

NORTH EAST INDEPENDENT SCHOOL DISTRICT

DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN 2018 – 2019



Mission Statement

We challenge and encourage each student to achieve and demonstrate academic excellence, technical skills, and responsible citizenship.

Board Goals (BG)

1. NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.
2. NEISD will provide and maintain safe, supportive, and equitable learning environments for our students.
3. NEISD campuses will serve as centers for community involvement.
4. NEISD will develop and promote positive relationships through communication, involvement, and partnerships with our community.
5. NEISD will emphasize character development and civic responsibility.
6. NEISD will continue to use best practices in its efficient and effective management of District resources.
7. NEISD will recruit and retain exemplary employees committed to student excellence, best practices, and professional growth.
8. NEISD will foster a culture of health and wellness among our students, staff, and community.

Last Updated: 10/9/2018

Beliefs

In NEISD, we believe that...

- The purpose of a public education is to prepare and empower students to be responsible, productive, and effective citizens.
- Standardized testing is only one of many indicators of student success.
- Learning happens best in a safe, engaging, and relevant environment.
- Every person is uniquely capable and deserves the opportunity to be a lifelong learner.
- Strong partnerships among all members of the school community are essential for student success.
- The educators' role is to facilitate learning and to foster caring, trusting relationships that maximize every student's potential.
- Students deserve a highly effective team of educators who utilize a variety of tools and resources to support current and future learning environments.
- Students learn in many different ways.
- Enrichment activities beyond the classroom are vital in the development of the whole child.

Call to Action

NEISD's lifelong learners succeed in the futures of their choosing with compassionate hearts, critical minds, and competitive spirits.

Learner Outcomes

Each individual learner will:

- Graduate prepared for the future of his/her choosing.
- Annually demonstrate measurable growth toward academic success.
- Compassionately serve his/her community each semester.

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District Instructional Improvement Plan

School Year 2018 – 2019

Section	Board Goals	Target Areas	Measureable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
DIVISION OF INSTRUCTION & CAMPUS ADMINISTRATION													
CURRICULUM AND INSTRUCTION (C&I)													
Academic Core: Mathematics, Science, English Language Arts and Reading (ELAR), Social Studies													
1-1	1, 2, 6	All Content Areas (Curriculum)	<p>Increase performance at the Approaches and Meets grade level standards by 5% in all content areas on the State of Texas Assessments of Academic Readiness/ End of Course (STAAR/EOC)</p> <p>Increase performance at the Masters grade level standard by 3% in all content areas on the STAAR/EOC</p> <p>2016-2017 Texas Academic Performance Report (TAPR) data</p>	<p>Increase student achievement and ensure all students have access to a high-quality and rigorous curriculum by:</p> <ul style="list-style-type: none"> involving teachers in redesigning the current curriculum to a common framework that promotes vertical and horizontal alignment collaborating across program areas, including Bilingual/English as a Second Language (ESL), Special Education (SPED), technology, arts, Library Services, Response to Instruction & Intervention (RtI²), Career and Technical Education (CTE), Early Childhood (EC), and Gifted and Talented (GT) ensuring fidelity to the district curriculum framework, i.e. scope and sequence, and incorporating feedback mechanisms and support systems, such as surveys, professional development, and resources 	<p>Review benchmark assessments, Assessing Math Concepts (AMC), iStation data, and teacher surveys</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td style="text-align: center;">•</td> </tr> <tr> <td>Feb</td> <td style="text-align: center;">•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	<p>August 2018 – July 2019</p> <p>Assistant Directors, Directors and Executive Director for Curriculum and Instruction</p> <p>Campus leaders and instructional staff</p>	<p>C&I local funds (\$50,000)</p> <p>ELAR local funds (\$90,000)</p> <p>Math local funds (\$60,000)</p> <p>Science local funds (\$30,000)</p> <p>Social Studies local funds (\$30,000)</p> <p>High School Allotment (\$95,000)</p>
Check Point													
Dec	•												
Feb	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
1-2	1, 2, 6	All Content Areas (Instruction)	<p>Increase percent of students that meet or exceed expected growth on STAAR for all grades and content areas by 3%</p> <p>A minimum of 60% of each student group in all content areas will meet or exceed the Approaches Grade Level standard on STAAR/EOC for all grade levels and all tests</p> <p>(2016-2017 TAPR data)</p>	<p>Increase student achievement and ensure student-centered instruction through:</p> <ul style="list-style-type: none"> • implementing a professional learning community model to promote collective teacher efficacy • unpacking the standards, emphasizing the power standards, and writing learning targets • supporting the implementation of small-group, differentiation, intervention, and enrichment strategies • supporting the use of instructional models that increase student independence, such as the Gradual Release of Responsibility (GRR) • incorporating strategies for engagement, including arts integration, technology integration, and project-based learning • incorporating strategies to promote student discourse, such as Talk, Read, Talk, Write, discussion protocols, and Think, Write, Pair, Share • incorporating writing-to-learn strategies across the content areas • ensuring access to supplemental instructional online resources (webinars, Edgenuity, and Google Classroom) to support teacher and student learning at school and home • implementing a student-centered coaching model for teachers and instructional support staff that promotes self-reflection 	<p>Review percent of teachers attending district-level Professional Learning Communities (PLCs) and professional development</p> <p>Analyze teacher surveys</p> <p>Analyze benchmark scores</p> <p>Review AMC, Istation, and Fountas and Pinnell levels/data</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	<p>August 2018 – July 2019</p> <p>Assistant Directors, Directors and Executive Director for Curriculum and Instruction</p> <p>Campus leaders and instructional staff</p>	<p>C&I local funds (\$50,000)</p> <p>ELAR local funds (\$60,000)</p> <p>Math local funds (\$60,000)</p> <p>Science local funds (\$30,000)</p> <p>Social Studies local funds (\$30,000)</p> <p>High School Allotment (\$25,000)</p> <p>Title II funds (\$300,000)</p>
Check Point													
Dec	•												
Feb	•												
1-3	1, 2, 6	All Content Areas (Assessment)	<p>100% of content area teachers will be trained in the Eduphoria Aware data analysis</p> <p>100% of data debriefs will include disaggregated data reports from Eduphoria Aware</p> <p>(2016-2017 TAPR data)</p>	<p>Increase student achievement and effectively use data for instructional improvement by:</p> <ul style="list-style-type: none"> • making training available to all teachers and staff on analyzing data and building assessments in Eduphoria Aware • providing support for the development of formative, summative, and performance-based assessments used for student growth measurement and feedback • providing data debrief protocols that leverage the data in Eduphoria Aware for instructional improvement • providing Texas Essential Knowledge and Skills (TEKS)-aligned assessment items at multiple levels of rigor 	<p>Review attendance at Eduphoria Aware assessment training</p> <p>Review the number of professional development sessions offered on data analysis</p> <p>Monitor attendance at/implementation of Data Debriefs</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	<p>August 2018 – July 2019</p> <p>Assistant Directors, Directors and Executive Director for Curriculum and Instruction</p> <p>Campus leaders and instructional staff</p>	<p>C&I local funds (\$50,000)</p> <p>ELAR local funds (\$60,000)</p> <p>Math local funds (\$60,000)</p> <p>Science local funds (\$30,000)</p> <p>Social Studies local funds (\$30,000)</p>
Check Point													
Dec	•												
Feb	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year								
1-4	1, 2, 6	English Language Arts and Reading (ELAR)	<p>Increase STAAR/EOC performance at the Approaches and Meets Grade Level by 5% on the Reading/English STAAR/EOC and by 5% on the Writing STAAR</p> <p>Increase the percent of students that Master the Grade Level standard by 3% on the Reading/English STAAR/EOC and by 3% on the Writing STAAR</p>	<p>Ensure that all students are proficient readers and writers by:</p> <ul style="list-style-type: none"> incorporating a Reading Writing Workshop framework elementary through high school implementing Guided Reading, Self-Selected Reading, Writing, and Working with Words 5 days per week in elementary assessing student strengths and needs through the collection of anecdotal notes and running records meeting the Fountas and Pinnell grade level reading goals at elementary in K-5 monolingual and K-2 Dual Language meeting the Flynt Cooter grade level reading goals at elementary in 3-5 Dual Language meeting the recommended Lexile grade level range on the Scholastic Reading Inventory (SRI) in secondary (6 – 8) monitoring the development and progress of writing using appropriate grade-level protocols and rubrics 	<p>Observe instructional strategies through classroom walk-throughs</p> <p>Monitor the implementation of balanced literacy</p> <p>Review Fountas and Pinnell and <i>Flynt Cooter</i> reading levels</p> <p>Review the SRI Lexile levels</p> <p>Review anecdotal notes and running records</p> <p>Review holistic writing data in Aware</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Sept</td> <td>•</td> </tr> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>April</td> <td>•</td> </tr> </tbody> </table>	Check Point		Sept	•	Dec	•	April	•	<p>August 2018 – July 2019</p> <p>Assistant Directors, Directors and Executive Director for Curriculum and Instruction</p> <p>Campus leaders and instructional staff</p>	ELAR local funds (\$90,000)
Check Point															
Sept	•														
Dec	•														
April	•														
1-5	1, 2, 6	Math	<p>Increase STAAR/EOC performance at the Approaches and Meets Grade Level by 5% in Mathematics</p> <p>Increase the percent of students that Master the Grade Level standard by 3% on the Mathematics STAAR/EOC</p>	<p>Increase student achievement and ensure students develop mathematical habits of mind by:</p> <ul style="list-style-type: none"> incorporating an instructional model that promotes mathematical discourse, productive struggle, and independence, such as the Gradual Release of Responsibility (GRR) incorporating strategies to develop mathematical fluency, such as: <ul style="list-style-type: none"> communicating mathematical ideas justifying and reasoning using multiple representations, diverse problem-solving strategies, manipulatives, Realia, and Number Talks (K-5) 	<p>Observe instructional strategies through classroom walk-throughs</p> <p>Analyze benchmark results</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Nov</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> <tr> <td>April</td> <td>•</td> </tr> </tbody> </table>	Check Point		Nov	•	Feb	•	April	•	<p>August 2018 – July 2019</p> <p>Assistant Directors, Directors and Executive Director for Curriculum and Instruction</p> <p>Campus leaders and instructional staff</p>	Math local funds (\$90,000)
Check Point															
Nov	•														
Feb	•														
April	•														

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year								
1-6	1, 2, 6	Science	<p>Increase STAAR/EOC performance at the Approaches and Meets Grade Level by 5% in Science</p> <p>Increase the percent of students that Master the Grade Level standard by 3% on the Science STAAR/EOC</p>	<p>Increase student achievement and develop scientifically literate students in a safe environment by:</p> <ul style="list-style-type: none"> incorporating inquiry-based learning, such as the 5-E (Engage, Explore, Explain, Extend/Elaborate, Evaluate) Instructional Model and Claims Evidence Reasoning incorporating critical reading and writing strategies such as the use of platform texts, vocabulary building, and Talk, Read, Talk, Write ensuring the safety of students through laboratory safety training and contracts providing teachers and students with appropriate safety equipment for rigorous laboratory and field investigations 	<p>Review attendance at safety training</p> <p>Observe instructional strategies through classroom walk-throughs</p> <p>Analyze benchmark results</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Aug</td> <td>.</td> </tr> <tr> <td>Nov</td> <td>.</td> </tr> <tr> <td>Jan</td> <td>.</td> </tr> </tbody> </table>	Check Point		Aug	.	Nov	.	Jan	.	<p>August 2018 – July 2019</p> <p>Assistant Directors, Directors and Executive Director for Curriculum and Instruction</p> <p>Campus leaders and instructional staff</p>	Science local funds (\$60,000)
Check Point															
Aug	.														
Nov	.														
Jan	.														
1-7	1, 2, 6	Social Studies	<p>Increase STAAR/EOC performance at the Approaches and Meets Grade Level standards by 5% on Social Studies</p> <p>Increase the percent of students that Master the Grade Level standard by 3% on the Social Studies STAAR/EOC</p>	<p>Increase student achievement and civic competence in order to identify problems, evaluate resources, communicate ideas, and take action as informed citizens by:</p> <ul style="list-style-type: none"> incorporating critical reading and writing strategies, such as the use of platform texts, vocabulary building, and Talk, Read, Talk, Write to analyze primary and secondary source documents and relevant text incorporating inquiry-based learning, such as the 5-E Instructional Model, Document-based Questioning (DBQ), and Claims Evidence Reasoning incorporating lessons that require students to make thematic and global connections collaborating with Bilingual/ESL department in planning and delivering staff development for middle school social studies teachers 	<p>Observe instructional strategies through classroom walk-throughs</p> <p>Analyze benchmark results</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>.</td> </tr> <tr> <td>Feb</td> <td>.</td> </tr> </tbody> </table>	Check Point		Dec	.	Feb	.	<p>August 2018 – July 2019</p> <p>Assistant Directors, Directors and Executive Director for Curriculum and Instruction</p> <p>Campus leaders and instructional staff</p>	ELAR local funds (\$30,000)		
Check Point															
Dec	.														
Feb	.														

