NORTH EAST INDEPENDENT SCHOOL DISTRICT

DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN 2023 – 2024

Mission Statement

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

NEISD Balanced District Scorecard

Priorities:

Students: We support students in a multitude of ways to nurture their learning.

Staff: We value our employees and invest in their growth

Stakeholders: We collaborate with students, families, and community members to support learning

Stewardship: We plan and manage funds and resources responsibly

Board Goals

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.

As part of Senate Bill (SB) 1365, all districts and campuses receive a label of A – F for state accountability each school year. As of September 2023, TEA has postponed all communication regarding campus ratings until further notice.

We will constantly monitor data and adjust performance goals based on projected proficiency and growth.

Last Updated: 6/10/2024

Ongoing monitoring of District Instructional Improvement Plan will be completed by all responsible persons a minimum of one time per semester to determine if strategies are resulting in intended improvement of student performance.

Contents

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	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)	Domain I Increase performance at Approaches and Meets grade level by 5% and Masters by 4% on the State of Texas Assessments of Academic Readiness/ End of Course (STAAR/EOC)	Increase student achievement and ensure all students have access to a high-quality and rigorous curriculum through: • fidelity to the scope and sequence by ensuring the intended curriculum is implemented and attained by students in each grade level or course. • timely professional learning to ensure that all students receive an equitable education. • strategic professional learning on the Marzano New Art and Science of Teaching Instructional Model so that teachers will utilize the strategies to plan learning experiences for students. • identification of power standards and creating learning progressions to attain mastery of essential grade-level skills.	Monitor, analyze, and measure student growth on: Measure of Academic Progress (MAP) assessment Common assessments Unit assessments	August 2023 – June 2024 Executive Directors Directors Assistant Directors District Specialists	C&I local funds ($50,000) ELAR local funds ($90,000) Math local funds ($60,000) Science local funds ($40,000) Social Studies local funds ($30,000)

Check Point

Check Point	
Sept.	✓
Jan.	✓
May	✓

ALL STAAR/EOC ASSESSMENTS

Year	Approaches	Meets	Masters
17-18 scores	81	56	27
18-19 scores	81	56	29
19-20**	NA	NA	NA
20-21** scores^	71	46	22
21-22 scores	75	55	29
22-23 scores	81	55	24
23-24 Goal	86	60	28

** Not Rated Declared State of Disaster & ^ Limited Participaton

NORTH EAST INDEPENDENT SCHOOL DISTRICT
DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN 2023 – 2024

✓★ Exceeded Expectations
✓↑ Met Expectations
✓ Progressing
✗ Did Not Meet Expectations

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
1-2	1, 2, 6	All Content Areas (Instruction)	Domain II: School Progress Increase Academic Growth in Reading and Math on STAAR by 4%	Increase student achievement and ensure student-centered instruction through: • creating systems and partnering with campuses to enhance and sustain collaboration through the Professional Learning Communities (PLC) process. • modeling the use of protocols to support the work of the PLCs, such as procedures for examining student work and analyzing common assessments. • supporting the use of the Marzano New Art and Science of Teaching Instructional Model and other research-based strategies to increase student ownership, collaborative tasks, and rigor. • providing professional learning on unpacking standards and developing learning targets to ensure students understand the lesson goals. • providing professional learning on how to align formative assessments to success criteria to sequence learning and support differentiation (reteach, acceleration, and extensions) • supporting coaches to implement student-centered coaching focused on teacher clarity (Learning Targets, Success Criteria, Formative Assessments, and Feedback) • modeling the use of writing-to-learn across the content areas by using strategies such as quick-writes, summaries, collaborative writing, reflective writing, and responding to text to make student thinking visible for teachers. • implementing the effective use of student discourse for students to express their ideas, reasoning, and thinking (partner talk, structured conversations, think-pair share, talk read talk write) by monitoring teacher vs student talk time.	Monitor, analyze, and measure student growth on: MAP assessment Common assessments Unit assessments	August 2023 – June 2024 Executive Directors Directors Assistant Directors District Specialists	C&I local funds ($50,000) ELAR local funds ($60,000) Math local funds ($60,000) Science local funds ($30,000) Social Studies local funds ($30,000) CCMR ($25,000) Title II funds ($300,000)

Reading Growth

Year	Approaches
17-18 scores	71
18-19 scores	70
19-20**	NA
20-21** scores	No Growth in 21
21-22 scores	78
22-23 scores	64
23-24 Goal	68

** Not Rated Declared State of Disaster

Math Growth

Year	Approaches
17-18 scores	73
18-19 scores	70
19-20**	NA
20-21** scores	No Growth in 21
21-22 scores	74
22-23 scores	69
23-24 Goal	73

** Not Rated Declared State of Disaster

Check Point	
Sept.	✓
Jan	✓
May	✓

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year

1-3	1, 2, 6	All Content Areas Assessment	Domain III: Closing the gaps.
			The district will meet 100% of the targets for all student groups in Domain III: Academic Achievement
				Increase student achievement by effectively using assessments to close the opportunity gap by providing professional learning on:
				• developing and using formal and informal assessments that are aligned to the cognitive complexity of the Texas Essential Knowledge and Skills (TEKS)
				• sharing formative and summative unit assessment data with students such as tools for goal setting, tracking their own progress, identifying their own strengths and weaknesses, and self-assessing
				• using leading data to monitor and adjust instruction that closes the daily learning gap using micro-interventions and accelerated instruction.
				• utilizing MAP data to monitor student growth in math, reading, and science
					Monitor, analyze, and measure student growth on:
					  MAP assessment
					  Common assessments
					  Unit assessments
					
					Check Point
					Sept. ✓
					Jan ✓
					May ✓
						August 2023 – June 2024
						
						Executive Directors
						Directors
						Assistant Directors
						District Specialists
							C&I local funds ($50,000) ELAR local funds ($60,000) Math local funds ($60,000) Science local funds ($30,000) Social Studies local funds ($30,000)

1-4	1, 2, 6	All Content Areas Intervention and Enrichment)	Domain III: Closing the gaps.
			The district will meet 100% of the targets for all student groups in Domain III: Academic Achievement
				Increase student achievement and decrease potential learning gaps:
				• incorporating prerequisite skills in the curriculum to address missed concepts from the 2021-22 school year.
				• providing project-based learning summer programs focused on essential skills needing mastery by the end of the grade level or course.
				• adjusting the calendar to 180 instructional days to provide strategic summer programs and extended calendar for at-risk students.
				• providing math bridge camps at our Title I middle schools.
				• Incorporating the MTSS model to provide targeted support for all students
					Monitor, analyze, and measure student growth on:
					  MAP assessment
					  Common assessments
					  Unit assessments
					
					Check Point
					Sept. ✓
					Jan ✓
					May ✓
						August 2023 – June 2024
						
						Executive Directors
						Directors
						Assistant Directors
						District Specialists	

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
1-5	1,2,6	All Content Areas (Equity)	Domain III: Closing the gaps. The district will meet 100% of the targets for all student groups in Domain III: Academic Achievement The following student groups will exceed progress on HB3 by 3% or more: African American, Hispanic, American Indian, Special Education, Emergent Bilingual, and Economically Disadvantaged	Narrow achievement gaps and increase student achievement with respect to race, ethnicity, special programs, and socioeconomic status by: • monitoring student progress and achievement on a consistent basis through common formative assessments, end of unit assessments, and MAP • using assessment data to develop support for campuses and students not demonstrating growth. • evaluating progress on District and campus HB3 goals • incorporating a literacy framework across all campuses that supports foundational literacy skills for all students. • implementing instruction through guided math groups, which allows for differentiation and data-driven flexible grouping. • ensuring all students have equitable access to advanced learning programs	Monitor, analyze, and measure student growth on: MAP assessments Common assessments Unit assessments **Check Point** **Sept.** ✓ **Jan** ✓ **May** ✓	August 2023 – June 2024 Executive Directors Directors Assistant Directors District Specialists	C&I local funds ($50,000)

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1-6	1, 2, 6	English Language Arts and Reading (ELAR)	Increase STAAR Reading and Language Arts performance at Approaches, Meets, and Masters Grade Level by 3-5% (see targets below) Increase growth in literacy skills in K-2 based on MAP Growth Data by 5% (see targets below)	Maximize academic growth in reading and writing for each student by providing a guaranteed and viable curriculum, along with professional learning and instructional coaching by implementing a literacy framework that utilizes the TEKS and curriculum incorporating listening, speaking, reading, writing, and thinking into daily explicit and systematic instructional routines. Through the gradual release process, students will acquire essential literacy skills and strategies that will allow them to process and comprehend complex texts to become proficient readers and writers. The components of an effective literacy framework based on the science of teaching reading include daily reading experiences that consist of:	Monitor, analyze, and measure student growth on: MAP Growth and Reading Fluency Assessments Writing Assessments Common Assessments District End of Unit Assessments	August 2023 – June 2024 Executive Directors Directors Assistant Directors District Specialists	ELAR local funds ($90,000)

Reading/ELA

Year	Approaches	Meets	Masters
17-18 scores	79	55	24
18-19 scores	79	55	25
19-20**	NA	NA	NA
20-21** scores^	74	53	24
21-22 scores	80	60	30
22-23 scores	78	56	23
23-24 Goal	81	61	28

** Not Rated Declared State of Disaster & ^ Limited Participaton

MAP Reading Growth Goals (K-2)

Year	Kinder	1st-2nd
MOY 2020	44	44
19-20**	NA	NA
20-21** scores	32	35
21-22 scores	39	52
22-23 scores	64	57
23-24 Goal	67	60

** Not Rated Declared State of Disaster

Phonemic Awareness: The explicit teaching of speech sounds distinct from the letters that represent them (K-2).

Phonics: Explicit, systematic, cumulative teaching of phoneme-grapheme (sound-symbol) correspondences, syllable types, and meaningful word parts (morphology).

Vocabulary: The acquisition of words through explicit instruction in specific words and strategies. Teachers pre-teach words important to the meaning of a text, explain during reading, and practice after reading. Teachers give structured practice using new words verbally and in writing.

Fluency: The ability to read with rate, accuracy, and prosody.

Comprehension: The understanding and interpretation of what is read. Structures of both narrative and informational texts are explicitly taught, and strategies, such as think-alouds, questioning, etc., are modeled and practiced. Students respond to increasingly complex text in a variety of ways.

Writing: The explicit instruction of grammar, syntax, composition, and the writing process within a writer's workshop model.

Check Point	
Sept.	✓
Jan	✓
May	✓

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| English Language Arts and Reading (6-12 ELAR) | Increase STAAR Reading and Language Arts performance at Approaches, Meets, and Masters Grade Level by 3-5% (see targets below) | **6-12 ELAR**
Implement the NEISD Secondary Literacy Model to support student-centered instruction, increase teacher clarity, and maximize student growth in reading and writing by providing professional learning and instructional coaching, including:

• facilitating instructional planning for grades 6-12 standards-based instruction utilizing the TEKS and NEISD Secondary ELAR Curriculum to align and integrate listening, speaking, reading, writing, and thinking skills into daily instructional literacy routines and lessons.
• using and modeling Reader's/Writer's Workshop methodologies including:
  o **Integrated Reading & Writing**
    ▪ Daily Reading & Writing
    ▪ Academic Discourse
    ▪ Embedded Grammar (including conventions) Lessons
    ▪ Writing Process/Composition
  o **Literacy routines**
    ▪ Metacognition
    ▪ Note booking
    ▪ Independent Reading
    ▪ Conferring/Feedback
    ▪ Digital Portfolios
  o **Student Work**
    ▪ Authenticity to honor students' voice
    ▪ Goal Setting
    ▪ Differentiation
    ▪ Choice
• fostering assessment practices, such as teacher and peer feedback, student literacy portfolios, student goal setting to self-monitor, protocols for examining student work in collaborative teams, formative assessments, and DEUAs.
• providing teachers with high quality professional learning, coaching, and resources that focuses on:
  o a coherent system of professional learning for all teachers related to a gradual release model and the district's curriculum.
  o instructional planning processes that promote teacher clarity and unpacking TEKS in the instructional planning guides (IPGs).
  o collaborative teams engaging in the PLC process to influence student growth. | **Check Point**

Sept. ✓
Jan ✓
May ✓

Monitor, analyze, and measure student growth on:

- MAP Growth 6-10
- District End of Unit Assessments (DEUAs) in Aware
- I-Ready Reading Diagnostic (for Reading Acceleration Courses) | August 2023 – June 2024 | |

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				- using the gradual release model with the five components of effective reading instruction in MS and HS reading acceleration - courses: fluency, word study, vocabulary, comprehension, and motivation. - continuing partnership with the GT Department to strengthen clarity for GT ELAR courses.			

