

# NORTH EAST INDEPENDENT SCHOOL DISTRICT

## DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN 2019 – 2020



### **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.
7. NEISD will recruit and retain exemplary employees committed to student excellence, best practices, and professional growth.
8. NEISD will foster a culture of health and wellness among our students, staff, and community.

Last Updated: 7/8/2019

*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.*

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# District Instructional Improvement Plan

## School Year 2019 – 2020

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 (Curriculum)	Domain I Increase performance by 5% at Approaches, Meets, and Masters grade level standards in all content areas 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 by: <ul style="list-style-type: none"> <li>involving teachers in designing the curriculum to create a common framework that promotes vertical and horizontal alignment</li> <li>guaranteeing fidelity to the scope and sequence to ensure that all students have an equitable education</li> <li>providing professional learning on the Understanding by Design framework so that teachers will utilize a backwards design process to plan learning experiences for students</li> </ul>	Monitor, analyze, and measure student growth on: K-5 Measures of Academic Progress (MAP) assessment Common assessments Benchmark assessments <b>Check Point</b> Dec     · Feb     ·	August 2019 – July 2020  Directors Assistant Directors District Specialists	C&I local funds (\$50,000) ELAR local funds (\$90,000) Math local funds (\$60,000) Science local funds (\$20,000) Social Studies local funds (\$30,000) High School Allotment (HSA) (\$95,000)
1-2	1, 2, 6	All Content Areas (Instruction)	Domain II: School Progress Increase percent of test results that meet or exceed expected growth on STAAR reading and math by 3%	Increase student achievement and ensure student-centered instruction through: <ul style="list-style-type: none"> <li>creating systems that enhance collaboration and professional learning between teachers, coaches, Deans, etc., through the Professional Learning Communities (PLC) process</li> <li>modeling the use of protocols to support the work of the PLCs, such as procedures for examining student work and analyzing classroom assessments</li> <li>supporting the use of the Marzano Standards-Based Instructional Model in order to increase student independence, collaborative tasks, and rigor</li> <li>providing professional learning on unpacking standards and developing learning targets to ensure students understand the lesson goals</li> <li>providing professional learning on how to align formative assessments to success criteria in order to sequence learning and support differentiation (remediation and enrichment)</li> <li>implementing a student-centered coaching model that promotes self-reflection</li> </ul>	Monitor, analyze, and measure student growth on: K-5 MAP assessment Common assessments Benchmark assessments <b>Check Point</b> Dec     · Feb     ·	August 2019 – July 2020  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) HSA (\$25,000)

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year																
		All Content Areas (Instruction) CONTINUED		<ul style="list-style-type: none"> <li>providing professional learning on how to incorporate writing-to-learn strategies across the content areas that makes student thinking visible for teachers such as quickwrites, summaries, collaborative writing, reflective writing, and responding to text</li> </ul>			Title II funds (\$300,000)																
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: student success	Increase student achievement by effectively using assessment to close the achievement gap by providing professional learning on: <ul style="list-style-type: none"> <li>developing and using formal and informal assessments that are aligned to the cognitive complexity of the Texas Essential Knowledge and Skills (TEKS)</li> <li>sharing formative and summative assessment data with students such as tools for self-assessing, identifying their own strengths and weaknesses, goal-setting, and tracking their own progress</li> <li>using leading data to monitor and adjust instruction that closes the daily learning gap through the use of micro-interventions and accelerated instruction</li> </ul>	Monitor, analyze, and measure student growth on: K-5 MAP assessment Common assessments Benchmark assessments  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>·</td></tr> <tr><td>Feb</td><td>·</td></tr> </table>	Check Point		Dec	·	Feb	·	August 2019 – July 2020  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)										
Check Point																							
Dec	·																						
Feb	·																						
1-4	1, 2, 6	English Language Arts and Reading (ELAR)	Increase STAAR/EOC reading and writing performance at the Approaches, Meets, and Masters Grade Level by 5%	Maximize academic growth in reading and writing for each student by providing professional learning and instructional coaching on: <b>K-5</b> <ul style="list-style-type: none"> <li>Implementing a balanced literacy framework (5 days per week); students will acquire essential literacy strategies that will allow them to process complex text and develop a love for reading and writing. Components of a balanced literacy framework include:               <ul style="list-style-type: none"> <li>Kindergarten Building Blocks – morning message</li> <li>Self-Selected Reading - teacher read aloud, independent reading, and book talks</li> <li>Working with Words – word wall, phonics and spelling patterns, word study</li> <li>Guided Reading – before, during, and after reading model to teach vocabulary, comprehension skills/strategies through strategic groupings</li> <li>Writer’s Workshop- utilizing the Units of Study Framework. Mini lessons with the use of mentor text, conferring, incorporating writing conventions in mini-lessons, celebrations and author’s chair.</li> </ul> </li> <li>providing explicit instruction and support through teacher led strategic reading groups in order to guide students to deepen and apply reading skills when processing, comprehending and analyzing increasingly challenging texts</li> <li>providing instructional support to principals during monthly principals’ meetings focused on balanced literacy, topics would align to monthly teacher professional development (PD) focus</li> </ul>	Monitor, analyze, and measure student growth on: K-5 Fountas and Pinnell, Flynt Cooter reading levels MAP assessment Holistic writing data Common assessments Benchmark assessments  <table border="1"> <tr><th colspan="2">ES Check Point</th></tr> <tr><td>Nov</td><td>·</td></tr> <tr><td>Feb</td><td>·</td></tr> <tr><td>April</td><td>·</td></tr> </table> <table border="1"> <tr><th colspan="2">Secondary Check Point</th></tr> <tr><td>Nov</td><td>·</td></tr> <tr><td>Jan</td><td>·</td></tr> <tr><td>March</td><td>·</td></tr> </table>	ES Check Point		Nov	·	Feb	·	April	·	Secondary Check Point		Nov	·	Jan	·	March	·	August 2019 – July 2020  Directors Assistant Directors District Specialists	ELAR local funds (\$90,000)
ES Check Point																							
Nov	·																						
Feb	·																						
April	·																						
Secondary Check Point																							
Nov	·																						
Jan	·																						
March	·																						

Section	Board Goals	Target Areas	Measureable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
		English Language Arts and Reading (ELAR) CONTINUED		<ul style="list-style-type: none"> <li>• providing independent learning opportunities to students such as collaborative tasks, reading response, literature circles, writing, and word study in order for students to practice, apply, and master grade level skills</li> </ul> <p><b>6-8</b></p> <ul style="list-style-type: none"> <li>• incorporating a Reader’s/ Writer’s Workshop model that guides students to move through the reading/writing process with instructional strategies such as whole group mini-lessons, small group instruction, and individual conferences.</li> <li>• modeling of the reading and writing processes in order to demonstrate for students how skilled readers and writers construct meaning</li> <li>• implementing the revised TEKS and curriculum in order for teachers to understand how to integrate listening, speaking, reading, writing, and thinking into daily routines</li> <li>• utilizing the notebook as an anchor for students’ thinking and original ideas</li> <li>• offering students choice in what they read and write in order to build literate citizens</li> <li>• supporting students with responsive, ongoing feedback in order to meet their individual needs</li> </ul> <p><b>9-12</b></p> <ul style="list-style-type: none"> <li>• routinely using Reader’s/Writer’s Workshop methodologies such as student goal-setting, reading like a writer, teacher modeling thinking and writing, using mentor texts, providing specific and actionable feedback, students reflecting on own writing, and the gradual release of responsibility</li> <li>• monitoring the development and growth of readers and writers using teacher- and student-led conferences, student writing portfolios, student self-monitoring progress forms, protocols for examining student work, anecdotal notes, and daily informal assessments</li> <li>• identifying and utilizing complex texts within the Reader’s/ Writer’s Workshop model during core instruction by utilizing a tool for evaluating qualitative factors of text complexity and utilizing extension texts from curriculum as well as texts from advanced exams such as PSAT, SAT, and Advanced Placement</li> </ul>			