Section	Board Goals	Target Areas	Measureable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
Professional Development													
2-1	1, 2, 6	Professional Development	<p>100% of teachers will be trained in the Texas Teacher Evaluation and Support System (T-TESS)</p> <p>100% of teachers will be trained in the effective implementation of the Student Growth Measure (SGM)</p> <p>100% of professional development offerings will be correlated to the appropriate T-TESS Dimensions</p>	<p>Provide ongoing professional development opportunities to support T-TESS and the addition of Dimension 17 - SGM by:</p> <ul style="list-style-type: none"> providing a 6-hour initial T-TESS, Goal Setting and SGM training at New Teacher Orientation, and subsequent monthly trainings for late-hires offering summer training sessions for campus administrators and leaders on the SGM component of the T-TESS instrument 	<p>Monitor sign-in sheets</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td style="text-align: center;">•</td> </tr> <tr> <td>Feb</td> <td style="text-align: center;">•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	<p>August 2018 – July 2019</p> <p>Assistant Directors, Directors and Executive Director for Curriculum and Instruction</p> <p>Campus leaders and instructional staff</p>	<p>C&I local funds (\$30,000)</p>
Check Point													
Dec	•												
Feb	•												
2-2	1, 2, 6	Professional Development	<p>100% of professional development offerings will be identified by modality</p> <p>Increase the number of virtual professional development sessions by 10%</p> <p>100% of schools will implement a structure to support teacher networking, such as the PLC</p>	<p>Provide ongoing professional development in all departments to support teachers and administrators by:</p> <ul style="list-style-type: none"> offering training in multiple modalities such as face-to-face, webinar, online, and self-paced instruction creating district-level PLC professional development cohorts elementary through high school 	<p>Monitor the number of professional developments provided in each modality</p> <p>Monitor the number of schools implementing teacher networks by grade level and course</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td style="text-align: center;">•</td> </tr> <tr> <td>Feb</td> <td style="text-align: center;">•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	<p>August 2018 – July 2019</p> <p>Assistant Directors, Directors and Executive Director for Curriculum and Instruction</p> <p>Campus leaders and instructional staff</p>	<p>C&I local funds (\$50,000)</p> <p>Title II funds (\$300,000)</p>
Check Point													
Dec	•												
Feb	•												
2-3	6, 7	<p>Master Mentor/ First Year Teacher</p> <p>Professional Development</p>	<p>100% of new elementary teachers will be assigned a Master Mentor</p> <p>New teachers will complete a minimum of 12 hours of training</p>	<p>Ensure a quality mentor program that includes professional development from district master mentors by:</p> <ul style="list-style-type: none"> providing and utilizing the First Year Teacher Notebook for training throughout implementing the Heart of Teaching Series from Lead4ward and hiring a consultant to support and train new teachers assigning NEISD District Master Mentors and 12 total hours of professional development trainings 	<p>Monitor sign in sheets, agendas, and supplemental pay documentation</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td style="text-align: center;">•</td> </tr> <tr> <td>Feb</td> <td style="text-align: center;">•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	<p>District Master Mentors</p>	<p>Title II funds (\$80,000)</p>
Check Point													
Dec	•												
Feb	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
Bilingual / English as a Second Language (ESL) Programs													
3-1	1, 2, 6	English Language Learners (ELL)	<p>100% of teachers and leaders serving ELL students will attend professional development in effective strategies for ELL</p> <p>100% of participating Beginning, Intermediate, and Advanced ELL students will progress by a minimum of 1 proficiency level on Texas English Language Proficiency Assessment System (TELPAS) composite score</p> <p>Increase performance of ELL students at the Approaches, Meets, and Masters grade level standards by 5% on STAAR/EOC</p>	<p>Improve core content area instruction and ELL student achievement in bilingual/ESL/newcomer classrooms by:</p> <ul style="list-style-type: none"> increasing knowledge of teachers and instructional leaders in program effectiveness, dual language methodology, and best practices for ELL students, including sheltered instruction, vocabulary strategies, linguistic accommodations, and student discourse implementing the English Language Proficiency Standards (ELPS) ensuring fidelity to the 90/10 Two-Way and One-Way models in elementary bilingual classrooms maintaining and continuing Sheltered Instruction Observation Protocol (SIOP) training of all high school core content teachers who service ELL students 	<p>Review ELPS and SIOP training rosters</p> <p>Observe instructional strategies through classroom walk-throughs</p> <p>Monitor the implementation of the 90/10 framework</p> <p>Analyze benchmark results</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td style="text-align: center;">•</td> </tr> <tr> <td>Feb</td> <td style="text-align: center;">•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	<p>August 2018 – July 2019</p> <p>Assistant Directors, Directors and Executive Director for Curriculum and Instruction</p> <p>Campus leaders and instructional staff</p>	<p>Bilingual/ESL (Title III \$250,000)</p> <p>Bilingual/ESL (Title III Match with Local Funds \$300,000)</p>
Check Point													
Dec	•												
Feb	•												
3-2	1, 2, 6	English Language Learners	<p>NEISD will have 100% accuracy in Language Proficiency Assessment Committee (LPAC) documentation</p> <p>100% of clerks, bilingual coaches, and Points of Contact will attend LPAC training</p>	<p>Ensure compliance with state and federal ELL mandates by conducting ELL compliance and LPAC training for all clerks, Points of Contact, specialists, and assistants.</p>	<p>Audit documentation in folders</p> <p>Monitor attendance</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td style="text-align: center;">•</td> </tr> <tr> <td>Feb</td> <td style="text-align: center;">•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	<p>August 2018 – July 2019</p> <p>Assistant Directors, Directors and Executive Director for Curriculum and Instruction</p> <p>Campus leaders and instructional staff</p>	<p>Bilingual/ESL (Local \$125,000)</p>
Check Point													
Dec	•												
Feb	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year
3-3	7	English Language Learners	Representatives from the Bilingual Department will be present at minimum of 5 of the spring and summer job fairs in which NEISD participates	Increase efforts in recruiting and retaining highly qualified Bilingual/ESL teachers by collaborating with the Human Resources (HR) Department and attending job fairs.	Monitor attendance at job fairs Monitor number of qualified teachers recruited and hired Check Point Dec · Feb ·	August 2018 – July 2019 Director and Assistant Director of ELL Programs, and HR Department	Bilingual/ESL (Local \$25,000)
PERFORMANCE AND PLANNING							
Gifted and Talented (GT)							
4-1	1, 2, 6	Gifted and Talented (GT)	Increase the number of economically disadvantaged and/or ELL students tested for GT by 3%	Increase the participation of economically disadvantaged and ELL students in the GT program by: • modifying assessments, norms, and qualifying criteria to meet the needs of a diverse district • including Spanish language testing options • clustering bilingual campuses where possible and assigning a bilingual elementary GT teacher where possible • universally screening 2nd or 3rd grade students at some Title I and low GT enrollment campuses using a nonverbal abilities test	Review fall and spring PEIMS report comparison from current and previous years Check Point Dec · Feb ·	August 2018 – July 2019 GT Coordinator, GT Instructional Specialist GT Teachers, Bilingual Test Administrators, Counselors	Local funds (\$10,000)
4-2	1, 2, 5, 6, 7	Gifted and Talented	100% of GT teachers will complete at least 6 or more hours of advanced GT professional development	Strengthen the breadth, depth, and complexity of GT classes by: • offering sections of GT Pre-Calculus and/or On Ramps Pre-Calculus at each high school • offering GT elective courses at participating high schools • revising the secondary ELAR and Math GT curriculum over the next 3 years in conjunction with GT teachers and appropriate district curriculum staff • providing advanced GT professional development for all district GT teachers	Meet to discuss course catalog, HS course cards, curriculum frameworks Check Point Dec · Feb ·	June 2018 – July 2019 GT Coordinator, GT Instructional Specialist, GT Teachers, Administrators	Local funds (\$10,000)
4-3	1, 2, 6, 7	Gifted and Talented	A minimum of 1 teacher per grade level or department will have the 30-hour foundational GT training at all campuses	Increase the number of GT trained teachers, administrators, and counselors by: • providing 30-hour foundation training opportunities for general education teachers • offering teachers professional development opportunities using both traditional and online training modalities • participating in the Region 20 GT Cooperative	Monitor Eduphoria professional development records Check Point Dec · Feb ·	August 2018 – July 2019 GT Coordinator, GT Instructional Specialist, Campus Administrators, teachers	Local funds (\$15,000)

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year								
4-4	1	Gifted and Talented	100% of campus webpages will include a link to the GT website on the District Links menu Ensure the GT website is updated a minimum of 1 time per month	Raise parent awareness of the GT program and GT testing procedures and enrichment opportunities by: <ul style="list-style-type: none"> including updated GT program information on the district webpage ensuring all campus webpages have a link to the district GT program information showcasing GT activities at campuses through social media such as district GT Twitter feed launching a GT Parent Academy to offer learning and advocacy opportunities to the parents of gifted students 	Monitor attendance at GT Parent Academy Track hits to GT websites <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>.</td> </tr> <tr> <td>Feb</td> <td>.</td> </tr> </tbody> </table>	Check Point		Dec	.	Feb	.	August 2018 – July 2019 GT Coordinator, GT Instructional Specialist, GT Teachers, Technology Services, Principals	Local funds (\$2,000)		
Check Point															
Dec	.														
Feb	.														
Testing Services															
5-1	2, 4, 6	Testing Services and Benchmarks	Campuses will decrease procedural testing incidents by 10% 100% of campus testing documentation will be accounted for and stored in Docuware 100% of students that request credit by exam will have the opportunity as required by Texas Education Code (TEC)	Maintain the highest standards required for a statewide and local benchmark testing by: <ul style="list-style-type: none"> providing training to Campus Testing Coordinators (CTCs), district monitors, and campus benchmark coordinators on following state manuals and district guidelines/procedures providing opportunities for credit by exam in grades K-12 as required under TEC §28.023 providing Eduphoria Aware training on assessments and data analysis to campus staff and district personnel monitoring and ensuring campuses are following their Plan of Action as required for each previous serious testing irregularity meeting with principal and CTC as needed for subsequent testing irregularities maintaining an errors log for local benchmark assessments and implementing steps to ensure fewer incidents 	Approve campuses' Plans of Action Monitor training rosters Review error log <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>.</td> </tr> <tr> <td>Feb</td> <td>.</td> </tr> </tbody> </table>	Check Point		Dec	.	Feb	.	August 2018 – July 2019 Director for Testing Services, Assessment Coordinator, Testing Specialist, Testing Analyst, Principals, CTC	N/A		
Check Point															
Dec	.														
Feb	.														
SPECIAL EDUCATION (SPED)															
6-1	1, 2, 6	Special Education Improvement Required (IR): Reading, Writing, Math, Science, Social Studies	60% of students with Individualized Education Program (IEPs) will meet the Approaches passing standard on all tested STAAR content areas	Improve STAAR performance in all content areas (math, reading, writing, science, and social studies) of students IEPs in grades 3-8 STAAR & EOCs by: <ul style="list-style-type: none"> developing and implementing standards based IEPs [Individuals with Disabilities Education Act - IDEA] as evidenced by results of audits utilizing the Standards Based IEP (SBIEP) rubric demonstrating use of data from multiple sources to inform and guide instruction and intervention 	Folder Audit Checklists Benchmark Results Monitor quarterly progress monitoring reports and rubric compliance <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>.</td> </tr> <tr> <td>Jan</td> <td>.</td> </tr> <tr> <td>Mar</td> <td>.</td> </tr> </tbody> </table>	Check Point		Oct	.	Jan	.	Mar	.	August 2018 – July 2019 Special Education Administrative Team, Campus Principals, Special Education Teachers, Curriculum & Instruction Staff	Local funds (\$7,000)
Check Point															
Oct	.														
Jan	.														
Mar	.														

