presented by formative and summative curriculum assessments.	Special Educaiton students will show a pattern of growth througout the year on content-based assessments.	**SP - 1, 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: SCIENCE						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Administer formative and common assessments to plan for and implement targeted instruction. This will include a MOCK assessment (NWEA Measurement of Academic Performance (MAP) Progress Measures Assessments) to prepare, monitor, and predict student's progress and STAAR readiness (K-8th). **(RDA 4), (SAMO 3)**	Beginning of Year (BOY); Middle of Year (MOY); End of Year (EOY)	Campus principals; Classroom teachers.	REAP Funding	Progress Measure Reports.	Increased classroom and assessment performance by students who are provided intervention as a result of the MAP Progress Measures data.	**SP - 2, 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: SOCIAL STUDIES						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Administration and teachers will utilize DMAC & TAG software to disseminate and disaggregate MAPS, STAAR, EOC, and benchmark data. **(SAMO 4)**	August - May	Campus principals; Classroom teachers	Title funds; SCE funds; Region VII ESC specialists	Increase in percentage of students passing benchmark tests.	Percentage of students passing STAAR and EOC social studies assessments; Report cards.	**SP - 4**
The district will purchase supplemental STAAR and EOC preparation materials to target social studies objectives (i.e., Scholastic News and Social Studies Weekly. **(SAMO 4)**	August - May	Campus principals; Classroom teachers	Local funds	Observation of use of supplemental materials; Increase in social studies benchmark scores; Lesson plans; Principal walk-throughs.	Percentage of students passing STAAR and EOC social studies assessments; Report cards.	**SP - 4**
Participation in UIL Contests. (Grades 3-12)	Fall; Spring	Campus principals; Classroom teachers	Local funds	Preparation logs; Attendance and placing at competition.	Increased performance on 9-week tests, Benchmarks, and State assessments; UIL competition performance.	**SP - 3**
The district will integrate the use of technology (i.e., Hotspots & iPads) and educational software (i.e., Discovery Education, BrainPop, Social Studies Weekly, Education Genuis, and Interactive Scholastics News (2-5th)) throughout the district to increase the performance in Social Studies. **(SAMO 4)**	Each 9-weeks	Campus principals; Classroom teachers; ACE administration; Technology director	Title funds; SCE funds; Local funds; Texas 21st Century Community Learning Center Grant	Frequency of integration during lessons; Progress reports.	Percentage of students passing STAAR and EOC social studies assessments; Report cards; Software usage reports.	**SP - 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: SOCIAL STUDIES						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Incorporation of hands-on project-based learning for social studies. **(SAMO 4)**	August - May	Campus principal; Classroom teacher		Finalized projects showning mastery of TEKS in history courses.	Students will utilize cross-curricular learning when completing projects, including writing reports and discovering measurements for dimensions and structures; Finalized projects for display.	**SP - 1, 2, 3, 4**
Enhance Social Studies instruction through the use of research-proven curriclum resources and best practices. **(SAMO 4)**	August - May	Campus principal; Classroom teacher	McGraw Hill online text; Implement interactive and digital activities to boost student engagement during instruction.	Utilize resources during instruction, enrichment, and tutorials.	Sudents will work in targeted areas basd on skill proficiency data.	**SP - 1, 4**
Increase Special Education student mastery by utilizing support provided by Special Education teacher and paraprofessional staff. **(SAMO 4)**	August - May	Campus principal; Special Education teacher	Utilization of Content Mastery and Inclusion support services.	Monitor and adjust to data presented by formative and summative curriclum assessments.	Special Education students will show a pattern of growth throughout the year on content-based assessments.	**SP - 1, 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: SOCIAL STUDIES						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Continue to build a foundation of social studies through a systematic process that includes professional development, research-based instructional practices, and resources resulting in an increase on state and local assessments. **(SAMO 4)**	August - May	Campus principal; Classroom teacher; Special Education teacher and staff; Region VII Service Center staff	Utilization of Content Mastery and Inclusion support services.	Monitor and adjust to data presented by formative and summative curriclum assessments.	Special Education students will show a pattern of growth throughout the year on content-based assessments.	**SP - 1, 4**
Integrate Lowman resources including lessons, assignments, warm-ups, and STAAR Blitz material into the curriculum. **(SAMO 4)**	August - May	Junior High Principal; Junior High Teachers.	Lowman Resources	Focus and practice on new STAAR item types; Monitor and adjust to data presented by formative and summative curriculum assessments.	Check student growth and content mastery.	**SP - 1, 4**
The district will continue to use Study Island software in grades 3-11 to help ensure student proficiency and provide targeted interventions. **(SAMO 4)**	August - May	Classroom teachers	Title I funds; SCE funds	Classroom assessments; Lesson plans; Principal walk-throughs.	Annual performance; Report cards; Software usage reports.	**SP - 4**
Continue to utilize Edgenuity software for credit recovery and remediation in grades 9-12. **(SAMO 4)**	Each semester	Campus principals; Classroom teachers	Local funds	Observation of use of supplemental materials; Increase in social studies benchmark scores; Lesson plans; Principal walk-throughs.	Higher grades on student report cards; Percentage of students passing STAAR and EOC social studies assessments; Software usage reports.	**SP - 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: SOCIAL STUDIES						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Continue to build a foundation of content-specific literacy skills by incorporating writing concept standards campus-wide. **(SAMO 4)**	August - May	Campus principal; Classroom teachers		By the end of each nine-week grading period, students will be evaluated in each content area for skills mastery via written expression.	Students will demonstrate grade-level literacy skill expectations.	**SP - 1, 2, 4**
Administration and teachers will continue to deconstruct grade and subject level TEKs and SE's to reinforce the mastery of instructional content. **(SAMO 4)**	September - May	Campus principals; Classroom teachers	Title I funds; SCE funds	Dissection of TEKs.	Improved performance on state assessments.	**SP - 4**
Incorporate learning opportunities that allow students to travel and experience hands-on activities that directly connect to curriculum. **(SAMO 4)**	Fall Semester; Spring Semester	Junior High Principal; Junior High Teachers.	Local funds	Each semester, each grade level will take a field trip that enhances their curriculum (American Freedom Museum & Virtual	Students will establish connections between their learning and real-world experiences.	**SP - 1, 3, 4**
Use Password Social Studies Vocabulary lessons to develop vocabulary knowledge and usage. **(SAMO 4)**	July - May	Elementary Teachers		Observation of use of supplemental materials; Increase in social studies benchmark scores; Lesson plans; Principal walk-throughs.	Percentage of students passing STAAR and EOC social studies assessments; Report cards.	**SP - 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: SOCIAL STUDIES						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Update core subject area curriculum scope and sequence/instructional framework documents and incorporate resources offered through TEKS Resource documents in grades K-12 to ensure alignment with state standards and enhance the rigor or instructional activities and practices in the classroom. **(SAMO 4)**	July - May	Campus principals; Classroom teachers	Local funds	Instructional Framework; Number of students needing accelerated instruction; TEKS resource reports.	State assessment results; 9-week student progress/ report cards.	**SP - 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: COORDINATE FEDERAL AND STATE PROGRAMS						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Increase student's knowledge of opportunities, activities, ideas, inferences, and real-world applications through participation in culturally responsive events. **(FAMO 1, 2), (RDA 1, 2, 3, 4), (SAMO 1, 2, 3, 4)**	November - May	District administrators; Campus principals; Classroom teachers; Students	Discovery education; Outside speakers; Region VII ESC specialists; Supplies and materials.	Student attendance and participation; Teacher observation of student experiences and inferences; Projects; Lesson plans; Principal walk-throughs; Portfolios.	Increase passing rates on state assessments and students' successes in and out of classrooms.	**SP - 1, 2, 3, 4**
Increase the percent of students with disabilities who spend ≥80% of their day in the general education classroom. **(RDA 3)**	November - May	Campus principals; Classroom teachers; Special education teachers; Diagnosticians	Cherokee County Shared Services Arrangement staff.	ARD decisions; Student instructional setting placements.	Percent of students with educational settings with ≥80% of their instructional day spent in a general education setting; RDA reporting and staging.	**SP - 3, 4**
Coordination of all Federal and State Programs to ensure all student populations are served and student achievement and success is improved. **(FAMO 1, 2), (RDA 1, 2, 3, 4), (SAMO 1, 2, 3, 4)**	August - May	Campus principals; Classroom teachers; ACE staff; Special Education teachers; Special programs teachers; Curriculum director; School nurse; Business manager	Federal and State Funding (Title and State Compensatory Education); Texas 21st Century Community Learning Center Grant	Program evaluations; Expenditure reports; Compliance reports; RDA; TAPR.	Increase passing rates on state assessments and students' successes in and out of classrooms.	**SP - 1, 2, 3, 4**

GOAL 1: NSISD will create a culture that will improve student achievement and promote success for all students in all subject areas.						
Objective: COORDINATE FEDERAL AND STATE PROGRAMS						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Consultation Process: New Summerfield I.S.D. invites parents, teachers, school administrators, paraprofessionals, specialized support personnel, and family/community partners to participate in a collaborative committee process to ascertain the strengths and needs of New Summerfield I.S.D., to evaluate prior-year program results, and to consider the best use of program funds for the upcoming school year. The committee meets to review sub-committee reports and survey results and to prioritize the district's needs. The committee meets throughout the school year to evaluate program results. Recommendations for adjustments may be made to improve the program during these meetings. **(FAMO 1, 2),** **(RDA 1, 2, 3, 4),** **(SAMO 1, 2, 3, 4)**	August - May	Parents, Teachers, School Administrators, Paraprofessionals, Specialized Support Personnel, and Family/Community Partners	Federal and State Funding (Title and State Compensatory Education); Texas 21st Century Community Learning Center Grant; Perkins - CTE;	Program evaluations; Professional development opportunities for all state and federal (Title) programs.	Recommendations for adjustments to programs. Professional development that addresses outlined needs in regards to growth, needs, and opportunities.	**SP - 1, 2, 3, 4**

GOAL 2: NSISD will assist Career and Technology Education (CTE) students in developing the knowledge, skills, and competencies necessary for a broad range of academic and career opportunities.						
Objective: Increase number of CTE course offerings and implementation of strategies to more fully develop characteristics necessary for successful transition into the workplace, technical school, or college.						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Align CTE curriculum with academic skills and expand student interest in course offerings to assist students in developing the knowledge, skills, and competencies necessary for a broad range of academic and career opportunities.	Each semester	Campus principals; Counselor; CTE teachers	Local funds	Number of CTE participants; Number of CTE classes offered; Number of CTE students achieving admission into higher education or workforce in related field; Student Interest Surveys.	Number of students successfully completing and passing non-traditional and traditional CTE courses; Industry Based Certifications.	**SP - 3**
Recruit non-traditional students for all respective CTE classes.	Each semester	Campus principal; Counselor; CTE teachers	Local funds; SCE funds	Number of non-traditional students enrolled in non-traditional CTE classes; Student Interest Surveys.	Number of students successfully completing and passing non-traditional CTE classes.	**SP - 3**
Provide opportunities for students to earn collegiate hours while taking local high school courses through articulated coursework.	Each semester	Campus principal; Counselor; CTE teachers	Local funds	Number of students enrolled in CTE articulated courses. Expand options of CTE course offerings with a certification.	Number of students successfully completing and passing articulated CTE courses and CTE industry-based certifications (i.e., Welding, Serve Safe, and Microsoft Office Certifications).	**SP - 3**

GOAL 2: NSISD will assist Career and Technology Education (CTE) students in developing the knowledge, skills, and competencies necessary for a broad range of academic and career opportunities.						
Objective: Increase number of CTE course offerings and implementation of strategies to more fully develop characteristics necessary for successful transition into the workplace, technical school, or college.						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Review CTE course opportunties and select courses to benefit current students' interests and work towards offering coursework and certificates aimed at making the students workplace and career ready.	Summer	Campus principal; Counselor; CTE teachers	Local funds	Number of creative CTE courses offered; Student CTE course completion; Number of students gaining certifications; Student Interest Surveys.	Number of students who are trade school ready or have completed a certification to enter workforce upon graduation; Industry Based Certifications.	**SP - 3**
Increase CTE offerings and opportunities for diverse career pathways and certifications. Especially in areas of Family and Consumer Sciences (FCS) at Junior High School Level.	January 2023; June 2023; August 2023	Campus principal; Counselor; CTE teachers	Local funds; CTE funds	Number of CTE classes offered and passed during school year at Junior High and High School; Student Interest Surveys.	Number of FCS Courses, CTE certification exams passed, and Industry Based Certifications earned.	**SP - 3**
Career and Technology Education (CTE) Fair.	Spring Semester	Counselor; Secondary Principals; CTE Instructors		CTE teachers and district counselor will meet with incoming 8th grade students, freshmen students, and their parents to share CTE course information and availability.	Students will have a broader understanding of courses and be able to choose the pathway best suited for their educational needs.	**SP - 3**
Expand health science graduation pathway with addition of courses and certification options.	Each semester	Counselor; Secondary Principal; CTE Instructors	CTE Funding	Additional course offerings for student graduation pathways.	Sudents will receive additional industry-based certifications allowing for additional employment opportunities.	**SP - 3**

GOAL 2: NSISD will assist Career and Technology Education (CTE) students in developing the knowledge, skills, and competencies necessary for a broad range of academic and career opportunities.