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
1-7	1, 2, 6	Math	Increase STAAR/EOC mathematics performance at Approaches, Meets, and Masters Grade Level by 5%	Increase teacher clarity to ensure student achievement by providing professional learning and coaching on:	Monitor, analyze, and measure student growth on: • K-11 MAP Assessments • Common Assessments in Aware	August 2023 – June 2024 Executive Directors Directors Assistant Directors District Specialists	Math local funds ($90,000)

Mathematics

Year	Approaches	Meets	Masters
17-18 scores	83	53	27
18-19 scores	83	54	29

Mathematics

Year	Approaches	Meets	Masters
17-18 scores	83	53	27
18-19 scores	83	54	29
19-20 **	NA	NA	NA
20-21 ** scores	66	36	17
21-22 scores	77	47	23
22-23 scores	76	46	20
23-24 Goal	81	51	25

Performance Objectives / Strategies

Increase teacher clarity to ensure student achievement by providing professional learning and coaching on:

K-5

- instructional practices for accelerating student learning, including strategies to stimulate thinking and prepare students for new learning (Math Acceleration Specialists/teachers)
- supporting teachers to develop students' conceptual understanding, computational fluency, use of a variety of problem-solving strategies and analysis of mathematical representations.
- delivering instruction through guided math groups, which allows for differentiation and data-driven flexible grouping.
- developing independent and collaborative tasks, such as workstations, hands-on activities, real-world application, and problem solving to provide students the opportunity to practice, apply, and master grade level mathematical skills.
- promoting mathematical discourse and written communication for students to justify responses and explain their mathematical reasoning.
- implementing and supporting an accelerated pathway for mathematics, utilizing instructional practices that prepare students for future Advanced Placement (AP) math courses and college-level academic work.
- planning for instruction by using the district curriculum framework, with a focus on teaching for understanding
- utilizing research-based best practices and high-yield instructional strategies
- utilizing technology for instruction, application, and assessment of mathematics

Check Point

Check Point	
Sept.	✔
Jan	✔
May	✔

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✔ Progressing
✘ Did Not Meet Expectations

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
				6-12 • Research-based practices that accelerate student learning and build student confidence in MS Math Acceleration and HS Strategic Learning • Facilitation of using math vocabulary in math discourse with partner conversations, opportunities to write for reflection, justification of solutions, and describe reasoning. • Modeling content lessons with explicit design of when content is new for Direct Instruction, intentional design of practice for procedural/declarative knowledge, and strategies for productive struggle with opportunities for knowledge application. • Engagement strategies that promote a learning culture for student collaboration, problem solving, goal setting and learning from our mistakes. • Doing math in a digital space with the use of online assessments and practice through DEUAs, CFAs, and Desmos lessons. • Incorporating practices of universal design to provide instructional supports for students to "make sense" of mathematics – with manipulatives, hands-on learning, building concepts with experiences that are Concrete, Representational, and then Abstract. • Clarity for GT/Honors math courses, which will include student needs, instructional practices for GT services, student projects, and worthwhile extensions. • The PLC process by coaching campus teams, intentional design of CFAs/DEUAs, modeling the design of interventions and extensions, and facilitating collaboration for teachers of singleton courses. • NCTM Effective Mathematics Teaching Practices with learning leaders, i.e., MS Department chairs, Instructional Coaches, and HS Instructional Deans			

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year

1-8	1, 2, 6	Science	Increase STAAR/EOC science performance at the Approaches, Meets, and Masters Grade Level by 5%
			
			Student Median Growth Percentile will be at the 55 or higher for the MOY and EOY assessments.
				Increase student achievement and develop scientifically literate students by providing teachers with high quality professional learning, coaching, and resources that focuses on:
				
				• planning processes that promote teacher clarity through Learning Progressions created by unpacking of TEKS and designing daily learning targets and success criteria that increase in rigor within each learning progression.
				• utilizing the PLC process to identify common essential learning, team goals, and common formative assessments so that collaborative teams can learn from one another based on their teaching practices.
				• incorporating Scientific and Engineering Practices into science instruction by having students engage in:
				  o asking questions and defining problems.
				  o planning and conducting investigations.
				  o collecting, organizing, and analyzing data.
				  o using mathematical calculations.
				  o identifying advantages and limitations of models
				  o evaluating experimental and engineering designs
				  o engaging respectfully in scientific argumentation
				  o analyzing, evaluating, and critiquing scientific explanations
				  o developing and communicating explanations and solutions.
				• training teachers on the Recurring Themes and Concepts that will be incorporated into the New TEKS for 2024-25.
				
				For teachers to be able to achieve this we will provide NEISD science laboratories and classrooms with equipment and supplies necessary for students to conduct laboratory and field investigations that are aligned with the TEKS and in compliance with the Texas Laboratory Safety Standards.
					Monitor, analyze, and measure student performance on District End of Unit and/or District Common Formative Assessments in Aware
					
					Check Point
					Dec. ✓★
					April ✓
					
					Monitor, analyze, and measure Student Median Conditional Growth on grades 3-8 + Life Science (Biology) using MAP
					
					Check Point
					Sept. ✓
					Dec. ✓
					May ✓
						August 2023 – June 2024
						
						Executive Directors
						Directors
						Assistant Directors
						District Specialists
							Science local funds:
							
							Instructional Resources for Campuses ($300,000)
							
							Curriculum Development and Professional Learning (see Section 1-1)
							
							Professional Learning (see Sections 1-2 & 1-3)

Science

Year	Approaches	Meets	Masters
17-18 scores	85	62	33
18-19 scores	86	64	34
19-20**	NA	NA	NA
20-21** scores^	76	51	25
21-22 scores	81	57	29
22-23 scores	79	53	25
23-24 Goal	84	58	30

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
1-9	1, 2, 6	Social Studies	5% increase STAAR Social Studies performance at the Approaches, Meets, and Masters standards 5% increase EOC Social Studies performance at the Meets and Masters standards	Increase student achievement and historical/civic competence by providing teachers with high quality professional learning that focuses on: **K-5** • Providing professional learning and instructional coaching to improve teacher efficacy on the New Art and Science of Teaching (NASOT) • Strengthening student content knowledge and comprehension through critical reading strategies such as reciprocal teaching, vocabulary building, and Talk-Read-Talk-Write (TRTW). • Using historical thinking and inquiry instructional models, such as the C3 Framework, to deepen students' ability to apply historical analysis and use critical-thinking skills. • Analyzing primary and secondary source documents/artifacts and relevant text to strengthen students' comprehension using critical reading strategies, such as Claims-Evidence-Reasoning (CER). **6-12** → providing professional learning and instructional coaching to improve teacher efficacy on the New Art and Science of Teaching (NASOT) → strengthening student content knowledge and comprehension through: NASOT strategies within direct instruction lessons, practicing and deepening lessons, and knowledge application lessons. Embedded differentiation Impactful technology use → using Social Studies fluency and inquiry to deepen students' ability to apply Social Studies analysis skills. → analyzing primary and secondary source documents and relevant text to strengthen students' comprehension	**K-5** Monitor teacher attendance at professional learning sessions. Monitor, analyze, and measure student growth on: Common assessments **6-12** Monitor teacher attendance at professional learning sessions with Social Studies leadership and teachers. Monitor, analyze, and measure student growth on district common assessments. Monitor number of teachers using student growth trackers Monitor DBQ Online metrics, ABC-CLIO, Active Classroom, Amsco AP Digital Study Guides, and	August 2023 – June 2024 Executive Directors Directors Assistant Directors District Specialist	**K-5** Social Studies Local funds ($30,000) Title Funds ($35,000) **6-12** Social Studies Local funds ($100,000)

Check Point table (within Formative Check Point(s) column, K-5 section):

Check Point	
Sept.	✓
Dec.	✓
May	✓

Social Studies data table (within Section column area):

Social Studies			
Year	Approaches	Meets	Masters
17-18 scores	83	64	43
18-19 scores	85	65	46
19-20**	NA	NA	NA
20-21** scores^	78	57	37
21-22 scores	81	61	42
22-23 scores	83	61	38
23-24 Goal	88	66	43

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✓ Progressing
× Did Not Meet Expectations

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
				through critical reading and writing strategies	Teachers' Curriculum Institute. **Check Point** Sept. ✓ Dec. ✓ May ✓		

Bilingual/ESL

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
2-1	1, 2, 6	Emergent Bilinguals (EBs)	Bilingual/ESL Dept. will provide best practices training to teachers and administrators serving EBs. Increase performance of EB students at the Approaches level by 3% and Meets level by 2% on STAAR/EOC in Reading and Math grades 3-12 49% of K-5, 44% of 6-8, and 34% 9-12 of Beginning, Intermediate, and Advanced EB students will progress by a minimum of 1 proficiency level on the Texas English Language Proficiency Assessment System (TELPAS) composite score and 100% of Advanced High maintain their proficiency level.	Improve core content area instruction and Emergent Bilingual (EB) student achievement in bilingual/ESL/newcomer classrooms by: • increasing knowledge of program effectiveness and best practices for EB students, such as sheltered instruction, vocabulary strategies, linguistic accommodations, and student discourse (Brain Based Strategies, 7 Steps to a Language Rich Environment, Talk Read Talk Write, Language Lens, connecting to the NASOT framework) for teachers and instructional leaders. • implementing dual language methodology, and instructional practices such as Dictado, Lotta Lara, and reading discourse strategies. • implementing the English Language Proficiency Standards (ELPS) and the use of technology to ensure students' progress at least 1 level every year in English proficiency measured through TELPAS • ensuring fidelity to the 90/10 Two-Way and One-Way models in elementary bilingual classrooms to reach our goal of having fully bilingual and bi-literate students by the end of 5th and upon graduation obtain the bilingual seal of biliteracy.	Review training rosters and attendance. Observe instructional strategies through walk-throughs. Monitor the implementation of the 90/10 framework. Monitor the implementation of Linguistic Accommodations. Analyze MAP results. **Check Point** Oct. ✓ Dec. ✓ Feb. ✓ June ✓	August 2023- June 2024 Executive Directors for Curriculum and Instruction Senior Director Assistant Directors Campus Leaders and Instructional Staff	Title III - Bilingual Salaries - $836,000 Instructional materials, extra duty pay for PD - $176,000 Title III – Immigrant Interpretation & translations, Instructional materials, tutoring – $ 168,000 Summer School for Newcomers- $206,000 Local funds: PD (coaching) - $142,000 PD Certification - $15,000 Extra duty pay for curriculum writing - $38,000

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
				• providing Sheltered Instruction as well as culturally responsive trainings to all teachers and administrators who serve Emergent Bilinguals			

Reading All Grade Levels Bilingual

Year	Approaches	Meets
18-19	73	39
19-20**		
20-21	68	41
21-22	74	46
22-23	TAPR JAN 2024	
23-24 Goal	**77**	**48**

**Not Rated: Declared State of Disaster

Reading All Grade Le...

Year	Approache...
18-19	54
19-20**	
20-21	51
21-22	61
22-23	TAPR ...
23-24 Goal	**64**

**Not Rated: Declared Stat...

Math All Grade Levels Bilingual

Year	Approaches	Meets
18-19	77	41
19-20**		
20-21	62	28
21-22	76	43
22-23	TAPR JAN 2024	
23-24 Goal	**79**	**45**

**Not Rated: Declared State of Disaster

Math All Grade Leve...

Year	Approache...
18-19	74
19-20**	
20-21	51
21-22	66
22-23	TAPR ...
23-24 Goal	**69**

**Not Rated: Declared Stat...

Science All Grade Levels Bilingual

Year	Approaches	Meets
18-19	69	39
19-20**		
20-21	59	29
21-22	70	41
22-23	TAPR JAN 2024	
23-24 Goal	**73**	**43**

**Not Rated: Declared State of Disaster

Science All Grade Le...

Year	Approache...
18-19	70
19-20**	
20-21	58
21-22	67
22-23	TAPR ...
23-24 Goal	**70**

**Not Rated: Declared Stat...

Social Studies All Grade Levels Bilingual

Year	Approaches	Meets
18-19	44	7
19-20**		
20-21	49	21
21-22	59	24
22-23	TAPR JAN 2024	
23-24 Goal	**62**	**26**

**Not Rated: Declared State of Disaster

Social Studies All Grade...

Year	Approache...
18-19	58
19-20**	
20-21	51
21-22	63
22-23	TAPR ...
23-24 Goal	**66**

**Not Rated: Declared Stat...

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
2-2	1, 2, 6	Emergent Bilinguals	100% accuracy in Language Proficiency Assessment Committee (LPAC) documentation 100% of clerks, bilingual coaches, and Points of Contact will attend LPAC training	Ensure compliance with state and federal EB mandates and make best decisions for student testing (TELPAS, TELPAS ALT, STAAR, STAAR ALT, STAAR Spanish and EOCs) and designated supports by conducting EB compliance and LPAC training for all clerks, Points of Contacts, specialists, and assistants.	Audit documentation in folders Monitor attendance. **Check Point** **Oct.** ✓ **Feb.** ✓ **June** ✓	August 2023 – June 2024 Executive Directors for Curriculum and Instruction, Senior Director of Bil/ESL, Assistant Directors, Campus leaders, and instructional staff	Local Funds: $39,000
2-3	7	Emergent Bilinguals	Representatives from the Bilingual Department will be present at a minimum of 7 fall, spring, and summer NEISD job fairs	Increase efforts to recruit and retain qualified Bilingual/ESL teachers through 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.** ✓ **June** ✓ ☐	August 2023 – June 2024 Senior Director and Assistant Director of Bilingual/ESL Programs, and HR Department	Local Funds: $26,0000
2-4	1,2,3	**Newcomers**	Improve refugee student (PK-12th grade) school performance and enhance socio-cultural skills	• Refugee/asylee students will have access to social emotional support and resources. • Refugee/asylee students will collaborate with Peer Assistance Leadership and Service/Unity Club/S2S, so they can learn from one another. The students will also participate in a variety of activities while incorporating community outreach. • Curriculum that is culturally and linguistically diverse. • Students will have access to after school tutoring which will provide support in developing language, academics, and social skills. • Refugee/Asylee families will be provided the opportunity to participate in activities as a unit to acquire English as well as literacy skills.	Assessing students' wellbeing through surveys Evaluate success through program attendance. TELPAS and MAP performance of our EB refugee/asylee students will show marked improvement from the previous year. Student academic progress and achievement via student grades,	Kerry Haupert Project Coordinator	GRANT