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year								
6-2	1, 2, 6	Special Education (IR – Graduation Rates)	Performance-Based Monitoring Analysis System (PBMAS) graduation rate will increase from 82.5% to 85% (TAPR)	<p>Improve graduation rates for students with IEPs by:</p> <ul style="list-style-type: none"> analyzing credits and assessments for students who are identified as Off-Track to Graduate (OTG) with their 9th grade cohort and respond with actionable steps to remediate collaborating with campus coordinators and counselors in the review of courses and graduation plans and document on the counseling communication form 	<p>Semester review off-track to graduate (OTG) forms</p> <p>Monitor graduation codes and counseling communication forms</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> </tbody> </table>	Check Point		Oct	•	Feb	•	<p>August 2018 – July 2019</p> <p>Special Education Administrative Team, Campus Principals, Special Education Campus Coordinators, Special Education Teachers, Counselors, Guidance Services Director</p>	Local funds (\$1,000)		
Check Point															
Oct	•														
Feb	•														
6-3	1, 2, 5, 7	Special Education	Attendance rates for students with chronic absentee rates will show an improvement of 1%	<p>Improve student attendance rates for students with IEPs by:</p> <ul style="list-style-type: none"> addressing student needs that may impact attendance proactively through monthly case management analyzing the absences and the associated reasons through data collection, student conferencing, and collaboration with the family/guardian considering placement options through the Admission, Review, and Dismissal (ARD) committee that may improve the implementation of the IEP resulting in improved attendance 	<p>6-Week Attendance Reports Review</p> <p>Monitor case management logs</p> <p>Analyze IEP schedule of services</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>•</td> </tr> <tr> <td>Jan</td> <td>•</td> </tr> <tr> <td>Mar</td> <td>•</td> </tr> </tbody> </table>	Check Point		Oct	•	Jan	•	Mar	•	<p>August 2018 – July 2019</p> <p>Special Education Administrative Team, Campus Principals, Special and General Education Teachers</p>	Local funds (\$1,000)
Check Point															
Oct	•														
Jan	•														
Mar	•														

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
6-4	1, 2, 5, 7	Special Education	<p>100% of students with IEPs will have a record of Manifest Determination Review (MDR) when disciplinary placement, in excess of 10 days is considered</p> <p>100% of students with data indicating the need for a Behavior Intervention Plans (BIP) will have an active plan recorded and implemented through the IEP</p> <p>PBMAS indicators related to disciplinary placements (17, 18 and 19) will be within standards set by the state of Texas</p> <ul style="list-style-type: none"> • #17 discretionary Disciplinary Alternative Education Program (DAEP) placements < 1.0 • #18 discretionary In-School Suspension (ISS) placements target < 10.0 • #19 discretionary Out-of-School Suspension (OSS) placements target < 6.0 	<p>Provide legally required supports and protections to students with IEPs who demonstrate behaviors resulting in disciplinary action by:</p> <ul style="list-style-type: none"> • ensuring these students are afforded the right to a MDR when disciplinary placement in excess of 10 days is being considered based on the IDEA legal framework • creating and implementing BIPs and including them in their IEPs • providing training for identified crisis teams for each campus, including Positive Behavioral Interventions & Support (PBIS) training and de-escalation strategies 	<p>Monitor IEPs resulting from a MDR</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	<p>August 2018 – July 2019</p> <p>Special Education Administrative Team, Campus Principals, Special and General Education Teachers, Behavior Facilitators, and campus teams, Pupil Personnel Staff, Curriculum & Instruction Staff</p>	<p>Local funds (\$1,000)</p>
Check Point													
Dec	•												
Feb	•												

Section	Board Goals	Target Areas	Measureable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
Dyslexia Support													
7-1	1, 2, 5, 7	Dyslexia	<p>60% of students with dyslexia will meet the Approaches standard in all tested STAAR content areas</p> <p>100% of students in K-2 will demonstrate growth on state approved measures</p>	<p>Increase reading performance of all students with dyslexia by:</p> <ul style="list-style-type: none"> providing dyslexia intervention using the research-based Orton-Gillingham programs, delivered by Instructional Intervention Teachers (IITs) at elementary and dyslexia itinerant teachers/designees at middle and high school providing classroom accommodations to support reading as prescribed by the §504 or ARD committee participating in quarterly progress monitoring and reviewing multiple data sources to inform and guide instruction providing professional development for all teachers in identifying characteristics of and strategies for supporting students with dyslexia <p>Increase writing performance of all students with dyslexia by:</p> <ul style="list-style-type: none"> providing access to accommodations such as graphic organizers and individualized word lists to support writing as prescribed by the §504 or ARD committee participating in quarterly progress monitoring and reviewing multiple data sources to inform and guide instruction 	<p>Progress monitoring forms</p> <p>Folder audit checklists</p> <p>Review training and presentation agendas</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td style="text-align: center;">•</td> </tr> <tr> <td>Feb</td> <td style="text-align: center;">•</td> </tr> </tbody> </table>	Check Point		Oct	•	Feb	•	<p>August 2018 – July 2019</p> <p>Director and Program Coordinator for Dyslexia, Itinerant Dyslexia Teachers, Assistant Director for Elementary ELAR, Campus based IITs and supporting teachers</p> <p>Campus based IITs, Itinerant Dyslexia Teachers, and supporting teachers</p>	<p>Local funds - instructional materials (\$35,000)</p> <p>Local funds - professional development (\$8,000)</p>
Check Point													
Oct	•												
Feb	•												
LEARNING SUPPORT SERVICES													
State Compensatory Education (SCE)													
8-1	1, 6	Accelerated Education At-Risk	<p>100% of campuses with State Compensatory Education (SCE) support will maintain lower teacher-student ratios</p>	<p>Build student achievement, higher student participation, and improve student/teacher personal relationships for students that are at risk of dropping out by reducing the teacher-student ratio through:</p> <ul style="list-style-type: none"> providing 15 SCE teachers on elementary campuses with high at risk populations providing 6 SCE teachers at middle school campuses with high at risk populations 	<p>Review performance of campuses in using their SCE teachers</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td style="text-align: center;">•</td> </tr> <tr> <td>Feb</td> <td style="text-align: center;">•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	<p>August 2018– June 2019</p> <p>ES and MS Principals Assistant Director for SCE</p>	<p>SCE Full Time Employees (FTEs)</p> <p>15 ES SCE teachers (\$1,000,000)</p> <p>6 MS SCE teachers (\$400,000)</p>
Check Point													
Dec	•												
Feb	•												

Section	Board Goals	Target Areas	Measureable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
8-2	1, 6	Accelerated Education At-Risk	90% of students attending school at an alternative education setting will successfully complete their course work and meet or exceed the Approaches Grade Level standard on the STAAR/EOC in math and reading	Promote quality instruction, build student achievement, improve individual attention, increase student participation, and develop teacher/student relationships at the secondary level with students who are at a greater risk of dropping out by maintaining the additional full time employees needed to reduce the teacher-student ratio in alternative education settings such as: <ul style="list-style-type: none"> • Alternative MS • Alternative HS • Academy of Creative Education (ACE) • Middle School Launch to 9th (MSL-9) programs 	CIIP review Review campus state assessment results Monitory disparity rates <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	August 2018 – June 2019 Academy for Creative Education (ACE) Principal, Alternative MS/HS Administration, MSL-9 Teachers Assistant Director for SCE	SCE FTEs ACE (\$1,200,000) Local Budget (\$81,822) Alternative MS (\$975,000) Alternative HS (\$2,500.000) 2 MS MSL-9 (\$130,000) 2 HS MSL-9 (\$130,000)
Check Point													
Dec	•												
Feb	•												
8-3	1, 6	Accelerated Education At-Risk: Drop-Out Reduction	90% of students enrolled in credit or course recovery/ protection will successfully complete the program 90% of students receiving supplemental tutoring will meet or exceed the Approaches Grade Level standard on the STAAR/EOC in math and reading	Ensure that all at-risk students have the opportunities to increase their performance on state assessments and improve their ability to receive course credit by: <ul style="list-style-type: none"> • providing face-to-face supplemental tutoring • implementing accelerated instruction for Course Protection (MS/HS), Course Recovery (MS/HS), Credit Protection (HS), Credit Recovery (HS) and/EOC Preparation (HS) • providing STAAR success workshop in English, reading, math, science and social studies for students who have failed the state assessment • providing an IIT to work with at risk students in reading (ES) • providing Student Success Initiative (SSI) Math and Reading teachers to all MS campuses 	Spot audit of tutoring timecard rosters Complete District SCE Plan Review Individual Campus Instructional Improvement Plan (CIIP) <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	June 2018 – June 2019 Principals, Assistant Principals (APs), Academic and Instructional Deans, SSI Teachers, Instructional Intervention Teachers, Achieve Teachers Assistant Director for SCE, Class size reduction teachers, Permanent Substitute	State Compensatory Education - Empowering Dreams (SCE-ED) (\$790,000) SCE FTEs 8 Achieve Teachers (\$520,000) 7 HS Local Credit Teachers (\$455,000) 48 IIT's (\$3,200,000) 20 Permanent Substitutes at identified campuses (\$500,000) 38 SSI MS Math and Reading Teachers (\$2,500,000)
Check Point													
Dec	•												
Feb	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year										
8-4	1	Accelerated Education At-Risk	100% of participating students will attend a minimum of 90% of summer school	Provide at-risk students additional instructional time and opportunities to master state content and performance standards beyond the required instructional days through opportunities provided in Summer School and SSI Academy.	Monitor SSI & Summer School <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>June</td> <td>•</td> </tr> <tr> <td>July</td> <td>•</td> </tr> </tbody> </table>	Check Point		June	•	July	•	June 2019 – August 2019 Summer School Principals, Exec. Directors of Learning Support Services and Curriculum Instruction	SCE FTEs HS – (\$825,920) MS – (\$210,000) ES – (\$350,750) Title I funds (\$964,920)				
Check Point																	
June	•																
July	•																
8-5	3	Accelerated Education At-Risk	Quarterly reports will reflect 100% implementation of required services Annual documentation/evaluation report will reflect 100% of the campuses have met the program goals	Provide opportunities to close achievement gaps for students enrolled in private, nonprofit schools by: <ul style="list-style-type: none"> • providing identified students the opportunity to receive supplemental instructional services such as summer school, SSI, and remediation classes • monitoring quarterly and annual documentation/evaluation reports provided by Region 20 through a shared services agreement for implementation of required services and progress on program goals 	Monitory Quarterly Reports <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Sept</td> <td>•</td> </tr> <tr> <td>Nov</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> <tr> <td>May</td> <td>•</td> </tr> </tbody> </table>	Check Point		Sept	•	Nov	•	Feb	•	May	•	August 2018 – June 2019 Assistant Director for Learning Support Services, Assistant Director for ELL, Private Non-Profit Campus Contact, Region 20 Cooperative At-Risk Campus Coordinator	Title I Co-op (\$201,146)
Check Point																	
Sept	•																
Nov	•																
Feb	•																
May	•																
8-6	1, 6	Accelerated Education At-Risk IR – Graduation Special Ed, ELL, and African American	100% of At-Risk students will reach Approaches Grade Level or Above on the STAAR/EOC in math and reading Increase the graduation rates of targeted student groups (including ELL) to a minimum of 93.5%	Increase and improve the academic success and graduation rates of students with diverse needs (including ELL, migrant students, students with disabilities, and economically disadvantaged students) by: <ul style="list-style-type: none"> • providing Bilingual/ESL assistants to support middle and high school campuses • providing professional development on research-based educational programs • using model teaching, coaching, after school support, and intervention programs 	PDAS evaluation review <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	August 2018 – June 2019 MS and HS Principals, Learning Support Services Assistant Directors, Curriculum and Instruction, Instructional Specialist, Early Childhood Education (ECE) Assistant Director, ECE Specialists Migrant Coordinator At-Risk Campus Coordinator	SCE FTEs 27 Bilingual/ESL HS and MS Assistants (\$1,000,000) Title II funds 6 FTEs (\$312,614)				
Check Point																	
Dec	•																
Feb	•																