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	Math	Increase STAAR/EOC mathematics performance at Approaches, Meets, and Masters by 5%	<p>Increase student achievement and ensure the development of mathematical critical thinking skills by providing professional learning on:</p> <p><b>K-5</b></p> <ul style="list-style-type: none"> <li>supporting students in developing conceptual understanding, computational fluency, solving problems using multiple strategies and analyzing mathematical representations, PD will focus on explicit instruction through guided math groups, which allows for differentiation and data driven flexible grouping</li> <li>incorporating independent and collaborative tasks, such as work stations, 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</li> <li>incorporating an instructional model that promotes mathematical discourse and written communication in order for students to justify responses and explain their reasoning</li> <li>implementing the Pre-Advanced Placement (Pre-AP) Instructional Model for Hyper-Acceleration Math, which includes instructional practices that prepares students for future Advanced Placement (AP) math courses and college-level academic work</li> </ul> <p><b>6-12</b></p> <ul style="list-style-type: none"> <li>engaging in discourse focused on reflective conversation and written communication in order to justify solutions and describe reasoning</li> <li>incorporating an instructional model that engages students in collaborative tasks such that all students can utilize math knowledge by asking questions, making claims or predictions, testing ideas, explaining connections and conclusions about relationships of mathematical ideas</li> <li>determining intentional instructional strategies that encourage students to “make sense” of mathematics - such as annotating vocabulary, drawing and labeling geometric figures, using hands-on models, explaining the use of math notations and symbols, creating tables and graphs, and analyzing data and other representations</li> <li>implementing the Pre-AP Instructional Model for all Pre-AP courses, which will include effective practices to align instruction to essential AP topics and assessment to AP test structures</li> </ul>	<p>Monitor, analyze, and measure student growth on:</p> <p>K-5 MAP assessment</p> <p>Common assessments</p> <p>Benchmark assessments</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Nov</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> <tr> <td>April</td> <td>•</td> </tr> <tr> <td>June</td> <td></td> </tr> </tbody> </table>	Check Point		Nov	•	Feb	•	April	•	June		<p>August 2019 – July 2020</p> <p>Directors Assistant Directors District Specialists</p>	<p>Math local funds (\$90,000)</p>
Check Point																	
Nov	•																
Feb	•																
April	•																
June																	
1-6	1, 2, 6	Social Studies	5% increase STAAR/EOC social studies performance at the Approaches, Meets, and Masters standards	<p>Increase student achievement and historical/civic competence by providing professional learning on:</p> <p><b>K-5</b></p> <ul style="list-style-type: none"> <li>utilizing the redesigned curriculum, explicit instruction, and social studies content to promote clarity of instructional goals</li> </ul>	<p>Monitor, analyze, and measure student growth on:</p> <p>Common assessments</p>	<p>August 2019 – July 2020</p> <p>Directors Assistant Directors District Specialists</p>	<p>Social Studies Local funds (\$30,000)</p>										

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year										
		Social Studies CONTINUED		<ul style="list-style-type: none"> <li>using historical thinking and inquiry (Engage, Explore, Explain, Extend, and Evaluate (5E) Instructional Model, Claims Evidence Reasons (CER), and Document -Based Questioning (DBQ)) to deepen students' ability to apply historical analysis and use critical-thinking skills</li> <li>analyzing primary and secondary source documents and relevant text to strengthen students' comprehension through critical reading strategies such as reciprocal teaching, vocabulary building, the Comprehension Toolkit, and Talk, Read, Talk, Write</li> </ul> <b>6-12</b> <ul style="list-style-type: none"> <li>utilizing explicit instruction through PLC focus groups that promotes clarity of instructional goals</li> <li>using historical thinking and inquiry (5E Instructional Model, CER, and DBQ) to deepen students' ability to apply historical analysis and use critical-thinking skills</li> <li>analyzing primary and secondary source documents and relevant text to strengthen students' comprehension through critical reading strategies such as platform text, vocabulary building and Talk, Read, Talk, Write</li> </ul>	Benchmark assessments  <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>March</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	March	•						
Check Point																	
Dec	•																
March	•																
1-7	1, 2, 6	Science	Increase STAAR/EOC science performance at the Approaches, Meets, and Masters Grade Level by 5%	Increase student achievement and develop scientifically literate students by providing teachers with high quality professional learning that focuses on: <ul style="list-style-type: none"> <li>incorporating inquiry based instruction, such as the 5-E Instructional model and CER (Claims, Evidence, Reasoning) in order to promote students thinking critically about science</li> <li>incorporating critical reading and writing strategies such as the use of platform texts, vocabulary building, and Talk, Read, Talk, Write in order for students to communicate scientific concepts</li> <li>conducting laboratory and field investigations using materials and supplies in order for students to develop 21st Century skills</li> <li>ensuring the safety of students by providing teachers and students with appropriate safety equipment for laboratory and field investigations</li> <li>elementary students demonstrating their acquisition of knowledge through Science, Technology, Engineering and Math/Science, Technology, Engineering, Art, and Math (STEM/STEAM) based projects and learning events</li> <li>middle school students engaging in laboratory and field based experiences that require them to collect and analyze data related to real world science</li> <li>high school students engaging in critical thinking strategies to solve real world problems</li> </ul>	Monitor, analyze, and measure student growth on:  Common assessments  Benchmark assessments  <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Nov</td> <td>•</td> </tr> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> <tr> <td>April</td> <td>•</td> </tr> </tbody> </table>	Check Point		Nov	•	Dec	•	Feb	•	April	•	August 2019 – July 2020  Directors Assistant Directors District Specialists	Science local funds (\$70,000)  Title II Funds (\$40,000)
Check Point																	
Nov	•																
Dec	•																
Feb	•																
April	•																

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year						
<b>Professional Development</b>													
2-1	1, 2, 6	Professional Development	<p>100% of professional development offerings will be correlated to the Teacher Evaluation and Support System (T-TESS) Dimensions</p> <p>100% of teachers will be trained in the Texas (T-TESS)</p> <p>100% of teachers will be trained in the effective implementation of the Student Growth Measure (SGM)</p>	<p>Facilitate teacher efficacy and student achievement through professional development aligned to appropriate dimensions of T-TESS and SGM in Eduphoria by providing:</p> <ul style="list-style-type: none"> <li>• sessions for all certified and paraprofessional employees that have course creation rights</li> <li>• support as needed and on-demand</li> <li>• guidance for administrators regarding Strive goals and evaluations</li> <li>• six-hour T-TESS Orientation, Goal Setting and SGM</li> <li>• summer training sessions (year 1 and year 2) for teachers, instructional leaders and campus administrators on the SGM dimension of the T-TESS instrument</li> </ul>	<p>Monitor course credits and survey results</p> <p>Monitor attendance for New Teacher Orientation (NTO) and monthly late-hire session</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td style="text-align: center;">•</td> </tr> <tr> <td>Feb</td> <td style="text-align: center;">•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	<p>August 2019 – July 2020</p> <p>Assistant Directors and Directors for Curriculum and Instruction Campus leaders and instructional staff</p>	<p>HR funds for late hire teacher trainings (\$28,000)</p>
Check Point													
Dec	•												
Feb	•												
2-2	6,7	<p>Master Mentor/ First Year Teacher</p> <p>Professional Development</p>	<p>100% of new (0 year experience) elementary teachers will be assigned a Master Mentor and participate in First Year Teacher Academy (FYTA)</p> <p>100% of elementary teachers with 1 year experience will continue participation in Elementary Teacher Academy</p> <p>100% of new (0 year experience) middle school teachers will participate in FYTA</p> <p>New master mentors (at elementary campuses only) will be offered a minimum of 12 hours of training</p>	<p>Support teacher efficacy and student achievement by providing a quality mentoring program through:</p> <ul style="list-style-type: none"> <li>• professional development targeting master mentors and FYTA (First Year Teacher Academy) teachers</li> <li>• the Heart of Teaching resources (First Year Teacher Notebook)</li> <li>• Lead4ward independent consultant</li> <li>• assigning elementary teachers with zero experience a mentor teacher</li> </ul>	<p>Monitor sign in sheets, agendas, and supplemental pay documentation</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td style="text-align: center;">•</td> </tr> <tr> <td>Feb</td> <td style="text-align: center;">•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	<p>August 2019 – July 2020</p> <p>District Master Mentors Assistant Director for State Compensatory Education, Assistant Director of Professional Development, Special Projects Specialist</p>	<p>Title II funds (\$80,000)</p>
Check Point													
Dec	•												
Feb	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year						
2-3	1, 2, 6, 7	Professional Development	<p>100% of professional development will be offered in a variety of modalities</p> <p>100% of staff will have access to comprehensive professional development opportunities</p>	<p>Support teacher efficacy and student achievement through:</p> <ul style="list-style-type: none"> <li>• training across departments in multiple modalities including face-to-face, live webinar, and online instruction</li> <li>• cross-content professional development including: Igniting NEISD, Arts Integration, New Teacher Orientation, Super Saturdays, and Online learning</li> <li>• launching a district-wide catalog for 2019-2020 school year</li> </ul>	<p>Monitor the number of professional developments provided in each modality</p> <p>Monitor registration, course credits, and attendance</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	<p>August 2019 – July 2020</p> <p>Director and Assistant Directors for Professional Development Campus leaders and instructional staff</p>	<p>C&amp;I local funds (\$50,000)</p> <p>Title II funds (\$50,000)</p> <p>Title IV funds (\$30,000)</p>
Check Point													
Dec	•												
Feb	•												