Objective: Increase number of CTE course offerings and implementation of strategies to more fully develop characteristics necessary for successful transition into the workplace, technical school, or college.

Implementation: Reform Methodologies, Strategies, and Activities	Timeline	Person(s) Responsible	Resources / Allocations	Formative Evaluation	Summative Evaluation	Strategic Priorities
Addition of CTE instructor based on student interest surveys.	Spring 2023	Campus administration	CTE Funding	Increased opportunities for students to obtain additional career/technical based certifications prior to graduation.	Expand student course offerings prior to graduation and more successful transition into workforce; Industry-based certifications.	**SP - 3**
Promote college and career readiness.	Ongoing	Junior High Principal; Counselor; Teachers; ACE Staff		Students will rotate through ACE classes focusing on college and career readiness and teachers' alumni universities and degrees will be emphasized.	Each grade level will tour a local college or university and students will experience an increase in their awareness of college and career opportunities.	**SP - 3**
Host and incorporate CTE competitions to showcase student skills (i.e., Welding, Culinary, etc.)	Each semester	Secondary principal; CTE Teachers	Local Funds	Review scoring from competition and collaborate with all districts involved to incorporate growth within CTE programming.	Measurement of student progress between competitions. Measurement of skill-set prior to official certifications; Industry Based Certifications.	**SP - 3**
Offer Capstone SAT/ACT courses.	Spring, 2022	Campus principal; Counselor; CTE teachers; ACE Site Coordinators	21st Century Community Learning Center Grant	Number of students participating in SAT/ACT courses.	Student performance on SAT/ACT examinations.	**SP - 3**

GOAL 3: NSISD's Emergent Bilingual (EB) students will achieve higher proficiency in the English language, reading fluency, and overall academic success.						
Objective: EB's						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Increase the proficiency level of English for Emergent Bilinguals (EB's) in classrooms. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	Each 9-weeks	Classroom teachers; Instructional aides; Region VII Educational Service Center	Local funds	Informal assessment of English skills each nine-weeks; Assessment of language proficiency of EB students at the end of the year; Assess the English language skills of EB students via formative and summative curriclum-based assessments.	Increase in proficiency levels on TELPAS Listening, Speaking, Reading, and Writing Ratings and Composite Ratings, state assessments, and classroom performance.	**SP - 1, 2, 4**
Move closer to fulfilling state guidelines for a Bilingual program by adding teachers who hold bilingual and English as a Second Language certifications through recruiting at University career/job fairs. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	March - May	Superintendent; Curriculum/Special program director; Campus principals	Title III funds	Documentation of recruiting certification activities.	Addition of certified Bilingual and ESL teachers.	**SP - 1, 2, 4**
Tutorials for Emergent Bilingual (EB) students needing additional opportunities for English acquisition. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	November - April	Campus principals; ESL teachers; Classroom teachers	Local funds	Assessment of English skills each six weeks; ACE attendance.	Increase in proficiency levels on TELPAS, state assessments, and classroom performance.	**SP - 2, 4**
Use of Rosetta Stone software in Bilingual/ESL classrooms. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	October - May	Campus principals; ESL teacher; Classroom teachers; ACE staff	Title III funds; 21st Century Learning Community Grant	Assessment of English skills each six weeks; Sign-in sheets.	Increase in proficiency levels on TELPAS, state assessments, and classroom performance; Software usage reports.	**SP - 3, 4**

GOAL 3: NSISD's Emergent Bilingual (EB) students will achieve higher proficiency in the English language, reading fluency, and overall academic success.						
Objective: EB's						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Facilitate teacher preparation for ESL / Bilingual certification. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	August - May	District administration; Campus principals	Title III funds; Local funds	Teacher attendance at certification classes; SBEC testing completion.	Increase in proficiency levels on TELPAS, state assessments, and classroom performance; Increased number of bilingual and ESL certified teachers.	**SP - 1, 2, 4**
Schedule LPAC meetings as required to monitor and place Emergent Bilingual (EB) students. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	September; January; May; (other as needed)	Special Programs Coordinator; LPAC committee members		Documentation of LPAC meetings.	Accurate placement of EB students; Timely transition of students meeting exit criteria.	**SP - 4**
Monitor transitioned students to ensure academic assistance when needed. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	Each 9 - weeks	Classroom teachers; District special programs director		Monitoring documentation and student performance.	Success of former EB students in classroom and on state assessments.	**SP - 2, 4**
Teachers will attend TELPAS training on proper rating of Emergent Bilingual (EB) students for formal assessment. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	February - March	Classroom teachers; Testing coordinators; Special programs director		Session attendance documentation; Documentation of passing online testing for TELPAS rater.	Appropriate rating of EB students.	**SP - 2, 4**
Integrate the use of technology software (i.e. Epic) and technology (headphones with microphones) to facilitate increased reading fluency and student mastery of English language. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	August - May	Campus Principals; Technology director; Classroom teachers	Title III funds; Local funds; Region 7 ESC Specialists	Rosetta Stone	Increase in proficiency levels on TELPAS, state assessments, and classroom performance; Software usage reports.	**SP - 2, 4**

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Objective: EB's						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Administration and teachers will continue to deconstruct grade and subject level TEKs and SE's to reinforce mastery of instructional content. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	September - May	Campus principals; Classroom teachers	Title I funds; SCE funds	Dissection of TEKs.	Increase in proficiency levels on TELPAS, state assessments, and classroom performance.	**SP - 2, 4**
Afterschool English as a Second Language classes for grades Pre-K to 5th using iPad applications and implement Kid-Inspired Curriculum for grades K-3 during afterschool tutorials. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	August - May	ACE staff	Texas 21st Century Community Learning Grant	Increased success on TELPAS and success in regular school day.	Increase in proficiency levels on TELPAS, state assessments, and classroom performance.	**SP - 2, 4**
Inclusion of English Language Proficiency Standards (ELPS) in all classroom lessons. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	August - May; Daily	Campus principals; Classroom teachers		Teachers lesson plans; Principal walk-throughs.	Increase in proficiency levels on TELPAS, state assessments, and classroom performance.	**SP - 2, 4**
Translation of all school related data into a home language that is most understood by parents. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	August - May; As needed	Campus principals; Classroom teachers; Interpreter; Secretaries; Instructional aides	Local funds	Translated documents.	Increased parental understanding and engagement; Increased student performance on state assessments and in classroom.	**SP - 2, 3, 4**
Provide headphones with microphones so students can practice listening and speaking skills in the classroom and for the TELPAS state assessment. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	August - May	Classroom teachers; Principals; Technology Director	Local funds	Increased student performance in classrooms. Observed increase in Speaking and Listenings skills by Emergent Bilingual (EB) students.	Increase in proficiency levels on TELPAS Listening, Speaking, and Composite Ratings, state assessments, and classroom performance.	**SP - 2, 3, 4**

GOAL 3: NSISD's Emergent Bilingual (EB) students will achieve higher proficiency in the English language, reading fluency, and overall academic success.						
Objective: EB's						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Send Fall mailings to Emergent Bilingual (EB) students' parents to increase family/student engagment when not at school. District will utilize Coloring Colorado flyers and informational sheets. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	Fall	Assistant Superintendent	Title III	Increased student performance in classrooms. Observed increase in Speaking, Reading, Writing and Listenings skills by Emergent Bilingual (EB) students. Increased student/parent engagement.	Increase in proficiency levels on TELPAS Listening, Speaking, Reading, Writing, and Composite Ratings, state assessments, and classroom performance. Increased participation at home by Emergent Bilingual (EB) Parents and Students.	**SP - 2, 3, 4**
Newsletters on district website. Links to newsletters from the following: Title III Praents and Families Newsletters, Region VII Family and Engagment Newsletters; and Emergent Bilingual Parent and Family Portal. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	Monthly; Quarterly	Assistant Superintendent; Region VII Family Engagement Specialist; TEA Title III staff	Local funds	Number of visits to linked newsletters.	Increase in parent/student family engagment and student performance.	**SP - 2, 3, 4**
Seek to hire a Bilingual Aide to assist High School Emergent Bilinguals (EB's) in daily instruction. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	August - May	Administrative Team	ESSER funding; Local Funds	Provide EB students with additional classroom assistance and English language proficiency.	Ultimate increase in the EB's language proficiency and academic performance.	**SP - 1, 2, 3, 4**

GOAL 3: NSISD's Emergent Bilingual (EB) students will achieve higher proficiency in the English language, reading fluency, and overall academic success.						
Objective: EB's						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Push bilingual aides into each elementary classroom. Each grade level has one specified aide to assist teachers with lessons and translation. Aides are one-to-one with certain students on remediation days (PK-5th). **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	August - May	Campus principal; Classroom teachers; Bilingual aides		Provide EB students with additional classroom assistance and English language proficiency.	Ultimate increase in the EB's language proficiency and academic performance.	**SP - 1, 2, 3, 4**
Provide entry-level EB students with extensive bilingual curriculum and program. **(FAMO 1, 2), (RDA 1, 2, 3, 4), (SAMO 1, 2, 3, 4)**	August - May	Secondary principal; ESL teacher; Classroom teachers		Provide EB students with skills needed for transition to regular-education classrooms.	Increase in proficiency of EB learners.	**SP - 1, 2, 3, 4**
Provide an Emergent Bilingual (EB) Literacy night focusing on what to do with students at home. How to practice reading, listenting, and engaging. Discuss how the English as a Second Language (ESL) Program is beneficial to students. **(FAMO 1), (RDA 1, 4), (SAMO 1, 3)**	Spring	Assistant Superintendent; High School E.S.L. Teacher; Region VII Family Engagement Specialist; ACE Family Engagement Specialist	Local funds/ Title III Funds (if needed)	Sign-in Sheets; Attendance; Participation; Flyer; Agenda.	Increased parental, family, and community understanding and engagement; Increased student performance on state assessments and in classroom.	**SP - 2, 3, 4**

GOAL 4: NSISD's teachers and staff will be high quality and continue to participate in quality/research-based professional growth geared toward the needs of NSISD students, targeting interventions, differentiated instructional strategies, and student engagement.

Objective: HIGH QUALITY TEACHERS AND STAFF

Implementation: Reform Methodologies, Strategies, and Activities	Timeline	Person(s) Responsible	Resources / Allocations	Formative Evaluation	Summative Evaluation	Strategic Priorities
Staff meetings held by campus-level principals.	As required	Campus principals		Teacher attendance; Sign-in sheets.	Inclusion of teachers in district and day-to-day decisions regarding all educational stakeholders.	**SP - 1**
Elementary teachers will continue professional development based on reading academies, balanced literacy and guided reading. **(FAMO 1), (RDA 1), (SAMO 1)**	Fall and Spring	Elementary principal; Classroom teachers; Region VII Educational Service Center Specialists	Local funds; Region 7 ESC specialists;	Campus participant summary report; Balanced literacy; Completion of Reading Academies.	Teachers determine needs of students and are equipped to meet needs.	**SP - 1, 2, 4**
All staff will receive training in English Language Proficiency Standards (ELPS) and Sheltered Instruction (SIOP Model). **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	August	Region VII ESC specialists; Campus principals; Classroom teachers	Local funds; Region VII ESC specialists	Campus participant summary report; Lesson plans.	Lesson plan correlations; Student classroom and state assessments performance.	**SP - 1, 2, 4**

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Objective: HIGH QUALITY TEACHERS AND STAFF

Implementation: Reform Methodologies, Strategies, and Activities	Timeline	Person(s) Responsible	Resources / Allocations	Formative Evaluation	Summative Evaluation	Strategic Priorities
Provide high-quality professional development training on updated research-based practices in teaching and learning in the areas of reading, writing, technology, science, social studies, ESL, bilingual education, math, G/T, special education, career and technology education and dyslexia services to paraprofessionals, teachers, and administrators (both face to face and via online webinars). **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	Throughout 2022-2023 school year.	Superintendent; Curriculum director; Campus principals	Region 7 ESC specialists; Speakers; NSISD employees; G/T Funds (21); Title II funds (255); Title I funds (211); REAP (288);	Sign-in sheets; Agendas; Attendance certificates; Training dates.	State assessment results and increased student academic performance.	**SP - 1, 2, 3, 4**
Offer high-quality, online professional development and online trainings through the Eduhero software platform. **(FAMO 1, 2), (RDA 1, 2, 3, 4), (SAMO 1, 2, 3, 4)**	Throughout 2022-2023 school year.	Afterschool Centers on Education (ACE) Director and Site Coordiantors	21st Century Community Learning Center Grant	Online attendance rosters.	Certification of Completions; Meet state yearly training requirements.	**SP - 1, 2, 3, 4**
Monitor and evaluate G/T and Dyslexia Programs to insure compliance with district G/T and Dyslexia plans and state requirements.	Annually (May)	Campus principals; Classroom teachers; Parents; Students; Committee of Knowledgeable Persons		Parent, Student, and Teacher surveys; Students served; Students nominated.	District G/T and Dyslexia Plan; Number of students qualifying for GT; Number of students exiting Dyslexia Program.	**SP - 1, 4**