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					universal screeners, and other district data.		
					Check Point		
					Oct. ✓		
					Jan. ✓		
					May ✓		
2-5	2,4,5	**Newcomers**	100% of refugee/asylee families will have access to a multitude of support that address significant barriers refugee students and families face in adjusting to school and community at the NEISD Welcome Center.	• Provide a registration process that is supportive and comprehensible for our families. • RSI social services will establish reciprocal partnerships with the support of resources for the benefit of refugee/asylee families. • Initiate a referral process for schools to identify, address and track the needs of refugee/asylee students and families. • Provide different linguistic modalities to accommodate communication needs of refugee/asylee students and families on an ongoing basis. • Access to participate in events provided at the Welcome Center (Literacy events, professional learning, adult ESL, sewing, CHEF, dental hygiene, and arts integration)	Maintaining and cross-referencing an ongoing database Evaluate success of the multitude of supports through feedback survey. Assess the number of referrals provided by the campuses to better support the refugee/asylee students and families. Monitor attendance through sign-in sheets. **Check Point** Oct. ✓ Jan. ✓ May ✓	Kerry Haupert Project Coordinator	

Early Childhood Education (ECE)

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
3-1	1, 2, 6, 7	Early Childhood (EC)	85% of prekindergarten students will meet or exceed the recommended learning outcomes in	Increase student achievement and kindergarten readiness by supporting a developmentally appropriate instructional program through implementation of a curriculum that	Monitor beginning/ middle/end of year	August 2023 – June 2024	Local funds ($10,000)

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
			phonological awareness and math 95% of prekindergarten classes will meet 1:11 teacher student ratio 100% of prekindergarten teachers will meet or exceed the teacher requirements of a High-Quality Prekindergarten Program	addresses all of the *Texas Prekindergarten Guidelines (2022)* by: • utilizing and providing guidance on the NEISD Prekindergarten Year at a Glance and Instructional Planning Guide and the *Texas Prekindergarten Guidelines (2022)* • providing a minimum of 50 hours of professional development that address the *Texas Prekindergarten Guidelines (2015),* target early literacy development, and best practices in the Prekindergarten classroom; the professional development will be provided through: o face to face, webinars, and online professional development sessions o monthly new teacher focus sessions o ongoing classroom coaching by EC instructional specialists. • attempting to maintain a student teacher ratio of 1:11 • utilizing various assessment measures and progress monitoring data to identify areas of need and support for student instruction and professional development ensuring that prekindergarten teachers meet or exceed the teacher requirements of the *High Quality Prekindergarten Program*	CIRCLE progress monitoring data Review Pre-kindergarten class enrollment Monitor Eduphoria and coaching documentation <table><tr><td colspan="2">**Check Point**</td></tr><tr><td>**Sept.**</td><td>✓</td></tr><tr><td>**Jan.**</td><td>✓</td></tr><tr><td>**May**</td><td>✓</td></tr></table>	Assistant Director for ECE, EC Instructional Specialists, Prekindergarten Principals, Prekindergarten teachers, Prekindergarten Paraprofessionals	85 para-professional FTEs ($2.12 million) Title II funds ($37,200) 3 FTE Early Childhood Specialist (PREK) ($225,000) 3 FTE Early Childhood Specialist Pre-K 4 SA Grant ($255,000) Pre-K 4SA Grant ($192,500)
3-2	1, 2, 5, 8	Early Childhood	100% of prekindergarten teachers will have an opportunity to attend a minimum of 9 hours of SEL professional development 100% of prekindergarten instructional assistants will have the opportunity to participate in SEL	Increase student achievement and kindergarten readiness including support of SEL and development by: • providing professional development specific to the Social and Emotional Development domain of the *Texas Prekindergarten Guidelines (2022)* • providing an instructional planning guide with a pacing guide for explicit instruction of executive function and social and emotional skills • utilizing support from nationally recognized consultants • ensuring ongoing classroom coaching by EC instructional specialists	Review ECE professional development calendar Monitor Eduphoria reports Review teacher Eduphoria profiles Review beginning/middle/end of year	August 2023 – June 2024 Assistant Director for ECE, EC Instructional Specialists, Prekindergarten teachers	Local funds ($43,000) Title II funds ($25,000)

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
			professional development 85% of prekindergarten students will meet the "on track" benchmark in the Social and Emotional Behaviors domain of the CIRCLE progress monitoring instruments.	• conducting multiple checkpoints of progress monitoring to analyze student SEL strengths and areas for growth to provide targeted support	CIRCLE progress monitoring data **Check Point** Sept. ✓ Jan ✓ May ✓		
3-3	1,2,6,7	Early Childhood	100% of Pre-K through 3rd grade teachers will have the opportunity to attend professional learning based on research-based, developmentally appropriate instructions for students 3 to 8 years old	Increase student achievement by implementing developmentally appropriate practices (DAP) in Early Childhood Education, Pre-K – 3rd grade by: • expanding professional learning opportunities lower elementary teachers • collaboration with campus-based instructional coaches to increase knowledge of research-based practices in EC providing opportunities for administrators to build capacity as instructional leaders in Early Childhood	Review ECE professional development calendar Monitor Eduphoria reports Review teacher Eduphoria profiles **Check Point** Oct ✓ Jan ✓↑ May ✓★	August 2023 – June 2024 Assistant Director for ECE, EC Instructional Specialists, Pre-Kindergarten – 3rd grade teachers, Principals, Assistant Principals, Instructional Coaches	Local Funds ($20,000)
				Gifted and Talented (GT)			
4-1	1, 2, 6	Gifted and Talented (GT)	Increase the number of economically disadvantaged GT students by 1% and EB students by .5% and increase underrepresented populations by 1.5%	Increase the identification of economically disadvantaged, underrepresented populations, and emergent bilinguals receiving GT services to be more closely reflective of the population of the total district by: • universally screening 2nd and 5th grade students at all campuses using the Cognitive Abilities Test to establish school norms to identify students for gifted services	Review fall and spring Public Education Information Management System (PEIMS) report comparison from	August 2023 – June 2024 GT Assistant Director, GT Instructional Specialist, GT Teachers,	Local funds ($120,000)

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
				• providing 30-hour foundation training opportunities for general education teachers (Face to face, Online, In-person through Region 20) providing enrichment opportunities for grades K-5	current and previous years **Check Point** **Dec.** ✓ **June** ✓	Counselors/Campus Testing Coordinators	
4-2	1, 2, 6, 7	Gifted and Talented	100% of secondary teachers serving GT students will attend professional learning for GT.	Strengthen the breadth, depth, and complexity of Secondary GT classes by: • revising the secondary GT curriculum with GT teachers and district curriculum staff to create teacher clarity on course standards, learning intentions, and instruction to differentiate for gifted learners (Math, ELAR, GT Interdisciplinary Studies elective) providing GT professional learning for all secondary GT teachers in collaboration with content departments.	Monitor Summer Collaborations, Curriculum Design Days, and Professional Learning Attendance **Check Point** **June** ✓	August 2023 – June 2024 GT Assistant Director, GT Specialist, Content Area Assistant Directors & Specialists, GT Secondary Teachers.	Title II funds ($10,000)
4-3	4	Gifted and Talented	100% of NEISD GT Parents will be invited to GT Parent Events throughout the school year.	Raise parent awareness of GT services, including GT referral and testing procedures, by: • including updated GT program information on the district webpage and social media for parents, teachers, and students. • implementing a fall and spring Parent Meeting to provide families and the community program updates, service options, and receive feedback to evaluate the effectiveness of district GT services. Providing opportunities for elementary GT parents to attend campus Showcases.	Monitor Parent Meeting & Showcase attendance, parent feedback, and review district webpage/social media. **Check Point** **Oct.** ✓ **March** ✓ **May** ✓	August 2023 – June 2024 GT Assistant Director, GT Instructional Specialist, GT Teachers, and Secondary Counselors.	Local funds ($2,000)
4-4	7	Gifted and Talented	100% of NEISD teachers will have access to professional learning opportunities that focus on gifted students.	Support teacher efficacy and student achievement by providing ongoing professional development opportunities: • providing 30-hour foundation training opportunities for general education teachers (Face to face, Online, Region 20) • providing professional learning opportunities developed collaboratively with content departments.	Attendance at Professional Learning Opportunities **Check Point** **Oct.** ✓ **Dec.** ✓ **March** ✓ **May** ✓	August 2023 – June 2024 GT Assistant Director, GT Instructional Specialist	Local funds ($20,000)

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
**Performance and Accountability**
5-1	2, 6	Data Analysis and Assessments	100% of grades 3-12 teachers will have the opportunity to create assessments in Eduphoria Aware 100% of 3-12 teachers will be able to analyze student data in Eduphoria Aware	Maintain and increase leadership and teacher capacity for data analysis, assessments, and the state accountability system to increase student progress and performance in all content areas by: • surveying campus principals on assessments and data analysis after principal meeting to analyze next steps • providing campus specific trainings during faculty meetings, grade level PLCs, leadership work sessions, or after school trainings at the request of administration and staff • providing access to the Lead4Ward Accountability Connect webinar series and data tools • providing accountability updates and data analysis support during monthly principal meetings partnering with campuses to facilitate student goal setting and reflection	Review sign in sheets Surveys Monitor Google input/feedback forms Maintaining a work log and department calendar **Check Point** **Sept.** ✓ **Jan.** ✓	August 2023 – June 2024 Director of Performance and Accountability, Assessment Specialists, and Principals	Local Funds $25,500
**Professional Learning**
6-1	2,6,7,	Professional Learning Professional Learning Communities and Teacher Clarity	100% of EC - 12 teachers, administrators, and campus leaders will be offered support in the areas of professional learning communities and teacher clarity	Develop campus capability of functioning as a Professional Learning Community with high functioning collaborative teams by: ▪ implementing a PLC Academy that provides structures, processes, and coaching support to establish the campus as a Professional Learning Community ▪ providing professional learning and support focusing on teacher clarity with an emphasis on Essential Learning Outcomes, Learning Intentions, Success Criteria, Sharing Clarity, and Feedback with Clarity ▪ aligning support to the New Art and Science of Teaching Instructional Framework ▪ providing customized implementation support for campuses focused on the Collaborative Cycle, 4 Critical Questions of the PLC process, and Enhancing Teacher	Assessing our Impact through PLC Coaching Logs, Academy Surveys, and Teacher Leader Surveys via kickup Monitoring and adjusting professional learning based on reflections from in-person and digital post-session feedback	August 2023- July 2024 PLC and Teacher Clarity Coordinators Directors Assistant Directors Campus leaders and instructional staff Executive Directors	C&I Title II funds (see Sections 1-2)

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				Clarity with follow-up and support from NEISD PLC / Teacher Clarity coordinators ▪ soliciting recommendations of PLC Teacher Leaders from participating Guiding Coalitions in the PLC Academy to continue and sustain the implementation of the PLC process in the year following initial academy participation ▪ developing and facilitating the learning and collaboration of PLC Teacher Leaders on the implementation of PLC foundational concepts, facilitating and coaching collaborative teams over a 3-year period ▪ providing ongoing PLC implementation support for administrative teams and guiding coalitions	Maintaining Google Classrooms for the Teacher Leaders **Check Point** Sept ✓ Oct ✓ Jan. ✓ March ✓ June ✓		
6-2	2, 6, 7	Professional Learning Arts Integration	The Professional Learning Department in partnership with the Tobin Center will connect with Dedicated Campuses every 9 weeks to promote the development and implementation of Arts Integration techniques across content areas 100% of Cohort members will be invited to attend 2 Arts Integration Inservice trainings and after school trainings every 9 weeks 100% of EC-12 teachers are invited to attend Arts Integration Self-Paced sessions, after-school	Align The New Art & Science of Teaching Instructional Framework to support participating teachers in planning and implementing arts integration techniques within the curriculum by: ▪ providing professional learning opportunities in a variety of modalities including in-service training, after-school trainings, self-paced sessions, Super Saturday, NEISD-Tobin Workshop Training, and Summer Series ▪ growing Arts Integration Ambassadors to develop into learning leaders to share and sustain arts integration instructional techniques within content areas. ▪ partnering Ambassadors with new learning cohorts to model, support, implement and provide feedback on the use of arts integration instructional techniques. ▪ providing EC-12 teachers with foundational arts integration techniques in Engagement via techniques such as: *Acting Right, Tableau, and BEAST* Support the Agreement and Partnership of Dedicated Campuses using art integration techniques in the content areas by:	Assessing the Impact of Ambassadors and cohort members learning and implementation through kickup learning logs. Collecting data through the CETA-Changing Education Through the Arts-Kennedy Center survey Maintaining google classrooms for the Elementary Arts Integration Ambassadors & learning cohorts. TEAMS group for Secondary	August 2023–July 2024 Assistant Director-Professional Learning Director-Professional Learning Ambassador Cohort Dedicated Campus Principals: PreK@West Ave Camelot Castle Hills	C&I Title II funds. ($35,000)

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
			training, and the June district partnership workshop with the Tobin Center.	▪ providing Dedicated Campuses support in aligning arts integration techniques to the NASOT ▪ continuing to meet, plan, model, and debrief with Dedicated Campus Principals to meet their instructional needs for the partnership. ▪ supporting Dedicated Campuses with job embedded professional learning and coaching sessions with Arts Integration Teaching Artist (Tobin Center) for each teacher in grades EC-2nd.	Ambassadors & Learning cohort Collecting artifacts of implementation from Dedicated Campus Monitoring and adjusting professional learning based on reflections from in-person and digital post-session feedback.	Tobin Center/Kennedy Center Partnership	