Section	Board Goals	Target Areas	Measureable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
8-7	1, 6	Migrant, At-Risk	90% of Migrant students will reach Approaches Grade Level or Above on the STAAR/EOC in math and reading 100% of Certificate of Eligibility (COEs) will have 0 errors	Ensure the success of migrant and at risk students by: <ul style="list-style-type: none"> • providing supplemental services • ensuring all eligible migrant families residing in the district are properly identified, recruited, and served • maintaining proper completion of Certificate of Eligibility (COE) • providing the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet 	TEA progress report for Priority for Service Students <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	August 2018 – June 2019 Assistant Director for SCE/Migrant At-Risk Campus Coordinator, Campus Principal	Migrant Funds (\$47,762)
Check Point													
Dec	•												
Feb	•												
Family Engagement													
9-1	3, 4	Early Childhood Family Engagement	100% of prekindergarten campuses will have weekly access to a family specialist or family liaison 100% of prekindergarten families will have access to a minimum of 9 parent trainings that are specific to families with young children during the school year 100% of prekindergarten teachers will receive a minimum of 4 hours of professional development that supports family engagement strategies	Improve student academic achievement, kindergarten readiness, family engagement for Prekindergarten families with family-to-family support, a network of community resources, participation in decision making, the tools to enhance and extend learning, and support for meeting their children’s learning benchmarks by: <ul style="list-style-type: none"> • utilizing research based strategies, such as the Dual Capacity Building Framework for Family School Partnerships, to support family engagement • providing access to a family specialist/family engagement liaison at each prekindergarten campus • providing access to parent trainings that are specific to the needs of families with young children • developing staff skills in utilizing evidence-based practices that support families in meeting their children’s learning benchmark 	Review family specialist calendars Eduphoria reports <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>•</td> </tr> <tr> <td>Jan</td> <td>•</td> </tr> </tbody> </table>	Check Point		Oct	•	Jan	•	August 2018 – June 2019 Assistant Director for ECE, EC Instructional Specialists, Family Specialists, Parent Involvement Specialists, Prekindergarten teachers	SCE FTEs 16 SCE Family Specialist (\$1,000,000) 21 Title I Parent Involvement Specialists (\$1.6 million)
Check Point													
Oct	•												
Jan	•												

Section	Board Goals	Target Areas	Measureable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
9-2	1	Family Engagement	<p>Family Engagement participation will increase by 5% at each Title I/ Bilingual/PK campus that has a Family Specialist</p> <p>Graduate a minimum of 15 ES and 12 MS/HS parents from Parent Academy at each campus</p> <p>Increase participation at Family Engagement Training by 10%</p>	<p>Improve student academic achievement and increase family and community involvement by:</p> <ul style="list-style-type: none"> providing a family specialist at campuses with a high percentage of at-risk students offering effective family engagement activities such as: <ul style="list-style-type: none"> Parent Academy classes at various times of the year using the Practical Parent Education Curriculum Family Engagement Training 1 time a year at the district level Parent Academy achievements recognized at the end of the year providing support to families in crisis using in-district and community social services 	<p>Review and analyze family specialist portfolios</p> <p>Meet with principal and family specialist to review time and effort logs</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>.</td> </tr> <tr> <td>Jan</td> <td>.</td> </tr> </tbody> </table>	Check Point		Oct	.	Jan	.	<p>August 2018 – June 2019</p> <p>Principals, Family Engagement Liaison, Counselors, Director for Federal Programs, Assistant Director for SCE, Family Specialists, Parent Involvement Specialists, and At-Risk Campus Coordinators at Title I, Bilingual, and Pre-K campuses</p>	<p>SCE FTEs</p> <p>16 SCE Family Specialist (\$1,000,000)</p> <p>21 Title I Parent Involvement Specialists (\$1.6 million)</p>
Check Point													
Oct	.												
Jan	.												
Guidance Services													
10-1	1, 3, 4	Guidance	<p>100% of secondary students will complete a 4 year plan in Skyward</p> <p>100% of the 8th graders will have access to the Kuder Program</p> <p>Elementary school counselors will provide information to 100% of students regarding the importance of higher education</p>	<p>Increase college, career, and military awareness for all students by:</p> <ul style="list-style-type: none"> requiring all elementary, middle, and high school counselors to advise students and parents regarding the importance of rigorous curriculum choices, higher education admissions, and financial aid opportunities requiring all middle and high school counselors to advise students and parents regarding the advantages of graduating on the Foundation High School Program with one or more endorsements and the Distinguished Level of Achievement [HB 5, 83rd Texas Legislature] educating students and parents regarding the Texas Grant Program and automatic admission to certain institutions [TEC §§ 33.007] providing access to Kuder Program to all 8th grade students [HB 18] 	<p>Monitor 4 year plans</p> <p>Review 8th graders Kuder Program usage</p> <p>Monitor progress in disseminating higher education information</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Nov</td> <td>.</td> </tr> <tr> <td>Mar</td> <td>.</td> </tr> </tbody> </table>	Check Point		Nov	.	Mar	.	<p>August 2018 – June 2019</p> <p>School Counselors, Guidance Coordinator, Director for Guidance Services</p>	N/A
Check Point													
Nov	.												
Mar	.												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
10-2	2, 3, 5, 6, 7, 8	Health Services, Guidance Services, Health and Physical Education (PE), Safe and Drug Free School, and Human Resources	100% of students will be provided access to information pertaining to sexual abuse, child abuse, suicide prevention, and other maltreatment 100% of campus personnel will attend training presented by the school nurse and school counselor	Increase awareness and prevention techniques for all students and school personnel regarding the warning signs of sexual abuse and other maltreatment of children (Jenna's Law House Bill 1041 and Senate Bill 471) by: <ul style="list-style-type: none"> providing access to education/training for all parents, staff and students annually (Guidance lessons for K– 12) placing brochures for “10 Signs of Child Abuse”, “What to Say and Do If You Suspect Child Abuse”, “ChildSafe Information Guide for Families” and the link to the ChildSafe website in both English and Spanish on the NEISD Guidance website providing mandatory Child Abuse online training to all district employees contracted through ChildSafe providing mandatory training to all campus employees facilitated by campus nurses and school counselors using the power point “Keeping Children Safe”, which includes awareness and prevention techniques on Jenna’s Law, child abuse, suicide prevention, and other maltreatment of children providing access to the required suicide prevention training - ASK (Ask, Seek, Know) and requiring signature of completion for all new hires facilitated by Human Resources ensuring training also includes actions, avenues for obtaining assistance, interventions, and available counseling options for children who are a victim of sexual abuse or other maltreatment 	Monitor child abuse training “Keeping Children Safe” will be completed Monitor ongoing child abuse training of new employees <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Sept</td> <td>.</td> </tr> <tr> <td>Feb</td> <td>.</td> </tr> </tbody> </table>	Check Point		Sept	.	Feb	.	August 2018 – June 2019 Campus Nurses, School Counselors, Student Teacher Assistance Network (STAN) Counselors, Health/PE, Campus Administrators, and Human Resources	Local Funds (\$20,000)
Check Point													
Sept	.												
Feb	.												

Early Childhood Education (ECE)

11-1	1, 2, 6	Early Childhood (EC)	90% of prekindergarten students meet or exceed the recommended learning outcomes 95% of prekindergarten classes will meet 1:11 teacher student ratio	Increase student achievement and kindergarten readiness by supporting a developmentally appropriate instructional program through implementation of a curriculum that addresses all of the Texas Prekindergarten Guidelines (2015) by: <ul style="list-style-type: none"> utilizing and providing guidance on the NEISD Prekindergarten Year at a Glance and Instructional Planning Guide and the Texas Prekindergarten Guidelines (2015) providing professional development on research-based instructional practices including: <ul style="list-style-type: none"> ongoing classroom coaching by Early Childhood (EC) instructional specialists new teacher half-day focus sessions maintaining a student teacher ratio of 1:11 utilizing progress monitoring data to identify areas of need and support for student instruction and professional development 	Monitor beginning/middle/end of year CIRCLE progress monitoring data Review Prekindergarten class enrollment <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>.</td> </tr> <tr> <td>Jan</td> <td>.</td> </tr> </tbody> </table>	Check Point		Oct	.	Jan	.	August 2018 – June 2019 Assistant Director for ECE, EC Instructional Specialists, Prekindergarten Principals, Prekindergarten teachers, Prekindergarten Paraprofessionals	Local funds (\$10,000) 43 paraprofessional FTEs (\$1.25 million)
Check Point													
Oct	.												
Jan	.												