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Objective: HIGH QUALITY TEACHERS AND STAFF

Implementation: Reform Methodologies, Strategies, and Activities	Timeline	Person(s) Responsible	Resources / Allocations	Formative Evaluation	Summative Evaluation	Strategic Priorities
Ensure that low-income students and minority students are not taught at higher levels than other student groups by inexperienced, out-of-field, or non-high quality teachers. **(FAMO 1, 2),** **(RDA 1, 2, 3, 4),** **(SAMO 1, 2, 3, 4)**	2022-2023	Superintendent; Campus principals	Superintendent; Title II TPTR (255); Title I funds (211)	Degree; Certification; Transcript.	Number of high quality NSISD employees.	**SP - 2, 4**
Attract, retain, and recruit high quality teachers.	Fall and Spring; As jobs open	Superintendent; Campus principals	Superintendent; Job fairs; Advertisement	Degree; Certification; Transcript	Number of high quality teachers.	**SP - 1, 4**
The district will provide an additional stipend for bilingual and ESL certified educators who are better able to meet the needs of our high LEP populations. **(FAMO 1, 2),** **(RDA 1, 2, 3, 4),** **(SAMO 1, 2, 3, 4)**	2022-2023	Superintendent; School Board	Campus principals; Job fairs; Advertisements	Degree; Certification; Transcript.	Number of certified bilingual and ESL educators employed.	**SP - 1, 2, 4**
The district will provide a $500 dollar retention stipend to returning certified teachers and $250 dollars to returning part-time certified teachers.	2022-2023	Superintendent; School Board	Title II TPTR (255)	Degree; Certification; Transcript.	Annual teacher retention rate.	**SP - 1, 4**

GOAL 4: NSISD's teachers and staff will be high quality and continue to participate in quality/research-based professional growth geared toward the needs of NSISD students, targeting interventions, differentiated instructional strategies, and student engagement.

Objective: HIGH QUALITY TEACHERS AND STAFF

Implementation: Reform Methodologies, Strategies, and Activities	Timeline	Person(s) Responsible	Resources / Allocations	Formative Evaluation	Summative Evaluation	Strategic Priorities
Attend university job fairs to attract qualified personnel.	Fall and Spring; As jobs open	Campus principals	Local funds	District staffing records.	District reporting of high quality staff.	**SP - 1, 4**
Advertise critical needs areas and available positions on the district, Region VII, and TASA websites.	2022-2023 (as needed)	Campus principals		District staffing records.	District reporting of high quality staff.	**SP - 1, 4**
Ensure that all paraprofessionals are highly qualified by meeting a rigorous standard of quality that can be demonstrated through a formal local academic assessment of knowledge and the ability to assist in instructing reading, writing, science, social studies, and math.	2022-2023 (as needed)	Superintendent; Region VII Service Center personnel	Superintendent; Title II TPTR (255); Region 7 Service Center	Region 7 Paraprofessional Institute.	Mastery on paraprofessional exam; Higly qualified requirements.	**SP - 1,2, 4**
Provide Texas Behavior Support Initiative (TBSI) training for administrators, teachers, and instructional aides of special education students needing required services. **(RDA 3)**	As required	Campus principals; Special education teachers; Instructional aides		Certification of completion.	Staff trained and provided with tools to meet documentation and notification requirements for the use of restraint and time-out.	**SP - 1, 4**
Elementary administration recognizes teams of faculty members monthly and they earn a lunch off campus.	Monthly	Elementary principal		Elementary Administrators informal data gathering.	Increased positive recognition and morale; Retention of staff members.	**SP - 1**
Provide a partner / mentoring program to assist in planning and support for teachers new to the field of education and new to NSISD.	2022-2023	Teacher mentor; Mentor/mentee coordinator		Informal evaluation; Attendance at Mentor/mentee meetings; Meeting log and documentation.	Sign-in sheets; Staff retention; Staff morale.	**SP - 1**

GOAL 4: NSISD's teachers and staff will be high quality and continue to participate in quality/research-based professional growth geared toward the needs of NSISD students, targeting interventions, differentiated instructional strategies, and student engagement.

Objective: HIGH QUALITY TEACHERS AND STAFF

Implementation: Reform Methodologies, Strategies, and Activities	Timeline	Person(s) Responsible	Resources / Allocations	Formative Evaluation	Summative Evaluation	Strategic Priorities
Seek to hire a Bilingual Aide to assist High School Emergent Bilinguals (EB's) in daily instruction. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	August - May, 2022-2023	Administrative Team		Provide EB students with additional classroom assistance and English language proficiency.	Ultimate increase in the EB's language proficiency and academic performance.	**SP - 1, 2, 3, 4**
Utilize DMAC software and Texas Formative Assessment Resources (TFAR) to implement classroom accommodations to meet the needs of students requiring additional resources. **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	August - May	Classroom Teachers; Campus Administration		Students will be provided with their prescribed classroom and assessment accomodations.	Improvement in student's classroom and state assessment performance.	**SP - 1, 2, 3, 4**
Addition of Spanish Instructor.	2022-2023 School Year	Campus Administration.		Increase opportunities for students to take foreign language coursework.	Students will move from an online platform to an in-person teacher.	**SP - 1**
All kindergarten through third-grade teachers and principals will complete the Texas Reading Academies training (before 2022-2023 school year). Educators will apply knowledge of the Science of Teaching Reading (STR) across teaching contexts to improve reading outcomes for all learners. **(FAMO 1), (RDA 1), (SAMO 1)**	Yearly; until all required staff are trained (2022-2023)	Campus Principals; Region VII Reading Academcy Cohort Leaders; Elementary Teachers.	State Compensatory Education (SEC) Funding	Teacher completion of Reading Academies. Assessments: CIRCLE, TX-KEA, TPRI, and STAAR data will reflect the effectiveness of the implementation and training.	Improvement in student's reading performance in the classroom, on assessments, and state assessments (STAAR).	**SP - 1, 2, 4**

GOAL 5: NSISD schools will create and foster a culture that provides a safe and drug free environment.						
Objective: SAFE SCHOOLS						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Drug dogs will conduct random searches.	August - May	Campus principals	Local funds	Searches conducted at a predetermined number of times throughout the school year.	Results of searches for illegal weapons and drugs.	
The district will participate in Red Ribbon Week and other drug-awareness programs. District will coordinate activities with area Police Departments and Cherokee County Sheriff's Department.	October	Counselor	Local funds	Participation in week-long "Red Ribbon Campaign."	Drug awareness; Drug free school; Community awareness.	
The district will continue to contract drug testing services for students participating in CTE and extracurricular activities.	August - May	District administration	Local funds	Random drug testing conducted randomly.	Drug awareness; Drug free school.	
Crisis Plan Development: Safety committee will meet to develop Crisis Management Plan.	August - May	District administration; Maintenance director	Local funds	Framework developed.	Plan in place in the event of emergency.	
All visitors will be instructed to report to a campus office prior to going to other areas within district due to safety and security concerns. Implement Raptor School Safety Software to check visitors credentials.	August - May	District administration; All school district personnel	School Safety Grants	Personnel instructed to direct visitors to offices; Signs placed at entrances directing visitors to report to office.	All visitors report to office.	
Review campus discipline data to ensure consistent and equitable administration of disciplinary prevention, intervention, and action. **(RDA 3)**	Quarterly	Campus principals		Meeting sign-in sheets; Agendas.	Analysis of district discipline data.	

GOAL 5: NSISD schools will create and foster a culture that provides a safe and drug free environment.						
Objective: SAFE SCHOOLS						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Provide Discipline Management Training that includes prevention and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles (TEC 37.083(a)). **(RDA 3)**	August	Campus principals; Counselor; Director of curriculum and federal programs	Local funds	Meeting sign-in sheets; Agendas; Certificates of completions.	PEIMS 425 Reports; Local district data reports and analysis.	
In-School Suspension (ISS) will be utilized by district administration to address inappropriate student behavior. **(RDA 3)**	As required	Campus principals; ISS personnel	Local funds	Incident reports.	Number of documented incidences.	
Provide sustained training for all staff regarding behavior intervention strategies and bullying prevention inclusive of proper protocol, documentation, and reporting. **(RDA 3)**	August	Counselor; Campus principals	Local funds	Number of training opportunities; Agendas; Training materials.	Number of staff members trained; Sign-in sheets; Certificates of completions.	
Continue the implementation of Positive Behavior Intervention System in order to promote student safety and security. **(RDA 3)**	Ongoing	Junior High Principal; Teachers; Counselor;	School assemblies; Speaker - Fabian Ramirez (Bullying)	Implement empathy program and hold school assembly targeting bullying in schools. Provide teachers professional development on establishing positive classroom culture.	Reduction in number of discipline referrals as well as bullying/harrassment reports.	**SP - 4**

GOAL 5: NSISD schools will create and foster a culture that provides a safe and drug free environment.						
Objective: SAFE SCHOOLS						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Provide campus level training for suicide prevention, conflict resolution, and Mental Health First Aid Safety.	August	Counselor; Campus principals; Director of curriculum and federal programs; Anderson Cherokee County Enrichment Services (ACCESS)	Local funds	Number of counseling referrals.	Number of documented incidences.	
Provide district training for "Stop the Bleed."	August	District Nurse	Local funds	Sign-in sheets.	Ability to adequately respond to emergency situations.	
Provide staff development for all employees concerning sexual abuse and prevention of maltreatment of children.	August	Counselor; Campus principals; Director of curriculum and federal programs	Local funds	Sign-in sheets.	Certificate of completion.	
The district will present a Bullying Program to elementary and junior high school students.	August to May	Campus principals; Counselor	Local funds	Presentation of program.	Reduction in incidents of bullying.	
The district will include the issue of cyber-bullying in the district acceptable use policy for internet usage and familiarize students with proper procedures.	Each new enrollment period	Technology director	Local funds	Inclusion in acceptable use policy.	Number of incidents of cyber-bullying.	
The district will acquire and maintain security cameras throughout the district to increase the level security of students, teachers, staff, and district facilities.	Continual	Superintendent; Maintenance director	Local funds	Incident reports.	Reduction in incidents involving discipline, vandalism, and unauthorized use of facilities.	

GOAL 5: NSISD schools will create and foster a culture that provides a safe and drug free environment.						
Objective: SAFE SCHOOLS						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
District administration will maintain a positive working relationship with local law enforcement to ensure efficient and effective communication.	Continual	Superintendent; Campus principals; City law enforcement		Periodic visits on campus by law enforcement officer; Memo of understanding between school district and local law enforcement personnel.	Student respect for law enforcement.	
Selected district staff will participate in and be trained in the Guardian Program.	Continual	Superintendent	Local	Increased security and safety within district.	No crisis or violent incidences reported.	
District provides anonymous "Report A Bully" link on district's website for students and parents to report the act bullying or violence prevention in grades K-12.	Daily	Campus principals; Counselor	Local; Website	Reported incidences.	Disciplinary reports on incidents of bullying from district website reporting.	
Implement character education to positively impact school environment and fostering the development of a non-threatening environment. Jim Lord - The Character Network (PK-5)	Weekly	Elementary & Junior High Principal; Teachers; Counselor; ACE Staff		Each week, students will receive relevant character education during Power Hour and/or morning ACE groups. Two times a week during morning announcements (PK-5th).	Students will feel safe at school; Student conflicts will reduce and few altercations will occur.	**SP - 3, 4**
District has installed security fencing and gates with magnetic locks around all elementary buildings. All outside visitors must enter the campus through the front office and receive a visitor pass. Purchase and install Raptor ID/background software for all campuses.	Ongoing	Campus administration; Classroom teachers; Campus secretary		Adequate check-in process for visitors prior to entering campus.	System will screen all visitors and assist in eliminating potential threats to staff/student safety.	
Incorporate student identification badges to accompany staff identification badges.	August	High school principal; Yearbook advisor; Campus secretary		Differentiate between staff and students.	Increased faculty and student safety.	

GOAL 5: NSISD schools will create and foster a culture that provides a safe and drug free environment.						
Objective: SAFE SCHOOLS						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
District adminstration will perform weekly door lock checks (both exterior and interior doors).	Weekly	District Administration		Increased security and safety within district for students and staff.	Safe and secure staff and students.	
District administration will perform routine safety drills (secure, fire, shelter in place for severe weather, lock down, and evacuation).	As planned	Campus principals; Maintenance director	Local equipment	Appropriate participation in drills.	Student awareness of procedures during weather crises and emergency situations.	
Social-Emotional Learning (SEL) Program	Fall Semester	ACE - R. Pilette	21st Century Community Learning Center Grant	ACE morning attendance rosters.	Build character education.	
Teen Dating Violence	August - May	Counselor; Secondary Principal; Region VII Specialists		Implement Prevention Plan for SB-9 regarding dating violence, child abuse, family violence, dating violence, and sex trafficking.	Professional development will be added to the August PD schedule to educate teachers on incorporating information into their curriculum.	