Check Point	
Oct	✓
Dec	✓ ☐
March	✓
May	✓
June	✓

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
6-3	2, 6, 7	Professional Learning Master Mentor Supporting Beginning Teachers Program: First Year Teacher Academy and	100% of new **(0-year experience)** EC-12 teachers will be assigned a Master Mentor by the campus administrator. 100% of new **(0-year experience)** EC-12 teachers will be invited to participate in the **First Year Teacher Academy** (FYTA) with campus administrator approval. 100% of EC-12 teachers with 1 year experience will	Mentor Program provides teachers new to the profession. with the support they need to learn, grow, and thrive during their first years of teaching. **Master Mentor Program** includes: ▪ highly effective teachers to serve as the master mentor(s) at each elementary and secondary campus. ▪ campus Master Mentor(s) are appointed by the campus Leadership Team and thoughtfully paired with first- and second-year teachers. ▪ completion of New Mentor Training for all new campus mentors ▪ completion of Fall and Spring trainings for all NEISD EC-12 Master Mentors	Assessing our Impact through mentor logs (kickup) Maintaining Teams Groups for the following: EC-12 FYTA, EC-12 Sophomore Cohort, EC-12 Master Mentors Providing program updates to campus	August 2023 – July 2024 Director-Professional Learning Assistant Director – Professional Learning Campus Leadership	Local Funds - $10,000 Title II funds ($195,000)

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
		Sophomore Cohort	be invited to participate in the **Sophomore Cohort** with campus administrator approval. **New EC-12 master mentors** will attend 12 hours of new mentor training (foundational) **EC-12 master mentors** will attend 12 hours of continued mentor training (Fall & Spring semester)	- professional learning for master mentors aligned to the New Art and Science of Teaching and the support topics outlined by TEA. - utilization of research-based practices and resources **Supporting Beginning Teachers Program includes:** - First Year Teacher Academy and Sophomore Cohort offered to EC-12 teachers. - professional learning opportunities for first- and second-year teachers (ES/MS/HS) provided at NTO, Fall and Spring semesters. - program content for FYTA aligned to the New Art & Science of Teaching Instructional Model with emphasis on the category – Context (Engagement, Rules and Procedures, Building Relationships) and support topics outlined by TEA. - program content for Sophomore Cohort aligned to the New Art & Science of Teaching Instructional Model with emphasis on the categories - Context (Engagement, Building Relationships) and Content (Strategies That Appear in All Types of Lessons) - utilization of research-based practices and resources - continued support offered to 3rd year teachers with campus administrator recommendation and approval. **Campus Leader(s) Partnership** includes: - selecting, approving, and thoughtfully pairing first and second year teachers with campus mentors - revising First and Second Year Teacher rosters - communicating support with leadership quarterly - providing Professional Learning opportunity for campus leadership - Building a Culture of Mentorship	leadership throughout the school year. Monitoring and adjusting professional learning and support based on reflections from in-person and digital post-session feedback, and kickup logs. Monitoring sign in sheets, agendas, feedback, and supplemental pay documentation **Check Point** Sept ✓ Oct ✓ Feb ✓ April ✓ June ✓	Campus Master Mentors	
6-4	2,6,7	**Newcomers Professional Development**	Provide access to a 100% of staff with on-going professional development	Increase the number of trained educators working with refugee/asylee students regarding social emotional skills and trauma informed interventions in the schools. (In-person or virtual).	Monitor sign in sheets, feedback, and other artifacts.	Kerry Haupert Project Coordinator	

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			opportunities i.e., social emotional learning, cultural responsiveness, second language acquisition, etc.)	• Educate school personnel on the internal support programs offered by NEISD.	**Check Point** Sept ✓ Oct ✓ Feb ✓ April ✓ June ✓		

Response to Intervention (RtI)/Multi-Tiered Systems of Supports (MTSS)

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
7-1	1, 2, 5	Response to Intervention (RtI)/Multi-Tiered Systems of Supports (MTSS)	100% of MTSS Coordinators and Campus administrators will utilize and be trained on the District MTSS Process and MTSS documentation of interventions in Aware (AIP-Tier 2) and SameGoal (Tier 3) 100% of campuses will be offered coaching and training to support their MTSS/RTI systems-based campus specific needs.	Maintain and increase leadership and teacher capacity to strengthen the MTSS/RTI Process by: • providing ongoing teacher training in research based academic and social skills; training is designed to provide instructional staff with the skills needed to support instructional and social emotional needs of diverse student populations at multiple levels of intervention and intensity. • providing ongoing campus support for creating structures that provide for systemic monitoring of student progress-RTI @ Work process. • providing campus support through consultations, coaching, training, and collaborative team meetings in the areas of SMART goal development, reviewing AIPs, recommendations, and planning support to include a targeted focus on tier 1 instruction and learning environments. • providing professional development on creating Tier 2 AIPs in Aware and Tier 3 Academic and/or Behavior plans in SameGoal that allows for a systemic approach to developing support/intervention plans based on student data. utilizing AIPs and SameGoal to track student progress and growth	Monthly Eduphoria Workshop confirmed attendance rosters and agendas. Assessing our impact through MTSS request log Maintain google classrooms for the MTSS campus coordinators. Student intervention supports indicator via Skyward and SameGoal **Check Point** Oct. ✓ May ✓	August 2023 – June 2024 District MTSS Coordinator, District MTSS Specialists, District MTSS Behavior Specialists, Campus Leadership Teams, Campus MTSS Coordinators	Response to Intervention and PBIS local funds ($17,000)
7-2	1, 2, 5	Response to Intervention (RtI)/Multi-Tiered Systems	100% of campuses will establish and operate an effective leadership and	Establish and operate an effective leadership team to address schoolwide prevention for academic and social behavior:	Review campus MTSS Behavior Solutions plans submitted September 2023	August 2023 – June 2024	

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
		of Supports (MTSS)	MTSS intervention team to address schoolwide prevention for academic and social behavior; build a safe, supportive, and collaborative culture. 100% of campuses will identify, implement, and monitor schoolwide essential academic achievement and academic and social behavior standards; MTSS Behavior Solutions Plans	• Leadership team established with clear roles and responsibilities; focus on Tier 1 implementation. • School mission aligned/inclusive behavior. • Essential behavior standards are identified, shared with staff in the MTSS Behavior Solutions Plans with stakeholder feedback and established in a schoolwide behavior matrix (SOAR, PRIDE, etc.) • Structured meetings held with agenda at least once a month by the leadership team. • Schoolwide behavior data collection inclusive of quantitative and qualitative data brought to monthly meetings for analysis. • Adopt and utilize the Schoolwide Prevention Cycle (PDSA) as a team on an ongoing basis. • schoolwide teaching of essential behavior standards at least three times a year. • Schoolwide systematic reinforcement system in place (aligned with essential behavior standards)	Assessing our impact through MTSS Behavior Solutions campus plan feedback form and MTSS request log Maintain Google classrooms for the MTSS campus coordinators. **Check Point** Oct. ✓	District MTSS Coordinator, District MTSS Specialists, District MTSS Behavior Specialists, Campus Leadership Team, Campus MTSS Coordinators	
7-3	1, 2, 5	Response to Intervention (RtI)/Multi-Tiered Systems of Supports (MTSS)	100% of campuses will establish teacher team roles and responsibilities in ensuring Tier 1 prevention is in place in every classroom, investing in building their capacity to maintain their schoolwide and campus commitments. 100% of campuses establish effective procedures for collecting multiple sources of Tier 1 schoolwide data to facilitate implemented MTSS process	Establish and maintain teacher teams' roles and responsibilities in ensuring Tier 1 prevention is in every classroom, invest in building their capacity, and maintain their commitment to their role and responsibilities: • Ensure universal access to essential grade-level curriculum. • Identify and teach academic and social behaviors. • Provide preventions to proactively support student success. • Schoolwide data collection inclusive of quantitative and qualitative data brought to monthly meetings for evaluating and adjusting of systems. • Tier 1 classroom management menu developed and aligned with the 4Cs (Climate, Culture, Curriculum, Communication) and implemented in every classroom (Tier 1 Classroom Prevention Cycle) • Teacher-managed behavior flowchart components clear and utilized with fidelity by teachers (ongoing training provided by the leadership)	Review campus MTSS Behavior Solutions plans submitted September 2023 Assessing out impact through MTSS Behavior Solutions campus plan feedback form and MTSS request log Maintain Google classrooms for the MTSS campus coordinators.	August 2023 – June 2024 District MTSS Coordinator, District MTSS Specialists, District MTSS Behavior Specialists, Campus Leadership Team, Campus MTSS Coordinators	

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				• Tier 1 behavior roles and responsibilities understood by teachers (ongoing support provided by the leadership based on communicated needs from teachers)	**Check Point** Oct. ✓ March ✓		
7-4	1, 2, 5	Response to Intervention (RtI)/Multi-Tiered Systems of Supports (MTSS)	100% of campuses establish and operate an effective Tier 2 MTSS Intervention Team to address Tier 2 intervention needs. 100% of campuses will have a process for identifying students who need Tier 2 interventions (reteaching) for the essential academic and social behavior standards.	Establish and operate an effective Tier 2 MTSS Intervention Team to address Tier 2 needs: • Schedule time for supplemental interventions • Establish a process for schoolwide student intervention identification (entry/exit criteria) • Plan and implement supplemental interventions for essential social and academic behaviors. • Tier 2 intervention plans are tracked in AIPs in Aware Coordinate interventions for students needing will and skill supports	Review campus MTSS Behavior Solutions plans submitted September 2023 Assessing out impact through MTSS Behavior Solutions campus plan feedback form and MTSS request log Maintain Google classrooms for the MTSS campus coordinators **Check Point** Oct. ✓ March ✓	August 2023 – June 2024 District MTSS Coordinator, District MTSS Specialists, District MTSS Behavior Specialists, Campus Leadership Team, Campus MTSS Coordinators	
7-5	1, 2, 5	Response to Intervention (RtI)/Multi-Tiered Systems of Supports (MTSS)	100% of campuses establish and operate an effective MTSS Intervention Team to address Tier 3 remediation needs. 100% of campuses will have a process for identifying students who need Tier 3 interventions (remediation), identify that function of the behaviors,	Establish and operate an effective MTSS Intervention Team to address Tier 3 remediation needs: • MTSS Intervention team established with clear roles and responsibilities and leads established for each remediation offered. • Tier 3 menu and timely referral process to access the menu is established (Ongoing capacity building on Tier 3 remediation supports referral process) • Tier 3 remediation intervention plans tracked in SameGoal • Tier 3 remediation SMART goals (accountability measures) established and shared with staff on ongoing basis; Goal Book used as a resource. • Structured meeting with a method for progress monitoring	Review campus MTSS Behavior Solutions plans submitted September 2023 Assessing out impact through MTSS Behavior Solutions campus plan feedback form and MTSS request log	August 2023 – June 2024 District MTSS Coordinator, District MTSS Specialists, District MTSS Behavior Specialists, Campus Leadership Team,	

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			and match replacement needs to essential behavior standards.		Maintain Google classrooms for the MTSS campus coordinators. <table><tr><td colspan="2">Check Point</td></tr><tr><td>Oct.</td><td>✓</td></tr><tr><td>March</td><td>✓</td></tr></table>	Campus MTSS Coordinators	
7-6	1, 2, 6	Measure of Academic Progress (MAP) – Universal Screening & Data Analysis	100% of required students will be universally screened with MAP Growth and MAP Reading Fluency three times a school year. 100% of K-12 required teachers and leadership will analyze and respond to the NWEA MAP Growth and Reading Fluency data. 100% of required teachers will provide students and parents feedback about their student's MAP test performance to support academic growth.	Maintain and increase leadership and teacher capacity for data analysis and usage of the MAP assessment system to increase student growth and achievement in all tested content areas by: • Offering professional learning on the NEISD Balanced Assessment system and MAP's role as a universal screener in the MTSS process at July Leadership, New Teacher Orientation, Curriculum Day and as a self-paced class for all staff before a testing window. • Offer required professional learning on district expectations for proctoring a MAP test before each testing window for new teachers. • Support MAP Campus Point of Contacts with testing window guidance to include troubleshooting and training. • Provide MAPology data analysis protocols for PLCs focused on analyzing and responding to MAP Growth and MAP Reading Fluency data utilizing the MTSS process. • Provide monthly professional learning for the MAP Growth and MAP Reading Fluency assessments with a focus on report analysis and instructional application at the class and school level. • Provide in-person campus-specific professional learning for faculty meetings, grade level PLCs, leadership work sessions, or after school training at the request of administration and staff. • Provide state of the district MAP updates to campus, department, and executive leadership after each testing window with a focus on curriculum effectiveness and to identify schools or grade levels in need of support.	MAP Assessment Completion Data Troubleshooting Testing window data Monthly Professional Learning Participation Reports Professional Learning feedback reports to include campus presentations, campus visits, self-paced and in-person professional learning sessions. <table><tr><td colspan="2">Check Point</td></tr><tr><td>Sept</td><td>✓</td></tr><tr><td>Jan</td><td>✓</td></tr><tr><td>April</td><td>✓</td></tr></table>	August 2022 – July 2023 Assistant Director of C&I- MAP, Director for Elementary C&I	