Section	Board Goals	Target Areas	Measureable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
11-2	1, 6, 7	Early Childhood	<p>100% of prekindergarten teachers will have an opportunity to attend at least 50 hours of EC professional development</p> <p>100% of prekindergarten teachers will meet or exceed the teacher requirements of a High Quality Prekindergarten Program (Rider 78)</p>	<p>Increase student achievement and kindergarten readiness by:</p> <ul style="list-style-type: none"> ensuring that prekindergarten teachers meet or exceed the teacher requirements of the High Quality Prekindergarten Program (Rider 78) providing a minimum of 50 hours of professional development that address the Texas Prekindergarten Guidelines (2015) and best practices in the Prekindergarten classroom; the professional development will be provided through: <ul style="list-style-type: none"> face to face, hybrid, and online professional development sessions instructional support pull outs, after school sessions, and Super Saturday new teacher half-day focus sessions 1:1 and small group instructional coaching session 	<p>Review ECE professional development calendar</p> <p>Monitor Eduphoria reports</p> <p>Review teacher Eduphoria profiles</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>•</td> </tr> <tr> <td>Jan</td> <td>•</td> </tr> </tbody> </table>	Check Point		Oct	•	Jan	•	<p>August 2018 – June 2019</p> <p>Assistant Director for ECE, EC Instructional Specialists, Prekindergarten teachers</p>	<p>Title II funds (\$10,000)</p>
Check Point													
Oct	•												
Jan	•												
11-3	1, 2, 5, 8	Early Childhood	<p>100% of prekindergarten teachers will have an opportunity to attend a minimum of 12 hours of Social and Emotional Learning (SEL) professional development</p> <p>90% of prekindergarten students will meet the “on track” benchmark in the Social and Emotional Behaviors domain of the CIRCLE progress monitoring instrument</p>	<p>Increase student achievement and kindergarten readiness including support of SEL and development by:</p> <ul style="list-style-type: none"> providing professional development specific to the Social and Emotional Development domain of the Texas Prekindergarten Guidelines (2015) providing an instructional planning guide with a pacing guide for direct instruction of social and emotional skills utilizing support from nationally recognized consultants ensuring ongoing classroom coaching by EC instructional specialists 	<p>Review ECE professional development calendar</p> <p>Monitor Eduphoria reports</p> <p>Review teacher Eduphoria profiles</p> <p>Review beginning/ middle/end of year CIRCLE progress monitoring data</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>•</td> </tr> <tr> <td>Jan</td> <td>•</td> </tr> </tbody> </table>	Check Point		Oct	•	Jan	•	<p>August 2018 – June 2019</p> <p>Assistant Director for ECE, EC Instructional Specialists, Prekindergarten teachers</p>	<p>External Pre-K 4 SA Grant (\$50,000)</p>
Check Point													
Oct	•												
Jan	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
World Languages													
12-1	1, 6	World Languages	100% of Teachers will attend at least 1 training about proficiency-based instruction Teachers will use the target language a minimum of 90% of the time during a class period	Increase the number of students who are using the target language in the classroom by: <ul style="list-style-type: none"> providing a proficiency-based approach in the classroom where the target language is used for the majority of the class period by both teacher and students in all levels, including Levels I and II providing teachers training on high-yield strategies for teaching a world language 	Conduct walkthroughs Monitor Eduphoria sign in sheets <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td style="text-align: center;">•</td> </tr> <tr> <td>Feb</td> <td style="text-align: center;">•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	August 2018 – June 2019 Assistant Director for World Languages, Director for Learning Support Services, World Languages Department Chairpersons, Teachers, Principals, Assistant Principals (APs)	Local funds (\$30,000)
Check Point													
Dec	•												
Feb	•												
12-2	1, 6	World Languages	100% of students will meet or surpass proficiency goals on external assessments or other appropriate assessments	Increase the number of students meeting or surpassing proficiency goals by: <ul style="list-style-type: none"> implementing an instructional program in all languages that is based on national, state, and district proficiency goals and articulated performance objectives providing teachers with instructional pathways, performance objectives, instructional activities, and staff development in researched-based strategies supporting program leadership professional development at conferences such as Texas Association of Language Supervisors, Texas Foreign Language Association (TFLA), National Association of District Supervisors of Foreign Languages, American Council on the Teaching of Foreign Language (ACTFL), Southwest Council on Language Teaching, and AP College Board Workshops supporting teacher-leader professional development in a trainer-of-trainer model through conferences such as TFLA and ACTFL 	Utilize district world language program rubrics Utilize score reports from external assessments <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Jan</td> <td style="text-align: center;">•</td> </tr> <tr> <td>June</td> <td style="text-align: center;">•</td> </tr> </tbody> </table>	Check Point		Jan	•	June	•	August 2018 – June 2019 Assistant Director for World Languages, Director for Learning Support Services, World Languages Department Chairpersons, Teachers, Principals, APs	Local funds (\$50,000) Title II funds (\$10,000)
Check Point													
Jan	•												
June	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year								
12-3	1, 6	World Languages	100% of students will meet or surpass performance objectives on common departmental semester exams or other appropriate assessments	<p>Increase the number of students who are meeting or surpassing classroom performance objectives by:</p> <ul style="list-style-type: none"> including the vocabulary development process for all students using research-based strategies providing teachers with performance objectives, curriculum frameworks, and staff development including performance-based strategies and assessments maintaining a world language web page containing curriculum and resources 	<p>Utilize district world language program rubrics</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Jan</td> <td>•</td> </tr> <tr> <td>June</td> <td>•</td> </tr> </tbody> </table>	Check Point		Jan	•	June	•	<p>August 2018 – June 2019</p> <p>Assistant Director for World Languages, Director for Learning Support Services, World Languages Department Chairpersons, Teachers, Principals, APs</p>	<p>Local funds (\$30,000)</p>		
Check Point															
Jan	•														
June	•														
College and Career Readiness															
13-1	1, 2, 4	College/ Career Readiness: Establish College Awareness	<p>Increase high school student on-line test prep participation by 2%</p> <p>Campuses will increase the total number of 3s, 4s, and 5s on Advanced Placement (AP) exams by 5%</p>	<p>Provide a College and Career Readiness program to all students on all secondary campuses by:</p> <ul style="list-style-type: none"> providing students access to college information through College Board - Big Future and other resources maintaining a college prep and career awareness and preparedness website: College Planning Resources providing access to online test prep material for Texas Success Initiative (TSI), Advanced Placement (AP), PSAT (Preliminary SAT), SAT, and ACT through Shmoop (an online resource), and March2Success through Junior Reserve Officers' Training Corps (JROTC) 	<p>Monitor online prep participation</p> <p>Review Shmoop usage report</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>April</td> <td>•</td> </tr> <tr> <td>May</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	April	•	May	•	<p>August 2018 – July 2019</p> <p>College and Career Readiness Coordinator, Director of Guidance Services, Career and Technical Education (CTE) Director, Director for Army Instruction, Campus Counselors</p>	<p>Local funds Shmoop (\$33,000)</p> <p>PSAT Blitz (\$21,000)</p>
Check Point															
Dec	•														
April	•														
May	•														
13-2	1, 2, 4, 6	Establish College Readiness Partnerships and Participation	<p>Campuses will increase the number of Dual Credit hours earned by at least 2%</p>	<p>Increase students' opportunities to earn college credit through AP, Dual Credit, and OnRamps courses by maintaining and expanding partnerships with institutions: College Board, UT OnRamps, San Antonio Education Partnership (SAEP), and Alamo Colleges.</p>	<p>Review the total number of dual credit hours earned and dual enrollment hours earned</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>•</td> </tr> <tr> <td>May</td> <td>•</td> </tr> </tbody> </table>	Check Point		Oct	•	May	•	<p>August 2018 – July 2019</p> <p>College and Career Readiness Coordinator, APs for Instruction, Dual Credit and AP Teachers, and Alamo Colleges' Personnel</p>	<p>Local funds SAEP (\$75,000)</p> <p>Dual Credit (\$25,000)</p>		
Check Point															
Oct	•														
May	•														

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
13-3	1, 6	College and Career Readiness Closing Gaps	<p>Increase the number of students taking AP courses by 2%</p> <p>Increase the number of underrepresented students scoring at least a 3, 4, or 5 on AP exams by 2%</p>	<p>Close achievement gaps on AP exams for underrepresented student groups to include economically disadvantaged, ELLs, SPED, African American, American Indian, and Hispanic students in advanced academic courses by:</p> <ul style="list-style-type: none"> providing professional development of best practices in all content areas administering the PSAT to grades 9, 10, and 11 using the AP Potential report (grades 9 and 10) to identify students who may not have taken any AP courses 	<p>Send the AP Potential reports to individual campuses</p> <p>Review professional development sign-in sheets</p> <p>Review the number of students taking AP courses</p> <p>Review the number of students scoring a 3, 4, or 5 on AP exams</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Feb</td> <td>.</td> </tr> <tr> <td>July</td> <td>.</td> </tr> </tbody> </table>	Check Point		Feb	.	July	.	<p>August 2018 – July 2019</p> <p>Assistant Directors for Curriculum and Instruction, College and Career Readiness Coordinator, Director for Curriculum and Instruction, Instructional Deans, Department Chairpersons, and Teachers</p>	<p>Local funds</p> <p>PSAT (\$182,000)</p>
Check Point													
Feb	.												
July	.												
13-4	1, 2, 4	Enhance College Readiness Performance	<p>Increase the number of seniors who are TSI exempt by 2%</p> <p>Increase the AP exam participation by at least 2%</p>	<p>Increase students' college readiness skills by:</p> <ul style="list-style-type: none"> providing opportunities to take college preparatory assessments (PSAT, SAT/ACT, TSI, AP exams) offering SAT/ACT/TSI test administrations at all high school campuses throughout the year 	<p>Monitor the number of seniors who are TSI exempt</p> <p>Monitor the AP exam participation</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Feb</td> <td>.</td> </tr> <tr> <td>May</td> <td>.</td> </tr> </tbody> </table>	Check Point		Feb	.	May	.	<p>August 2018 – July 2019</p> <p>College and Career Readiness Coordinator, Director of Guidance Services, Campus Counselors, Assistant Directors for Curriculum and Instruction</p>	<p>Local funds</p> <p>AP exams (\$680,000)</p> <p>TSI Units (\$15,000)</p>
Check Point													
Feb	.												
May	.												
Career and Technical Education (CTE)													
14-1	1, 7	Career & Technical Education	<p>5% increase of students obtaining industry certifications and licensures</p> <p>100% of secondary administrators, counselors, and special education coordinators will receive CTE professional development</p>	<p>Ensure appropriate placement in Career and Technical Education (CTE) courses and programs of study and increase the number of students who receive industry certifications/licensures by:</p> <ul style="list-style-type: none"> expanding opportunities for teachers to obtain training, industry certifications, and externships providing professional development related to student placement options during principal, counselor, special education coordinators and case managers monthly meetings 	<p>Follow up with administrators, counselors, and SPED Coordinators</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>.</td> </tr> <tr> <td>Feb</td> <td>.</td> </tr> </tbody> </table>	Check Point		Oct	.	Feb	.	<p>August 2018 – June 2019</p> <p>Senior Director for Career and Technical Education, Assistant Director for Career and Technical Education, Program Coordinator – Career Readiness (Federally funded)</p>	<p>CTE Federal funds (\$60,000)</p> <p>CTE Local funds (\$25,000)</p>
Check Point													
Oct	.												
Feb	.												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
14-2	1, 6	Career & Technical Education	100% of secondary students will have access to career investigation resources 100% of all 8 th grade students will access online career investigation resources	Promote effective college and career planning for students by: <ul style="list-style-type: none"> requiring all 8th grade students to complete the Kuder online career investigation assessment providing continued parent and student access to career investigation and planning resources online and through Career and Technical Education courses 	Check in with secondary counselors regarding taking and promoting Kuder Career Assessment <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>.</td></tr> <tr><td>March</td><td>.</td></tr> </table>	Check Point		Dec	.	March	.	August 2018 – June 2019 Senior Director for Career and Technical Education, Program Coordinator – Career Readiness (Federally funded)	CTC Federal funds (\$13,000)
Check Point													
Dec	.												
March	.												
14-3	1, 6	Career & Technical Education	100% of all CTE teachers will complete professional development 100% of CTE teachers will attend safety training sessions and workshops 100% of all CTE labs will be audited for safety issues	Improve CTE students success in academic courses and provide students with a safe learning environment by: <ul style="list-style-type: none"> providing professional development related to integrating the following strategies into CTE course curriculum: <ul style="list-style-type: none"> differentiated instruction PBL SIOP strategies College & Career Readiness Standards training CTE teachers on effective implementation of safety procedures for all CTE facilities and programs 	Monitor coverage in bi-annual professional development Monitor safety training on Curriculum Day and send 2 nd semester reminder to all teachers <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Nov</td><td>.</td></tr> <tr><td>Feb</td><td>.</td></tr> </table>	Check Point		Nov	.	Feb	.	August 2018 – June 2019 Senior Director for Career and Technical Education, Assistant Director for Career and Technical Education, Program Coordinator – Career Readiness (Federally funded)	CTE Federal funds (\$10,000) CTE Local funds (\$500)
Check Point													
Nov	.												
Feb	.												
14-4	1, 6	Career & Technical Education	100% of CTE courses will have a new Scope and Sequence 100% of seats filled in Diesel, Medical, and Aerospace programs of study	Expand and improve student participation in the CTE program by: <ul style="list-style-type: none"> working to create cutting edge and modern marketing outreach implementing the first year of new Medical Professions Academy and Welding courses at Career and Technical Center (CTEC) and continue to enhance, market, and advertise the second year programs of Diesel Technology and Aerospace to obtain full enrollment overseeing the construction and expansion of the Construction Technologies Academy at CTEC 	Monitor progress on new brochures and websites with videos <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Sept</td><td>.</td></tr> <tr><td>Dec</td><td>.</td></tr> </table>	Check Point		Sept	.	Dec	.	August 2018 – June 2019 Senior Director for Career and Technical Education, Assistant Director for Career and Technical Education, Program Coordinator; CTEC Director	CTE Federal funds (\$150,000) CTE Local fund (\$100,000)
Check Point													
Sept	.												
Dec	.												
14-5	1, 6	Computer Science	100% of Computer Science courses will have instructional resources available to the teacher and students 5% increase in students passing the Computer Science AP tests	Increase the success of students in Computer Science, promote rigor and relevance, and increase number of students qualifying as college and career ready by: <ul style="list-style-type: none"> continuing to redevelop the scope and sequences for all courses (excluding Independent Studies) providing shared resources to all teachers throughout the year continuing to redesign the Computer Science AP curriculum to align with the Computer Science AP test contracting with Region 20 ESC to facilitate redevelopment and redesign process 	Check in quarterly with Region 20 representative to review progress of new scope and sequence <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Oct</td><td>.</td></tr> <tr><td>Feb</td><td>.</td></tr> </table>	Check Point		Oct	.	Feb	.	August 2018 – June 2019 Senior Director for Career and Technical Education, Assistant Director for Career and Technical Education	Local funds (\$15,000)
Check Point													
Oct	.												
Feb	.												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
STUDENT LEADERSHIP & WELL-BEING													
15-1	1, 2, 5, 8	Student Leadership & Well-Being, Guidance Services, Human Resources	<p>100% of campuses will include goals and strategies for prevention and intervention related to Safe and Drug Free Schools (SDFS) in their CIIP</p> <p>95% of the evaluations from Safe & Drug Free Schools campus contact training will indicate Exceeds Expectations</p> <p>Professional development needs assessment will be provided to 100% of SDFS Campus Contacts</p> <p>Participating campuses' discipline referrals will be reduced by 1%</p>	<p>Maintain expertise and expand learning to benefit students and staff, in collaboration with Guidance Services, by providing professional development opportunities based on needs assessment for Student Teacher Assistance Network (STAN) Counselors, District Crisis Team, and SDFS Campus Contacts, so that counselors provide training to their home campuses related to the following topics:</p> <ul style="list-style-type: none"> • reduction of violence, verbal aggression, sexual harassment and other forms of bullying, including cyber-bullying [House Bill (HB) 1942 & Senate Bill (SB) 179] • harmful effects of tobacco, alcohol, and other drugs • improvement of school safety through conflict resolution training • implementation of the Suicide Prevention policy • suicide prevention and mental health [HB 2186] • teen dating violence [TEC §§37.0831] 	<p>Review metrics with STAN Team & Guidance</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td style="text-align: center;">•</td> </tr> <tr> <td>Feb</td> <td style="text-align: center;">•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	<p>June 2018 – June 2019</p> <p>Principals, Counselors, STAN Counselors, Senior Director of Student Leadership & Well-Being, Director of Guidance Services, Director of Human Resources</p>	<p>Local funds (\$120,000)</p>
Check Point													
Dec	•												
Feb	•												
15-2	2, 5, 7	Student Leadership & Well-Being	<p>100% of students at participating campuses will have access to prevention activities and guidance and intervention counseling sessions</p> <p>100% of the SDFS Campus Contact Training days will include training on violence prevention and/or drug and alcohol prevention based on needs assessment</p>	<p>Continue to improve SDFS initiatives by providing STAN Intervention Counselors to all high schools and select middle schools who will:</p> <ul style="list-style-type: none"> • provide prevention and intervention support to their students (including those assigned to Alternative MS/HS) relating to grief, anxiety, drug and alcohol abuse, and dealing with repercussions of violence • explore and attend training on best practices to develop components and/or programs that address violence, bullying, and alcohol prevention • provide training to SDFS campus contacts 	<p>Review metrics with STAN Team</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td style="text-align: center;">•</td> </tr> <tr> <td>Feb</td> <td style="text-align: center;">•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	<p>August 2018 – June 2019</p> <p>STAN Intervention Counselors, Senior Director of Student Leadership & Well-Being</p>	<p>SCE funds - 11 FTEs (\$630,000)</p> <p>Local funds (\$15,000)</p>
Check Point													
Dec	•												
Feb	•												