### Bilingual / English as a Second Language (ESL) Programs

3-1	1, 2, 6	English Language Learners (ELL)	<p>100% of teachers and leaders serving ELL students will attend effective strategies training for ELL</p> <p>100% of participating Beginning, Intermediate, and Advanced ELL students will progress by a minimum of 1 proficiency level on Texas English Language Proficiency Assessment System (TELPAS) composite score</p> <p>Increase performance of ELL students at the Approaches, Meets and Masters grade level standards by 5% on STAAR/EOC</p> <p>Increase performance of ELL students at the Meets or Exceeds Expected Growth on STAAR reading and math by 3%</p>	<p>Improve core content area instruction and English Learners (EL) student achievement in bilingual/ESL/newcomer classrooms by:</p> <ul style="list-style-type: none"> <li>• increasing knowledge of teachers and instructional leaders in program effectiveness, dual language methodology, and best practices for ELL student, such as sheltered instruction, vocabulary strategies, linguistic accommodations, and student discourse (7 Steps to a Language Rich Environment, Talk Read Talk Write)</li> <li>• implementing the English Language Proficiency Standards (ELPS) to ensure student progress in English proficiency of English Learners of at least 1 level every year</li> <li>• 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 grade</li> <li>• maintaining and continuing Sheltered Instruction trainings available to all core content teachers who service English Learners</li> </ul>	<p>Review ELPS training rosters</p> <p>Observe instructional strategies through walk-throughs</p> <p>Monitor the implementation of the 90/10 framework</p> <p>Analyze benchmark results</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> <tr> <td>June</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	June	•	<p>August 2019 – July 2020</p> <p>Assistant Directors, Directors and Executive Director for Curriculum and Instruction</p> <p>Campus leaders and instructional staff</p>	<p>Bilingual/ESL (Title III \$250,000)</p> <p>Bilingual/ESL (Title III Match with Local Funds \$300,000)</p>
Check Point															
Dec	•														
Feb	•														
June	•														

Section	Board Goals	Target Areas	Measureable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year
3-2	1, 2, 6	English Language Learners	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 ELL mandates and make the best decisions for student testing (TELPAS, TELPAS ALT, STAAR, STAAR Spanish and EOCs) and designated supports by conducting ELL compliance and LPAC training for all clerks, Points of Contact, specialists, and assistants.	Audit documentation in folders  Monitor attendance  <b>Check Point</b> Dec     • Feb     • June    •	August 2019 – July 2020  Assistant Directors, Directors and Executive Director for Curriculum and Instruction  Campus leaders and instructional staff	Bilingual/ESL (Local \$125,000)
3-3	7	English Language Learners	Representatives from the Bilingual Department will be present a minimum of 5 of the fall, spring and summer job fairs in which NEISD participates	Increase efforts in recruiting and retaining qualified Bilingual/ESL teachers to ensure that English Learners can demonstrate growth in English proficiency and academics by collaborating with the Human Resources (HR) Department and attending job fairs.	Monitor attendance at job fairs  Monitor number of qualified teachers recruited and hired  <b>Check Point</b> Dec     • May    • July    •	August 2019 – July 2020  Director and Assistant Director of ELL Programs, and HR Department	Bilingual/ESL (Local \$25,000)

**PERFORMANCE AND PLANNING**  
**Gifted and Talented (GT)**

4-1	1, 2, 6	Gifted and Talented (GT)	Increase the number of economically disadvantaged GT students by 2% and EL students by .5% and increase underrepresented populations by 1.5%	Increase the participation of economically disadvantaged and ELL students in the GT program by: <ul style="list-style-type: none"> <li>• modifying qualifying criteria to meet the needs of a diverse district</li> <li>• including Spanish language testing options</li> <li>• clustering Dual Language campuses where possible and assigning a bilingual elementary GT teacher where possible</li> <li>• universally screening 2<sup>nd</sup> or 3<sup>rd</sup> grade students at some Title I and low GT enrollment campuses using an abilities test</li> <li>• provide 30-hour foundation training opportunities for general education teachers (Face to face, Online, Region 20)</li> <li>• providing a Kinder push-in program delivered by the campus GT teacher</li> </ul>	Review fall and spring Public Education Information Management System (PEIMS) report comparison from current and previous years  <b>Check Point</b> Dec     • Feb     •	August 2019 – July 2020  GT Coordinator, GT Instructional Specialist GT Teachers, Bilingual Test Administrators, Counselors	Local funds (\$25,000)
4-2	1, 2, 6, 7	Gifted and Talented	Increase the percent of GT students in English 3 AP and English 4 AP earning a qualifying score of 3, 4, or 5 on the English AP exams from 75.8% to 78%	Strengthen the breadth, depth, and complexity of Secondary GT classes by: <ul style="list-style-type: none"> <li>• offering GT elective courses at participating high schools</li> <li>• revising the secondary ELAR and Math GT curriculum over the next 2 years in conjunction with GT teachers and appropriate district curriculum staff</li> <li>• providing advanced GT PD for all secondary GT teachers</li> </ul>	Review of May 2019 and May 2020 AP data  <b>Check Point</b> June    •	June 2019 – July 2020  GT Coordinator, GT Specialist, GT Secondary Teachers, Campus Administrators	Local funds (\$10,000)

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year												
4-3	1, 2, 6, 7	Gifted and Talented	100% of elementary schools will participate in the Kinder program and 100% of GT students, grades 3-5, will participate in a district event	Strengthen the breadth, depth, and complexity of the Elementary GT Program by: <ul style="list-style-type: none"> <li>revising grades 1-5 curriculum over a 2-year period</li> <li>providing a Kinder push in program delivered by the GT teacher</li> <li>establishing district wide/cluster GT events for grades 3-5</li> <li>providing advanced GT professional development for all elementary GT teachers</li> </ul>	Summer Collaborations, Review strategies quarterly, Year in Review Meeting <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Oct</td><td>•</td></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>March</td><td>•</td></tr> <tr><td>May</td><td>•</td></tr> <tr><td>July</td><td>•</td></tr> </table>	Check Point		Oct	•	Dec	•	March	•	May	•	July	•	August 2019 – July 2020  GT Coordinator, GT Instructional Specialist, GT Elementary Teachers, Campus Administrators	Local funds (\$10,000)
Check Point																			
Oct	•																		
Dec	•																		
March	•																		
May	•																		
July	•																		
4-4	4	Gifted and Talented	100% of campus webpages will include a link to the GT website on the District Links menu  Ensure the GT website is updated a minimum of 1 time per month	Raise parent awareness of the GT program and GT testing procedures and enrichment opportunities by: <ul style="list-style-type: none"> <li>including updated GT program information on the district webpage</li> <li>ensuring all campus webpages have a link to the district GT program information</li> <li>showcasing GT activities at campuses through social media such as district GT Twitter, Instagram, or Facebook</li> <li>offering parent workshops on learning and advocacy opportunities to the parents of gifted students</li> </ul>	Monitor social media posts quarterly, review of campus webpages, attendance at parent workshops <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Oct</td><td>•</td></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>March</td><td>•</td></tr> <tr><td>May</td><td>•</td></tr> </table>	Check Point		Oct	•	Dec	•	March	•	May	•	August 2019 – July 2020  GT Coordinator, GT Instructional Specialist, GT Teachers, Technology Services, Principals	Local funds (\$2,000)		
Check Point																			
Oct	•																		
Dec	•																		
March	•																		
May	•																		
<b>Accountability and Assessments</b>																			
5-1	2, 6	Data Analysis and Assessments	100% of grades 2-12 students will have the opportunity to participate in district and/or campus assessments through Eduphoria Aware  100% of Pre-Kindergarten (Pre-K) through grade 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: <ul style="list-style-type: none"> <li>holding an Eduphoria Aware Master Teacher series to include a campus implementation plan</li> <li>offering monthly participant driven leadership workshops</li> <li>providing campus specific trainings during faculty meetings, grade level PLCs, leadership work sessions, or after school trainings at the request of administration and staff</li> <li>providing access to the Lead4Ward Accountability Connect webinar series and data tools</li> <li>providing accountability updates and data analysis support during monthly principal meetings</li> </ul>	Review sign in sheets  Monitor Google input/feedback forms <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Sept</td><td>•</td></tr> <tr><td>Jan</td><td>•</td></tr> </table>	Check Point		Sept	•	Jan	•	July 2019 – July 2020  Assessment Coordinator, Research and Planning team, Principals	Local Funds \$25,500						
Check Point																			
Sept	•																		
Jan	•																		