GOAL 5: NSISD schools will create and foster a culture that provides a safe and drug free environment.						
Objective: SAFE SCHOOLS						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Provide Viable Options in Community Endeavers (V.O.I.C.E.) Inc. - 'Kid's Connection' (grades K-4). Providces students a 10-week program based on students' needs in regards to: trauma, hardships at home, drug or alcohol abuse by a family member, low socioeconomic status, etc. The program is meant to build self-esteem and teach making good choices. **(FAMO 1, 2),** **(RDA 1, 2, 3, 4),** **(SAMO 1, 2, 3, 4)**	Fall & Spring	Principal; VOICE Representative	VOICE, Incorporated	Attendance and positive results with behavior and self-esteem.	Targets poor academic performance, persistant behavioral problems, low socio-economic status, parent substance abuse, and foster care; Increase in student's overall academic performance.	**SP - 4**

GOAL6: NSISD schools will promote a healthy and physically fit lifestyle.						
Objective: PHYSICAL FITNESS						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Conduct Fitness Gram physical fitness assessment for students in grades 3-8, as well as assess any student at the high school level enrolled in a Texas Essential Knowledge and Skills (TEKS) based course for physical education, or anyone in a class substituted for physical education.	Twice per year, once a semester (Grades 7-12). Once per year, spring semester (Grades 3-6)	Athletic director; Physical education teachers; Coaches		Documentation of assessments using Fitnessgram software.	Appropriate performance on fitness assessment; Reporting to Texas Education Agency by June, 2022.	
Implement the **Quaver Ed - Health and Physical Educaiton Program.** This program is an evidence-based, coordinated school health and physical education that is culutrally diverse and uses interactive resources to promote physical activity, healthy food choices, and the prevention of tobacco use in children through movement, nutrition, and students mental well-being (K-5).	August - May	Elementary principal; District nurse; Physical Education Teacher		Increased healthiness of students; Fitness assessment data.	Progress toward increased student overall health and well-being.	
School Health Advisory Committee (SHAC) will meet at least two times per year to assist in setting goals and objectives.	Twice per year	Superintendent; SHAC Committee; District nurses; Athletic director		Fitness assessment data; Documentation of reporting to School Board at the end of the year.	Progress toward appropriate fitness data.	
Student/teacher ratios for physical education classes will not exceed 44:1 at any grade level.	Each 9-weeks	Campus principals		Enrollment data.	Physical education classes provide appropriate physical fitness instruction in a safe environment.	

GOAL6: NSISD schools will promote a healthy and physically fit lifestyle.						
Objective: PHYSICAL FITNESS						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
The district will offer students a healthy snack to maintain nutrition and promote wellness.	Monday - Thursday	Classroom teachers; ACE staff	21st Century Community Learning Century Grant	Sign - in sheets.	Increased student well-being.	
The district will offer activities such as basketball, soccer, dance, outdoor education, a "Fluency and Fitness" program, and zumba as enrichment activities to assist in maintaining student's well-being and promote a healthy lifestyle.	Monday - Thursday	Classroom teachers; ACE staff	21st Century Community Learning Century Grant	Sign - in sheets.	Increased student engagement and health.	
The athletic department will offer summer athletic camps and sponsor youth basketball leagues.	June - August	Athletic director; Physical education teachers; Coaches		Athletic participation; Attendance.	Increased physical fitness of students.	
The district promotes staff and student wellness through mobile health screenings, blood drives, vaccinations, and blood labwork to check overall health.	Fall; Spring	District nurse; Cherokee County Health Department		Participation.	Increased health and fitness of staff and students.	
Athletic department requires all athletes to obtain a physical exam before participating in athletics.	Fall	Athletic director; Physical education teachers; Coaches		Athletic participation.	Increased phyiscal fitness of student athletes.	
Placement of AED defibrillators in nurse's office, agriculture building, high school office, old gymnasium, and concession stand at athletic complex.	Daily	District nurse; Coaches;		Increased staff and student safety.	Increased staff and student well-being.	
District offers EKG clinics to 7-12th grade students at no charge.	December & February	District nurse; Athletic department.		Student participation.	Increased well-being and healthiness of students.	

GOAL 7: All NSISD students will graduate from high school prepared for college or to enter the workforce.						
Objective: GRADUATION						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Compensatory Education Homebound Services (CEHI) implemented using compensatory education allotment for CEHI. Funds will be used to pay for the CEHI teacher's time working outside of school with the student.	As needed	Special Programs Coordinator; District Counselor CEHI teachers	State Compensatory Allotment	Student completion of daily assignments and CEHI teacher time log.	Student's successfully returning to the general education classroom and completion of the current school year.	**SP - 4**
Pregnancy Related Services (PRS) will only be offered in the form of Compensatory Education Homebound Services (CEHI). This district is not equipped to offer any additional PRS Services. Funding will be used to pay for the CEHI teacher's time working outside the school day with the student.	As needed	Special Programs Coordinator; District Counselor CEHI teachers	State Compensatory Allotment	Student completion of daily assignments and CEHI teacher time log.	Student's successfully returning to the general education classroom and completion of the current school year.	**SP - 4**
Initiate an abstinence-centered education. 180 Degree Human Sexuality Program.	Spring Semester (January - February)	Junior high principal; Counselor; School nurse; 180 Degree representative	Resources as provided through Texas State Health Services and the 180 Degree Human Sexuality Program content.	Documentation of participation in Power2wait program. Documentation of materials presented to students.	Decrease in teen pregnancy and knowledge of human sexuality.	**SP - 1**
STAT/RtI Committee will review referrals, provide strategies for classroom intervention, and monitor response to intervention. **(RDA 1, 2, 3)**	As referred	Counselor; Special programs coordinator; SPED teachers; General education teachers		STAT committee minutes; Referrals for special education testing.	Number of special education referrals; Students earning regular class credits.	

GOAL 7: All NSISD students will graduate from high school prepared for college or to enter the workforce.						
Objective: GRADUATION						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Placement of special education students in the least restrictive environment. **(RDA 1, 2, 3)**	Each semester	Special education cooperative; Special education teachers and staff		Percentage of special education students passing core subjects each six weeks.	Number of special education students earning regular class credits.	
Development of Behavior Intervention Plans for special education students requiring additional disciplinary interventions. **(RDA 1, 2, 3)**	Continual	Special education cooperative; Special education teacher		Number of special education student referrals to office due to inappropriate behavior; Amount of time of SPED students in regular classroom during school day.	Successful completion of school year by special education students in regular classroom.	
Staff development on differentiated instruction and classroom management techniques. **(FAMO 1, 2), (RDA 1, 2, 3, 4), (SAMO 1, 2, 3, 4)**	August - May	Classroom teachers; Region 7 ESC specialists		Walk-through observation data; Student performance; Student engagement.	Increased student performance and motivation.	**SP - 2, 4**
Provide counseling services, assistance in requirements for graduation and college admission, and college and career readiness courses (i.e. FAFSA and Apply Texas).	Fall and Spring Semesters - Junior and Senior Year	Counselor; Classroom teachers; Staff; ACE staff	SCE funds; High school allotment funds; 21st Century Community Learning Center Grant	Student 4-year plans completed; Increased enrollment in colleges, universities, technical schools, and workforce.	Students graduate with skills necessary to successfully progress into post-secondary education, vocational schools, or the workforce.	**SP - 3**

GOAL 7: All NSISD students will graduate from high school prepared for college or to enter the workforce.						
Objective: GRADUATION						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Provide home-based Internet service (Wi-fi) through mobile hotspots. Participating students will have expanded curriculuar opportunities through the use of innovative strategies for delivery of specialized or rigorous courses not otherwise available.	Fall and Spring Semesters - Junior and Senior Year	Counselor; High school principal; Technology director; Dual-credit instructors		Student participation.	Increased number of students participating in and passing dual-credit enrollment coursework.	**SP - 3**
Provide after school tutorials and accelerated instruciton to students who are struggling academically in the classroom setting, as well as those not successful on state assessments. (3rd-12th) **(FAMO 1, 2), (RDA 1, 2, 4), (SAMO 1, 2, 3, 4)**	Monday - Thursday	Counselor; Campus principals; Classroom teachers; ACE Century Community Learning Center staff	Local funds; Texas 21st Century Community Learning Grant	Sign-in sheets; ACE participation.	Academic performance in classroom; 9-Weeks grades; Benchmarks; State assessment results.	**SP - 2, 4**
Expand participation in dual enrollment or concurrent enrollment courses with programs such as tuition reimbursement, Edgenuity software, and collegiate articulation agreements.	Fall and Spring Semesters - Sophomore, Junior & Senior Years	Counselor; High school principal; Classroom teachers;	Local funds	Class rosters.	Accountability distinction: Number of students in dual-credit and online enrollment; Number of students attaining college readiness in ELA, math, and social studies.	**SP - 3**
The district will offer SAT/ACT/TSIA II and general collegiate preparation classess and assessments for 11th - 12th grade students.	November - January	Counselor; High school principal; ACE staff	21st Century Community Learning Center Grant; Local funds.	Sign-in sheets.	Number of students participating in SAT/ACT/TSIA II; SAT/ACT/TSIA II scores; Enrollment in institutions of higher education.	**SP - 3**

GOAL 7: All NSISD students will graduate from high school prepared for college or to enter the workforce.						
Objective: GRADUATION						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
The district will offer on-site PSAT examinations to all juniors and seniors.	October - November	Counselor; High school principal	Local funds	PSAT participation.	Number of students who participate in SAT and increase in performance on SAT.	**SP - 3**
Promote college and career readiness.	August - May	Junior high principal; Classroom teachers; Campus secretary	Outside speakers to visit campus	Students will rotate through morning ACE classes focusing on college and career readiness and teachers' alumni universities and degrees will be emphasized.	Each grade level will tour a local college or university where students will experience an increase in awareness of college and career opportunities.	**SP - 3**
The district will offer classes to introduce basic financial concepts to students aiding them in becoming familiar with establishing credit, investments, and loans needed for becoming productive citizens.	Each semester	Classroom teachers	21st Century Community Learning Center Grant	Class rosters.	Number of students graduating with skills necessary to successfully progress into post-secondary education, vocational schools, or the workforce.	**SP - 3**
Ensure students ages 6-11, who are served in Special Education, are placed in the proper instructional settings for the appropriate amount of time per day. **(RDA 1, 2, 3)**	Each semester; Scheduled ARDS	Special education cooperative; Special education teachers; Speech therapists; Administration; Classroom teachers		Class rosters.	SPED students placed in proper instructional setting for appropriate length of time.	**SP - 3**

GOAL 7: All NSISD students will graduate from high school prepared for college or to enter the workforce.						
Objective: GRADUATION						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Individual Graduation Committees will be created to address needs of students who have been unsuccessful on at least two state assessments and are entering their senior year. If qualified, students can complete assignments in place of up to two failed EOC state assessments. **(FAMO 1, 2), (RDA 1, 2, 3, 4), (SAMO 1, 2, 3, 4)**	Each semester	High school principal; Counselor; Parents; Students		Completion of Individual Graduation Committee Plan requirements.	Number of students graduating who have been unsuccessful on high school state assessment EOC's and completing requirements of Individual Graduation Committee Plan.	**SP - 3**
Schedule on-site visits from colleges, universities, military, and trade schools, as well as welcome representatives for on-site visits.	Each semester	High school principal; Counselor; Parents; Students		Student participation and interest with visitors.	Numbers of students enrolling in colleges, trade schools, or military.	**SP - 3**
Individual transcript review with counselor.	Each Semester	District counselor		Students on track for graduation.	Increase student graduation rates.	**SP - 3**
The district will provide a computer-based program (Edgenuity) for credit recovery to assist students in meeting their graduation requirements.	Each semester	Administration; High school principal; Counselor	SCE funds;	Continue to utilize Edgenuity software.	Students complete required courses for graduation; Software usage reports.	**SP - 3**

GOAL 8: NSISD's student attendance rate will increase.						
Objective: ATTENDANCE						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Use the ASCENDER student management system to monitor and resolve issues related to student absences assuring maximum attendance rate for all students.	Daily	Campus principals; Campus secretaries		Bi-weekly reports will be run in order to closely monitor student attendance. Notification letters of attendance concerns will be mailed home for incremental levels of absenteeism. Student/parent meetings will be held when chronic absences occur.	Reduction in chronic absenteeism.	
The district will provide compensatory education homebound instruction (CEHI) services to assist students in complying with attendance requirements.	As required	Special programs coordinator; CEHI teacher	SCE funds	Appropriate coding in PEIMS of students being served beginning on date services begin.	Student's successful completion of the school courses and year.	
Student of Month - Junior High and High School staff members nominate one male and one female per month. Elementary nominates one student per grade level, per month.	Monthly	Campus administrators; Classroom teachers	Local funds	Student awards ceremony; Campus recognition.	Student morale, attendance, and academic success.	
Positive reward iniatives will be offered for perfect attendance and grade level with best attenendance per defined periods. Elementary recognizes students with perfect attendance at 3 wk, 6 wk, and 9 wk. intervals. Those with perfect attendance for 9-weeks will receive a reward party (i.e. nachos, ice cream, story book & hot chocolate, and pizza)	Each 9-weeks	Superintendent; Campus principals; Campus secretaries	Local funds	Students who meet specified criteria each nine weeks (behavior, grades, and attendance) will be eligible to participate in reward activities and/or be exempt from mandatory final exams each semester.	Student attendance rate; Semester exam exemptions.	