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				• Provide professional learning and protocols via Handbooks for MTSS Campus Coordinators to help their campus respond to universal screenings utilizing the MTSS process to include 1-3 Early Reading Indicator screening and K, 1 and 7th grade Dyslexia screening. • Offer protocols for how to use the MAP reports for parent communication and student goal setting after each administration. Provide professional learning to utilize the MAP Growth tools that communicate expected proficiency on ACT and SAT, and the NWEA College Explorer Tool and the Growth Goal Explorer Tool to help students set aspirational goals for college readiness benchmarks.			
World Languages							
8-1	1, 6	World Languages	85% of a student sample will meet or surpass proficiency goals on external proficiency assessments	Increase the number of students meeting or surpassing proficiency goals by: • providing teachers with instructional pathways, performance objectives, instructional activities, and staff development in researched-based strategies to support students' independent use of language and proficiency. • supporting district 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 (NADSFL), American Council on the Teaching of Foreign Language (ACTFL), Southwest Council on Language Teaching, Professionals in Education Advancing Research and Language Learning (PEARLL), and AP College Board Workshops • supporting teacher-leader professional development in a trainer-of-trainer model through conferences such as TFLA, ACTFL, and PEARLL	Utilize district world language program rubrics. Utilize score reports from external assessments. **Check Point** Jan. ✓ June ✓	August 2023 – June 2024 Assistant Director for World Languages, World Languages Department Chairpersons, Teachers, Principals, Assistant Principals (APs)	Local funds ($50,000) Title II funds ($10,000)
8-2	1, 6	World Languages	Students will receive instruction in the target language 90% of the time during a class period.	Increase the number of students who are using the target language in the classroom by: • providing a proficiency-based approach in the classroom where the target language is used for most of the class	Conduct walkthroughs Monitor Eduphoria sign in sheets.	August 2023 – June 2024 Assistant Director for World	Local funds ($30,000) Title II funds ($5,000)

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			Students will have opportunities to communicate in the target language 50-90% (as appropriate) of the time during a class period. 100% of teachers will attend at least 1 training about proficiency-based instruction	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 • providing teachers training on using input that is comprehensible, lesson planning to maximize input and output, levelling up proficiency, and developing students' independent language use	**Check Point** **Dec.** ✓ **Feb.** ✓	Languages, World Languages Department Chairpersons, Teachers, Principals, APs	
8-3	1, 6	World Languages	85% of students will meet or surpass performance objectives on common departmental unit exams	Increase the number of students who are meeting or surpassing classroom performance objectives by: • 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	Utilize district world language program rubrics. Utilize results of district common semester exams **Check Point** **Jan.** ✓ **June** ✓	August 2023 – June 2024 Assistant Director for World Languages, World Languages Department Chairpersons, Teachers, Principals, APs	Local funds ($10,000)
8-4	1, 6	World Languages	10% increase in student enrollment in levels II and above	Increase student enrollment in levels II and above by: • expanding extracurricular opportunities at the campus level through clubs, honor societies, and special events that highlight the benefits of world languages. • capitalizing on national world language month to publicize and showcase world languages. • offering summer world language camps to late elementary/early middle school students • providing teachers opportunities to visit middle schools to showcase their programs. • creating a promotional product that highlight the world language program •	Request to be on the agenda of department meetings. Agenda item for district-level department head meetings **Check Point** **Nov.** ✓ **June** ✓	August 2023 – June 2024 Assistant Director for World Languages, World Language Department Chairpersons, Teachers	Local funds ($10,000)

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				SPECIAL EDUCATION (SPED)			
9-1	1, 2, 6	Special Education	Standardized performance measures will show increased performance that results in a 5% reduction in the achievement gap between students who receive Special Education services and those who do not.	Increase student achievement and ensure student centered instruction through: • creation of resources to support campuses in aligning evaluation results with instructional practices. • Regularly supporting campus leaders in the analysis, interpretation, and use of data to monitor student progress and plan for intervention/enrichment. • alignment of instructional strategies used to support students with Autism who receive instruction in specialized settings. • development of a continuum to support students enrolling in Early Childhood Special Education (ECSE) programs. • expansion of instructional resources to support students with dyslexia and related disorders who receive instruction in the special education setting. • supporting campuses in the creation and implementation strategies to achieve targeted growth goals for students with disabilities	Resource Documents Quarterly progress monitoring Student Data Common Assessments STAAR/EOC Results MAP data **Check Point** Oct. ✓ Dec. ✓ Mar. ✓ May ✓	August 2023 – June 2024 Special Education Administrative Team, Campus Principals, Teachers, Curriculum & Instruction Staff	State and Local Funds IDEA-B funds Autism Grant Dyslexia Grant

9-2	1, 2, 6	Special Education (College, Career & Military Readiness)	At least 70% of students receiving Special Education services will demonstrate College, Career and Military Readiness.	Increase College, Career and Military Readiness by ensuring all students:
				• develop and complete a four-year graduation plan aligned to post-secondary transition goals.
				• participate in a coherent sequence of courses aligned with CCMR outcomes, including those with modified or vertically aligned pre-requisite TEKS instruction.
				• have access to CTE classes with AT tools and modifications to participate and communicate in class.
				• have access to meaningful CCMR Preparation activities such as:
				  ○ Transition Tuesdays
				  ○ ASVAB preparation course
				  ○ TSI preparation courses
				
				Increase capacity of Middle and High School staff by:
					Graduation coding, Student Transcripts, CCMR Indicators, Industry Certifications, CTE Enrollment and completion
					
					Check Point
					Oct. ✓
					Dec. ✓
					Mar. ✓
					May ✓
						August 2023 – June 2024
						
						Special Education Administrative Team, Campus Principals, Special Education Campus Coordinators, Teachers, CCMR Specialists, Counselors, Guidance Services Director, CTE Director
							Local funds

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				• developing a deeper understanding of CCMR indicators at the campus level and supporting collaborative planning to support student needs. • providing targeted training for counselors and campus coordinators to support development of four-year graduation plans and alignment to student records (transcripts) • providing targeted training on accommodations and supports for CTE and Elective teachers. • increasing Case Manager awareness and understanding of program options • supporting the master scheduling process to ensure equitable access			
9-3	1,2,7	Special Education (Professional Development)	100% of staff will have access to comprehensive professional development and follow-up support designed to ensure students with disabilities are provided instruction targeting enrolled grade level standards in an equitable and meaningful manner.	Support teacher efficacy and student achievement by providing ongoing professional development across disability-associated instructional & behavioral needs by: • providing support/accountability through professional learning and PLC activities for specialized settings • collaborating with other departments to support access to the general curriculum for learners with disabilities. • refining the system for creating action plans and supporting staff in implementing newly acquired skills and strategies. • creating a Professional Learning Cohort for Teachers focused on developing/refining collaborative teaching practices. • Implementing a cycle of coaching and instructional rounds in support of ongoing professional development • providing a framework to improve teaching and learning based on Universal Design for Learning Principles • expanding professional learning opportunities for para-educators	Eduphoria Quarterly Reports Staff PD Surveys Agendas Cross Departmental Planning Agendas **Check Point** Oct. ✓ Dec. ✓ Mar. ✓ May ✓	August 2023 – June 2024 Special Education Administrative Team, Campus Principals, Teachers, C&I Staff	State, Local funds ESSER funds Dyslexia Grant Autism Grant
9-4	1, 2, 5, 7	Special Education Behavior & Stuent Wellbeing	The number of discretionary disciplinary removals of special education students will	Promote positive behavioral changes to increase academic engagement and social inclusion, through: • collaboration among stakeholders to identify alternatives to In School Suspension and Out of School Suspension	PEIMS Disciplinary Placement Data PPS Discipline Reports RDA Removal Reports	August 2023 – June 2024	Local funds IDEA-B Funds CCEIS Funds

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			decrease by 5% when compared to 2021-22	- engaging campus coordinators and case managers in the process of recognizing patterns of behavior in student removals - analyzing data to determine areas of concern for potential disproportionality in disciplinary placements. - reorganization of existing staff to create a Targeted Behavior Support team to provide Tier 2 & 3 support at the campus level. - Implementation of a student mentoring program for targeted student groups in campuses demo	**Check Point** Oct. ✓ Dec. ✓ Mar. ✓ June ✓	Special Education Administrative Team, Campus Principals, Teachers, Behavior Facilitators, Campus Crisis Teams, Pupil Personnel Staff	
**Dyslexia Support**
9-5	1,2,7	Dyslexia	Standardized performance measures will show increased performance that results in a 5% reduction in the achievement gap between students identified with Dyslexia and Related disorders and those who are not.	Ensure implementation of scientifically proven instructional programming for students identified with Dyslexia and related disorders through: - Improve Reorganization of Dyslexia Intervention Teacher team to create flexible staffing assignments for standard protocol dyslexia instruction at all campuses. - Implementation of intervention programs for students in early childhood settings - expanded training for staff in instructional strategies/resources to support students identified with dysgraphia. - Implementation of standardized progress monitoring systems - expansion of professional development opportunities for all teachers in multi-sensory approaches to reading and writing instruction - development of a NEISD Cohort for growth of therapists and evaluation staff skilled in supporting identification and response to needs of dyslexic students.	Quarterly progress monitoring of individual student progress at the campus level **Check Point** Oct. ✓ Dec. ✓ Mar. ✓ June ✓	August 2023 – June 2024 District Dyslexia Team, Campus Administration, Special Education Administration, Section 504 Administration	State & Local funds ESSER Funds Dyslexia Grant

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				LEARNING SUPPORT SERVICES			
				Advancement Via Individual Determination (AVID)			
10-1	1, 2, 5	Advancement Via Individual Determination (AVID)	Increase the number of students in secondary Advancement Via Individual Determination (AVID) elective by 1% Increase the number of trained AVID district and campus leadership by 1% 95% or more of AVID Seniors will be accepted to a college/university or career path. 100% of High School AVID students will gain a CCMR indicator by senior year. 90% of Middle School AVID Students will show growth or maintain performance level on ELAR STAAR.	Continue to strengthen the existing AVID system by: • providing professional development (Summer Institute, Path AVID training, and teacher choice opportunities) • collaborating with core content departments and Career and Technology to align AVID best practices with core content curriculum. • using data to set AVID program goals • providing professional learning on AVID instructional methodologies to campus staff • 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. • provide vertical alignment opportunities to AVID Coordinators	Review AVID campus site team plans submitted October 2023 Review data submitted in MyAVID. Review the Coaching and Certification Instrument **Check Point** Oct. ✓ June ✓	August 2023 – June 2024 AVID District Director, AVID Coordinators, Campus AVID Site Teams	
				Career and Technical Education (CTE)			
11-1	1, 2, 7	Career & Technical Education	The CTE Department will collaborate with high school stakeholders to increase student-earned IBCs by 5% District-wide	Increase the number of students who receive industry-based certifications to improve campus/district CCMR indicators by: • holding IBC pull-outs for teachers during the fall semester, • support teacher attainment of IBCs within their programs of study, • facilitating the curriculum writing process for CTE programs of study via teacher pull-outs and Districtwide PLC initiatives, and • conducting CTE instructional walks	Participation in regular meetings with CTE leadership and applicable District departments **Check Point** Dec. ✓ April ✓	August 2023 – June 2024 Senior Director of Career and Technical Education (CTE), Assistant Director of CTE, Program	CTE Federal funds ($100,000) CTE Local funds* ($250,000) *State reimbursement funds

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						Coordinator, CCMR Specialists	
11-2	1,6,7	Career & Technical Education	The CTE Department will implement strategies for teachers, campuses and programs to increase CTE completers by 5%.	Increase students completion rates in CTE programs by: • reviewing campus programs of study annually, • conducting CTE instructional walks, • providing and reviewing with CTE program of study guide with each campus, and • facilitating the curriculum writing process for CTE programs of study via pull-outs and District-wide PLC initiatives.	Complete program of study guide and implement new courses through course convention. Review student enrollment/retention data annually. **Check Point** Dec. ✓ April ✓	August 2023 – June 2024 Senior Director of CTE, Assistant Director of CTE, Program Coordinator	CTE Local funds ($350,000)* *Annual CTE programs consumable allocation
11-3	1, 2, 4, 6, 7	Career & Technical Education	Ensure at least 95% of all courses utilized within CTE programs of study will have a completed Year at a Glance (YAG) posted on the NEISD website.	Ensure common CTE curriculum by: • facilitating the curriculum writing process for CTE programs of study via pull-outs and District-wide PLC initiatives, • working with PLC leaders, magnet directors, and campus leadership to provide targeted support for teachers, and • utilize CTE instructional specialist to help CTE teachers identify learning targets and create uniform curriculum documents.	Participate in monthly designated PLC time with teachers. Garner feedback during meetings and with EOY survey. **Check Point** Dec. ✓ April ✓	August 2023 – June 2024 Senior Director of CTE, Assistant Director of CTE, Program Coordinator	Title II Funded CTE Instructional Specialist
College, Career, and Military Readiness (CCMR)							
12-1	1, 2, 4	Establish College and Career Awareness and Preparation	Increase the number of students participating in on-line test prep programs will increase by 2%	Provide a College/Career Readiness program to all students on all secondary campuses by: • providing students access to college information through College Board – Bluebook, Big Future, and other resources • maintaining a college prep and career awareness and preparedness website: College & Career Readiness providing access to online test prep material for the Texas Success Initiative Assessment (TSI or TSIA), Advanced Placement (AP), PSAT, SAT, and ACT through Learning	Monitor online prep participation. **Check Point** Dec. ✓ May ✓	August 2023 – June 2024 College, Career, Military Readiness (CCMR) Specialist, College and Career Readiness Coordinator, Director of	

