



# NEISD

## DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN

### 2022 - 2023

November 14, 2022



## OBJECTIVES

Alignment between District and Campus



## DOCUMENT

Document components



## DEPARTMENTS

Collaboration and contributions from all departments



## FINAL DIIP

Approval and Adoption



# OUR MISSION AND BOARD GOALS

**NEISD Mission Statement:** We challenge and encourage each student to achieve and demonstrate academic excellence, technical skills, and responsible citizenship.

## **NEISD Board Goals 1 - 8:**

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.

**Accountability:** As part of Senate Bill (SB) 1365, all districts and campuses received a label of A, B, C, or Not Rated: Senate Bill 1365 for 2022. In 2022, North East ISD (015910) received a rating of “B” and all campuses received a “C” or higher. (No campuses were not rated as a result of SB 1365.) Details can be found here: [NEISD District 2022 Accountability Overview](#).

**Content:** Department led and aligned to meet our district goals.



# OUR DISTRICT DOCUMENT

- 1. Section and Board Goals:** Identify goals defined by our school board and our district.
- 2. Target Areas:** Lists our district target areas for improvement
- 3. Measurable Evaluation Criteria (Summative):** Defines criteria that will be evaluated
- 4. Performance Objectives and Strategies:** Defines the what and how our district will work toward each goal
- 5. Formative Check Points:** Programs, assessments, and resources used to measure progress throughout the year
- 6. Timeline, Persons, Cost & Resources:** Defines when, who, and what will be used to reach each goal

## NORTH EAST INDEPENDENT SCHOOL DISTRICT DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN 2022 – 2023



### Mission Statement

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

### 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.

## District Instructional Improvement Plan School Year 2022 – 2023

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
<b>DIVISION OF INSTRUCTION &amp; CAMPUS ADMINISTRATION</b>							
<b>CURRICULUM AND INSTRUCTION (C&amp;I)</b>							
<b>Academic Core: Mathematics, Science, English Language Arts and Reading (ELAR), Social Studies</b>							
1-1	1, 2, 6	All Content Areas	Domain I Increase performance	Increase student achievement and ensure all students have access to a high-quality and rigorous curriculum through:	Monitor, analyze, and measure	August 2022 – July 2023	C&I local funds (\$50,000)



# OUR DEPARTMENTS



## ELEMENTARY & SECONDARY

Academic Core  
Early Childhood  
Professional Learning  
Bilingual/ESL  
Gifted and Talented  
Performance & Accountability  
World Languages  
Multi-Tiered Systems of Support

## SPECIAL EDUCATION

Special Education  
ALE  
Deaf Education  
Homebound Education  
In-class support  
Resource classes  
Visual impairment  
Early Childhood Special Education  
Behavior Support Center

## LEARNING SUPPORT SERVICES

Advanced Academics & AVID  
Career & Technical Education  
College & Career Readiness  
Family Engagement  
Guidance Services  
Library Services  
State and Federal Programs  
Student Well Being  
Summer School  
Testing Services



## TECHNOLOGY SERVICES

Instructional Technology Services  
Network Technology Services  
District Technology Plan  
District Web Support  
District Technology Support  
District Help Desk Support

# OUR DEPARTMENTS



## HUMAN RESOURCES

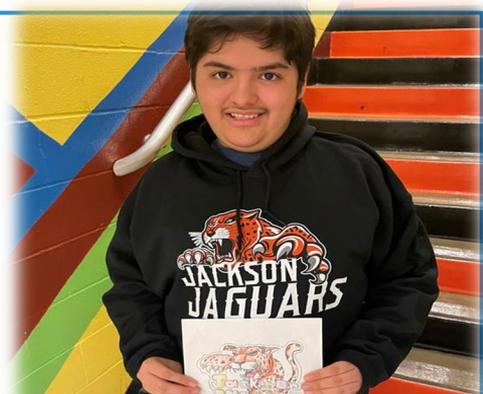
New Hire Process  
Employee Verification  
Records Requests  
Employee Verification  
Work Schedules  
Employee Certification  
Substitute Application Process  
Student Teaching Observation  
SmartFind

## PUPIL PERSONNEL

Administrator Hearing Officers  
Advanced Enrollment  
Attendance & Attendance  
Officers  
Employee - Child Transfer  
Foreign Exchange  
Graduation  
School Choice  
Student/Parent Handbook  
Student Transfers

## FINE ARTS

Music  
Dance  
Journalism  
NESAs  
NHS & NJHS  
Outdoor Education  
Speech & Debate  
Spirit Organizations  
Theater  
UIL Academics  
Visual Arts



## DIVISION OF BUSINESS SERVICES

Finance & Accounting  
Health Services  
Management Information  
Systems (MIS)  
Procurement & eCommerce  
Risk Management and Benefits



# 22-23 DEIG DIIP WORKSHOP



# 22-23

# DIIP

<https://www.neisd.net/Page/10052>



# HOUSE BILL 3 (HB 3)

EARLY LITERACY, NUMERACY, AND CCMR GOALS



# Closing the Gaps: HB 3

In keeping alignment with the state's 60x30 TX goals, district school boards and campuses were required to adopt and monitor 5-year early childhood and College, Career and Military Readiness goals, which support the **PreK through 12<sup>th</sup>** grade educational continuum in literacy and mathematics.