GOAL 8: NSISD's student attendance rate will increase.

Objective: ATTENDANCE

Implementation: Reform Methodologies, Strategies, and Activities	Timeline	Person(s) Responsible	Resources / Allocations	Formative Evaluation	Summative Evaluation	Strategic Priorities
The district will provide motivational speakers to encourage student success and attendance. **(FAMO 1, 2), (RDA 1, 2), (SAMO 1, 2, 3, 4)**	Yearly	Superintendent; District administrators	Local funds	Monitoring of student attendance.	Student motivation and student attendance rates.	**SP - 3, 4**
The district will increase availability of extracurricular activities (i.e. student council, national honor society, athletics, dances, celebrations, UIL events, academic contests, etc.) to promote student engagement and attendance.	August - June	Campus principals; Counselor; Classroom teachers; ACE staff	Local funds	Student enrollment, participation, and success in extracurricular activities.	Partipcation; Awards; Experiences; Attendance.	
The district will implement a Student Engagement Survey to measure students' interests, motivation, likes, and dislikes for various planning purposes. **(FAMO 1, 2), (RDA 1, 2, 3, 4), (SAMO 1, 2, 3, 4)**	April - May	Campus administrators; Special programs director	Local funds	Student responses to survey questions.	Increased student input on educational choices and district activities.	**SP - 3 , 4**
ACE afterschool program will provide high interest encrichment classes to promote regular school day attendance.	August - May	ACE staff	Texas 21st Century Community Learning Grant	Attendance at afterschool classes, Pine Cove, and Camp Tyler.	Increased attendance and student attitudes during school day.	
Campus administrators to review grade-level and specific student attendance patterns.	Monthly	Campus principals; Superintendent		Student attendance rate.	TAPR; Graduation rates; Student attendance reports.	
Review of policy regarding absenteeism and requirements for make-up work.	Each Semester	Administrative Team		Implement designed time outside of instructional day as a requirement for make-up work and time. Possible addition of Saturday School Program.	Students will be held more accountable for their absenteeism.	

GOAL 8: NSISD's student attendance rate will increase.						
Objective: ATTENDANCE						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Review of policy regarding semester exams and how student's qualify.	Prior to August 2023	Secondary principal		Determine if discipline and other excused absences should be considered in regards to mandatory semester exams.	Positive impact on student behavior and student attendance.	
Update Make-up hour policy and procedures. **(FAMO 1, 2), (RDA 1, 2, 3, 4), (SAMO 1, 2, 3, 4)**	May - July	Secondary principal		Number of students required to attend remediation day, specifically for attendance issues.	Reduce unexcused absenteeism.	**SP 1, 2, 3, 4**
Incorporate attendance with district grading policy. **(FAMO 1, 2), (RDA 1, 2, 3, 4), (SAMO 1, 2, 3, 4)**	Each 9-weeks	Seconday principal; Staff	Ascender Teacher Portal	Participation grade based on attendance for individual classes.	Reduce unexcused absenteeism.	**SP 1, 2, 3, 4**
The district will offer credit recovery courses via Edgenuity to ensure student's attendance and graduation.	August; January	High school principal; Classroom teachers; Counselor	SCE funds; Local funds	Software reports; Student pass rates.	Student success, pass rates, and attendance in coursework.	

GOAL 9: NSISD's parental, family, and community engagement will increase throughout the district.						
Objective: PARENT, FAMILY, and COMMUNITY ENGAGEMENT						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Meet the teacher/Back to school night held prior to beginning of school year (PK-12th) and grade level parent meetings (PK-5).	August	Campus principals; Classroom teachers		Attendanc/sign-in sheets.	Alleviated parent apprehension of school personnel/organization; Increased parent, community, and family engagement.	**SP - 2, 3, 4**
End of Year departmental banquets (i.e. Athletic and FFA Banquets).	May	Extracurricular Activities Sponsors		Attendance; Student Awards and Honors.	Alleviated parent apprehension of school personnel/organization; Increased parent and family engagement.	**SP - 1, 3, 4**
Community-wide Thanksgiving Feast.	November	Cafeteria personnel; District administration and staff	Local funds; Cafeteria	Observance of attendance at activities.	Alleviated parent apprehension of school personnel/organization; Increased parent and family engagement.	
Community Events: Veteran's Day (PK-12th), Christmas Program (K-5), Texas Program (K-5), Food Drives (PK-12th), Christmas Parade, VFD Haunted hay ride, youth baseketball, and youth soccer.	November; December; March	Elementary principal; Classroom teachers; Parents; Students; Community members	Local funds	Observance of attendance at activities.	Students showcase programs of study, clubs, and organizations by participating in the events/programs.	
Classroom celebrations - Winter holidays, Valentine's Day, and end of year (PK - 5).	Fall and Spring semesters	Elementary principal; Classroom teachers; Students; Parents		Observance of attendance at activities.	Alleviated parent apprehension of school personnel/organization; Increased parent and family engagement.	

GOAL 9: NSISD's parental, family, and community engagement will increase throughout the district.						
Objective: PARENT, FAMILY, and COMMUNITY ENGAGEMENT						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Plan and provide "Parent and Family Literacy Night" in which parents will participate in parenting and/or curriculum-related activities promoting reading skill and parental involvement. **(FAMO 1, 2), (RDA 1, 2, 3, 4), (SAMO 1, 2, 3, 4)**	Spring semester	Administration; ACE staff; Elementary Principals; Classroom Teachers.	Grant funding; Texas 21st Century Community Learning Grant; School district facilities	Parent and family engaged in planning and conducting event; Observance of attendance at activities.	Increased parent and family engagement; Smoother elementary student program/grade transitions; increased student literacy and fluency.	**SP - 2, 4**
Utilize Remind, Facebook, Class DoJo, SeeSaw, and the school district website to communicate events, news, and required information to parents, family, and community.	Updated daily	District technology director; All school staff; Campus Principals	Local funds; Technology allocation	Observance of up-to-date information delivered through platforms.	Increased awareness of campus activities and details.	
Local media/newspaper information.	Weekly; As needed	District administration	Local funds	Observance of media coverage of events.	Increased community knowledge of school news and events.	
Electronic marquee display sign used for community information.	Daily	District technology director		Periodic changing of message on display.	Increased community knowledge of school news and events.	
Increase parent, family, community, and volunteer involvement through a variety of methods and events.	Ongoing	Campus principals; Classroom teachers	Local funds; Donations from area businesses; PTO Funds; ACE; Title III	Hold events that allow parents and families to visit the school and celebrate student success.	Parent and family participation in UIL events, Recognition Nights and Celebrations; STAAR Night; Eight Grade Graduation; Honor Roll Celebrations.	
The district will sponsor a senior/parent night to introduce information from area colleges and universities.	October-November	High school principal; Counselor	Local funds	Attendance roster.	Increased number of students preparing to attend higher education.	**SP - 3**

GOAL 9: NSISD's parental, family, and community engagement will increase throughout the district.						
Objective: PARENT, FAMILY, and COMMUNITY ENGAGEMENT						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
The district will sponsor a "Surviving High School" for incoming freshmen to review graduation plan options, as well and introduce them to transitioning into high school.	August	High school principal; Counselor	21st Century Community Learning Center Grant	Sign-in sheets; Parent and student attendance.	Student transitions; Increased number of students being successful in high school.	**SP - 3**
The district will offer activities such as Zumba, family night, bingo night, newsletters, computer-based instructional programs, movie night, CPR, online safety training for families, distance learning courses for adults, community egg hunt, trunk or treat, and self-defense certifications at no charge to parents, family, and community.	Monday - Thursday; As scheduled	Classroom teachers; Staff; ACE staff	21st Century Community Learning Center Grant	Sign-in sheets; Parent and student attendance.	Increased communication between school and district stakeholders; Better relationship between educational stakeholders.	
Provide information to secondary students, teachers, and parents concerning higher education admission opportunities and procedures, financial aid, and scholarship opportunities (i.e., FAFSA and TAFSA Workshops).	Fall and Spring semesters	High School principal; Counselor		Provide parents and students with information related to FAFSA requirements for graduation. Sign-in sheets; Parent and student attendance.	Copies of documents and information distributed; Number of students entering colleges or universities; Completion of FAFSA or FAFSA Waiver.	**SP - 3**
Use of Schoolway App., Facebook, Zoom Meetings, Class Dojo, SeeSaw, Google Classroom, and Remind to electronically relay school related information, events, deadlines, and emergencies to parents, community members, students, and staff in a timely manner.	Daily	Technology director; Campus-level administration		Observance of increased communications.	Increased communication between school and district stakeholders.	

GOAL 9: NSISD's parental, family, and community engagement will increase throughout the district.						
Objective: PARENT, FAMILY, and COMMUNITY ENGAGEMENT						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Awards ceremony at the end of each 9-weeks and end of year for elementary.	Each 9-weeks; May	Elementary principal		Observance of parent attendance.	Increased support for students and education community.	
Region 16's Parent Involvement newsletter posted to district's website (English and Spanish versions). Also send home the ACE Monthly Newsletter.	Monthly & Quarterly	Special programs coordinator and ACE Site Staff	21st Century Community Learning Center Grant	Posted to district's website and sent home via students.	Increased support for students and education community; Increased parent, family, and community engagement; Number of webpage visits.	
Headstart parental meetings. Meeting topics consist of: orientation, nutrition, child abuse, health, transition, and male involvement.	As scheduled, (monthly)	Headstart program coordinator; Headstart parental committee	Headstart funding	Observance of parent attendance.	Increased parent awareness and parenting skills.	
Title Programs & Title III Parent/Family/Community informative meetings.	Fall and Spring semesters	Director of curriculum/federal programs; ESL Teacher; ACE Staff		Parental sign-in; Parental and family engagement; Parental feedback via surveys; Title I & III flyers; PowerPoint presentation.	Increased awareness of Title Fund benefits for school district; Parental/community feedback via surveys.	
Parent, community, student, and staff engagement surveys will be available in Spring semester for all staff, parents, community, and students in an effort to increase feedback and provide guidance for district decisions and improvement.	Spring semester	Director of curriculum; District administration		Surveys completed.	Recommendations considered and actions taken based upon responses.	

GOAL 9: NSISD's parental, family, and community engagement will increase throughout the district.						
Objective: PARENT, FAMILY, and COMMUNITY ENGAGEMENT						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
The district will create a relationship with the armed forces and bring a variety of speakers and recruiters to campus to speak with various grade levels.	Fall and Spring semesters	Classroom teachers; Counselor; ACE staff	21st Century Community Learning Center Grant	Sign-in sheets; Student attendance.	Increased awareness of life opportunities and real-world applications and opportunties.	**SP - 3**
ACE afterschool program Winter and Spring Showcases.	December; April	ACE staff	21st Century Community Learning Center Grant	Community attendance; Student participation; Student products.	Number of students, parents, family, and community members in attendance at showcases.	
Community can access the Familly Resource and Fitness Center for activities such as accessing internet, assistance with filling out online applications, and applying for food, medical & legal resources.	Fall and Spring semesters	ACE staff	21st Century Community Learning Center Grant	Community attendance and participation.	Sign in sheets and completed forms or coursework.	**SP - 4**
Career and Technology Education (CTE) Fair	Spring Semester	Counselor; Secondary Principals; CTE Instructors		CTE teachers and district counselor will meet with incoming 8th grade students, freshmen students, and their parents to share CTE course information and availability.	Students will have a broader understanding of courses and be able to choose the pathway best suited for their educational needs.	**SP - 3**
Addition of youth engagement in athletic events.	August - May	Campus Administration; Coaches; Athletic Director		Offer youth engagement events such as mini-cheer camp, youth soccer, and youth basketball programs.	Promotion of parent and community engagement across the district; Student participation.	