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year												
<b>SPECIAL EDUCATION (SPED)</b>																			
6-1	1, 2, 6	Special Education (Graduation Rates)	Performance-Based Monitoring Analysis System (PBMAS) graduation rate will increase from 82.5% to 85% Texas Academic Performance Report (TAPR)	<p>Improve graduation rates for students with IEPs by:</p> <ul style="list-style-type: none"> <li>analyzing credits and assessments for accurate IEP graduation code reporting</li> <li>ensuring all students participate in a coherent sequence of courses, including those with modified or vertically aligned pre-requisite TEKS instruction</li> <li>collaborating with campus coordinators and counselors in the review of courses and graduation plans and document on the counseling communication form</li> <li>providing summer credit recovery for students who are overage and under-credited based upon initial 9<sup>th</sup> grade cohort</li> <li>providing summer intensive pre-Algebra I preparation for students at risk to not demonstrate success on the 1<sup>st</sup> attempt of the Algebra I EOC</li> </ul>	<p>Monitor graduation codes and counseling communication forms</p> <p>Summer Credit Recovery Participation</p> <p>Summer Algebra I Preparation</p> <p>Participation &amp; EOC performance</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Aug</td> <td>•</td> </tr> <tr> <td>Oct</td> <td>•</td> </tr> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>March</td> <td>•</td> </tr> <tr> <td>May</td> <td>•</td> </tr> </tbody> </table>	Check Point		Aug	•	Oct	•	Dec	•	March	•	May	•	<p>August 2019 – July 2020</p> <p>Special Education Administrative Team, Campus Principals, Special Education Campus Coordinators, Special Education Teachers, Counselors, Guidance Services Director</p>	Local funds (\$30,000)
Check Point																			
Aug	•																		
Oct	•																		
Dec	•																		
March	•																		
May	•																		
6-2	1, 2, 6	Special Education	60% of students with Individualized Education Program (IEPs) will meet the Approaches passing standard on all tested STAAR content areas	<p>Students will demonstrate improved academic achievement in all content areas (math, reading, writing, science, and social studies) in grades K-12, as evidenced by benchmarks, classroom progress monitoring, STAAR &amp; EOCs by:</p> <ul style="list-style-type: none"> <li>demonstrating routine &amp; independent use of accommodations</li> <li>applying skills acquired via specially designed instruction</li> <li>self-monitoring data from multiple sources to determine support needs</li> </ul>	<p>Folder Audit Checklists</p> <p>Benchmark Results</p> <p>Monitor quarterly progress monitoring reports and rubric compliance</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>•</td> </tr> <tr> <td>Jan</td> <td>•</td> </tr> <tr> <td>March</td> <td>•</td> </tr> <tr> <td>May</td> <td>•</td> </tr> </tbody> </table>	Check Point		Oct	•	Jan	•	March	•	May	•	<p>August 2019 – July 2020</p> <p>Special Education Administrative Team, Campus Principals, Special Education Teachers, Curriculum &amp; Instruction Staff</p>	Local funds (\$7,000)		
Check Point																			
Oct	•																		
Jan	•																		
March	•																		
May	•																		
6-3	1,2,7	Special Education (Professional Development)	100% of professional development will be offered in a timely & responsive format	<p>Support teacher efficacy and student achievement by providing ongoing professional development across disability-associated instructional &amp; behavioral needs by:</p> <ul style="list-style-type: none"> <li>offering training in multiple modalities including face-to-face, live webinar, and online instruction</li> <li>offering training across all stakeholders, including teachers, paraprofessionals, &amp; administrators, in a timely and relevant manner</li> </ul>	<p>Eduphoria Quarterly Reports</p> <p>Staff PD Surveys</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>•</td> </tr> <tr> <td>Jan</td> <td>•</td> </tr> <tr> <td>March</td> <td>•</td> </tr> <tr> <td>May</td> <td>•</td> </tr> </tbody> </table>	Check Point		Oct	•	Jan	•	March	•	May	•	<p>August 2019 – July 2020</p> <p>Special Education Administrative Team, Campus Principals, Special Education Teachers, C&amp;I Staff</p>	Local & Grant funds (\$30,000)		
Check Point																			
Oct	•																		
Jan	•																		
March	•																		
May	•																		

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year										
		Special Education (Professional Development) CONTINUED		<ul style="list-style-type: none"> <li>providing trainings developed collaboratively with multiple departments</li> <li>monitoring of implementation by campus leadership</li> <li>developing resources and training responsive to teacher and administrative input</li> </ul>													
6-4	1, 2, 5, 7	Special Education Behavior & Social Emotional Learning (SEL)	100% of students with IEPs demonstrating behavioral challenges will receive Positive Behavioral Interventions & Supports (PBIS)	<p>Student utilization of skills and strategies to promote positive behavioral changes to increase academic engagement and social inclusion, through:</p> <ul style="list-style-type: none"> <li>providing PBIS, CHAMPS, Foundations, Redirection Program evidence-based instruction</li> <li>promoting of campus-wide tiered support for students with behavioral challenges</li> <li>targeting interventions and social skills specially designed instruction</li> </ul>	PEIMS Restraint Data PPS Discipline Reports PBMAS Removal Rate <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>•</td> </tr> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>March</td> <td>•</td> </tr> <tr> <td>June</td> <td>•</td> </tr> </tbody> </table>	Check Point		Oct	•	Dec	•	March	•	June	•	August 2019 – July 2020  Special Education Administrative Team, Campus Principals, Special and General Education Teachers, Behavior Facilitators, and campus teams, Pupil Personnel Staff, Curriculum & Instruction Staff	Local funds (\$1,000)
Check Point																	
Oct	•																
Dec	•																
March	•																
June	•																

### Dyslexia Support

7-1	1,2,7	Dyslexia	<p>60% of students with dyslexia meet the approaches standard in all tested STAAR content areas</p> <p>100% of K-2 students will demonstrate growth on the state approved Early Reading instrument</p>	<p>Improve student success for students with dyslexia by providing professional development on:</p> <ul style="list-style-type: none"> <li>the recognition of characteristics of dyslexia and strategies that support students with dyslexia to be completed by October 1, 2019</li> <li>overview of dyslexia at the campus level presented face to face</li> <li>enhancement for teacher efficacy of instruction for students with dyslexia through online informational course offerings</li> <li>regulations and district implementation</li> <li>academic language therapy and multisensory strategies for instruction (such as Scottish Rite Training) by selected cohort</li> </ul> <p>All students with dyslexia will demonstrate growth in reading and writing performance by:</p> <ul style="list-style-type: none"> <li>participating in dyslexia intervention/instruction using the research-based Orton-Gillingham programs, delivered by elementary instructional intervention teachers or trained dyslexia designee</li> <li>accessing instructional accommodations identified in their Individualized Education Program (IEP) or 504 Individualized Accommodation Plan (IAP) implemented by all instructional staff</li> <li>providing students identified with dyslexia an IEP or IAP including interventions as per <i>The Dyslexia Handbook</i></li> </ul>	Professional Development registration documents and agendas <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> </tbody> </table> <p>Quarterly progress monitoring of individual student progress at the campus level</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>•</td> </tr> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>March</td> <td>•</td> </tr> <tr> <td>May</td> <td>•</td> </tr> </tbody> </table>	Check Point		Oct	•	Feb	•	Check Point		Oct	•	Dec	•	March	•	May	•	Campus Dyslexia Designee, District Dyslexia Team, General Education (GE)/Special Education (SE) Itinerant Teachers for Dyslexia	<p>Local funds - professional development (\$8,000)</p> <p>Local Funds, Title II Funds, (for cohort) professional development (\$40,000)</p> <p>Local funds - instructional materials (\$35,000)</p>
Check Point																							
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Check Point																							
Oct	•																						
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May	•																						