Section	Board Goals	Target Areas	Measureable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year								
15-3	1, 2, 4, 5, 6	Safe and Drug Free Schools and Leadership Development	100% of secondary campuses will have a Peer Assistance Leadership and Service (PALS) program 100% of PALS students will participate in mentoring and service projects with a minimum of 55,000 total service hours through the PALS program	Develop and support student leadership and service in secondary schools by coordinating a PALS program at each secondary campus which includes: <ul style="list-style-type: none"> providing teacher and student PALS training and mediation training assigning a minimum of 2 students (mentees) from feeder or home campuses to each PALS student to mentor completing additional service projects in their communities, campuses and/or their feeder schools 	Review metrics <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	June 2018 – June 2019 PALS Teachers, Secondary Principals, Counselors, Senior Director of Student Leadership & Well-Being	Local funds (\$115,000)		
Check Point															
Dec	•														
Feb	•														
15-4	1, 2, 5	Advancement Via Individual Determination (AVID)	Increase the average number of students in secondary Advancement Via Individual Determination (AVID) elective from 17 to 19 students per section On the Coaching and Certification Instrument, AVID campuses will score Emerging AVID Schoolwide within the Instruction Domain for at least 11 out of 15 indicators	Continue to strengthen the existing AVID system by: <ul style="list-style-type: none"> providing professional development (Summer Institute, Path AVID training, and teacher choice opportunities) collaborating with core content departments to align AVID best practices with core content curriculum using data to set AVID program goals providing professional learning on AVID instructional methodologies at campus faculty meetings and/or campus professional development days increasing elective enrollment through recruitment and parent education/involvement moving toward school-wide AVID implementation at AVID middle and high schools ensuring all AVID campuses meet the AVID certification requirements ensuring at least 90% of AVID seniors will be accepted to a four-year university exploring vertical alignment cluster opportunities 	Review AVID campus site team plans submitted September 2018 Review data submitted in MyAVID Review the Coaching and Certification Instrument that will be submitted <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Sept</td> <td>•</td> </tr> <tr> <td>Oct</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> </tbody> </table>	Check Point		Sept	•	Oct	•	Feb	•	August 2018 – July 2019 Senior Director for Student Leadership & Well-Being, Assistant Director for Academic Support, AVID Coordinators, Campus AVID Site Teams	AVID Secondary High School Allotment (HSA) funds (\$812,564) AVID Elementary local funds (\$110,371)
Check Point															
Sept	•														
Oct	•														
Feb	•														

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
15-5	1, 2, 5	Response to Intervention (Rtl)	<p>100% of Response to Intervention (Rtl) Points of Contact will receive professional development and ongoing support on the academic and behavioral Rtl problem solving process and district document management system.</p> <p>80% of Rtl Points of Contacts will provide feedback on the campus needs reflection for additional professional development</p>	<p>Continue to strengthen the Response to Intervention process by:</p> <ul style="list-style-type: none"> providing professional development on the district Rtl Document Management System that allows for a systematic approach to creating Tier 2 and Tier 3 Intervention Plans based on student data providing ongoing teacher training in research-based instructional strategies and behavior management; training is designed to provide instructional staff with the skills needed to support instructional/behavioral needs of diverse student populations at multiple levels of intervention and intensity providing ongoing support, guidance, and follow-up on Rtl training, to assist with effective implementation of differentiated interventions, documentation and to the success of students in each tier of the Rtl process creating structures that provide for systemic monitoring of student progress 	<p>Eduphoria Workshop confirmed attendance rosters and agendas</p> <p>Rtl Points of Contact Feedback</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Mar</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	Mar	•	<p>August 2018 – July 2019</p> <p>Senior Director for Student Leadership & Well-Being, Assistant Director for Academic Support, Campus Rtl Points of Contact</p>	<p>Response to Intervention and PBIS local funds (\$20,000)</p>
Check Point													
Dec	•												
Mar	•												

STUDENT SUPPORT SERVICES

Pupil Personnel

16-1	2, 5, 8	Discipline Management	<p>100% of campuses will document the means of communication with students, parents, and their community</p> <p>100% of our parents will return the Student/Parent (S/P) Handbook Acknowledgement Form</p> <p>100% of parents will be contacted within 24 hours of a referral if the student has been found to be in violation of the Student Code of Conduct</p>	<p>Ensure communication regarding behavior responsibilities and expectations as outlined in the district Student Code of Conduct, highlighting bullying and harassment by:</p> <ul style="list-style-type: none"> documenting communication with students, parents, and the community through avenues, such as meetings, newsletters, campus websites, and posting the district student code of conduct in the main office areas confirming all parents are aware and have access to the online District Student/Parent (S/P) Handbook and providing a hard copy to any parent if needed or requested requiring parents, including parents of newly enrolled students, to sign and return the S/P Handbook Acknowledgement Form and ensuring forms are kept on file in the administration office notifying parents when a student has been referred to an administrator and has been found to be in violation of the student code of conduct within 24-hours of the incident by phone or in person (If a parent is unable to be contacted, information regarding the behavior will be mailed home) 	<p>The Student/Parent Handbook Acknowledgment Form will be reviewed at each checkpoint to ensure it is part of the Parent Teacher Association (PTA)/Registration packets</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Aug</td> <td>•</td> </tr> <tr> <td>June</td> <td>•</td> </tr> </tbody> </table>	Check Point		Aug	•	June	•	<p>August 2018 – June 2019</p> <p>Executive Director of Student Support Services, Director of Pupil Personnel, Campus Principals, Campus Behavior Coordinator, and APs</p>	N/A
Check Point													
Aug	•												
June	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
16-2	1, 5	Student Attendance	100% of parents of students with attendance and tardy issues will be contacted by school personnel by one or more ways of communication Maintain our district attendance rate of 95.5%	Improve student attendance by effectively: <ul style="list-style-type: none"> • contacting parents to communicate concerns via multiple communication avenues such as: phone, email, parent portal, mail, or face-to-face conferences • developing a District Individual Attendance Plan with students who have 5 or more unexcused absences • using District Attendance Officers to make parent contacts and home visits • reaching out to Bexar County Municipal Court for additional support as needed 	The attendance rate of the current year will be reviewed and compared to the previous school year <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Jan</td><td>•</td></tr> <tr><td>June</td><td>•</td></tr> </table>	Check Point		Jan	•	June	•	August 2018 – June 2019 Campus Administrators, District Attendance Officers, Director of Pupil Personnel	N/A
Check Point													
Jan	•												
June	•												
Family Support Services													
17-1	3, 5	Dropout / Leaver / Prevention / Retention	100% of secondary administrators will be trained at August Leadership, mid-year, and end of year	Reduce the number of errors in reported Leavers by: <ul style="list-style-type: none"> • documenting the appropriate state leaver codes • providing continuous support and training on specific procedures for campus personnel/administrators involved in the leaver/withdrawal process • monitoring withdrawal documentation using the Right-Fax System 	Withdrawals will be audited during both checkpoints <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>Feb</td><td>•</td></tr> </table>	Check Point		Dec	•	Feb	•	August 2018 – June 2019 Director of Family Support Services, Principals, Campus Dropout Leaver Coordinators, Campus Data Processors	N/A
Check Point													
Dec	•												
Feb	•												
17-2	3, 4	Dropout / Leaver / Prevention / Retention	Decrease the number of dropouts by 35 students based on 2015-17 recovery totals; (2017-18 data is skewed due to the recovery window extension as a result of Hurricane Harvey)	Reduce the number of dropouts by: <ul style="list-style-type: none"> • supporting campus leadership teams in locating dropouts • researching innovative dropout prevention programs and implementing effective programs • monitoring Leavers coded 98 (potential dropouts) on a daily basis through the district and campus web application 	The daily 98 (Dropout list) will be reviewed <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Oct</td><td>•</td></tr> <tr><td>Jan</td><td>•</td></tr> </table>	Check Point		Oct	•	Jan	•	August 2018 – June 2019 Director of Family Support Services, Principals, Campus Dropout Leaver Coordinators	N/A
Check Point													
Oct	•												
Jan	•												
17-3	3	Accelerated Education At-Risk	Improve graduation rate of students enrolled in the School-Age Parenting Program from 92.3% to 93.3% and improve attendance from 86% to 87.5%	Improve student performance and attendance rates for school age parents by: <ul style="list-style-type: none"> • identifying and enrolling students in need of support in the School-Age Parenting Program (SAPP) • providing dropout intervention • using Target 10 intervention strategies which provide focused support for highest needs students 	Attendance and graduation rates will be reviewed <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>June</td><td>•</td></tr> </table>	Check Point		Dec	•	June	•	August 2018 – August 2019 Director of Family Support Services and School-Age Parenting Case Manager/ Instructors	SCE funds (\$202,640)
Check Point													
Dec	•												
June	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
17-4	1, 3, 6	Accelerated Education At-Risk	Improve graduation rate of students enrolled in the McKinney-Vento Homeless program from 91.2% to 92.2% and improve attendance from 91.6% to 92.6%	Promote the academic success of homeless students by: <ul style="list-style-type: none"> ensuring students have access to all Title I programs ensuring timely and immediate enrollment providing academic interventions and campus support as defined in the Public Law 107-110 McKinney-Vento Homeless Education Assistance Improvements Act of 2001 	Attendance and graduation rates will be reviewed <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>June</td><td>•</td></tr> </table>	Check Point		Dec	•	June	•	August 2018 – August 2019 Director of Family Support Services and McKinney Family Liaisons	MVGrant (\$109,895) Title I fund/ Set-Aside (\$210,000)
Check Point													
Dec	•												
June	•												