- 60% of all third-grade students meeting the state's "Meets" standard

- 60% of all high school seniors graduating CCMR ready



The four goals in the 60x30TX Plan are essential to the future prosperity of Texas.



## THE OVERARCHING GOAL: 60x30

At least 60 percent of Texans ages 25-34 will have a certificate or degree.

- *Supports the economic future of the state*



## THE SECOND GOAL: COMPLETION

At least 550,000 students in 2030 will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.

- *Requires large increases among targeted groups*



## THE THIRD GOAL: MARKETABLE SKILLS

All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.

- *Emphasizes the value of higher education in the workforce*



## THE FOURTH GOAL: STUDENT DEBT

Undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

- *Helps students graduate with manageable debt*

The Texas Higher Education Coordinating Board (THECB) adopted a 60x30TX higher education plan for Texas in 2015 with four goals to be achieved by 2030



# Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 50% (STAAR 2019) to 62% by June 2024.

## Yearly Target Goals

2018	2019	2020	20	2022	2022 Score	2023	2024
46%	50%	53%	56	56%	57%	59%	62%
					Score exceeded goal	did not meet goal	

## Closing the Gaps Student Groups Yearly Targets

African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
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## Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 57% (STAAR 2022) to 63% by June 2024.

### Yearly Target Goals

2018	2019	2020**	2021 Goal	2021 Score	2022 Goal	2022 Score	2023	2024
46%	50%	** Not Rated	53%	48%	56%	57%	60%	63%
Score exceeded goal						did not meet goal		

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2018	27%	39%	64%	50%	60%	50%	53%	25%	33%	48%	41%	30%	36%
2019	33%	45%	62%	17%	70%	*	55%	24%	43%	52%	44%	36%	47%
2020**	**	**	**	**	**		**	**	**	**	**	**	**
2021 Goal	36%	48%	65%	20%	73%		58%	27%	46%	55%	47%	39%	50%
2021 Score	34%	41%	63%	40%	70%	*	60%	26%	44%	49%	43%	35%	39%
2022 Goal	39%	51%	68%	23%	76%		61%	30%	49%	58%	50%	42%	53%
2022 Score	43%	51%	73%	*	78%	*	70%	33%		58%	55%	48%	41%
2023	51%	55%	76%		81%		73%	43%		61%	58%	54%	50%
2024	60%	60%	79%		84%		76%	53%		64%	61%	60%	60%

\*\* Indicates results are masked due to small numbers to protect student confidentiality. \* When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

\*\* Not Rated: Declared State of Disaster





## Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 51% (STAAR 2019) to 60% by June 2024.

### Yearly Target Goals

2018	2019	2020**	2021 Goal	2021 Score	2022 Goal	2022 Score	2023	2024
46%	51%	** Not Rated	54%	35%	50%	49%	55%	60%

Score exceeded goal

did not meet goal

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2018	26%	41%	61%	38%	70%	50%	54%	28%	39%	48%	40%	30%	38%
2019	30%	44%	68%	33%	82%	*	59%	29%	50%	54%	43%	36%	43%
2020**	**	**	**	**	**		**	**	**	**	**	**	**
2021 Goal	33%	47%	71%	36%	85%		62%	32%	53%	57%	46%	39%	46%
2021 Score	19%	28%	52%	30%	68%	*	45%	22%	29%	37%	29%	24%	31%
2022 Goal	36%	50%	74%	39%	88%		65%	35%	56%	60%	49%	42%	49%
2022 Score	31%	43%	65%	*	76%	*	51%	29%		50%	46%	39%	44%
2023	41%	49%	68%		79%		57%	39%		53%	49%	49%	50%
2024	51%	55%	71%		82%		63%	49%		56%	52%	59%	56%

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\*\* Not Rated: Declared State of Disaster



## EC Literacy Targeted Professional Development Plan

All kindergarten through 3rd grade teachers and campus administrators will complete Reading Academies over the next two years that focus on the science of teaching reading and best practices in literacy instruction.