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				Express (an online resource), and March2Success through Junior Reserve Officers' Training Corps (JROTC)		Guidance Services, Career and Technical Education (CTE) Director, Director for Army Instruction, Campus Counselors	
12-2	1, 2, 4	College Readiness Performance	Increase CCMR Target Outcome Goals by 1.5% each year through meeting the criteria for College/Career Readiness standards for the following: TSIA, SAT, ACT, AP, Dual Credit	Meeting the district CCMR Board Outcome Goals by increasing the CCMR Progress Target Goals by 1.5% through the following: • offering SAT and/or ACT weekend test administrations at NEISD high school campuses throughout the year • offering TSIA administration dates for interested juniors and seniors during the school day. • maximizing the number of Dual Credit and University of Texas (UT) OnRamps courses offered • offering PSAT to 100% of 9th, 10th, and 11th grade students • offering the SAT School Day to 100% of 11th grade students offering the ACT School Day to interested 12th grade students	Monitor the number of 10th, 11th, and 12th grade students who have earned a CCMR indicator. Review the number of students scoring a 3, 4, or 5 on AP exams. Review the number of students earning college credit hours through Dual Credit and UT OnRamps **Check Point** Feb. ✓ June ✓	August 2023 – June 2024 CCMR Specialist, Advanced Academics Coordinator, College and Career Readiness Coordinator, APs for Instruction, Director for Guidance Services, Campus Counselors, Assistant Directors for Curriculum, and Instruction	CCMR Outcome Bonus AP exams ($940,000) TSI Units ($14,000) PSAT ($200,000) SAT School Day ($250,000) ACT School Day ($20,000)
12-3	1, 2, 4, 6	Establish College Readiness Partnerships and Participation	College credit hours earned by students will increase by at least 2% 75% of seniors will complete college applications and 100% will complete the Free Application for Student Aid (FAFSA) forms.	Increase students' opportunities to earn college credit through Dual Credit and OnRamps courses by maintaining and expanding partnerships with institutions: UT OnRamps, Alamo Colleges CCMR specialist, San Antonio Education Partnership (SAEP) and Trinity University College Advising Corp will meet with 100% of high school seniors to ensure that 75% of high school seniors have completed college applications and 100% of high school seniors have completed FAFSA applications. Alamo Promise will be presented to 100% of the seniors and students will have the opportunity to register	Review the total of dual credit and UT OnRamps hours earned. Review data with SAEP and Trinity College Advisor quarterly Review participation data for seniors who	August 2023 – June 2024 CCMR Specialist, College and Career Readiness Coordinator, APs for Instruction, Dual Credit and AP Teachers, and Alamo Colleges' Personnel	CCMR Outcome Bonus SAEP ($40,000) Trinity Advising ($50,000) Dual Credit ($5,000) UT OnRamps

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			100% of seniors will be provided the opportunity to register for Alamo Promise		have registered for the Alamo Promise **Check Point** Oct. ✓ May ✓		($250,000)
12-4	1, 6	College and Career Readiness Closing Gaps	Increase the number of students taking AP courses by 2% Increase the number of underrepresented students scoring at least a 3, 4, or 5 on AP exams by 2%	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: • encouraging the use of AP Potential reports (grades 9,10, and 11) to identify students, with a focus on underrepresented students, who may not have taken any AP courses. encouraging the use of AP Classroom resources to support students prior to exam registration and for exam preparation	Send the AP Potential reports to campuses. Review the number of students taking AP courses and scoring a 3, 4, or 5 on the College Board Report **Check Point** Feb. ✓ July ✓	August 2023 – June 2024 CCMR Specialist, Advanced Academics Coordinator C & I Assistant Directors, CCMR Coordinator, Executive Director for C & I,, Curriculum AP, Instructional Deans, Department Chairpersons, and Teachers	
12-5	1,4	College. Career, and Military Readiness	100% of 10th, 11th, and 12th grade students will have the opportunity to take the ASVAB (Armed Services Vocational Aptitude Battery) test and receive interpretation of scores	Every student in 10th, 11th, and 12th grades will be provided the opportunity to take the ASVAB at least one time during the student's respective years	Monitor ASVAB assessment. **Check Point** Feb. ✓ May ✓	August 2023 - June 2024 College and Career Readiness Coordinator, Director for Guidance Services, Coordinator, CCMR Specialist	N/A
12-6	1	College, Career, and	Domain III: Closing the gaps. The district will meet 100% of the targets for all student	As a district, we will narrow the achievement gaps and increase student achievement with respect to race, ethnicity, special programs, and socioeconomic status by:	Monitor, analyze, and measure student growth on:	August 2023 – June 2024	Title funds, State Compensatory Education, CCMR

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		Military Readiness	groups in Domain III: Academic Achievement and CCMR The following student groups will exceed progress on HB3 by 2% or more: African American, Hispanic, White, Special education, economically disadvantaged, Identified At-Risk students, English Language Learners (current & monitored)	• providing support in curriculum and instruction for all STAAR End –of - Course (EOC) subject areas required for graduation. • monitoring student progress consistently and periodically throughout the school year • support campuses and students who are not meeting graduation criteria throughout the year. • supporting campuses and students who are not demonstrating college readiness based on AP, SAT, ACT, and TSI scores. • Incorporating a framework across all campuses that supports integration of CCMR opportunities through multiple academic pathways. • Identify and ensure that all students have access to advanced academic opportunities, CTE pathways, and military readiness. • Ensuring that all students have access to learning programs that will support high school graduation. Identify students with AP potential and support their enrollment in advanced placement, OnRamps, or CTE industry aligned courses	Common assessments, Benchmark assessment STAAR EOC, SAT, ACT, TSI, ASVAB **Check Point** Oct. ✓ Mar. ✓ May ✓	Executive Directors, Senior Directors, Directors, Assistant Directors, and District Specialists	Outcome Bonus, C&I Local funds
**Department of At-Risk/Student Leadership & Support Services**						
13-1	1, 2, 4, 5, 8	Student Leadership	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 25,000 total service hours through the PALS program. 100% of PALS teachers and students will be provided with opportunities to	Develop and support student leadership and service in secondary schools by coordinating leadership programming at each level. • providing teacher and student PALS training and feedback in the peer helping program to include character development. • assigning a minimum of 2 students (mentees) from feeder or home campuses to each PALS student to mentor ensure access to high quality leadership programming at all levels via PALS, Leader in Me, and Lead It	Review program data summary **Check Point** Dec. ✓ Feb. ✓	August 2023 – June 2024 PALS, PALS Teachers, Principals, Student Leadership Specialist, At-Risk Specialist, Director of At-Risk/Student Leadership & Support Services	Local funds ($245,000)

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			provide feedback on program activities and areas of need. 100% of campuses utilizing Leader in Me will have access to LiM dashboard resources to support implementation. 100% of district campuses will have access to Lead It (Franklin Covery) ambassador programming.				
13-2	2, 5, 8	Student Well-Being	100% of students at participating campuses will have access to prevention activities and intervention counseling sessions. 100% of elementary campuses will have access to Student Well-Being/Mental Wellness supports.	Continue to improve well-being initiatives via Student Well-Being/Mental Wellness Counselors to all campuses. • providing prevention and intervention support to their students (including those assigned to NEAC) relating to grief, anxiety, drug and alcohol abuse, and other adverse situations. • Providing yearlong suicide prevention activities • providing training to all district counselors throughout the school year • Support Texas Child Health Accessing Through Tele-medicine (TCHATT) Leading small group counseling sessions throughout the year based on needs assessment to include data reports	Review metrics Student Well-Being/Mental Wellness Team **Check Point** **Dec.** ✓ **Feb.** ✓	August 2023 – June 2024 Student Well-Being Counselors, Mental Wellness Counselors, Secondary Principals, Director of At-Risk/Student Leadership & Support Services, Director of Federal Programs	Local Funds ($73,840) Title IV ($900,000-10 STAN Counselors) Title 1 ($430,000-6 Student Well-Being Counselors)
				Family Engagement and Migrant			
14-1	3, 4	Family Engagement	Family engagement participation will increase by 5% at each Title I/ Bilingual/Pre-K campus that has a Title I Family Specialist Graduate a minimum of 12 parents from Family Engagement Leadership Academy per Family	Improve and increase family and community engagement by: • providing a Title I Family at every Title I campuses • offering effective family engagement activities thru Family Engagement Leadership Academy classes at various times of the year • Family Engagement Leadership Academy achievements recognized at the end of the year closing session • expand and maintain community partnerships with H-E-B Read 3 Early Literacy, Community in Schools, BCFS Health and Human	Review Student & Family Liaison or Family Specialist calendars and Crate requirements **Check Point** **Dec.** ✓ **May** ✓	August 2023 – June 2024 Principals, Assistant Director-Family Engagement & Migrant, Director for Federal Programs, Family	6 FTE- Family Engagement Liaisons ($390,000 Local) 31 FTE-Title I Family Specialists ($2,015,000)

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
			Engagement Liaison /Family Specialists Increase participation at the Family Engagement Training by 5%	Services, Education Service Center 20, San Antonio Food Bank to facilitate trainings for parents • providing support to families in crisis using in-district and community social services • Family Engagement Training 1 time a year at the district level		Engagement Liaison /Family Specialists	
14-2	3, 4	Family Engagement	100% of Prekindergarten families will have access to a Family Engagement Liaison /Family Specialists and will have access to a minimum of 3 parent trainings that are specific to families with young children during the school year 100% of Family Specialists will support campus goals for prekindergarten students -meet or exceed the recommended learning outcomes in phonological awareness and math	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: • utilizing research-based strategies, such as the _Dual Capacity Building Framework for Family School Partnerships_, to support family engagement • providing access to a Family Engagement Liaison /Family Specialists 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 benchmarks	Review & Family Engagement Liaison /Family Specialists calendars and Crate requirements **Check Point** Dec. ✓ May ✓	August 2023 – June 2024 Assistant Director for ECE, Assistant Director-Family Engagement & Migrant, EC Instructional Specialists Family Engagement Liaison /Family Specialists, Prekindergarten teachers	6 FTE- Family Engagement Liaisons ($390,000 Local) 31 FTE-Title I Family Specialists ($2,015,000)
14-3	3, 4	Family Engagement Trainings and establish community partnerships	100% of Family Engagement Liaison /Family Specialists can attend 9 professional development training courses	Monthly training geared to Family Engagement Liaison /Family Specialists to include: • utilizing research-based strategies, such as the Dual Capacity Building Framework for Family School Partnerships, social emotional learning to support family engagement • expanding and maintaining community partnerships with Community in Schools, BCFS Health and Human Services, Education Service Center 20, San Antonio Food Bank to facilitate trainings for parents, grandparents, and guardians.	Review Family Engagement Professional Development Plan **Check Point** Dec. ✓ May ✓	August 2023 – June 2024 Principals, Assistant Director-Family Engagement & Migrant, Director for Federal Programs, Family Engagement Liaison /Family Specialists	6 FTE- Family Engagement Liaisons ($390,000 Local) 31 FTE-Title I Family Specialists ($2,015,000)

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14-4	1, 6	Migrant	90% of Migrant students will reach Approaches Grade Level or Above on the STAAR/EOC in math and reading 100% of Certificates of Eligibility (COEs) will have 0 errors	Ensure the success of migrant and at-risk students by: • providing supplemental services such as tutoring • ensuring all eligible migrant families residing in the district are properly identified, recruited, and served. • maintaining proper completion of COE • providing the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet. • PFS migrant students will receive priority access to supplemental instructional and support opportunities. • providing extra support for Priority for Service (PFS) students' support before, during, and after school. • attend the Identification & Recruitment (ID&R) training offered by ESC – Recruiters and attend ID&R and Texas New Generation System (TX-NGS) training offered by ESC – Designated SEA Reviewers • gather and analyze data and input from various Migrant Education Program (MEP) stakeholders to incorporate appropriate changes into the subsequent ID&R plan and PFS plan for continuous improvement •	Texas Education Agency (TEA) progress report for Priority for Service Students **Check Point** Sept. ✓ Nov. ✓ Feb. ✓ May ✓	August 2023 – June 2024 Assistant Director Family Engagement, Campus Principals, campus counselors	Migrant Funds ($7,139)
				Guidance Services			
15-1	1, 4, 5	Guidance	100% of elementary school students will participate in a minimum of 7 guidance lessons per year. 100% of middle school students will participate in a minimum of 7 guidance lessons per year. 100% of high school students will participate in a minimum of 7 guidance lessons per year.	Provide equal opportunities for all students to receive guidance and counseling by: • implementing the Texas Model for Comprehensive School Counseling Programs • implementing the Campus Comprehensive Guidance Plan to include the 4 components: Guidance Curriculum, Responsive Services, Individual Planning, and System Support • provide professional development for counselors to increase their efficacy. • Access the school counselor through the Find my Counselor on the Counselor Corner on each campus website	Monitor Campus Comprehensive Guidance Plans **Check Point** Oct. ✓ March ✓	August 2023 – June 2024 School Counselors, Guidance Coordinator, Director for Guidance Services	