FINE ARTS & STUDENT ACTIVITIES

Fine Arts

18-1	1, 2, 4, 7	Fine Arts	100% of students will have access to an integrated curriculum and will be tracked for enrollment in advanced courses, top 10 ranking, and graduation rate 100% of advanced students who meet the prerequisite will be eligible for AP music theory and AP art	Continue to provide Fine Arts opportunities to prepare students for 21 st century skills and rigorous college coursework by: <ul style="list-style-type: none"> integrating Fine Arts curriculum into core subjects tracking Fine Arts students for enrollment in advanced courses, top 10 ranking, and graduation rate ensuring advanced students who meet the prerequisite will be eligible for Advanced Placement (AP) music theory and AP art providing mentorship for students through the district private lesson program and master class workshop in partnership with universities 	Review enrollment in all Fine Arts courses Track completion of Fine Courses graduation rates, ranking, etc. <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Oct</td><td>•</td></tr> <tr><td>April</td><td>•</td></tr> </table>	Check Point		Oct	•	April	•	August 2018 – May 2019 Fine Arts directors, campus directors, campus faculty and staff, district data processors	Student Activity and Campus Activity (SAF/CAF) funds, Booster club fundraising, and Fine Arts resources (\$75,000)
Check Point													
Oct	•												
April	•												
18-2	1, 2, 3, 4, 7	Fine Arts	100% of Fine Arts students have opportunities to participate in large district, state and national event performances 100% of participating students are guided by teachers to prepare for competitive events and scholarship opportunities	Maintain a quality Fine Arts program by: <ul style="list-style-type: none"> providing opportunities for concerts, exhibits, revues, and other public performances, such as Evening With Strings, One Singular Sensation, Young Masters, Night Gallery, Fall Marching Festival, school musicals, University Interscholastic League (UIL) academics, art contests, music contests, one-act play contests, and speech contests providing opportunities for competitions that result in student success and scholarship opportunities 	Monitor and share all Fine Arts scheduled opportunities with Fine Arts teachers Track the results of competitions and evaluate student/teacher success <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Oct</td><td>•</td></tr> <tr><td>April</td><td>•</td></tr> </table>	Check Point		Oct	•	April	•	August 2018 – June 2019 Fine Arts directors, campus directors, campus faculty, and staff	SAF/CAF funds, Booster club fundraising, and Fine Arts resource (\$500,000)
Check Point													
Oct	•												
April	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
18-3	1, 8	Fine Arts	100% of Fine Arts staff will seek opportunities for student participation in community events	Provide Fine Arts students opportunities for character development and civic responsibility by: <ul style="list-style-type: none"> ensuring that curriculum is focused on team building, problem solving, critical thinking, and personal responsibility partnering with community organizations, such as Battle of the Bands, Jazz Festival, Fiesta poster contests, community events, and civic events 	Review the scope and sequence of Fine Arts courses to ensure proper TEKS are addressed through student involvement in community activities and events <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>•</td> </tr> <tr> <td>April</td> <td>•</td> </tr> </tbody> </table>	Check Point		Oct	•	April	•	August 2018 – May 2019 Fine Arts directors, campus directors, campus faculty, and staff	SAF/CAF funds, Booster club fundraising, Fine Arts resources (\$30,000)
Check Point													
Oct	•												
April	•												

ATHLETICS

Physical Education and Health

19-1	1, 2, 3, 4, 8	Physical Education and Health Programs	A minimum of 3 campuses will implement Campus Kids School Health Advisory Council (CKSHAC)	Increase the student voice and leadership opportunities in health and wellness by: <ul style="list-style-type: none"> implementing the Campus Kids School Health Advisory Council (CKSHAC) including the chair and co-chair of the 3 CKSHACs on the District School Health Advisory Council (DSHAC) 	Review CKSHAC and DSHAC member lists Record CKSHAC and DSHAC agendas and minutes <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Nov</td> <td>•</td> </tr> <tr> <td>Mar</td> <td>•</td> </tr> </tbody> </table>	Check Point		Nov	•	Mar	•	August 2018 – June 2019 Director of Physical Education and Health, School Health Advisory Council Chair	Local funds (\$1,500)
Check Point													
Nov	•												
Mar	•												
19-2	1, 6, 8	Physical Education and Health Programs	A minimum 2 professional development opportunities per strategy will be offered	Improve coordinated school health implementation across the district in grades K-12 by providing: <ul style="list-style-type: none"> professional development on utilizing fitness assessments and data to improve student knowledge of personal fitness levels K-12 physical education and health instruction staff development 	Monitor Eduphoria completed courses and course rosters <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Apr</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	Apr	•	August 2018 – June 2019 Director of Physical Education and Health	Local funds (\$500) ESSA Funds (\$10,000)
Check Point													
Dec	•												
Apr	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
HUMAN RESOURCES (HR)													
20-1	7	Human Resources	100% of all professional and classified positions will be filled with highly effective personnel by August 15, 2018 100% criminal background checks on candidates and employees completed	Recruit and retain exemplary employees through: <ul style="list-style-type: none"> conducting Job Fairs (12 teacher job fairs and 4 classified job fairs) requiring background and criminal history check ensuring that highly effective employees are hired arranging with colleges to have 200+ student teachers in place for the 2018-2019 school year offering recurring training for employees continuing recognition programs (Trinity Prize, Teacher of the Year, Service Awards, and Retirement Reception) soliciting feedback and evaluating training to ensure effectiveness and relevance 	Monitor background checks of new employees throughout the year Fall and spring job fairs completed <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>Feb</td><td>•</td></tr> </table>	Check Point		Dec	•	Feb	•	June 2018 – July 2019 Executive Director for Human Resources	Local funds (\$46,300)
Check Point													
Dec	•												
Feb	•												
20-2	7	Human Resources	100% of classes with more than 22:1 will submit a class-size waiver to the TEA	Use efficient and effective management of District resources to maintain class sizes of 22:1 for grades K-4 using the following strategies: <ul style="list-style-type: none"> develop appropriate staffing ratios based on instructional campus needs meet on a continuous basis to monitor and review class sizes and shift resources whenever possible using staffing discretionary funds submit a class-size waiver to the Texas Education Agency (TEA) for identified classes over the recommended 22:1 ratio for grades K-4 	Submit class size waiver to TEA <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Oct</td><td>•</td></tr> <tr><td>March</td><td>•</td></tr> </table>	Check Point		Oct	•	March	•	June 2018 – July 2019 Staffing Committee, Human Resources Department, Performance and Planning Department	Staffing Discretionary Funds
Check Point													
Oct	•												
March	•												
DIVISION OF BUSINESS SERVICES													
TECHNOLOGY SERVICES													
Instructional Technology, Network Technology, and Technology Support													
21-1	3, 6	Technology Applications	100% of campuses will set minimum expectations for updating digital communication with parents and students	Continue to improve digital communication by providing support to teachers and campus staff in the use of various digital learning tools and resources such as Google Apps for Education, virtual conferencing and teacher web presence e.g., Schoolwires, Edmodo, SeeSaw, Google Classroom, EduBlogs, Twitter, Facebook.	Monitor web page update history within Schoolwires reporting <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>Feb</td><td>•</td></tr> </table>	Check Point		Dec	•	Feb	•	June 2018 – July 2019 Principals, APs, Teachers, Instructional Technology Staff	Edublogs (\$7,000) WebEx (\$67,488) Schoolwires (\$69,341)
Check Point													
Dec	•												
Feb	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
21-2	1	Technology Applications	100% of teachers will receive a score of <i>Proficient</i> in T-TESS dimension 1.4, as verified by campus administration (Activities, resources, technology and instructional materials are aligned to instructional purposes)	Provide all NEISD professional teaching staff opportunities to continue to seek growth opportunities regarding State Board for Educator Certification (SBEC) Texas Technology Standards through professional development opportunities such as traditional face-to-face, Texas Computer Education Association (TCEA) conferences, model teaching, online trainings (Google Classroom and Atomic Learning) and video conferencing (Cisco-Web EX.).	Monitor attendance/usage of district-provided online professional development offerings <table border="1"><tr><th colspan="2">Check Point</th></tr><tr><td>Dec</td><td>•</td></tr><tr><td>Feb</td><td>•</td></tr></table>	Check Point		Dec	•	Feb	•	June 2018 – July 2019 Principals, APs, Teachers, Instructional Technology Staff, Curriculum & Instruction Staff	Atomic Learning (\$70,534) WebEx (\$67,488)
Check Point													
Dec	•												
Feb	•												
21-3	1	Technology Applications	100% of classroom teachers will integrate technology where appropriate within the context of content area instruction as evident in lesson plans	Support the integration of technology in all content area curricula by modeling integration of the Texas Technology Standards within the context of the instructional cycle during teacher planning periods, staff development days, and after school professional development events.	Monitor teacher lesson plans Review sign-in sheets at various district-provided development events <table border="1"><tr><th colspan="2">Check Point</th></tr><tr><td>Dec</td><td>•</td></tr><tr><td>Feb</td><td>•</td></tr></table>	Check Point		Dec	•	Feb	•	June 2018 – July 2019 Academic and Instructional Deans, Principals, APs, Teachers, Instructional Technology Staff, Curriculum & Instruction Staff	Atomic Learning (\$70,534) Edublogs (\$7,000) WebEx (\$67,488) SMART Suite (\$82,978)
Check Point													
Dec	•												
Feb	•												
21-4	2, 4, 5, 8	Technology Applications	100% of staff and students will receive Digital Citizenship training	Maintain a safe and supportive online environment and foster a culture of health and wellness among our students, staff and community by providing digital citizenship training for K-12 students and professional staff.	Monitor online completed acknowledgement forms <table border="1"><tr><th colspan="2">Check Point</th></tr><tr><td>Dec</td><td>•</td></tr><tr><td>Feb</td><td>•</td></tr></table>	Check Point		Dec	•	Feb	•	June 2018 – July 2019 Principals, APs, Teachers, Library Services, Instructional Technology Staff	Off contract stipend for Instructional Specialist (\$1,000)
Check Point													
Dec	•												
Feb	•												

Library Services

22-1	1, 2, 6	Library Services	100% of campus librarians will have access to and training for 4 exemplary exploratory learning lessons	Increase opportunities for students to experience exploratory learning through: <ul style="list-style-type: none"> • creating 4 exemplary lessons aligned with TEKS which incorporate exploratory learning design and literature (2 elementary, 2 secondary) • providing exemplary lessons in an online repository • providing professional development on the exemplary lessons 	Review/Monitor lessons <table border="1"><tr><th colspan="2">Check Point</th></tr><tr><td>Nov</td><td>•</td></tr><tr><td>Feb</td><td>•</td></tr></table>	Check Point		Nov	•	Feb	•	June 2018 – June 2019 Library Services, librarians	Local funds (\$1,500)
Check Point													
Nov	•												
Feb	•												
22-2	1, 2, 3, 4, 5, 6	Library Services	Usage statistics will increase by 10%	Increase the use of district purchased digital content (eBooks) and electronic resources (databases) by students, staff, and parents through promotion at librarian and principal meetings, campus meetings (PTA, family nights, etc.), district level meetings, and through social media.	Monitor usage stats <table border="1"><tr><th colspan="2">Check Point</th></tr><tr><td>Nov</td><td>•</td></tr><tr><td>Feb</td><td>•</td></tr></table>	Check Point		Nov	•	Feb	•	June 2018 – June 2019 Library Services, librarians	Local funds (\$1,000)
Check Point													
Nov	•												
Feb	•												