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year								
<b>LEARNING SUPPORT SERVICES</b>															
<b>State Compensatory Education (SCE)</b>															
8-1	1, 4, 6	Accelerated Education At-Risk	<p>90% of students attending school at an alternative education setting will successfully complete their course work</p> <p>70% will meet or exceed the Approaches Grade Level standard on the STAAR/EOC in math and reading</p>	<p>Promote quality instruction, build student achievement, improve individual attention, increase student participation, and develop teacher/student relationships at the secondary level with students who are at a greater risk of dropping out by maintaining the additional full-time employees needed to reduce the teacher-student ratio in alternative education settings such as:</p> <ul style="list-style-type: none"> <li>• Alternative Middle School (MS)</li> <li>• Alternative High School (HS)</li> <li>• Academy of Creative Education (ACE)</li> <li>• Middle School Launch to 9th (MSL-9) programs</li> <li>• High School support for MSL-9</li> </ul>	<p>Campus Instructional Improvement Plan (CIIP) review</p> <p>Review campus state assessment results</p> <p>Check for monetary disparity rates</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Sept</td> <td>•</td> </tr> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>June</td> <td>•</td> </tr> </tbody> </table>	Check Point		Sept	•	Dec	•	June	•	<p>August 2019 – June 2020</p> <p>Academy for Creative Education (ACE) Principal, Alternative MS/HS Administration, MSL-9 Teachers Assistant Director for SCE</p>	<p>SCE FTEs</p> <p>ACE (\$1,000,000)</p> <p>Local Budget (\$81,822)</p> <p>Alternative MS (\$1,119,000)</p> <p>Alternative HS (\$1,960,000)</p> <p>2 MS MSL-9 (\$130,000)</p> <p>2 HS MSL-9 (\$130,000)</p>
Check Point															
Sept	•														
Dec	•														
June	•														
8-2	1, 6	Accelerated Education At-Risk Graduation Special Ed, EL, and African American	<p>70% of At-Risk students will reach Approaches Grade Level or Above on the STAAR/EOC in math and reading</p> <p>Increase the graduation rates of targeted student groups (including EL) to a minimum of 93.5%</p>	<p>Increase and improve the academic success and graduation rates of students with diverse needs (including EL, migrant students, students with disabilities, and economically disadvantaged students) by:</p> <ul style="list-style-type: none"> <li>• providing Bilingual/ESL assistants to support middle and high school campuses</li> <li>• providing specialists to model teach, coach, provide after school support, and intervention programs</li> </ul>	<p>Monitor Benchmark results</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	<p>August 2019 – June 2020</p> <p>MS and HS Principals, Learning Support Services, Curriculum and Instruction, Instructional Specialist, Early Childhood Education (ECE) Assistant Director, ECE Specialists Migrant Coordinator At-Risk Campus Coordinator</p>	<p>SCE FTEs</p> <p>32 Bilingual/ESL HS and MS Assistants (\$960,000)</p> <p>Title II funds 6 FTEs (\$312,614)</p>		
Check Point															
Dec	•														
Feb	•														
8-3	1, 4, 6	Accelerated Education At-Risk	<p>100% of campuses with State Compensatory Education (SCE) support will maintain lower teacher-student ratios</p>	<p>Build student achievement, higher student participation, and improve student/teacher personal relationships for students that are at risk of dropping out by reducing the teacher-student ratio through:</p> <ul style="list-style-type: none"> <li>• providing 15 SCE teachers on elementary campuses with high at-risk populations</li> <li>• providing 6 SCE teachers at middle school campuses with high at-risk populations</li> </ul>	<p>Review performance of campuses in using their SCE teachers</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	<p>August 2019– June 2020</p> <p>ES and MS Principals Assistant Director for SCE</p>	<p>SCE Full Time Employees (FTEs)</p> <p>15 ES SCE teachers (\$1,000,000)</p> <p>6 MS SCE teachers (\$400,000)</p>		
Check Point															
Dec	•														
Feb	•														

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year										
8-4	1, 6	Accelerated Education At-Risk: Drop-Out Reduction	90% of students enrolled in credit or course recovery/protection will successfully complete the program  75% of students receiving supplemental tutoring will meet or exceed the Approaches Grade Level standard on the STAAR/EOC in math and reading	Ensure that all at-risk students have the opportunities to increase their performance on state assessments and improve their ability to receive course credit by: <ul style="list-style-type: none"> <li>providing face-to-face supplemental tutoring</li> <li>implementing accelerated instruction for Course Protection (MS/HS), Course Recovery (MS/HS), Credit Protection (HS), Credit Recovery (HS) and/EOC Preparation (HS)</li> <li>providing STAAR Success SSI Workshop Course in English, reading, math, science and social studies for students who have failed the state assessment</li> <li>providing an Instructional Intervention Teacher (IIT) to work with at risk students in reading (ES)</li> <li>providing Student Success Initiative (SSI) Math and Reading teachers to all MS campuses</li> </ul>	Monitor student attendance sheet  <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Sept</td> <td>•</td> </tr> <tr> <td>Nov</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> <tr> <td>May</td> <td>•</td> </tr> </tbody> </table>	Check Point		Sept	•	Nov	•	Feb	•	May	•	August 2019 – June 2020  Principals, Assistant Principals (APs), Academic and Instructional Deans, SSI Teachers, Instructional Intervention Teachers, Achieve Teachers, Assistant Director for SCE, Permanent Substitute	SCE-ED (\$790,000)  SCE FTEs 8 Achieve Teachers (\$520,000) 7 HS Local Credit Teachers (\$455,000) 46 IIT's (\$2,990,000) 21 Permanent Substitutes at identified campuses (\$525,000) 38 SSI MS Math and Reading Teachers (\$2,450,000) Ready Rosie (\$17,800) Edgenuity (\$ 252,000)
Check Point																	
Sept	•																
Nov	•																
Feb	•																
May	•																
8-5	3	Accelerated Education At-Risk	Quarterly reports will reflect 100% implementation of required services  Annual documentation/evaluation report will reflect 100% of the campuses have met the program goals	Provide opportunities to close achievement gaps for students enrolled in private, nonprofit schools by monitoring quarterly and annual documentation/evaluation reports provided by Region 20 through a shared services agreement for implementation of required services and progress on program goals.	Monitor Quarterly Reports  <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Sept</td> <td>•</td> </tr> <tr> <td>Nov</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> <tr> <td>May</td> <td>•</td> </tr> </tbody> </table>	Check Point		Sept	•	Nov	•	Feb	•	May	•	August 2019 – June 2020  Learning Support Services, Assistant Director for EL, Private Non-Profit Campus Contact, Region 20 Cooperative	Title I Co-op (\$201,146)
Check Point																	
Sept	•																
Nov	•																
Feb	•																
May	•																
8-6	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 SSI Academy.	Monitor SSI & Summer School  <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>June</td> <td>•</td> </tr> <tr> <td>July</td> <td>•</td> </tr> </tbody> </table>	Check Point		June	•	July	•	June 2020 – August 2020  Summer School Principals, Learning Support Services and Curriculum and Instruction	SCE FTEs HS – (\$725,920) MS – (\$210,000) ES – (\$350,750)  Title I funds (667,000)				
Check Point																	
June	•																
July	•																

Section	Board Goals	Target Areas	Measureable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year										
8-7	1, 6	Migrant, At-Risk	<p>90% of Migrant students will reach Approaches Grade Level or Above on the STAAR/EOC in math and reading</p> <p>100% of Certificates of Eligibility (COEs) will have 0 errors</p>	<p>Ensure the success of migrant and at-risk students by:</p> <ul style="list-style-type: none"> <li>• providing supplemental services such as tutoring</li> <li>• ensuring all eligible migrant families residing in the district are properly identified, recruited, and served</li> <li>• maintaining proper completion of COE</li> <li>• providing the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet</li> <li>• providing extra support for Priority for Service( PFS) students support before, during, and after school</li> </ul>	<p>Texas Education Agency (TEA) progress report for Priority for Service Students</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Sept</td> <td>•</td> </tr> <tr> <td>Nov</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> <tr> <td>May</td> <td>•</td> </tr> </tbody> </table>	Check Point		Sept	•	Nov	•	Feb	•	May	•	<p>August 2019 – June 2020</p> <p>Assistant Director for SCE/Migrant At-Risk Campus Coordinator, Campus Principal</p>	<p>Migrant Funds (\$32,708)</p>
Check Point																	
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Nov	•																
Feb	•																
May	•																