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			100% of students will have access to communicate with their counselor				
15-2	2, 3, 5, 6, 7, 8	Health Services, Guidance Services, Health, and Physical Education (PE), Student Leadership and Well Being, and Human Resources	100% of campus personnel and transportation personnel will attend training presented by the school counselor or Director of Guidance Services 100% of all new employees will complete child abuse training. 100% of all new educators will complete suicide prevention training	• providing mandatory training to all campus employees and transportation employees facilitated by school counselors using the power point "Mental Health Training," which includes awareness and prevention techniques on Jenna's Law, child abuse, suicide prevention, other maltreatment of children, and human trafficking. • providing mandatory child abuse and suicide prevention training and requiring signature of completion for all new employees 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	"Mental Health Training" will be presented at each campus, nutrition services, transportation, custodians, and maintenance in August. Monitor ongoing child abuse training of new employees. Monitor ongoing suicide prevention training of all new educators. **Check Point** Sept. ✓ Feb. ✓	August 2023 – June 2024 Campus Nurses, School Counselors, Student Teacher Assistance Network (STAN) Counselors, Health/PE, Campus Administrators, and Human Resources	n/a
15-3	1, 3, 4	Guidance	100% of secondary students will complete a 4-year plan in Skyward 100% of the 8th graders will complete the Kuder Assessments and 4-year plan 100% of all students will be provided information regarding the importance of higher education	Increase college, career, and military awareness for all students by: • requiring all elementary, middle, and high school counselors to advise students and parents regarding the importance of rigorous curriculum choices, college, career, and military readiness, 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 1 or more endorsements and the Distinguished Level of Achievement [*House Bill (HB) 5, 83rd Texas Legislature*]	Monitor 4-year plans Review 8th graders Kuder Program usage Monitor progress in disseminating higher education information. **Check Point** Nov. ✓ March ✓	August 2023 – June 2024 School Counselors, Guidance Coordinator, Director for Guidance Services	Not Applicable (N/A)

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
				• educating students and parents regarding the Texas Grant Program and automatic admission to certain institutions [*Texas Education Code (TEC) §§ 33.007*] • providing instruction of the Kuder Program to all 8th grade students [HB 18]			
				Library Services			
16-1	6	Library Services Collection Development	At least 32 of the weekly Library Services blog posts will feature tips, updates, and instructions on the school library management system (SLIS). **1**00% of the support materials in the Library Services procedure manual will be updated by January 1, 2024. One professional learning opportunity on the school library management system collection analysis tool will be provided each semester. A 5x5 weeding report for the selected Dewey section of the library collection at least once per quarter. Provide in-person training on the SLIS collection analysis tool by the end of January 2024 for 100% of the new librarians.	**Support librarians in maintaining and improving their print collection by providing:** o learning opportunities on the school library management system o posting tips and updates in the Library Services weekly blog o presenting training on the school library management system collection analysis tool.	Monitor the weekly blog posts, procedure manual updates, Insignia reports, and planning of each professional development. <table><tr><td>**Check Point**</td><td></td></tr><tr><td>**Oct.**</td><td>✓↑</td></tr><tr><td>**Jan.**</td><td>✓↑</td></tr><tr><td>**May**</td><td>✓↑</td></tr></table>	August 2023 – June 2024 Library Services	($300) Cost/Resources: Printing and office supplies

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16-2	1	Library Services Professional Learning	Library Services will provide a minimum of 8 professional learning sessions focused on instruction protocols or routines, and/or district-provided digital resources to create TEKS-based lessons targeting the power standards or essentials.	**Support librarian professional development by providing** learning opportunities focused on TEKS-based lessons targeting power standards or essentials and innovative instruction using thinking protocols or routines and district-provided resources.	Monitor the content of professional development. **Check Point** Oct. ✓↑ Jan. ✓↑ May ✓↑	August 2023 – June 2024 Library Services	($1800) Cost/Resources: Printing, office supplies, and consultant fees
16-3	1	Library Services PLC Collaborative Teams	Coordinate meetings and action guides for seven PLC collaborative team meetings. Conduct two meetings with the guiding coalition team members each fall and spring semester. Analyze the work of the PLC collaborative teams using the data tracking documents at least two times each fall and spring semester.	**Support librarian participation in PLC collaborative teams by:** o coordinating librarian PLC collaborative team meetings o creating and providing data tracking documents utilizing the Library Services guiding coalition team member input to facilitate and lead the work of the PLC collaborative teams.	Monitor PLC collaborative team action guides. **Check Point** Oct. ✓↑ Jan. ✓↑ May ✓↑	August 2023 – June 2024 Library Services	($200) Cost/Resources: Printing and office supplies.
				State Compensatory Education (SCE)			
17-1	1, 4, 6	Accelerated Education At-Risk and Eco. Dis.	100% of campuses with State Compensatory Education (SCE) will provide instructional support and guidance to students who are at-risk of dropping out of school or who are economically disadvantaged.	Ensure that all at-risk students will increase their performance on state assessments and earn course credit by: • providing accelerated /supplemental instruction in ELAR, math, science, and social studies for students who have failed the state assessment. implementing accelerated instruction through Course Protection (MS/HS), Course Recovery (MS), Credit Protection (MS/HS), Credit Recovery (HS)	Campus Instructional Improvement Plan (CIIP) review Public Education Information Management System (PEIMS) At-Risk Percent Review	August 2023 – June 2024 Campus Principals Campus Leadership Team SCE Funded Teachers/Staff	SCE FTEs 15 ES SCE teachers $826,136 26 MS SCE teachers (includes AVID) $617,946 14 MS Academic Deans 1,028,062

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					Check Point Dec. ✓ June ✓	Curriculum and Instruction Leaders Learning Support Services	SCE-ED ($755,514) SCE FTEs 7 HS Local Credit (includes AVID) Teachers ($489,154) MS Math and Reading Acceleration Teachers $1,256,710 Edgenuity ($262,000) SCE ACE FTEs (1,067,473) MS MSL9 (108,661) NEAC (2,707,225)
17-2	1, 6	Accelerated Education At-Risk	100% of participating students will attend a minimum of 90% of summer school	Provide at-risk students additional instructional time and opportunities to master state content and performance standards beyond the required instructional days through opportunities provided in Summer School and Summer Acceleration.	Monitor Summer School Programs **Check Point** June ✓	August 2023 – June 2024 Summer School Principals, Learning Support Services and Curriculum and Instruction	SCE FTEs HS – ($ 429,247) MS – ($ 155,553) ES – ($ 432,634) Title I funds (900,000)
17-3	1, 6	Accelerated Education For At-Risk and Eco Dis	Increase the graduation rates of targeted student groups (EB, School Age Parents, McKinney-Vento) by 1%	Increase and improve the academic success, attendance, and graduation rates of students with diverse needs by: • providing Bilingual/ESL assistants to support middle and high school campuses. • providing specialists to model teach, coach, provide after school support, and intervention programs. • identifying and enrolling students in need of support into the school-Age Parenting Program (SAPP) • ensuring immediate enrollment of students experiencing homelessness	Monitor Benchmark results. Monitor TELPAS results. Attendance and graduation rates will be reviewed.	August 2023 – June 2024 Principals, Learning Support Services, Curriculum and Instruction, Instructional Specialist,	SCE FTEs 27 Bilingual/ESL HS and MS Assistants ($503,878) 3 HS and MS Newcomer teachers ($228,593) Title 1 funds:3 FTE McKinney Liaisons ($342,841)

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				• providing case management, services, and interventions to identify at-risk students based on student needs. • Providing ongoing training and support to campus at-risk coordinators/teams to ensure students at-risk are identified.	Public Education Information Management System (PEIMS) At-Risk Percent Review	At-Risk Campus Coordinator, District At-Risk Specialist, School–Age Parenting Case Manager/ Instructors, McKinney-Vento Liaisons,	TEHCY Grant ($103,633) SCE funds ($202,640) $44,241 (local)
					Check Point Jan. ✓ June ✓		

Testing Services							
18-1	4,6	Testing Services	100% of state testing will model and support the Texas Education Agency required initiatives/ criteria.	Designs and implements a student assessment program that • meets all state requirements, audit criteria, and provides ongoing student formative and summative data alignment in conjunction with district initiatives that monitors and measures student success. • Monitors and supports all campuses with state testing. • Monitors student STAAR 3-8, EOC, and TELPAS student registration data files and testing data with 100% accuracy. • Campuses will utilize Campus Testing Team (CTT) approach to lower the number of testing irregularities. 100% support for Campus Test Coordinators (CTC's) with online testing.	Monitors state required trainings, live testing, and student STAR 3-8, EOC, and TELPAS data **Check Point** Feb. ✓ May ✓	August 2023 – June 2024 Director for Testing Services, Testing Analyst II, Testing Analyst I, Testing Specialist, Principals, Campus Test Coordinators	(N/A)

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				TECHNOLOGY SERVICES			
				Instructional Technology, Network Technology, and Technology Support			
19-1	1, 7	Technology Applications	100% of Instructional Technology Specialists will offer professional development in the form of workday-embedded 1:1 or group coaching to campus instructional staff based on campus/teacher directed goals.	Provide NEISD's instructional staff opportunities for learning through instructional coaching that is student-centered and promotes high levels of student achievement and engagement by May 31, 2024.	Monitor input and tracking by the ITS in the online accountability system. Analyze feedback forms given to coaching participants. **Check Point** Dec. ✓ Feb. ✓	August 2023 – June 2024 Principals, APs, Teachers, and Instructional Technology Staff	Google Workplace Plus for Education subscription ($259,250 - Local) Pear Deck ($18,334- Bond 2015) Seesaw ($130,200 - TIMA) ConnentHub.io ($2,376.00-local)
19-2	1, 6	Technology Applications	100% of Instructional Technology Specialists will support campus instructional staff by providing campus meetings, plannings, and support in the areas of campus/teacher directed goals.	Campus instructional staff will integrate technology into the learning with students with assistance from the Instructional Technology Specialists through meeting, planning, and support by July 2024. *Technology integration provides students with opportunities to communicate, collaborate, create, and critically think in a learner-centered environment. Teachers who leverage technology can assist students in developing the skills needed to increase achievement and future academic success.*	Monitor input and tracking by the ITS in the online accountability system. **Check Point** Dec. ✓ Feb. ✓	August 2023 – June 2024 Academic and Instructional Deans, Principals, APs, Teachers, Instructional Technology Staff	Google Workplace Plus for Education subscription $259,250 - Local) Seesaw ($130,200 - TIMA) Pear Deck ($18,334- Bond 2015) ConnentHub.io ($2,376.00-local)
19-3	1, 2, 4, 5, 8	Technology Applications	100% of campuses will provide Digital Citizenship training to students.	All district campuses will teach students with Digital Citizenship curriculum provided by the Instructional Technology department by May 31, 2024. *Digital Citizenship curriculum helps in maintaining a safe and supportive online environment that helps foster a culture of health and wellness among our students, staff, and community.*	Monitor online campus principal course completion forms. **Check Point** Dec. ✓ Feb. ✓	August 2023 – June 2024 Principals, APs, Teachers, and Instructional Technology Staff	Instructional Technology Specialist utilizes low-cost resources to revise the Digital Citizenship program. ($1,000 – Local off-contact time.)

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19-4	5, 6, 8	Technology Applications	100% of employees with District-provided email addresses will complete the Cybersecurity Training Assessment.	Maintain a safe and supportive online environment and foster a culture of awareness and observance of best practices among our staff by providing Cybersecurity training for all NEISD staff in the form of monthly, sometimes interactive, training vignettes.	Monitor online completed assessment status. **Check Point** Dec. ✓ Feb. ✓	August 2023 – June 2024 Campus Administration, Campus Staff, Central Office Staff, and District Support Staff	Infosec ($35,000 – Local)

PUPIL PERSONNEL SERVICES

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20-1	1, 5	Student Attendance	100% of students whose attendance falls below 90% will be provided with a plan. Increase 2023-24 district attendance rate from 93.3% to 93.8%	Improve overall student attendance by: • Measuring the qualitative impact of Attendance Officers (AO) through the Attendance Officer Power BI dashboard by demonstrating the relationship between AO and campus administration interventions. Effectiveness will be measured with aggregate district attendance data and campus/individual attendance data. • Improving the efficacy of parent/guardian communication through differentiated communication methods which will provide immediate family connection to the campus administration and community-based resources. Improvement in parent/guardian communication will be measured through usage rates and individual resolution counts. • Building additional capacity of AOs to serve as campus liaisons through the scripting of rebuttals, standardizing family support referrals, and providing direct communication options for families who want to connect with their campus administrator or counselor. Effectiveness of intervention strategies will be measured by usage rates and individual resolution counts. • Determining an expansion pathway for attendance modification through the Positive Attendance messaging system. Effectiveness will be measured by District and campus attendance rates. • Utilizing a continuous improvement model to make improvements within the District Attendance Tracking Program to monitor absences, record contact information,	**Check Point** Jan. ✓↑ June ✓↑ Attendance rates Usage rates Campus feedback IAP counts January Attendance: +.2 Communication: 93 Parent requests for contact IAPs: 956 IAPs created	August 2023 – June 2024 Campus Administrators, Executive Director of Pupil Personnel Services and District Attendance Officers	N/A