Section	Board Goals	Target Areas	Measureable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year								
22-3	1, 2, 4, 6	Library Services	100% of librarians will submit a Library Strategic Vision Plan to address identified needs	<p>Address the identified needs of campus libraries through the submission of an individual Library Strategic Vision Plan (strategic plan with a 3-5 year forecast) to include:</p> <ul style="list-style-type: none"> • vision/mission statement (due in December 2018) • stakeholder input (due in March 2019) • goals with objectives and activities with measurable outcomes (due in June 2019) <p>Training and support will be provided to librarians throughout the year (3 professional development sessions) in the creation of the Library Strategic Vision Plan (LSVP)</p>	<p>Complete vision/mission statement</p> <p>Review stakeholder input</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Mar</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	Mar	•	<p>June 2018 – June 2019</p> <p>Library Services, librarians</p>	Bond funds (\$10,000)		
Check Point															
Dec	•														
Mar	•														
22-4	1, 2, 5, 6	Library Services	100% of librarians will meet for the purpose of aligning research skills	<p>Ensure that all students from kindergarten through high school are information literate (having the ability to know when information is needed, the skills to locate, evaluate, and effectively use the information) by providing time at professional development sessions throughout the year for librarians to meet with vertical alignment clusters to develop a research alignment model.</p>	<p>Monitor sign in sheets for vertical alignment meetings</p> <p>Monitor completion of research alignment model</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> <tr> <td>June</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	June	•	<p>June 2018 – June 2019</p> <p>Library Services, librarians, teachers</p>	Local funds (\$500)
Check Point															
Dec	•														
Feb	•														
June	•														
HEALTH SERVICES															
23-1	2, 3, 4, 8	Health Services	<p>100% of 3rd grade students will actively participate in the San Antonio Metropolitan Health District (SAMHD) dental program</p> <p>100% of Title 1 school Kinder - 2nd graders will participate in the free sealant and veneer program</p>	<p>Promote a healthy dental hygiene program among elementary students by:</p> <ul style="list-style-type: none"> • collaborating with and increasing 3rd grade participation in the SAMHD dental program provided by a volunteer dentist from the American Dental Association • ensuring Kinder through 2nd graders at Title I schools participate in the free sealant and veneer program 	<p>Check K-3 sealant and veneer treatment at campuses</p> <p>Check 3rd grade progress of dental checks by volunteer dentist</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Nov</td> <td>•</td> </tr> <tr> <td>Mar</td> <td>•</td> </tr> </tbody> </table>	Check Point		Nov	•	Mar	•	<p>June 2018 – July 2019</p> <p>Director of Health Services, Nurse Coordinator and Elementary Registered Nurses (RNs)</p>	Program is provided by SAMHD grant through Miles of Smiles		
Check Point															
Nov	•														
Mar	•														

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
23-2	2, 4, 8	Health Services	<p>Improve the overall district attendance rate to 96% or higher</p> <p>Decrease incidence of Methicillin-resistant Staphylococcus Aureus (MRSA) by 90%</p> <p>100% of cases of Varicella (Chicken Pox) will be reported to the health department</p>	<p>Monitor trends and decrease the incidents of communicable illnesses by:</p> <ul style="list-style-type: none"> documenting incidents in Electronic Medical Record (EMR) reporting cases to the health department providing intervention as per recommendations from district Medical Advisory Committee (MAC) infectious disease medical physician training all custodians on appropriate locker room cleaning management 	<p>Provide campus locker room checks based on MRSA reports</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	<p>June 2018 – July 2019</p> <p>Director and Nurse Coordinator of Health Services, and campus RNs, custodians</p>	<p>Free, coordinated and collaboration with SAMHD and Children’s Mobile Unit</p>
Check Point													
Dec	•												
Feb	•												
23-3	2, 8	Health Services	<p>Improve Human Papilloma Virus (HPV) immunization rates among middle school students by 40%</p> <p>100% of students will be offered vaccines</p> <p>Partner with Healthy Schools to provide free flu vaccines for 100% of students</p>	<p>Increase education for parents on mandated and recommended state immunizations by:</p> <ul style="list-style-type: none"> posting information on district and campus web pages providing free vaccines to middle schools during the summer to decrease exclusion rates in the fall including additional information on the immunization letters mailed out at the end of the year developing partnership with Healthy Schools that will offer free vaccinations to all students increasing immunization compliance by providing free shot clinics to families in the community 	<p>90% of the middle school nurses will provide presentations to parents on HPV vaccine benefits, which include website resources</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	<p>June 2018 – July 2019</p> <p>Director of Health Services and MAC, middle school nurses, and Nurse Coordinator</p>	<p>Free, vaccines provided by Children’s Mobile Unit and SAMHD</p>
Check Point													
Dec	•												
Feb	•												
23-4	4, 7, 8	Health Services	<p>100% of students visiting the clinic will receive a complete assessment which will be accurately documented on EMR</p> <p>100% of nurses will participate in provided training opportunities on chronic conditions</p>	<p>Ensure all nurses have the latest updated information on asthma, diabetes, seizure disorders, and caring for students with chronic conditions and for students who are medically fragile by:</p> <ul style="list-style-type: none"> providing staff development for nurses annually setting up professional training with physicians from the Baptist Healthcare System and Methodist Healthcare Hospitals ensuring nurses provide a complete assessment to each student that visits a campus clinic and accurately document appropriate details on the EMR 	<p>100% of the nurses will be trained on the new EMR</p> <p>Complete 100% of student assessments daily as the incidence occurs</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Nov</td> <td>•</td> </tr> <tr> <td>Apr</td> <td>•</td> </tr> </tbody> </table>	Check Point		Nov	•	Apr	•	<p>June 2018 – July 2019</p> <p>Director of Health Services</p>	<p>N/A</p>
Check Point													
Nov	•												
Apr	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
23-5	2, 4, 8	Health Services	80% of campuses will participate in free flu vaccines with at least 50% of the students participating	Increase compliance with free flu vaccine initiatives in partnership with Healthy Schools by: <ul style="list-style-type: none"> educating parents/families on the benefits of the flu vaccine continuing partnerships with organizations providing free flu vaccines for students 	90% of nurses in elementary will present information to parents during the fall PTA meeting Spot audit website for resources <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Sept</td> <td>•</td> </tr> <tr> <td>Apr</td> <td>•</td> </tr> </tbody> </table>	Check Point		Sept	•	Apr	•	June 2018 – July 2019 Director of Health Services and campus nurses	N/A
Check Point													
Sept	•												
Apr	•												

Positive Behavioral Interventions & Support (PBIS): A Collaborative Initiative Across Divisions/Departments

24-1	1, 2, 5, 8	Positive Behavioral Interventions & Support (PBIS), Positive School Culture	Behavior incidents that remove a student from the classroom 1 day or more will decrease by 1% The average of staff responses on the PBIS End-of-Year (EOY) survey measuring PBIS awareness will increase from 3.8 to 4.2 on a scale of 1 to 5 (with 5 being Strongly Agree)	Create positive school cultures and positive behavior intervention and supports (PBIS) across the district by: <ul style="list-style-type: none"> meeting regularly with the District Behavior Support Committee to implement the outlined plan providing all campus PBIS teams virtual trainings based on campus evaluation of the Foundation module implementation rubric components from Safe and Civil Schools providing training so that campuses create and sustain quality Foundations-based campus behavior management plans and CIIP goals providing training to ensure teachers and campuses sustain a system to address campus behavioral concerns administering an EOY survey for examining the extent to which campuses and teachers are implementing PBIS continuing to explore ways to provide technical assistance and support to campuses whose commitment to their PBIS Action Plan is low 	Review campus PBIS evaluation on the Foundations Implementation Rubric Review of Campus Management Plans <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	August 2018 – July 2019 District PBIS Trainers, Campus PBIS Teams, Campus Administration Representatives, RTI representative, SPED, Student Leadership & Well-Being, C&I, Pupil Personnel, Guidance Services, Leadership Representatives from Division for C&I and Campus Administration	N/A
Check Point													
Dec	•												
Feb	•												

Section	Board Goals	Target Areas	Measureable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Person(s)	Cost / Resources Per Year						
24-2	1, 2, 5	Social Emotional Learning (SEL) and Culture / Climate	100% of all campuses will complete a self-evaluation	Intentionally strengthen our climate and culture by: <ul style="list-style-type: none"> • administering a self-evaluation tool to all campuses • creating district-wide awareness of Social Emotional Learning • providing professional development through Foundations/PBIS as well as optional training throughout the year • using the NEISD SEL Skills Framework in professional development in a way that builds universal language 	Review SEL self-assessment metrics with District SEL Team & District Behavior Support Team <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	August 2018 – July 2019 District SEL Team, District PBIS Trainers, Campus PBIS Teams, Campus Administration Representatives, RtI representative, SPED, Student Leadership & Well-Being, C&I, Pupil Personnel, Guidance Services, Leadership Representatives from Division for C&I and Campus Administration	N/A
Check Point													
Dec	•												
Feb	•												

Appendix: Acronyms and Abbreviations

AMC:	Assessing Math Concepts	MAC:	Medical Advisory Committee
AP:	Advanced Placement	MS:	Middle School
APs:	Assistant Principals	MSL-9:	Middle School Launch to 9th
ARD:	Admission, Review, and Dismissal	PALS:	Peer Assistance Leadership and Service
AVID:	Advancement Via Individual Determination	PBIS:	Positive Behavior Intervention and Support
BIP:	Behavior Intervention Plans	PBMAS:	Performance-Based Monitoring Analysis System
CIIP:	Campus Instructional Improvement Plan	PLC:	Professional Learning Community
C&I	Curriculum & Instruction	RN:	Registered Nurse
CKSHAC:	Campus Kid School Health Advisory Council	Rtl:	Response to Intervention
CTC:	Campus Testing Coordinators	S/P:	Student/Parent
CTE:	Career and Technical Education	SAEP:	San Antonio Education Partnership
CTEC:	Career and Technical Education Center	SAF/CAF:	Student Activity Funds and Campus Activity Funds
DSHAC:	District Kid School Health Advisory Council	SAMHD:	San Antonio Metropolitan Health District
EC:	Early Childhood	SCE:	State Comp Ed
ECE:	Early Childhood Education	SCE-ED:	State Compensatory Education - Empowering Dreams
ELAR:	English Language Arts/Reading	SDFS:	Safe and Drug Free Schools
ELL:	English Language Learning	SEL:	Social and Emotional Learning
ELPS:	English Language Proficiency Standards	SGM:	Student Growth Measure
EMR:	Electronic Medical Record	SIOP:	Sheltered Instruction Observation Protocol
EOC:	End-of-Course	SPED:	Special Education
ES:	Elementary School	SRI:	Scholastic Reading Inventory
ESL:	English as a Second Language	SSI:	Student Success Initiative
FTE:	Full Time Employee	STAAR:	State of Texas Assessments of Academic Readiness
GT:	Gifted and Talented	STAAR/EOC:	State of Texas Assessments of Academic Readiness/End of Course
HB:	House Bill	STAN:	Student Teacher Assistance Network
HPV:	Human Papilloma Virus	T-TESS:	Texas Teacher Evaluation and Support System
HR:	Human Resources	TAPR:	Texas Academic Performance Report
HS:	High School	TEC:	Texas Education Code
IEP:	Individualized Education Program	TEKS:	Texas Essential Knowledge and Skills
IIT:	Instructional Intervention Teacher	TSI:	Texas Success Initiative
IR:	Improvement Required		
LPAC:	Language Proficiency Assessment Committee		