### Family Engagement

9-1	3, 4	Early Childhood Family Engagement	<p>100% of Prekindergarten families will have weekly access to a Family Specialist or Parental Involvement Specialist</p> <p>100% of prekindergarten families will have access to a minimum of 9 parent trainings that are specific to families with young children during the school year</p> <p>100% of Pre-K families will receive the monthly Family Engagement S'more</p> <p>90% of prekindergarten students meet or exceed the recommended learning outcomes in phonological awareness and math</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• utilizing research based strategies, such as the <a href="#">Dual Capacity Building Framework for Family School Partnerships</a>, to support family engagement</li> <li>• providing access to a Family Specialist/Parental Involvement Specialist at each prekindergarten campus</li> <li>• providing access to parent trainings that are specific to the needs of families with young children</li> <li>• developing staff skills in utilizing evidence-based practices that support families in meeting their children's learning benchmarks</li> <li>• providing an early learning segment in the Family Engagement monthly S'more</li> </ul>	<p>Review Family Specialist or Parental Involvement Specialist calendars and Crate requirements Review Family Engagement S'more for parents</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>May</td> <td>•</td> </tr> </tbody> </table>	Check Point		Dec	•	May	•	<p>August 2019 – June 2020</p> <p>Assistant Director for ECE, Family Engagement Liaison, EC Instructional Specialists, Family Specialists, Parental Involvement Specialists, Prekindergarten teachers</p>	<p>16 FTE SCE Family Specialist (\$1,040,000)</p> <p>26 FTE Title I Parental Involvement Specialists (\$1,690,000)</p>
Check Point													
Dec	•												
May	•												

Section	Board Goals	Target Areas	Measureable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year						
9-2	3, 4	Family Specialist Trainings and establish community partnerships	100% of Family Specialists/Parental Involvement Specialists will have the opportunity to attend 9 professional development trainings	<p>Monthly trainings geared to Family Specialists/Parental Involvement Specialists to include:</p> <ul style="list-style-type: none"> <li>utilizing research based strategies, such as the Dual Capacity Building Framework for Family School Partnerships, social emotional learning to support family engagement</li> <li>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 family specialists</li> </ul>	<p>Review Family Engagement Professional Development Plan</p> <table border="1"> <tr> <th colspan="2">Check Point</th> </tr> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>May</td> <td>•</td> </tr> </table>	Check Point		Dec	•	May	•	<p>August 2019 – June 2020</p> <p>Principals, Family Engagement Liaison, Director for Federal Programs, Assistant Director for SCE, Family/Parent Involvement Specialists</p>	<p>16 FTE SCE Family Specialist (\$1,040,000)</p> <p>26 FTE Title I Parental Involvement Specialists (\$1,690,000)</p>
Check Point													
Dec	•												
May	•												
9-3	3, 4	Family Engagement	<p>Family engagement participation will increase by 5% at each Title I/ Bilingual/Pre-K campus that has a Family Specialist/Parental Involvement Specialist</p> <p>Graduate a minimum of 15 ES and 12 MS/HS parents from Parent Academy</p> <p>Increase participation at Family Engagement Training by 10%</p>	<p>Improve and increase family and community engagement by:</p> <ul style="list-style-type: none"> <li>providing a Family Specialist/Parental Involvement Specialist at campuses with a high percentage of at-risk students</li> <li>offering effective family engagement activities such as: <ul style="list-style-type: none"> <li>Parent Academy classes at various times of the year using the Practical Parent Education Curriculum</li> <li>Family Engagement Training 1 time a year at the district level</li> </ul> </li> <li>Parent Academy achievements recognized at the end of the year</li> <li>expand and maintain community partnerships with Community in Schools, BCFS Health and Human Services, Education Service Center 20, San Antonio Food Bank to facilitate trainings for parents</li> <li>providing support to families in crisis using in-district and community social services</li> </ul>	<p>Review family specialist or parental involvement specialist calendars and Crate requirements</p> <table border="1"> <tr> <th colspan="2">Check Point</th> </tr> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>May</td> <td>•</td> </tr> </table>	Check Point		Dec	•	May	•	<p>August 2019 – June 2020</p> <p>Principals, Family Engagement Liaison, Counselors, Director for Federal Programs, Assistant Director for SCE, Family Specialists, Parent Involvement Specialists</p>	<p>16 FTE-SCE Family Specialist (\$1,040,000)</p> <p>26 FTE-Title I Parental Involvement Specialists (\$1,690,000)</p>
Check Point													
Dec	•												
May	•												