Professional learning will focus on the following:

- explicit and systematic instruction on phonics and Bridge the Gap.
- explicit and systematic instruction on word parts including implementation of Estrellita, Lunita, and Escalera.
- a focus on vocabulary acquisition and
- focus on listening comprehension through Alloud.
- scaffolding Reading comprehension through Reading strategies.
- supporting implementation of Writing Patterns of Power and Patterns of Work as a common language of instruction through

Provide professional learning focused on how teachers disaggregate reading data and use the results to make instructional decisions that will enhance student growth and support student goal setting.

District and campus plans are posted on the public website: [www.neisd.net/Page/10052](http://www.neisd.net/Page/10052)

## EC Math Targeted Professional Development Plan

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

- 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 in order to provide students the opportunity to practice, apply, and master grade level mathematical skills
- Promoting mathematical discourse and written communication in order for students to justify responses and explain their mathematical reasoning
- Implementing the Honors Instructional Model for Hyper-Accelerated Math, 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 developing a common language of instruction through The New Art and Science of Teaching instructional framework

Provide professional learning focused on the analysis of MAP and Circle reports in order to assist teachers disaggregate math data and use the results to make instructional decisions that will enhance student growth and support student goal setting.

# 22-23

# EARLY NUMERACY & EARLY LITERACY PD PLANS

# CCMR Board Outcome Goal

The percentage of annual graduates that meet the criteria for CCMR will increase from 63.7% (2019 TAPR) to 70% by August 2024.

22-23  
HB 3  
CCMR

## Yearly Target Goals

2018^ (2017 Grads)	2019 (2018 Grads)	2020** (2019 Grads)	2021 (2020 Grads)	2022 Goal (2021 Grads)	2023 Goal (2022 Grads)	2024 Goal (2023 Grads)
54.8%	63.7%	** Not Rated	65%	67%	68%	70%
2018 TAPR	2019 TAPR		GOAL	GOAL	2022 Estimate	

Score exceeded goal      did not meet goal

## Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EB (Current & Mon.)
2018 TAPR^ (2017 Grads)	35.7%	48.5%	67.7%	53.3%	77.1%	52.9%	60.3%	14.2%	37.2%	20.6%
2019 TAPR (2018 Grads)	45.3%	58.4%	74.8%	78.6%	86.7%	55.6%	68.4%	43.7%	50.4%	31.8%
2020** (2019 Grads)	**	**	**	**	**	**	**	**	**	**
2020 TAPR (Actual)	52.2%	63.8%	76.6%	54.2%	85.1%	91.7%	74.7%	73.8%	55.5%	36.5%
2021 Goal (2020 Grads)	47%	60%	76%	80%	88%	57%	70%	45%	52%	33%
2021 TAPR (Actual)	37.3%	50.5%	75.5%	33.3%	85.9%	50.0%	61.4%	69.6%	42.2%	29.6%
2022 Goal (2021 Grads)	48%	61%	78%	82%	90%	59%	71%	47%	53%	35%
2022 Estimate (Pending)	44.6%	53.1%	70.9%	*	85.7%	*	63.2%	74.2%	45.5%	39.3%
2023 Goal (2022 Grads)	50%	63%	79%	83%	91%	60%	73%	48%	55%	36%
2024 Goal (2023 Grads)	51%	64%	81%	85%	93%	62%	74%	50%	56%	38%

\*\* Not Rated: Declared State of Disaster

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# 22-23

# HB 3

# CCMR

## CCMR Progress Measure 1

The percent of annual graduates that are considered College Ready will increase from 54.5% (2019 TAPR) to 67% by June 2024

^ Starting in 2019 with 2018 graduates the best result was used for SAT/ACT rather than the most recent. Therefore, the 2018 results (2017 Grads) may not be comparable.

### Yearly Target Goals

2018 <sup>^</sup> (2017 Grads)	2019 (2018 Grads)	2020** (2019 Grads)	2021 (2020 Grads)	2022 (2021 Grads)	2023 Goal (2022 Grads)	2024 Goal (2023 Grads)			
51.3%	54.5%	** Not Rated	53.3%	58%	52.1%	61%	50.6%	64%	67%
2018 TAPR	2019 TAPR		2020 TAPR	GOAL	2021 TAPR	GOAL	2022 Estimate		
				Score exceeded goal		did not meet goal			

## CCMR Progress Measure 2

The percent of annual graduates that are considered Career Ready will increase from 17.2% (2019 TAPR) to 21% by June 2024

### Yearly Target Goals

2018 (2017 Grads)	2019 (2018 Grads)	2020** (2019 Grads)	2021 (2020 Grads)	2022 (2021 Grads)	2023 Goal (2022 Grads)	2024 Goal (2023 Grads)			
6.5%	17.2%	** Not Rated	28.2%	18%	9.2%	19%	15.2%	20%	21%
2018 TAPR	2019 TAPR		2020 TAPR	GOAL	2021 TAPR	GOAL	2022 Estimate		
				Score exceeded goal		did not meet goal			