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				send letters and address Saturday School options. Improvement will be measured by campus administrator feedback. Increase the number of Individual Attendance Plans (IAPs) created and implemented by campus administration for students who have 10 or more full or partial unexcused absences within a six-month period by creating an online entry and storage platform for all IAPs. Improvement will be measured by the number of IAPs within the IAP platform and campus administrator feedback.			
20-2	2, 5, 8	Discipline Management	1% reduction in the number of students disciplined for confirmed bullying/cyberbullying and/or harassment offenses vs. 2022-23 levels. 1% reduction in the number of students with a disciplinary consequence reported to PEIMS.	Ensure communication regarding behavior responsibilities and expectations as outlined in the District *Student Code of Conduct* by: • Conducting a comprehensive review of current bullying prevention activities. Determine efficacy of the current practices and ensure compliance with the TEA Minimum Standards for Bullying Prevention. Effectiveness will be evaluated by the District Behavior Oversight Committee and fall/spring bullying counts provided to the Board of Trustees. • Creating a continuous improvement model for the evaluation of the Student Code of Conduct and Student/Parent Handbook to ensure readability and clarity. Effectiveness will be measured through department, campus administrator, and community feedback. • Reducing overall recidivism and initial placement in DAEP through the implementation of the Mental Health Grant activities. Effectiveness will be measured by aggregate disciplinary counts and attendance rates, specifically, grades 4th-8th, in select clusters. • Evaluating all attendance and discipline data for the current year and preceding three years for trends. Summative data evaluations will determine effectiveness baselines for data-informed decision-making. Streamlining current disciplinary procedural processes to provide better customer service, limit the loss of instructional time, and expedite placement or return to campus. Effectiveness will be measured through family, campus administrator and NEAC staff feedback and enrollment/withdrawal data.	**Check Point** 	**Jan.**	✓↑
June	✓↑	 Bullying and Discipline data Campus and Community Feedback Attendance Data January .97% decrease in 21 codes	August 2023 – June 2024 Executive Director of Pupil Personnel Services , Compliance Hearing Officer, Campus Principal/Campus Behavior Coordinator and Assistant Principals	N/A

FINE ARTS & STUDENT ACTIVITIES

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				Fine Arts			
21-1	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 21st century skills and rigorous college coursework by: • 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. **Check Point** Oct. ✓ July ✓	August 2023 – June 2024 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)
21-2	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: • 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. **Check Point** Oct. ✓ July ✓	August 2023 – June 2024 Fine Arts directors, campus directors, campus faculty, and staff	SAF/CAF funds, Booster club fundraising, and Fine Arts resource ($500,000)
21-3	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: • 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. **Check Point** Oct. ✓ July ✓	August 2023 – June 2024 Fine Arts directors, campus directors, campus faculty, and staff	SAF/CAF funds, Booster club fundraising, Fine Arts resources ($30,000)
				ATHLETICS			

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				Physical Education and Health			
22-1	2, 3, 6, 8	Physical Education and Health Programs	100% of teachers will utilize campus specific data to develop and monitor CSH goals.	Improve coordinated school health (CSH) implementation across the district in grades K-12 by: • Providing professional development on accessing and utilizing data from resources such as the School Health Index (SHI) and Neofit (Fitnessgram) to design effective campus-based programming. • Providing professional development on measuring the moderate to vigorous physical activity levels of your students and using that data for students to maintain or improve fitness levels. • Supporting teachers with inputting and accessing fitness assessment data through Neofit	Monitor campus improvement goals related to CSH. Monitor Fitnessgram data (BOY, MOY, EOY) through Neofit Monitor Eduphoria completed courses and courses rosters. **Check Point** Dec. ✓ May ✓	August 2023 – June 2024 Director of Physical Education and Health, School Health Advisory Council Chair	Local funds ($500)
22-2	1, 6, 7, 8	Physical Education and Health Programs	100% of secondary health teachers will attend a minimum of 2 professional development opportunities on increasing student achievement through student-centered instruction	Increase student achievement and ensure student-centered instruction by providing professional learning on: • Fidelity to the scope and sequence to ensure the intended curriculum is implemented and attained by students in each grade level or course. • Sharing formative and summative assessment data with students such as tools for goal setting, tracking their own progress, identifying their own strengths and weaknesses, and self-assessing • Implementing the effective use of student discourse for students to express their ideas, reasoning, and thinking (partner talk, structured conversations, think-pair-share, philosophical chairs, Socratic seminars) • Using writing-to-learn strategies such as quick-write, summaries, collaborative writing, and reflective writing to make student thinking visible for teachers. • Utilizing authentic, project-based learning experiences for students to apply and demonstrate health skills in real world situations.	Monitor Eduphoria completed courses and courses rosters. **Check Point** Dec. ✓ May ✓	August 2023 – June 2024 Director of Physical Education and Health	Local funds ($500) ESSA Funds ($12,000)
22-3	2, 5, 8	Athletics, Physical Education and	100% of K-12 campuses will utilize a character education development program.	Improve character development of K-12 students through elementary physical education and secondary athletic programs by providing professional development on:	Monitor online curriculum usage reports.	August 2023 – June 2024	Local Funds ($44,000

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
		Health Programs		• Fidelity to the scope and sequence to ensure the intended curriculum (2Words) is implemented and attained by students in each grade level or course. • Integration of the 2Words curriculum within secondary athletics and elementary PE classes	Monitor Eduphoria completed courses and courses rosters. **Check Point** Dec. ✓ May. ✓	Executive Director for Athletics, Director of Physical Education and Health	
				**HUMAN RESOURCES (HR)**			
23-1	7	Human Resources	Increase the number of qualified applicants in our talent pool for every employee category.	• Attend and host job fairs for all positions. • Expand upon current career pathways for employees to explore opportunities for advancement/growth. "Choose Your Pathway". • Strengthen relationships with colleges/universities to increase the number of student teachers in critical shortage areas. • Increase our targeted social media presence on multiple platforms.	Monitor the number of candidates that view our job opportunities and apply for positions. Review number of employees participating in career advancement opportunities. **Check Point** Dec. ✓ Apr. ✓	August 2023 – June 2024 Human Resources Department	Local funds ($50,000) ESSER/Title Funds
23-2	7	Human Resources	Increase retention rate for each employee category compared to the previous school year.	• Provide support, training, and resources to administrators on methods to retain employees. • Conduct an employee engagement survey to better understand staff experiences and improve staff retention and engagement. • Redesign exit survey to help understand the factors that influence staff's decision regarding leaving. Conduct in-depth stay interviews with targeted employees	Monitor completion and results of survey data. Evaluate turnover data. **Check Point** Dec. ✓ Jun ✓	August 2023 – June 2024 Human Resources Department	Local Funds
				**DIVISION OF BUSINESS SERVICES			
				Health Services**			

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
24-1	2, 8	Health Services	Improve Tdap, Meningococcal, and Human Papilloma Virus (HPV) immunization rates by offering free vaccines to 100% of middle school students.	Increase education for parents on state required and recommended immunizations by: • posting information on district and campus webpages • providing free vaccines at middle school campuses 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. • increasing immunization compliance by providing free shot clinics to families in the community at various times throughout the year, including summer months to increase vaccine compliance at the beginning of the school year.	100% of the middle school nurses will provide resources for parents on vaccine benefits, vaccine requirements for 7th graders, and website resources. **Check Point** Oct. ✓ May ✓	August 2023 – June 2024 Health Services, Medical Advisory Committee, school nurses	N/A, vaccines provided by SAMHD, University Mobile Clinic, and Christus Mobile Clinic
24-2	4, 7, 8	Health Services	100% of students visiting the clinic will receive a complete focused assessment which will be accurately documented in Electronic Medical Record (EMR) 100% of nurses will participate in provided training opportunities on chronic and acute health conditions	Ensure all nurses have the current information on asthma, diabetes, seizure disorders, caring for students with chronic conditions, and for students who are medically fragile by: • providing staff development for nurses annually • setting up professional development and skills training with area healthcare providers and healthcare organizations • Ensure all nurses understand documentation requirements and are proficient in nursing documentation by providing documentation training and resources to nurses	100% of nurses will complete training on EMR documentation. 100% of nurses will receive the required training on health conditions and clinical skills. **Check Point** Dec. ✓ Apr. ✓	August 2023 – June 2024 Health Services	Local funds Region 20 and Children's Hospital of San Antonio ($1200)
24-3	2, 5, 8	Health Services	Offer Stop the Bleed training for 100% of students in grades 7-12 100% of campuses will have staff trained in Stop the Bleed	Increase awareness and provide training for critical response crisis and bleeding emergencies through: • ensuring all nurses are certified as "Stop the Bleed" trainers in the fall semester. • requiring all nurses to train faculty and staff. • share Stop the Bleed training video with parents to view with their children in grades 7-12 offer all Central Office staff "Stop the Bleed" training	Monitor sign-in sheets, Stop the Bleed training rosters, and professional development logs. **Check Point** Oct. ✓ May ✓	August 2023 – June 2024 Health Services and campus nurses	N/A, Supplies donated by the University Health System
24-4	2, 5, 8	Health Services	Trained and authorized personnel will be present at 100% of on campus, school sponsored events to administer epinephrine	Improve safety for students, staff, and community members who may experience an anaphylactic emergency by: • communicating requirements of the unassigned epinephrine program to campus Principals	100% of campuses will have staff trained for the unassigned epinephrine program.	August 2023 – June 2024	Local Funds ($44,000)

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Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
			in the event of an anaphylactic emergency	• providing campus nurses with materials and resources to effectively train identified campus staff • obtaining epinephrine for each campus, including standing orders from a licensed physician • communicating to parents/guardians the continuation of the unassigned epinephrine program annually in the Student/Parent Handbook • reporting any administration of unassigned epinephrine to required agencies (TEA, Commissioner of State Health Services, and physician who prescribed the epinephrine) monitoring that an epinephrine auto-injector is in a centralized AED cabinet in the event of an emergency	At least one box of epinephrine will be accessible at every campus. **Check Point** Oct. ✓↑ March ✓↑	Health Services and campus nurses	
24-5	2, 8	Health Services	100% of campuses will have authorized staff trained to administer opioid antagonist medication in the event of someone experiencing a suspected opioid overdose	Improve safety for students, staff, and community members who may experience an opioid overdose by: • providing training to authorized staff including recognition of signs and symptoms of opioid-related overdose, how to administer an opioid antagonist medication, implementing emergency procedures, and processes to follow after administering an opioid antagonist medication • obtaining opioid antagonist medication for each campus, including standing orders from a licensed physician • communicating to parents/guardians the opioid antagonist medication program annually in the Student/Parent Handbook • reporting any administration of opioid antagonist medication to required agencies (TEA, Commissioner of State Health Services, and physician who prescribed the medication) • monitoring that opioid antagonist medication is in a centralized AED cabinet in the event of an emergency	100% of campuses will have staff trained for the opioid antagonist medication program. At least one dose of opioid antagonist medication will be accessible at every campus. **Check Point** Oct. ✓↑ March ✓↑	August 2023 – June 2024 Health Services and campus nurses	N/A, medication provided free of charge through the Texas Targeted Opioid Response (TTOR) state funded grant program

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APPENDIX: Acronyms and Abbreviations

ACTFL: American Council on the Teaching of Foreign Language
AP: Advanced Placement
APs: Assistant Principals
AVID: Advancement Via Individual Determination
BOY: Beginning-Of-Year
CER: Claims, Evidence, Reasoning
CIIP: Campus Instructional Improvement Plan
C&I   Curriculum & Instruction
CKSHAC: Campus Kid School Health Advisory Council
COE: Certificates of Eligibility
CTE: Career and Technical Education
CTEC: Career and Technical Education Center
DBQ: Document -Based Questioning
DHH   Deaf or Hard-of-Hearing
DSHAC: District Kid School Health Advisory Council
EC: Early Childhood
ECE: Early Childhood Education
eCASLLS   electronic Cottage Acquisition Scales for Listening, Language, and Speech
ELAR: English Language Arts/Reading
EL: English Learners
ELL: English Language Learners
ELPS: English Language Proficiency Standards
EMR: Electronic Medical Record
EOC: End-of-Course
ESL: English as a Second Language
FTE: Full Time Employee
FYTA: First Year Teacher Academy
GT: Gifted and Talented
HB: House Bill
HR: Human Resources
HS: High School
HSA: High School Allotment
IASLS   Instructional Assistant with Sign Language Skills
IEP: Individualized Education Program
IIT: Instructional Intervention Teacher
LPAC: Language Proficiency Assessment Committee

MAC: Medical Advisory Committee
MAP: Measures of Academic Progress
MS: Middle School
MSL-9:   Middle School Launch to 9th
MTSS: Multi-Tiered System of Supports
N/A: Not Applicable
PALS: Peer Assistance Leadership and Service
PBIS: Positive Behavior Intervention and Support
PBMAS: Performance-Based Monitoring Analysis System
PD: Professional Development
PEARLL: Professionals in Education Advancing Research and Language Learning
PEIMS: Public Education Information Management System
PLC: Professional Learning Community
RtI: Response to Intervention
S/P: Student/Parent
SAEP: San Antonio Education Partnership
SAF/CAF: Student Activity Funds and Campus Activity Funds
SAMHD: San Antonio Metropolitan Health District
SCE: State Comp Ed
SCE-ED: State Compensatory Education - Empowering Dreams
SDFS: Safe and Drug Free Schools
5E: Engage, Explore, Explain, Extend, Evaluate
SEL: Social and Emotional Learning
SGM: Student Growth Measure
SIOP: Sheltered Instruction Observation Protocol
SPED: Special Education
SSI: Student Success Initiative
STAAR: State of Texas Assessments of Academic Readiness
STAAR/EOC: State of Texas Assessments of Academic Readiness/End of Course
STAN: Student Teacher Assistance Network
T-TESS: Texas Teacher Evaluation and Support System
TAPR: Texas Academic Performance Report
TEA: Texas Education Agency
TFLA: Texas Foreign Language Association
TEC: Texas Education Code
TEKS: Texas Essential Knowledge and Skills
TELPAS: Texas English Language Proficiency Assessment System
TIMA: Technology and Instructional Materials Allotment
TSI/TSIA: Texas Success Initiative/Texas Success Initiative Assessment
UT: University of Texas

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