### Guidance Services

10-1	1, 3, 4	Guidance	<p>100% of secondary students will complete a 4 year plan in Skyward</p> <p>100% of the 8<sup>th</sup> graders will complete the Kuder Assessments</p> <p>100% of all students will be provided information regarding the importance of higher education</p>	<p>Increase college, career, and military awareness for all students by:</p> <ul style="list-style-type: none"> <li>requiring all elementary, middle, and high school counselors to advise students and parents regarding the importance of rigorous curriculum choices, higher education admissions, and financial aid opportunities</li> <li>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 [<a href="#">House Bill (HB) 5, 83rd Texas Legislature</a>]</li> <li>educating students and parents regarding the Texas Grant Program and automatic admission to certain institutions [<a href="#">Texas Education Code (TEC) §§ 33.007</a>]</li> <li>providing instruction of the Kuder Program to all 8th grade students [<a href="#">HB 18</a>]</li> </ul>	<p>Monitor 4 year plans</p> <p>Review 8<sup>th</sup> graders Kuder Program usage</p> <p>Monitor progress in disseminating higher education information</p> <table border="1"> <tr> <th colspan="2">Check Point</th> </tr> <tr> <td>Nov</td> <td>•</td> </tr> <tr> <td>March</td> <td>•</td> </tr> </table>	Check Point		Nov	•	March	•	<p>August 2019 – June 2020</p> <p>School Counselors, Guidance Coordinator, Director for Guidance Services</p>	<p>Not Applicable (N/A)</p>
Check Point													
Nov	•												
March	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year						
10-2	2, 3, 5, 6, 7, 8	Health Services, Guidance Services, Health and Physical Education (PE), Student Leadership and Well Being, and Human Resources	<p>100% of students will be provided access to information pertaining to sexual abuse, child abuse, suicide prevention, and other maltreatment</p> <p>100% of campus personnel and transportation personnel will attend training presented by the school counselor or Director of Guidance Services</p> <p>100% of all new employees will complete child abuse training</p> <p>100% of all new educators will complete suicide prevention training</p>	<p>Increase awareness and prevention techniques for all students and school personnel regarding the warning signs of sexual abuse and other maltreatment of children (<a href="#">Jenna's Law House Bill 1041</a> and <a href="#">Senate Bill 471</a>) by:</p> <ul style="list-style-type: none"> <li>providing access to education/training for all parents, staff and students annually (Guidance lessons for K– 12)</li> <li>placing brochures for “10 Signs of Child Abuse”, “What to Say and Do If You Suspect Child Abuse”, “ChildSafe Information Guide for Families” and the link to the ChildSafe website in both English and Spanish on the NEISD Guidance website</li> <li>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, and other maltreatment of children</li> <li>providing mandatory child abuse training and requiring signature of completion for all new employees facilitated by Human Resources</li> <li>providing mandatory suicide prevention training - ASK (Ask, Seek, Know) and requiring signature of completion for all new educators facilitated by Human Resources</li> <li>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</li> </ul>	<p>“Mental Health Training” will be completed at each campus in August</p> <p>Monitor ongoing child abuse training of new employees</p> <p>Monitor ongoing suicide prevention training of all new educators</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Sept</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> </tbody> </table>	Check Point		Sept	•	Feb	•	<p>August 2019 – June 2020</p> <p>Campus Nurses, School Counselors, Student Teacher Assistance Network (STAN) Counselors, Health/PE, Campus Administrators, and Human Resources</p>	
Check Point													
Sept	•												
Feb	•												
10-3	1, 4, 5	Guidance	<p>100% of elementary school students will participate in a minimum of 8 guidance lessons per year</p> <p>100% of middle school students will participate in a minimum of 6 guidance lessons per year</p> <p>100% of high school students will participate in a minimum of 4 guidance lessons per year</p>	<p>Provide equal opportunities for all students to receive guidance and counseling by:</p> <ul style="list-style-type: none"> <li>implementing the Texas Model for Comprehensive School Counseling Programs</li> <li>implementing the Campus Comprehensive Guidance Plan to include the 4 components: Guidance Curriculum, Responsive Services, Individual Planning, and System Support</li> <li>provide professional development for counselors to increase their efficacy</li> </ul>	<p>Monitor Campus Comprehensive Guidance Plans</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>•</td> </tr> <tr> <td>March</td> <td>•</td> </tr> </tbody> </table>	Check Point		Oct	•	March	•	<p>August 2019 – June 2020</p> <p>School Counselors, Guidance Coordinator, Director for Guidance Services</p>	<p>\$3,000 Local funds</p>
Check Point													
Oct	•												
March	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year						
<b>Early Childhood Education (ECE)</b>													
11-1	1, 2, 6, 7	Early Childhood (EC)	<p>90% of prekindergarten students meet or exceed the recommended learning outcomes in phonological awareness and math</p> <p>95% of prekindergarten classes will meet 1:11 teacher student ratio</p> <p>100% of prekindergarten teachers will meet or exceed the teacher requirements of a High Quality Prekindergarten Program (Rider 78)</p>	<p>Increase student achievement and kindergarten readiness by supporting a developmentally appropriate instructional program through implementation of a curriculum that addresses all of the <a href="#">Texas Prekindergarten Guidelines (2015)</a> by:</p> <ul style="list-style-type: none"> <li>utilizing and providing guidance on the NEISD Prekindergarten Year at a Glance and Instructional Planning Guide and the <a href="#">Texas Prekindergarten Guidelines (2015)</a></li> <li>providing a minimum of 50 hours of professional development that address the <a href="#">Texas Prekindergarten Guidelines (2015)</a> and best practices in the Prekindergarten classroom; the professional development will be provided through: <ul style="list-style-type: none"> <li>face to face, hybrid, and online professional development sessions</li> <li>new teacher half-day focus sessions</li> <li>ongoing classroom coaching by EC instructional specialists</li> </ul> </li> <li>attempting to maintain a student teacher ratio of 1:11</li> <li>utilizing 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 <a href="#">High Quality Prekindergarten Program (Rider 78)</a></li> </ul>	<p>Monitor beginning/middle/end of year CIRCLE progress monitoring data</p> <p>Review Pre-kindergarten class enrollment</p> <p>Monitor Eduphoria reports</p> <table border="1" style="margin-top: 10px;"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td style="text-align: center;">•</td> </tr> <tr> <td>Feb</td> <td style="text-align: center;">•</td> </tr> </tbody> </table>	Check Point		Oct	•	Feb	•	<p>August 2019 – June 2020</p> <p>Assistant Director for ECE, EC Instructional Specialists, Prekindergarten Principals, Prekindergarten teachers, Prekindergarten Paraprofessionals</p>	<p>Local funds (\$10,000)</p> <p>43 paraprofessional FTEs (\$1.25 million)</p> <p>Title II funds (\$10,000)</p>
Check Point													
Oct	•												
Feb	•												
11-2	1, 2, 5, 8	Early Childhood	<p>100% of prekindergarten teachers will have an opportunity to attend a minimum of 12 hours of SEL professional development</p> <p>90% of prekindergarten students will meet the “on track” benchmark in the Social and Emotional Behaviors domain of the CIRCLE progress monitoring instrument</p>	<p>Increase student achievement and kindergarten readiness including support of SEL and development by:</p> <ul style="list-style-type: none"> <li>providing professional development specific to the Social and Emotional Development domain of the <a href="#">Texas Prekindergarten Guidelines (2015)</a></li> <li>providing an instructional planning guide with a pacing guide for direct instruction of social and emotional skills</li> <li>utilizing support from nationally recognized consultants</li> <li>ensuring ongoing classroom coaching by EC instructional specialists</li> </ul>	<p>Review ECE professional development calendar</p> <p>Monitor Eduphoria reports</p> <p>Review teacher Eduphoria profiles</p> <p>Review beginning/middle/end of year CIRCLE progress monitoring data</p> <table border="1" style="margin-top: 10px;"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Nov</td> <td style="text-align: center;">•</td> </tr> <tr> <td>May</td> <td style="text-align: center;">•</td> </tr> </tbody> </table>	Check Point		Nov	•	May	•	<p>August 2019 – June 2020</p> <p>Assistant Director for ECE, EC Instructional Specialists, Prekindergarten teachers</p>	<p>External Pre-K 4 SA Grant (\$50,000)</p>
Check Point													
Nov	•												
May	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year						
<b>World Languages</b>													
12-1	1, 6	World Languages	85% of a student sample will meet or surpass proficiency goals on external proficiency assessments	<p>Increase the number of students meeting or surpassing proficiency goals by:</p> <ul style="list-style-type: none"> <li>implementing an instructional program in all languages that is based on national, state, and district proficiency goals and articulated performance objectives</li> <li>providing teachers with instructional pathways, performance objectives, instructional activities, and staff development in researched-based strategies</li> <li>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</li> <li>supporting teacher-leader professional development in a trainer-of-trainer model through conferences such as TFLA, ACTFL, and PEARLL</li> </ul>	<p>Utilize district world language program rubrics</p> <p>Utilize score reports from external assessments</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Jan</td> <td style="text-align: center;">•</td> </tr> <tr> <td>June</td> <td style="text-align: center;">•</td> </tr> </tbody> </table>	Check Point		Jan	•	June	•	<p>August 2019 – June 2020</p> <p>Assistant Director for World Languages, Director for Learning Support Services, World Languages Department Chairpersons, Teachers, Principals, Assistant Principals (APs)</p>	<p>Local funds (\$50,000) Title II funds (\$10,000)</p>
Check Point													
Jan	•												
June	•												
12-2	1, 6	World Languages	<p>Students will receive instruction in the target language 90% of the time during a class period</p> <p>Students will have opportunities to communication in the target language 50-90% (as appropriate) of the time during a class period</p> <p>100% of teachers will attend at least 1 training about proficiency-based instruction</p>	<p>Increase the number of students who are using the target language in the classroom by:</p> <ul style="list-style-type: none"> <li>providing a proficiency-based approach in the classroom where the target language is used for the majority of the class period by both teacher and students in all levels, including Levels I and II</li> <li>providing teachers training on high-yield strategies for teaching a world language</li> <li>providing teachers training on using input that is comprehensible, lesson planning to maximize input vs. output</li> </ul>	<p>Conduct walkthroughs</p> <p>Monitor Eduphoria sign in sheets</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td style="text-align: center;">•</td> </tr> <tr> <td>Feb</td> <td style="text-align: center;">•</td> </tr> </tbody> </table>	Check Point		Dec	•	Feb	•	<p>August 2019 – June 2020</p> <p>Assistant Director for World Languages, Director for Learning Support Services, World Languages Department Chairpersons, Teachers, Principals, APs</p>	<p>Local funds (\$30,000)</p>
Check Point													
Dec	•												
Feb	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year						
12-3	1, 6	World Languages	85% of students will meet or surpass performance objectives on common departmental semester exams	<p>Increase the number of students who are meeting or surpassing classroom performance objectives by:</p> <ul style="list-style-type: none"> <li>including the vocabulary development process for all students using research-based strategies</li> <li>providing teachers with performance objectives, curriculum frameworks, and staff development including performance-based strategies and assessments</li> <li>maintaining a world language web page containing curriculum and resources</li> </ul>	<p>Utilize district world language program rubrics</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Jan</td> <td>•</td> </tr> <tr> <td>June</td> <td>•</td> </tr> </tbody> </table>	Check Point		Jan	•	June	•	<p>August 2019 – June 2020</p> <p>Assistant Director for World Languages, Director for Learning Support Services, World Languages Department Chairpersons, Teachers, Principals, APs</p>	<p>Local funds (\$30,000)</p>
Check Point													
Jan	•												
June	•												
<b>Career and Technical Education (CTE)</b>													
13-1	1, 7	Career & Technical Education	<p>5% increase of students obtaining industry certifications and licensures</p> <p>100% of secondary administrators, counselors, and special education coordinators will receive CTE professional development</p>	<p>Ensure appropriate placement in Career and Technical Education (CTE) courses and programs of study and increase the number of students who receive industry certifications/licensures by:</p> <ul style="list-style-type: none"> <li>expanding opportunities for teachers to obtain training, industry certifications, and externships</li> <li>providing professional development related to student placement options during principal, counselor, special education coordinators and case managers monthly meetings</li> </ul>	<p>Follow up with administrators, counselors, and SPED Coordinators</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Jan</td> <td>•</td> </tr> <tr> <td>April</td> <td>•</td> </tr> </tbody> </table>	Check Point		Jan	•	April	•	<p>August 2019 – June 2020</p> <p>Senior Director for Career and Technical Education, Assistant Director for Career and Technical Education, Program Coordinator</p>	<p>CTE Federal funds (\$60,000)</p> <p>CTE Local funds (\$25,000)</p>
Check Point													
Jan	•												
April	•												
13-2	1, 6	Career & Technical Education	<p>100% of all CTE teachers will complete professional development</p> <p>100% of CTE teachers will attend safety training sessions and workshops</p> <p>100% of all CTE labs will be audited for safety issues</p>	<p>Improve CTE student success in academic courses and provide students with a safe learning environment by:</p> <ul style="list-style-type: none"> <li>providing professional development related to integrating the following strategies into CTE course curriculum: <ul style="list-style-type: none"> <li>reading &amp; writing across the curriculum</li> <li>Problem-Based Learning</li> <li>Strategies for English Learners (EL)</li> <li>College &amp; Career Readiness Standards</li> </ul> </li> <li>training CTE teachers on effective implementation of safety procedures for all CTE facilities and equipment</li> </ul>	<p>Monitor participation in bi-annual professional development</p> <p>Monitor safety training on Curriculum Day and send 2<sup>nd</sup> semester reminder to all teachers</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Nov</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> </tbody> </table>	Check Point		Nov	•	Feb	•	<p>August 2019 – June 2020</p> <p>Senior Director for Career and Technical Education, Assistant Director for Career and Technical Education, Program Coordinator</p>	<p>CTE Federal funds (\$10,000)</p> <p>CTE Local funds (\$500)</p> <p>Title IV Funds (\$10,000) – if awarded</p>
Check Point													
Nov	•												
Feb	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year						
13-3	1, 6	Career & Technical Education	100% of secondary students will have access to career investigation resources  100% of all 8 <sup>th</sup> grade students will access online career investigation resources	Promote effective college and career planning for students by: <ul style="list-style-type: none"> <li>requiring all 8<sup>th</sup> grade students to complete the Kuder Online Career Investigation Assessment</li> <li>ensuring that parents have access to student assessment results through the Parent Portal and are familiar with how to determine results</li> </ul>	Check in with secondary counselors regarding taking and promoting Kuder Career Assessment  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Nov</td><td>•</td></tr> <tr><td>Feb</td><td>•</td></tr> </table>	Check Point		Nov	•	Feb	•	August 2019 – June 2020  Senior Director for Career and Technical Education, Program Coordinator	CTE Federal funds (\$15,000)
Check Point													
Nov	•												
Feb	•												
13-4	1, 6	Career & Technical Education	10% increase in students following Coherent Sequence of Courses  100% of seats filled in Construction, Diesel, Medical, and Aerospace programs of study	Expand and improve student participation in the CTE program by: <ul style="list-style-type: none"> <li>working to create cutting edge and modern marketing outreach</li> <li>implementing the 1st year of new Construction Technology Academy at Career &amp; Technical Education Center (CTEC) and continue to enhance, market, and advertise the 2<sup>nd</sup> and 3rd year programs of Medical Professions Academy, Diesel Technology and Aerospace to obtain full enrollment</li> </ul>	Monitor progress on new brochures and websites with videos  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Sept</td><td>•</td></tr> <tr><td>Jan</td><td>•</td></tr> </table>	Check Point		Sept	•	Jan	•	August 2019 – June 2020  Senior Director for Career and Technical Education, Assistant Director for Career and Technical Education, Program Coordinator; CTEC Director	CTE Federal funds (\$150,000)  CTE Local fund (\$100,000)
Check Point													
Sept	•												
Jan	•												
13-5	1, 6	Computer Science	100% of Computer Science courses will have instructional resources available to the teacher and students  5% increase in students passing the Computer Science AP tests	Increase the success of students in Computer Science, promote rigor and relevance, and increase number of students qualifying as college and career ready by: <ul style="list-style-type: none"> <li>continuing to redevelop the scope and sequences for all courses</li> <li>providing shared resources to all teachers throughout the year</li> <li>continuing to redesign the Computer Science AP curriculum to align with the Computer Science AP test</li> </ul>	Meet bi-annually with Computer Science teachers to review curriculum and assess resources  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Oct</td><td>•</td></tr> <tr><td>Feb</td><td>•</td></tr> </table>	Check Point		Oct	•	Feb	•	August 2019 – June 2020  Senior Director for Career and Technical Education, Assistant Director for Career and Technical Education	Local funds (\$20,000)
Check Point													
Oct	•												
Feb	•												
<b>College and Career Readiness</b>													
14-1	1, 2, 4	Establish College and Career Awareness	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: <ul style="list-style-type: none"> <li>providing students access to college information through College Board - Big Future and other resources</li> <li>maintaining a college prep and career awareness and preparedness website: <a href="#">College Planning Resources</a></li> <li>providing access to online test prep material for the Texas Success Initiative Assessment (TSI or TSIA), Advanced Placement (AP), PSAT (Preliminary SAT), SAT, and ACT through Shmoop (an online resource), and March2Success through Junior Reserve Officers' Training Corps (JROTC)</li> </ul>	Monitor online prep participation  Review Shmoop usage report  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>May</td><td>•</td></tr> </table>	Check Point		Dec	•	May	•	August 2019 – July 2020  College and Career Readiness Coordinator, Director of Guidance Services, Career and Technical Education (CTE) Director, Director for Army Instruction, Campus Counselors	Local funds Shmoop (\$33,000)
Check Point													
Dec	•												
May	•												