# 22-23

# HB 3

# CCMR

## CCMR Progress Measure 3

The percent of annual graduates who have taken the Texas Success Initiative Assessment (TSIA) will increase from 43.5% (2019 TAPR) to 56% by June 2024

### Yearly Target Goals

2018 (2017 Grads)	2019 (2018 Grads)	2020** (2019 Grads)	2021 (2020 Grads)	2022 (2021 Grads)	2023 Goal (2022 Grads)	2024 Goal (2023 Grads)			
41.2%	43.5%	** Not Rated	44.8%	47%	38.0%	50%	14.9%	53%	56%
2018 TAPR	2019 TAPR		2020 TAPR	GOAL	2021 TAPR	GOAL	2022 Estimate		
				Score exceeded goal		did not meet goal			

## CCMR Progress Measure 4

Increase the percent of students enrolled in one or more advanced academic courses or CTE courses for high school credit each year from 66% (2019 Enrollment) to 73% by June 2024

### Yearly Target Goals

Current Enrollment	2020**	2020 Actual	2021 Goal	2021 Actual	2022	2022 Actual	2023	2024
66%	** Not Rated	62%	67%	62%	69%	65%	71%	73%
					Score exceeded goal		did not meet goal	



## CCMR Targeted Professional Development Plan

### CCMR

- Provide professional learning opportunities on how to monitor student learning in AP, OnRamps, CTE, and Dual Credit courses through learning targets, success criteria, and formative assessments
- Monitor CCMR goals throughout the school year by utilizing OnPoint data and the CCMR Specialist
- Provide Special Education specific training for general education CTE teachers and Special Ed Campus Coordinators
- Leverage AVID strategies

### College Readiness

- Provide professional learning opportunities on "AP Classroom" resources provided by College Board and monitor the usage
- Utilize AP Funds available for teachers attending AP Summer Institutes
- Provide resources that help students prepare for SAT School Day within the 11th grade math and English curriculum
- Attend professional learning opportunities for OnRamps
- Provide opportunities for AP teachers to collaborate across the district in order to increase student outcomes
- Increase and retain enrollment in AP, OnRamps, and Dual Credit courses
- Promote and provide TSI assessment opportunities
- Increase access and enrollment in College Transitions courses

### Career/Military Readiness

- Promote ASVAB assessment offerings
- Utilize title funds available for teacher certification for CTE areas
- Promote, monitor, and retain enrollment in CTE courses
- Promote and monitor CTE coherent sequence completion
- Promote and monitor Industry Based Certification completion

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## CCMR Progress Measure 5

The percent of 6th grade students that score meets grade level or above on STAAR Reading will increase from 43% (STAAR 2019) to 65% by June 2024.

### Yearly Target Goals

2018	2019	2020**	2021-Goal	2021-Score	2022-Goal	2022-Score	2023	2024
46%	43%	** Not Rated	49%	38%	54%	50%	60%	65%
2017 - 5th 55%	2018 - 5th 60%	2019 - 5th 55%	2019 - 4th 41%	2021 - 5th 55%				

Score exceeded goal

did not meet goal

## CCMR Progress Measure 6

The percent of 6th grade students that score meets grade level or above on STAAR Math will increase from 49% (STAAR 2019) to 67% by June 2024.

### Yearly Target Goals

2018	2019	2020	2021-Goal	2021-Score	2022-Goal	2022-Score	2023	2024
47%	49%	** Not Rated	54%	37%	58%	42%	63%	67%
2017 - 5th 53%	2018 - 5th 63%	2019 - 5th 57%	2019 - 4th 41%	2021 - 5th 42%				

Score exceeded goal

did not meet goal

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## Middle School CCMR Targeted Professional Development Plan

### Academic Advanced Courses

- Promote, monitor, and retain enrollment in advanced academic courses
- Create enrichment and extension opportunities within the district curriculum for Honors courses
- Provide opportunities for Honors teachers to attend College Board and NMSI professional learning
- Provide targeted professional learning on rigor for 6th grade general education reading and math teachers

### CTE Advanced Courses

- Increase awareness of the CTE pathways through course fairs and counselor and training
- Promote, monitor, and retain enrollment in CTE courses
- Provide professional develop for CTE middle teachers on the alignment of the curriculum and content to the high school pathways

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District and campus plans are posted on the public website:

[www.neisd.net/Page/10052](http://www.neisd.net/Page/10052)



# THANK YOU!

QUESTIONS?