GOAL 9: NSISD's parental, family, and community engagement will increase throughout the district.						
Objective: PARENT, FAMILY, and COMMUNITY ENGAGEMENT						
Implementation: Reform Methodologies, Strategies, and Activities	**Timeline**	**Person(s) Responsible**	**Resources / Allocations**	**Formative Evaluation**	**Summative Evaluation**	**Strategic Priorities**
Host Cherokee County Shared Services Arrangement (SSA) Field Day for Special Needs Students.	May	Cherokee County Shared Services Arrangement; District administration		Community attendance; Student participation; Area school participation.	Number of students, parents, family, and community members in attendance at event.	
Health science classes host community health fair.	Each semester	Health Science Department; high school principal; students; parents; community and business members		Health science students will have the opportunity to utilize and showcase skills learned from coursework.	Incoporation of student skills and free to low-cost health screenings for students, parents, family, and community members.	
Expansion of Outdoor Education program.	August - May	Campus principals; District counselor; Physical Education department		Expand student's knowledge and skills of outdoor education as an alternative to physical education.	Students will gain knowledge of curriculum based life skills and have the potential to earn certifications and licenses required by the state. (i.e., hunter's certification, first aide, archer, and fishing licenses).	
District will model community involvement through blood drives and canned food drives.	Fall and Spring semesters	Campus principals; Classroom teachers; School nurse; Students; ACE Staff	21st Century Community Learning Center Grant	Planned activities.	Number of staff, parents, students, and community participating in activities.	

New Summerfield ISD Migrant Needs Assessment Action Plan
2022 - 2023
Appendix A
Updated November 29, 2022
All Activities are District Level

Needs Assessment Goal:

Promote the academic, social and inter-personal communication of enrolled migrant students from PK through 12th Grade for success and on-time graduation according to the Statewide Delivery Plan and Comprehensive Needs Assessment.

Needs Assessment Objective:

Teachers and migrant contacts will look at all grade levels of Data, Local and State Assessments, Course History, Grades, and credits to ensure success of the migrant student and to address their individual needs.

Evidence of Need	Activity	Timeline	Staff Responsible	Method of Evaluation
Pre-School (age 3-5)				
Assessment of readiness skills	Enrolled students or home based contact (books, activities, A Bright Beginning, and parent and family engagement)	Within first 60 days of school for enrolled students; Serve as DOB for 2 year olds turning 3	District Migrant Contact; Campus Administrator; Classroom Teacher; Region 7 Migrant Contact	A Bright Beginning Evaluation Form; Early Childhood Checklists; Teacher Formative Evaluations

New Summerfield ISD Migrant Needs Assessment Action Plan
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1st to 2nd Grade

Academic Mastery of Basic Skills	EOY Assessment and/or Checklists	End of School Year	Classroom Teachers; Campus Administrator; District Migrant Contact	TPRI; Tejas Lee; DRA Levels; STAR Assessments; Reading Assessments; Universal Screeners; Local Grading Rubric; or State Assessment Data

State Assessment

Number of students not passing state assessments (Grades 3-11)	Accelerated Instruction during school day; extended day and/or summer school; RtI processes and Interventions; Learner-centered Instruction	Ongoing throughout the school year	Campus Administrators; Classroom Teachers; District Administrators; District Migrant Contact	Progress Monitoring Data; State Assessments; Data Disaggregation Reports; Results Driven Accountability (RDA) System

New Summerfield ISD Migrant Needs Assessment Action Plan
2022 - 2023
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Secondary School Students - Academic and Non-Academic

Academic and Non-Academic Challenges	Increased awareness of staff regarding migrant student academic and non-academic needs	Beginning of school year or upon enrollment of migrant students and on-going throughout the school year	District Migrant Contact; District or Campus Administrator; Classroom Teacher; Region 7 Migrant Contact; Counselor; Social Workers	Student Data; Report Cards; Test Scores; Benchmarks; Progress Monitoring; Discipline Reports; Parent Contacts; RtI Process; Final Grades; Credits; State Assessment Scores

Secondary School Students - Parents

Parents of Secondary School Migrant Students	Parental Involvement Conference; Increased awareness of parents regarding migrant student academic and non-academic needs	Ongoing throughout the school year and summer home visits	District Migrant Contact; Campus Administrators; Parent Liaison (PAC - Region 7)	Phone Log; Home Visit Log; PAC Agenda and Sign-In Sheets

New Summerfield ISD Migrant Needs Assessment Action Plan
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Parental Support

At all levels of participation and communication for parents	Utilize electronic communication; informational meetings; local organizations; and/or school facilities	Ongoing throughout the school year	District Migrant Contact; Counselor; Campus Administrators; Social Workers; Classroom Teachers; Translators	Increased Parental and Family Engagement; Sign-in Sheets; Activity Rosters

New Summerfield ISD Migrant Identification and Recruitment (ID&R) Action Plan 2022 - 2023

Appendix B

Updated November 29, 2022

All Activities are District Level

ID&R Goal:

To actively identify and recruit elgible migrant children and youth who: are enrolled in our school District according to all applicable federal laws and regulations; qualify for appropriate educational services; and meet the requirements of: State Comprehensive Needs Assessment, Statewide Service Delivery Plan, and NCLB Consolidated Federal Grant Application Application, Title I, Part C.

ID&R Objective:

To ensure all elgible migrant children and youth residing in the District are properly identified, recruited, and effectively served through: instructional services; supplemental services such as health, clothing, school materials, and referrals for social services; and Parent Advisory Council to empower parents to advocate at home for their children's academic success.

Strategy 1: Professional Development

Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identfication and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training and ID&R Manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training and ID&R manual	Certificate

New Summerfield ISD Migrant Identification and Recruitment (ID&R) Action Plan 2022 - 2023

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Updated November 29, 2022

All Activities are District Level

Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning, and Quality Control Plan	New Summerfield ISD and ESC Migrant Contacts	September, 2022 and April, 2023	District data and ID&R Plan	Certificate, Needs Assessment Plan, PFS Action Plan, and ID&R Plan
Migrant Education Program (MEP) Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template, and Needs Assessment Plan	Region 7 MEP Advisory Council Workshop	New Summerfield ISD and ESC Migrant Contacts	September, 2022 and April, 2023	Action Plan Templates and PowerPoint	Certificate, Needs Assessment Plan, PFS Action Plan Template, and ID&R Action Plan Template

New Summerfield ISD Migrant Identification and Recruitment (ID&R) Action Plan 2022 - 2023

Appendix B

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All Activities are District Level

Strategy 2: Identification and Recruitment Process

Region 7 and districts will actively, accurately, and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Actively recruit Out of School Youth (OSY)	Meeting community members, churches, Chambers of Commerce, and businesses	Region 7 OSY Recruiter, Region 7 Migrant Specialist, Region 7 Migrant Recruiter	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	Region 7 OSY Recruiter	Ongoing	Employer survey	Completed survey
	Contact potentially eligible migrant families by conducting family surveys during school registration and throughout the year	New Summerfield ISD and Region 7	Year round	Family survey	TX-NGS district reports and completed surveys
	Region 7 OSY Recruiters follow Region 7 Safety Procedures	Region 7 OSY Recruiters	Ongoing	Region 7 Procedures	Procedures reviewed with Region 7 OSY Recruiters

New Summerfield ISD Migrant Identification and Recruitment (ID&R) Action Plan 2022 - 2023

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All Activities are District Level

Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity	Screening family surveys	New Summerfield ISD and Region 7	Upon enrollment or identfication	Family survey	TX-NGS district reports and completed surveys
	Use New Generation System and Migrant Student Interstate Exchange (NGS and MSIX) to verify previously eligible Migrant students	Project districts and Region 7	Upon enrollment or identfication	Family survey	TX-NGS district reports and completed surveys
	Tracking late enrollment and early withdrawal	New Summerfield ISD and Region 7	Upon enrollment and withdrawal	Family surveys and withdrawals	TX-NGS district reports and completed surveys
Complete Electronic Certificate of Eligibility (ECOE)	Recruiter completes ECOE and Supplemental Documentation Form (SDF) during family interview. Submit completed ECOE and SDF to designated reviewer for review	Region 7 Recruiters	Within 5 days of parent signatures	ECOE's	Completed ECOE

New Summerfield ISD Migrant Identification and Recruitment (ID&R) Action Plan 2022 - 2023

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All Activities are District Level

Review ECOE's	Reviewer reviews ECOE and SDF, returns ECOE and SDF to recruiter if additonal information is needed, then submits to Texas New Generation System (TX-NGS) Terminal Site for entry into the TX-NGS	Region 7 Recruiter, Reviewer, and NGS data entry personnel	Within 7 days of parent signature	ECOE's	Completed ECOE with 2 signatures and TX-NGS Report
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the curent reporting period. Region 7 Recruiter will request school records to verify enrollment and/or obtain parent signature for unenrolled youth	District Migrant Contact and Region 7 Migrant Department	September 1, 2022 - November 1, 2023. For 2 year olds turning 3, on or after 3rd birthday	ECOE's and school records	Updated ECOE, parent signature, and TX-NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program (MEP)	Letter and a copy of the ECOE is sent to the District Migrant Contact and to the PEIMS Coordinator	Region 7 Migrant Department	Within 7 days of entry into TX-NGS	ECOE and Letter	District's receipt of letter

New Summerfield ISD Migrant Identification and Recruitment (ID&R) Action Plan 2022 - 2023

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All Activities are District Level

Maintain a strong system of Quality Control	Eligibilty Review - Forward ECOE's with more than one comment to Region 7 for review. Follow protocol for ECOE's that warrant further review by Region 7 and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of ECOE's to Region 7.	Region 7 Recruiters, Region 7 Reviewers, Region 7 MEP Administrators, and Region 7 MEP Contacts	Ongoing	Documentation forms and re-interview documentation	Completed documentation forms and reinterview documentation
	Work with Region 7 to provide training support to MEP recruiters, designated reviewers, and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	ID&R Manual and Documentation forms	Certificate
Annual Evaluation of the ID&R Program	Analyze data	Region 7 and districts	May, 2023	TX-NGS forms	Completed TX-NGS Forms

New Summerfield ISD Migrant Identification and Recruitment (ID&R) Action Plan 2022 - 2023

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All Activities are District Level

Maintain up-to-date records and keep on file	Maintain updated active and inactive records. Retain records for seven (7) years.	Region 7 and districts	Ongoing	ECOE's	ECOE records
Coordinate with Region 7 for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	Region 7, MEP staff, previously identified children selected by State MEP	January - June, 2023	ECOE's and TEA guidance	TEA report

New Summerfield ISD Migrant Identification and Recruitment (ID&R) Action Plan 2022 - 2023

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All Activities are District Level

Maps, intraregional networking, and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops, and growing seasons.	Region 7 OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All Region 7 MEP staff	Ongoing	Map	Map
	Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the ECOE.	All Region 7 MEP staff	Ongoing	List of entities	Calendars, agendas, and data

New Summerfield ISD Migrant Identification and Recruitment (ID&R) Action Plan 2022 - 2023

Appendix B

Updated November 29, 2022

All Activities are District Level

Strategy 3: Family and Community Relations and Coordination

Region 7 Project and SSA Districts will actively, accurately, and effectively work with families and community members.

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionaire	Region 7 and New Summerfield ISD	September - October 2022	Questionaire and listserve	Completed questionaire
	Gather data	Region 7 and New Summerfield ISD	November, 2022	Documentation	Completed documentation
	Provide appropriate meeting based on data	Region 7 and New Summerfield ISD	Fall Semester and Spring Semester	Data, determined by needs, invitations, and announcements	Agenda, sign in sheets, and invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members, and businesses	Region 7 Migrant staff	Ongoing	Determined by needs, invitations, and announcements	Documentation of meeting and time accounting
	Invite community and businesses to PAC	Region 7 and New Summerfield ISD	Fall Semester and Spring Semester	Determined by needs, invitations, and announcements	Agenda, sign-in sheets, and invitations

New Summerfield ISD Migrant Identification and Recruitment (ID&R) Action Plan 2022 - 2023

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Updated November 29, 2022

All Activities are District Level

Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	TX-NGS enrollment report, supplies, and books	Signature on Delivery form

New Summerfield ISD Priority for Services (PFS) Action Plan for Migrant Students 2022 - 2023

Appendix C

Updated November 29, 2022

All Activities are District Level

As part of the Every Student Succeeds Act (ESSA), The Priority for Service (PFA) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children wo have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on TX-NGS must be used to determine who to serve first an dforemost with MEP Funds. Students are identified as PFS if they meet the following criteria:

Grades K-3 Students:

Grades K-3 students who have made a qualifying move within the previous 1-year period; **AND** who have been designated Emergent Bilingual (EB) in the Student Designation section of the Texas New Generation System (TX-NGS) Supplemental Program Component; **or** for students in grades K-2, who have been retained, or are over age for their current grade level.

Grades 3-12, Ungraded (UG), or Out of School (OS) Students:

Grades 3-12 students who have made a qualifying move within the previous 1-year period; **AND** have failed one or more of the state assessments (STAAR), or were granted an EB Postponement, were Absent, Not Tested, or were not enrolled in a Texas school during state assessment testing period for their grade level.

New Summerfield ISD Priority for Services (PFS) Action Plan for Migrant Students 2022 - 2023

Appendix C

Updated November 29, 2022

All Activities are District Level

School District: New Summerfield I.S.D.	**Priority for Service (PFS) Action Plan**	**Filled Out By:** Dr. Craig O. Wilcox
Region: 7	**School Year: 2022 - 2023**	**Date: November 29, 2022**

Goal(s): 100% of eligible migratory, Priority for Service Students (PFS) will be entered into the TX-NGS data system by the TX-NGS data technician. These students will be monitored and needs will be assessed and addressed throughout the school year and in the summer school program.

Objective(s): To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
Monthly, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services**.**	Before the end of each month, August 2022 - July 2023	TX-NGS Specialist	PFS tracking report

New Summerfield ISD Priority for Services (PFS) Action Plan for Migrant Students 2022 - 2023

Appendix C

Updated November 29, 2022

All Activities are District Level

Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Before 1st Day of School	MEP contact	PFS report
Additional Activities:			
Required Strategies	**Timeline**	**Person(s) Responsible**	**Documentation**
Communicate the progress and determine needs of PFS migrant students.			
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service reports.	ongoing	district migrant contact, principal, teacher, or district assigned personnel	PFS reports/completed student reviews
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	end of each grading period	district staff	E-mails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters

New Summerfield ISD Priority for Services (PFS) Action Plan for Migrant Students 2022 - 2023

Appendix C

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During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	ongoing	MEP staff	calendars, meeting notes
Additional Activities:			

New Summerfield ISD Priority for Services (PFS) Action Plan for Migrant Students 2022 - 2023

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Required Strategies	Timeline	Person(s) Responsible	Documentation
Provide services to PFS migrant students.			
The district's Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
The district's Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	ongoing	MEP staff	PFS student review forms
Additional Activities:			

Craig O. Wilcox
LEA Signature

November 29, 2022
Date Completed

New Summerfield ISD State Annual Measurable Objectives (SAMO's) Improvement Plan

Appendix D to District Improvement Plan

Updated 2/2/2023

All Activities are District Level

SAMO's Goals #1 - Increase state assessment performance "meeting" grade level in ELAR - All students, African American, White, Economically Disadvantaged, Special Education (current), Continuously and Non-continuously Enrolled, & Emergent Bilingual (EB) subpopulations.			
Summative Evaluation	All, White, African American, Economically Disadvantaged, Special Education (current), continuously and non-continuously enrolled, & current and monitored EB subpopulations will improve "meeting" grade level rates on STAAR ELAR state assessments by 5%.	**Benchmark Timeline**	July, 2023
Strategy: Increase student's usage and understanding of academic vocabulary through incorporating kinesthetic and visual instructional methods, while creating more frequent opportunities for informal assessments.			

Implementation: Reform Methodologies, Strategies, and Activities	Timeline	Person(s) Responsible	Resources / Allocations	Formative Evaluation	Summative Evaluation	Strategic Priorities
1. Professional development on academic vocabulary instructional strategies, increased informal assessments, and disaggregation of localized assessments to analyze specific vocabulary objective performance. See also: ***DIP/CIP*** ***NSISD GOAL 1*** **,** ***Objective: English Language Arts and Reading (ELAR);*** ***NSISD GOAL 3,*** ***Objective: EB Performance;*** ***NSISD GOAL 4,*** ***Objective: High Quality Professional Growth for Staff; and*** ***NSISD GOAL 7*** **,** ***Objective: All Students Graduate***	November - May	Campus principals; Region VII ESC specialists; Classroom teachers; Students	SCE funds; Local funds; Title I, Part A funds	Student writing samples (short and extended constructive responses); Staff development records; Disaggregated data; Informal assessment results; 9-week grading reports; Walk-through data; Benchmark data; Formative assessment data; Lexia Reading Program reports; Progress measure data from MAPS assesments.	State assessment scores; Disaggregated data points; Students increased usage and synthesis of academic vocabulary.	**SP - 1, 2, 4**

SAMO's Goal #2 - Increase state assessment performance "meeting" grade level in mathematics - All students, Hispanic, White, African American, Special Education (current), Economically Disadvantaged, Continuously & Non-continuously Enrolled, & Emergent Bilingual (EB) subpopulations.

Summative Evaluation	All, Hispanic, White, African American, Special Education (current), Economically Disadvantaged, Continuously and Non-continuously Enrolled, & Current and Monitored EB subpopulations will improve "meeting" grade level rates on STAAR and EOC math state assessments by 5%.	**Benchmark Timeline**	July, 2023

Strategy: Continue with implementation of the TEKS Resource System to ensure fidelity with math scope and sequencing, instructional frameworks, pacing, resources, and rigorous questioning methods (TAG).

	Implementation: Reform Methodologies, Strategies, and Activities	Timeline	Person(s) Responsible	Resources / Allocations	Formative Evaluation	Summative Evaluation	Strategic Priorities
2.	Use of TEKS Resource System with fidelity to ensure math TEKS are being implemented with proper scope and sequencing, pacing, rigorous resources, and depth of knowledge questioning strategies; Researced based Professional Development.	September - May	District administrators; Campus principals; Classroom teachers; Region VII Specialists; Students	Local funds	9-week averages; Benchmark scores; Teacher informal assessments; Lesson plans; Principal walk-throughs; In-class writing assessments; Progress measure data from MAPS assessments.	State assessment scores; RDA indicator levels; TAPR report.	

	See also: ***DIP/CIP*** ***NSISD GOAL 1*, Objective: Math;*** ***NSISD GOAL 3*, Objective: EB Performance;*** ***NSISD GOAL 4*, Objective: High Quality Professional Growth for Staff; and*** ***NSISD GOAL 7*, Objective: All Students Graduate***						**SP - 1, 2, 4**

SAMO's Goal #3 & #4 - Increase state assessment performance "meeting" grade level in science and social studies - All students, White, Special Education (current), Continuously and Non-Continuously Enrolled, Emergent Bilinguals (EB's), & Economically Disadvantaged subpopulations.

Summative Evaluation	All, White, Emergent Bilingual (EB), Special Education (current), Continuously and Non-Continuously Enrolled, & Economically Disadvantaged subpopulations will improve "meeting" grade level rates on STAAR and EOC social studies state assessments by 5%.	**Benchmark Timeline**	July, 2023

Strategy: Continue with implementation of the TEKS Resource System to ensure fidelity with social studies scope and sequencing, instructional frameworks, pacing, resources, and rigorous questioning methods (TAG).

	Implementation: Reform Methodologies, Strategies, and Activities	Timeline	Person(s) Responsible	Resources / Allocations	Formative Evaluation	Summative Evaluation	Strategic Priorities
3. & 4.	Use of TEKS Resource System with fidelity to ensure social studies TEKS are being implemented with proper scope and sequencing, pacing, rigorous resources, and depth of knowledge questioning strategies.	September - May	District administrators; Campus principals; Classroom teachers; Region VII Specialists; Students	Local funds	9-week averages; Benchmark scores; Teacher informal assessments; Lesson plans; Principal walk-throughs; In-class writing assessments.	State assessment scores; RDA indicator levels; TAPR report.	

	See also: ***DIP/CIP*** ***NSISD GOAL 1*, Objective: Science & Social Studies;*** ***NSISD GOAL 3*, Objective: EB Performance;*** ***NSISD GOAL 4*, Objective: High Quality Professional Growth for Staff; and*** ***NSISD GOAL 7*, Objective: All Students Graduate***						**SP - 1, 4**

New Summerfield ISD Federal Annual Measurable Objectives (FAMO's) Improvement Plan

Appendix E to District Improvement Plan

Updated 2/2/2023

All Activities are District Level

FAMO's Goal #1 - Improve All, Hispanic, White, African American, Special Education (current), Economically Disadvantaged, and Emergent Bilinguals (EB's) student's performance in English Language Arts and Reading (ELAR).

Summative Evaluation	All, Hispanic, White, African American, Special Education (current), Economically Disadvangated, and EB's student groups will improve passing rates on STAAR ELAR state assessments by 5%.	**Benchmark Timeline**	July, 2023

Strategy: Increase student's usage and understanding of academic vocabulary through incorporating kinesthetic and visual instructional methods, while creating more frequent opportunities for informal assessments.

	Implementation: Reform Methodologies, Strategies, and Activities	Timeline	Person(s) Responsible	Resources / Allocations	Formative Evaluation	Summative Evaluation	Strategic Priorities
1.	Professional development on academic vocabulary instructional strategies, increased informal assessments, and disaggregation of localized assessments to analyze specific vocabulary objective performance.	November - May	Campus principals; Region VII ESC specialists; Classroom teachers; Students	SCE funds; Local funds; Title I, Part A funds	Staff development records; Disaggregated data; Informal assessment results; 9-week grading reports; Walk-through data; Benchmark data; Formative assessment data; MAPS Performance data reports; Lexia Reading Reports.	State assessment scores; Disaggregated data points; Students increased usage and synthesis of academic vocabulary; RDA indicator performance levels.	

	See also: ***DIP/CIP*** ***<u>NSISD GOAL 1</u>*, *Objective: English Language Arts and Reading (ELAR);*** ***<u>NSISD GOAL 3,</u> Objective: EB Performance;*** ***<u>NSISD GOAL 4,</u> Objective: High Quality Professional Growth for Staff; and*** ***<u>NSISD GOAL 7,</u> Objective: All Students Graduate***						**SP - 1, 2, 4**

FAMO's Goal #2 - Improve All, Hispanic, White, African American, Special Education (current), Economically Disadvantaged, Continuously & Non-Continuously Enrolled, and Emergent Bilinguals (EB's) student's performance in math.

Summative Evaluation	All, Hispanic, White, African American, Special Education (current), Economically Disadvangated, Continuously & Non-Continuously Enrolled, and EB's student groups will improve passing rates on STAAR math state assessments by 5%.	**Benchmark Timeline**	July, 2023

Strategy: Increase student's usage and understanding of academic vocabulary through incorporating kinesthetic and visual instructional methods, while creating more frequent opportunities for informal assessments.

	Implementation: Reform Methodologies, Strategies, and Activities	Timeline	Person(s) Responsible	Resources / Allocations	Formative Evaluation	Summative Evaluation	Strategic Priorities
2.	Incorporate targeted math activities and strategies; Differentiated instructional styles; Increased use of district's access to DMAC system and more in-depth study of data trends in low performance areas and on concepts needing specialized intervention; Use of improved pacing and vertical alignment documents; Math interventionist pull-outs.	November - May	Campus principals; Curriculum director; Classroom teachers; Math interventionist; Region VII Math Specialists	Title I; SCE Funds	Agendas; Sign-in sheets; Instructional frameworks; Principal walk-throughs; 9-week tests; Benchmarks; DMAC reports; Pacing guides; Vertical alignment; TEKS Resource System supplemental documents; MAPS Performance Measure data reports; and Region VII Specialist's feedback.	STAAR/EOC results; RDA indicator performance levels.	**SP - 1, 2, 4**

	See also: ***DIP/CIP*** ***NSISD GOAL 1*****,** ***Objective: Math*** ***NSISD GOAL 3*****,** ***Objective: EB;*** ***NSISD GOAL 4*****,** ***Objective: High Quality Professional Growth for Staff; and*** ***NSISD GOAL 7,*** ***Objective: All Students Graduate***						

New Summerfield ISD Results Driven Accountability (RDA) Improvement Plan

Appendix F to District Improvement Plan

Updated 1/27/2022

All Activities are District Level

RDA Goal #1 & 4 - Increase the passing rates for All 3rd - 8th grade students, with emphasis on Special Education students, on state reading assessments and increase 9-12 Emergent Bilingual (EB) student's Biology EOC state assessment scores.

Summative Evaluation	All 3rd - 8th grade students (with emphasis on Special Education students) will increase passing rates on the STAAR English Language Arts and Reading (ELAR) assessments by 5% and 9-12 EB students will increase their Biology EOC passing rates.	**Benchmark Timeline**	July, 2023

Strategy: Increase student's usage and understanding of academic vocabulary through incorporating kinesthetic and visual instructional methods, while creating more frequent opportunities for informal assessments.

	Implementation: Reform Methodologies, Strategies, and Activities	Timeline	Person(s) Responsible	Resources / Allocations	Formative Evaluation	Summative Evaluation	Strategic Priorities
1. & 4.	Professional development on academic vocabulary instructional strategies, increased informal assessments, and disaggregation of localized assessments to analyze specific vocabulary objective performance. See also: ***DIP/CIP*** ***NSISD GOAL 1*****,** ***Objective:*** ***Reading/English Language Arts and Science;***	August - July	Campus principals; Region VII ESC specialists; Classroom teachers; Students	SCE funds; Local funds; Title I, Part A funds	Staff development records; Disaggregated data; Informal assessment results; 9-week grading reports; Walk-through data; Benchmark data; Formative assessment data; Lexia Reading Program Reports; Student Expectation Reports in DMAC; MAP Progress Measure data reports.	State assessment scores; Disaggregated data points; Students increased usage and synthesis of academic vocabulary.	**SP - 1, 2, 4**

	NSISD GOAL 3, ***Objective: EB Performance;*** ***NSISD GOAL 4,*** ***Objective: High Quality Professional Growth for Staff; and*** ***NSISD GOAL 7*** **,** ***Objective: All Students Graduate***						

RDA Goal #2 - Increase the passing rates for All 3rd - 8th grade students, with emphasis on Special Education students, on state math assessments.			
Summative Evaluation	All 3rd - 8th grade students (with emphasis on Special Education students) will increase passing rates on the STAAR mathematics assessments by 5%.	**Benchmark Timeline**	July, 2023

Strategy: Increase student's usage and understanding of academic vocabulary through incorporating kinesthetic and visual instructional methods, while creating more frequent opportunities for informal assessments.

	Implementation: Reform Methodologies, Strategies, and Activities	Timeline	Person(s) Responsible	Resources / Allocations	Formative Evaluation	Summative Evaluation	Strategic Priorities
2.	Incorporate targeted math activities and strategies; Differentiated instructional styles; Increased use of district's access to DMAC system and more in-depth study of data trends in low performance areas and on concepts needing specialized intervention; Use of improved pacing and vertical alignment documents; Math interventionist pull-outs. See also: ***DIP/CIP*** ***NSISD GOAL 1*****,** ***Objective: Math*** ***NSISD GOAL 3*****,** ***Objective: EB; and*** ***NSISD GOAL 4*****,** ***Objective: High Quality Professional Growth for Staff***	August - July	Campus principals; Curriculum director; Classroom teachers; Math interventionist; Region VII Math Specialists	Title I; SCE Funds	Agendas; Sign-in sheets; Instructional frameworks; Principal walk-throughs; 9-week tests; Benchmarks; DMAC reports; Pacing guides; Vertical alignment; TEKS Resource System supplemental documents; MAPS Performance Measure data reports; and Region VII Specialist's feedback.	STAAR/EOC results; RDA indicator performance levels.	**SP - 1, 2, 4**

RDA Goal #3 - Reduce rate of disciplinary removal rates of SPED students from the regular education classroom.

Summative Evaluation	Reduce the rate of disciplinary removals from the regular education classroom by 5%.	**Benchmark Timeline**	July, 2023

Strategy: Identify and implement alternative teaching strategies that will allow for the SPED student to be more successful in a general education classroom and reduce their disciplinary removal rates.

	Implementation: Reform Methodologies, Strategies, and Activities	Timeline	Person(s) Responsible	Resources / Allocations	Formative Evaluation	Summative Evaluation	Strategic Priorities
3.	General education teachers will familiarize themselves and implement alternative teaching strategies that will allow for more SPED students to remain in a general education classroom for longer periods during their school day. Principals will also review positive behavior plans for SPED students who need discipline. See also: ***DIP/CIP*** ***NSISD GOAL 1*****,** ***Objectives: All Students Improved Achievement;*** ***NSISD GOAL 4*****,** ***High Quality Professional Growth for Staff; and*** ***NSISD GOAL 7*****,** ***All Students Graduate***	Each semester; Per scheduled Admission, Review, and Dismissal (ARD) meeting; Per ending 9-week periods	Campus principal; Campus support personnel; Special education teachers; Regular education teachers; Special education co-op staff;	Special education funds; Local funds	Regular and special education teacher reports; ARD evaluations; Content mastery sign-in sheets; Student success in general education classroom; Teacher feedback; Disciplinary referral slips.	Accurate SPED student placements in general education and/or special education classroom; Student class schedules; Correct PEIMS coding; RDA indicator performance levels; RDA ratings; Rates of SPED placement in a disciplinary setting.	**SP - 4**

GLOSSARY OF ABBREVIATIONS

21st Century Community Learning Centers Grant . . .	The 21st Century Community Learning Centers (21st CCLC) serves as a supplementary program to enhance local reform efforts. In Texas, this program is known as ACE (Afterschool Centers on Education). The ACE program assists students in meeting academic standards in core subjects (math, reading, science, social studies) by providing out-of-school time services to students and their families through community learning centers that offer an array of enrichment activities to complement regular academic programs.
ACE . . .	Afterschool Centers on Education (ACE). A program designed to help establish local community learning centers that will provide academic enrichment opportunities for children.
AMO(s) . . .	Annual Measurable Objectives (AMOs). Federally approved annual measurable objectives (AMOs) that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.
ARD . . .	The Admission, Review, and Dismissal (ARD) is usually a committee of people who make educational decisions about the student. The purpose of the ARD meeting is to provide an opportunity for parents and educators to discuss and develop an educational program for the student called an Individualized Education Program (IEP).
CEHI . . .	Compensatory Education Home Instruction (CEHI). Academic services provided at home or hospital bedside to a student being served under a pregnancy-related services program. A student receiving CEHI is counted present for FSP purposes based on the amount of service the student receives at home each week by a certified teacher.
DAEP . . .	District Alternative Education Placement (DAEP). Students who have not complied with behavior/discipline guidelines either repeatedly or severely. They are placed here after a disciplinary hearing.
DMAC . . .	Data Management and Assessment Cooperative (DMAC). Available through Region 7; provides reports resulting from state assessments, district benchmark testing, and localized data disaggregation.
DVM . . .	Data Validation Monitoring (DVM). The Division of Program Monitoring and Interventions implements the Data Validation Monitoring (DVM) System to monitor the accuracy of data submitted by school districts through the Public Education Information and Management System (PEIMS) and used in the state's accountability rating and performance-based monitoring (PBM) systems.
EB . . .	Emergent Bilingual (EB) refers to a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English.

GLOSSARY OF ABBREVIATIONS

ECOE . . .	Electronic Certification of Elgibible students. A certifcation, completed electronically, identifying, properly coding, and addressing needs of the Migrant student.
ELA or ELAR . . .	English / Language Arts / Reading (ELA/ELAR).
EOC . . .	End of Course Assessments (EOC). The standardized test that measures student mastery of TEKS.
ESC . . .	Education Service Center (ESC). There are 20 regional offices in Texas to assist local districts in compliance with Texas Education Agency requirements and legislative mandates. They provide staff development as well. NSISD is part of Region 7 ESC in Kilgore.
ESL . . .	English as a Second Language (ESL). Intensive English language instruction and/or regular classroom practices to enhance the learning of the English language.
ESSA . . .	Every Student Succeeds Act (ESSA) reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students.
FAMO's . . .	Federal Annual Measurable Objectives (FAMOs) - Federal system safeguards (performance standards) are performance rates calculated for system safeguards for federal accountability are the disaggregated results used to calculate the Index 1 score for reading and mathematics only. The targets are required for only seven student groups: all students, African American, Hispanic, white, economically disadvantaged, students served by special education, and ELLs.
HQ . . .	High Quality. High Quality teachers must: 1) hold at least a bachelor's degree, 2) be fully certified to teach in Texas; and 3) demonstrate competency in their core academic subject area.
IEP . . .	The Individualized Education Program (IEP) is a document that is developed for each public school child who needs special education. The IEP is created through a team effort, reviewed periodically.
LEP . . .	Limited English proficient (LEP) are students whose home language is other than English and are determined to not be proficient in the English language. LEP students are served through a content-based ESL in grades PK-5th and a pull-out ESL program in grades 6-12.
MAP . . .	MAP, or the Measure of Academic Progress, is a computerized adaptive test which helps teachers, parents, and administrators improve learning for all students and make informed decisions to promote a child's academic growth.
NCLB . . .	No Child Left Behind (NCLB). Federal legislation that mandates many educational policies. Known now as ESSA.

GLOSSARY OF ABBREVIATIONS

PBM . . .	Performance Based Monitoring (PBM). A portion of the Performance-Based Monitoring Analysis System (PBMAS) - which is an automated data system that reports annually on the performance of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, special education, and certain Title programs under the Every Student Succeeds Act).
PMI . . .	Program Monitoring Interventions (PMI). Interventions for reviewing, evaluating, monitoring, and intervening with school districts and campuses to ensure excellence in education for all students. The major areas of responsibility are related to state and federal accountability monitoring and interventions; program monitoring and interventions for the bilingual education/English as a second language, career and technical education, Every Student Succeeds Act, and special education program areas; and data validation monitoring.
PRS . . .	Pregnancy Related Services (PRS) are support services, including Compensatory Education Home Instruction (CEHI), that a pregnant student receives during the pregnancy prenatal and postpartum periods. New Summerfield I.S.D. does not offer specific PRS services, but expecting students are serviced through the district's CEHI program.
RESULTS DRIVEN ACCOUNTABILITY (RDA) . . .	Results Driven Accountability (RDA) is used by the Texas Education Agency as part of its overall evaluation of school district performance and program effectiveness. RDA replaced PBMAS in the 2019-2020 school year.
RtI . . .	Response to Intervention (RtI). Response to Intervention, or RtI, is the practice of meeting the academic and behavioral needs of all students through a problem-solving process with three key elements: high-quality instruction and research-based tiered interventions aligned with individual student need; frequent monitoring of student progress to enable results-based academic and/or behavioral decisions; and use of student response data in making important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies).
SAMO's . . .	State Annual Measureable Objectives (SAMOS) - State system safeguards (performance standards) are performance rates calculated for system safeguards for state accountability and are the disaggregated results used to calculate the Index 1 score for reading, mathematics, writing, science, and social studies.
SSI . . .	Student Success Initiative (SSI). Refers to either: 1) SSI grade advancement requirements regarding STAAR reading and mathematics tests at grades 5 and 8, stating that a student may advance to the next grade level only by passing these tests or by grade placement committee; or 2) SSI grant funding which replaced IRI and IMI grant funding in which funds will be used to provide immediate targeted intervention to students who are identified as struggling in any of the core content areas.
STAAR . . .	State of Texas Assessment of Academic Readiness (STAAR) is the state's student testing program. Over the course of their public school career, students will be tested in the core subject areas–reading, writing, mathematics, science, and social studies. The number of tests taken each year will vary from two to four, depending on the grade level.

GLOSSARY OF ABBREVIATIONS

STAT . . .	Student / Teacher Assistance Team (STAT). A committee to whom teachers may refer students who continue to struggle in class. This is a step before referral for special education. The committee gives practical suggestions for intervention and monitors the student response to intervention (RtI) and makes suggestions on appropriate student accommodations for general classroom activities and on state assessments.
SAFEGUARDS . . .	System safeguards have been established to meet state accountability-related intervention requirements. Performance results are disaggregated to show the performance of each student group on each of the indicators. The purpose of the system safeguard report is to ensure that— in an aggregated district or campus report—substandard performance in one or more areas or by one or more student groups is not disguised by higher performance in other areas or by other student groups.
STRATEGIC PRIORITIES . . .	In an effort to support far more rapid improvements in student outcomes to meet the goals of Texas' Educational Strategic Plan, the Texas Education Agency has adopted four strategic priorities. These four include: Recruit, support, and retain teachers and principals; Build a foundation in reading and math; Connect high school to career and college; and Improve low-performing schools.
SWARM . . .	Before and after school tutorials offered through the ACE program are called SWARM. This allows for students to attend an academic assistance session without be labeled "failers" or "academically unacceptable."
TAG . . .	TEKS Assessment Generator (TAG). The portion of the DMAC system which allows teachers to create localized assessments, unit exams, and benchmarks.
TAPR/TPRS . . .	Texas Accountability Performance Report (TAPR)/Texas Performance Reporting System (TPRS). The Texas Academic Performance Reports (TAPR), now known as the TPRS, pull together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and low income status. The reports also provide extensive information on school and district staff, programs, and student demographics. The TAPR replaced the AEIS report in the 2012-2013 academic school year. The TPRS replaced the TAPR in the 2020-2021 school year.
TEA . . .	Texas Education Agency (TEA). The state agency that interprets the state educational laws into policy.
Tejas LEE . . .	Spanish version of the TPRI.
TEKS . . .	Texas Essential Knowledge and Skills (TEKS). The mandated curriculum of Texas including objectives and student expectations.
TEKS Resource System . . .	It is a curriculum management system developed by the Texas Education Service Center Curriculum Collaborative, which is comprised of Texas' 20 Education Service Centers. The system includes a curriculum framework for grades K-12 in all foundational academic subject areas aligned to the Texas Essential Knowledge and Skills (TEKS).

GLOSSARY OF ABBREVIATIONS

TELPAS . . .	Texas English Language Proficiency Assessment System (TELPAS). An assessment of ELL students' English language proficiency including listening, speaking, writing, and reading components. Students should progress at least one level per year.
TPRI . . .	Texas Primary Reading Instrument (TPRI). Early reading assessment that addresses key reading concepts such as reading fluency, phonemic awareness, and reading comprehension.
TWA . . .	The Writing Academy (TWA). A comprehensive, brain-compatible writing process that serves kindergarten through the junior college level. It focuses on organization, lexicon (good word choice) idea development, voice, expected conventions, and sustained focus.
UIL . . .	The University Interscholastic League (UIL) offers the most comprehensive program of academic competition in the nation. UIL Academics offers more activities than any other UIL division, with 29 contests at the high school level and 20 A+ Academic contests for grades 2-8.

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