Section	Board Goals	Target Areas	Measureable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year						
14-2	1, 2, 4	College Readiness Performance	<p>Increase the number of seniors who are TSI exempt by 2%</p> <p>Student performance on the number of 3s, 4s, and 5s on Advanced Placement (AP) exams will increase by 2%</p> <p>College Credit hours earned through Dual Credit and UT OnRamps will increase by 2%</p>	<p>Increase students' college readiness skills by:</p> <ul style="list-style-type: none"> <li>• providing opportunities to take college preparatory assessments (PSAT, SAT/ACT, TSIA, AP exams)</li> <li>• offering SAT/ACT/TSIA test administrations at all high school campuses throughout the year</li> <li>• offering TSIA administration dates for interested juniors and seniors during the school day</li> <li>• maximizing the number of Dual Credit and University of Texas (UT) OnRamps courses offered</li> </ul>	<p>Monitor the number of seniors who are TSI exempt</p> <p>Review the number of students scoring a 3, 4, or 5 on AP exams</p> <p>Review the number of students earning college credit hours through Dual Credit and UT OnRamps</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Feb</td> <td>•</td> </tr> <tr> <td>June</td> <td>•</td> </tr> </tbody> </table>	Check Point		Feb	•	June	•	<p>August 2019 – July 2020</p> <p>College and Career Readiness Coordinator, APs for Instruction, Director of Guidance Services, Campus Counselors, Assistant Directors for Curriculum and Instruction</p>	<p>Local funds AP exams (\$680,000)</p> <p>TSI Units (\$20,000)</p>
Check Point													
Feb	•												
June	•												
14-3	1, 2, 4, 6	Establish College Readiness Partnerships and Participation	<p>College credit hours earned by students will increase by at least 2%</p>	<p>Increase students' opportunities to earn college credit through Dual Credit and OnRamps courses by maintaining and expanding partnerships with institutions: UT OnRamps, Alamo Colleges, San Antonio Education Partnership (SAEP), and Trinity University College Advising Corp</p>	<p>Review the total of dual credit and UT OnRamps hours earned</p> <p>Review data with SAEP and Trinity College Advisor quarterly</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>•</td> </tr> <tr> <td>May</td> <td>•</td> </tr> </tbody> </table>	Check Point		Oct	•	May	•	<p>August 2019 – July 2020</p> <p>College and Career Readiness Coordinator, APs for Instruction, Dual Credit and AP Teachers, and Alamo Colleges' Personnel</p>	<p>Local funds SAEP (\$75,000)</p> <p>Dual Credit (\$5,000)</p> <p>UT OnRamps (\$200,000)</p> <p>Title IV UT OnRamps (\$55,000)</p>
Check Point													
Oct	•												
May	•												
14-4	1, 6	College and Career Readiness Closing Gaps	<p>Increase the number of students taking AP courses by 2%</p> <p>Increase the number of underrepresented students scoring at least a 3, 4, or 5 on AP exams by 2%</p>	<p>Close achievement gaps on AP exams for underrepresented student groups to include economically disadvantaged, ELLs, SPED, African American, American Indian, and Hispanic students in advanced academic courses by:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• administering the PSAT to grades 9, 10, and 11</li> </ul>	<p>Send the AP Potential reports to individual campuses</p> <p>Review the number of students taking AP courses and scoring a 3, 4, or 5 on the College Board Report</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Feb</td> <td>•</td> </tr> <tr> <td>July</td> <td>•</td> </tr> </tbody> </table>	Check Point		Feb	•	July	•	<p>August 2019 – July 2020</p> <p>Assistant Directors for Curriculum and Instruction, College and Career Readiness Coordinator, Director for Curriculum and Instruction, Instructional Deans, