

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

2017-2018

The New Summerfield ISD 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 and Targeted Improvement Plans (TIP);
- Examining the foundational systems, actions, and processes supporting a continuous improvement of Texas school districts and campuses through the Texas Accountability Intervention System (TAIS) Process;
- Campus and/or district planning and decision making committee(s) meeting data; and
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data;
- Federal Report Card data;
- Initial Compliance Review (ICR) data;
- System Safeguards Intervention data;
- Performance Based Monitoring Analysis System (PBMAS) data;
- Texas Accountability Intervention System (TAIS) Process and Targeted Improvement Plan; and
- Annual Measurable Achievement Objectives (AMAO) 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 Measures and EL (English Learner) Progress Measure data;
- Texas English Language Proficiency Assessment System (TELPAS) results;
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data;
- SAT and/or ACT assessment data;
- Student Success Initiative (SSI) data, Grades 5 and 8;
- Local diagnostic reading assessment data;
- Local diagnostic math 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 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;
- EL/Limited English Proficient (LEP) data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.;
- Career and Technical Education (CATE) 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

- 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);
- 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 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 roughly 51,668 residents (2016), with New Summerfield purporting a population of 1,111 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 or Tyler 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 student's parents are employed at local plant-farms (or plant nurseries) as day laborers. Currently, there is very little new economic development in New Summerfield to keep residents or 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 3.44 and the average household income is around \$38,609. The ethnic composition of the city is 73% Hispanic, 25.5% White, 2.3% African American, .4% Asian, .08% American Indian, and .08% two or more races. Within the New Summerfield School District, 87.5% of our students are Economically Disadvantaged. Area students may enroll in on-line dual-credit collegiate courses while in high school, but must travel to either Jacksonville or Tyler to attend Junior Colleges. 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.

District Characteristics:

New Summerfield Independent School District (NSISD) maintains a student population of approximately 550. 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 - 6). 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 2016-2017 NSISD student data indicates a total enrollment of 544 students at the end of the 2016-2017 school year. This number represents a steady enrollment from the previous year. Based on the 2016-2017 district Texas Academic Performance Report (TAPR), student ethnicity population consists of 12.9% White, 2.6% African American, 83.6% 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 and an overall total student growth of around 5%.

Specific demographic populations evaluated include the economically disadvantaged, Limited English Proficient (LEP), and special education populations. Based on the 2016-2017 TAPR, the district reported 87.5% 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 and carefully constructed Targeted Improvement Plans (TIP) to meet the needs of this population.

The LEP population in recent years reveals a steady increase in numbers. For the 2016-2017 school year, NSISD had to apply for a Bilingual Exception Waiver for a 17th 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 16 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 LEP 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 32.4%
- Career and Technical Education 26.5%
- Gifted and Talented Education .9%
- Special Education 5.1%

Demographic Strengths:

- Student academic performance remains stable, if not slightly improved, in most academic areas in spite of increasing rigor on state assessments;
- 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 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 LEP 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 LEP student population; and
- Increased focus on successful implementation of RtI, cohesive writing curriculum, and differentiated instruction and practices

Student Achievement

Student Achievement Summary:

The Texas Academic Performance Report (TAPR) report for 2016-2017 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 improving each year, as is the rigor of state assessments. STAAR EOC scores for English II, algebra I, biology, and U.S. History show a static, slightly upward trend over the past few years. However, English I scores are a little bit lower than 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 scores increased. However, reading, writing, 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.

All subjects, with special emphasis on mathematics, 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. Consultants have been secured 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, a K-6 math and a K-6 reading intervention specialist work 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 introducing the TEKS Resource System to teachers 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 96.6% for both the 2013-2014 and 2014-2015 school years and 96.4% for the 2015-2016 year. The needs assessment review also included data and discussion regarding chronic health conditions, 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. Additionally, during each 6-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 specific 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.

As evidenced on the 2017 accountability summary, New Summerfield ISD received the highest accountability rating possible of "Met Standard" for the 2016-2017 school year. NSISD once again scored consistently higher than the target score for each Performance Index. On Performance Index I, Student Achievement, NSISD obtained 68 points, 8 points above the state's target score. In regards to Performance Index 2, Student Progress, a score of 37 points was obtained, 20 points above the target score. NSISD scored 38 points,

that being 8 points above the target score for Index 3, Closing Performance Gaps. For the final Performance Index 4, Post-Secondary Readiness, NSISD earned 82 points or 22 points over the target score.

Upon comparison of student performance data in the all grades and subjects combined category, the 2016-2017 data shows each subpopulation's performance remained close to previous years, with the exception of African American's decreasing and Special Education and English Learners (EL's) increasing in performance. When reviewing reading among our student subpopulations, subgroups remained relatively static in performance when compared to 2015-2016 data. In regards to mathematics, all subgroups except African Americans increased in performance ranging from 3% to 14% higher than the previous year. Writing and science performance for all subgroups decreased by as much as 14% within certain populations. The final subject analyzed, social studies, showed static trends in performance for all students assessed.

Dropout Prevention:

Data for 2015-2016 shows a decrease in the number of NSISD secondary students dropping out of school over the last two years. The district's 2014-2015 and 2015-2016 dropout rate was 0%. As compared to the state's average dropout rate of 2.0%, 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 either four years later or at a 5-year extended longitudinal rate has decreased slightly from 100% in 2015 to 95.1% in 2016. The slight decrease in graduation rate was still well above both the 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 a student of limited English proficiency, as defined by 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 11302, 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.

Data reports on at-risk designations are updated regularly and analysis must be based on snapshot data. As much as 69.7% of the total student population showed one or more at-risk designations during 2016-2017. Both secondary and elementary data show approximately 379 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. Eight 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:

- Special Education and English Learners increased in the “ALL subject areas” category;
- Students achieving at Advanced Standards in all subjects, reading, and math increased district-wide;
- Percent of students who Masters Grade Level in all subjects increased in 2017 as compared to 2016;
- Participation rate for state assessments was 100%;
- The district had a 0% dropout rate;
- Increased percentage of students completing 12 hours or more of advanced/dual-credit courses;
- Increased number of graduates who completed a CTE coherent course sequence;
- Greater number of students who are college-ready graduates and college and career ready graduates; and
- Increased number of student who are enrolling in Texas institutions of higher education and completing one year without remediation

Student Achievement Needs:

- 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;
- Improve overall student performance in all subjects; and
- Increased support for at-risk and economically disadvantaged students endanger of dropping out

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 PTO, 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 8 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 choices. Various medical services are made available in conjunction with the district's registered nurse. 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, 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:

- Strong 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 involvement in academics;
- 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. Teachers 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 regular 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 2016-2017 school year, with the exception of 2013-2014 reporting only 94.9%. NSISD employs around 50 teachers, with 13 or 27.8% holding advanced degrees. Of the 50 teachers, 32 have more than five years of classroom teaching experience. Average tenure within NSISD is 6.8 years. The district averages one teacher per 11.5 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 \$12,000 per category. Unfortunately, a reported turnover rate of approximately 11.5% was reported for the 2016-2017 school year. The state percentage is at 16.4%. 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 2016-2017 school year, over 3,338 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, and more intensive English Language Learner (ELL) 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 69.7% of the entire student body is designated as at-risk while 87.5% 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.

Staff Quality, Recruitment, and Retention Strengths:

- Low teacher to student ratio of 1 teacher per every 11.5 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; and
- Staff engage as active participants in data analysis to better understand low performing areas and target individual student needs

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 ELL'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 began implementation of 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 2016 - 2017 school year, each six weeks, as necessary. Teachers continue to use the TEKS Resource System to create and modify unit lessons plans for each six 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 six 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 six weeks, principal led meetings are held by grade level/subject area/department level to discuss findings and trends from these analyses.

STAAR assessment and student performance 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 an increased focus on a cohesive writing curriculum and instruction in K-12, coupled 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, Limited English Proficiency, and at-risk, 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
- Addition 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 Parent-Teacher Organization (PTO) and Booster Club meetings, and UIL academic and athletic events. Other examples of parent and community activities include 6-week celebrations, book fairs, meet the teacher, Fall Festival, Thanksgiving Feast, holiday performances, organizational events, and award ceremonies. More parent and community activities are sponsored through our Afterschool Centers on Education (ACE) program such as movie night, fitness classes, specialized events, 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, Booster Club, and the Parent-Teacher Organization.

Parents are informed of the importance of consistent attendance at campus-based activities through newsletters, parent/teacher conferences, email, phone calls, Facebook, Twitter, and the Schoolway app. 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 Limited English Proficiency (LEP) students are more at-risk due to language barriers. A top priority for NSISD is to reduce the language barrier by supporting LEP students' parents through efforts targeting the improvement of their child's education. Parents of LEP 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 knowledge and skills. 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 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. 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 and community participation in school activities;
- Increasing opportunities for parents to increase their fluency in the English language; and
- Offering academic support to parents who cannot effectively provide academic assistance to their students

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 parental and community surveys; and
- Increased attendance and feedback at strategic planning meetings

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 (1:11.5), 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. 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; and
- Positive community/parental image

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 second language 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 by qualified staff members;
- Written procedures in place on acceptable use of the Internet and network management;
- Distance learning labs available for students, staff, and community members;
- Firewalls in place to help protect student access to unauthorized websites via Lightspeed Systems Software;
- Teachers have access to a dedicated computer;
- Windows and Mac teacher and student computers and labs;
- All campuses have computer projectors for classroom checkout or permanently affixed in classrooms;
- Majority of classrooms have a Smartboard;
- Junior high and high school student usage of personal devices as approved by teacher;
- Junior high and high school MacBook loaner program (1:1);
- Odysseyware software for both credit recovery and tutorial purposes;
- District employee email accounts and network storage space;
- One technology director and instructional technology specialist available for assistance; and
- Teachers are expected to integrate relevant technology material into their lessons

New Summerfield High School:

- CTE strands are available affording students a variety of learning opportunities;
- Teachers are provided a MacBook at the beginning of each school year;
- All students in 9th through 12th grade are invited to participate in MacBook loaner program at the beginning of the 2016-2017 school year; and
- At least two open access labs are available for students and teachers (Mac and Windows)

New Summerfield Junior High:

- Teachers are provided a MacBook at the beginning of each school year;
- Students in 7th and 8th grade are invited to participate in MacBook loaner program at the beginning of the 2016-2017 school year; and
- One Windows Lab with open access is available for students and teachers

New Summerfield Elementary:

- At least two open access labs are available for students and teachers (Macs and Windows); and
- PK - 6th classrooms have access to mobile iPad carts

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 Mac and Windows computer labs available for students, staff, and community;
- Data and internet security;
- Classroom and staff technology resources;

- Junior high and high school 1:1 ratio of MacBooks for 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;
- Replacement/recycle plan for outdated equipment;
- More rigorous academic intervention and supplement content support software; and
- Promotion of Bring Your Own Device (BYOD) at junior high and high school campuses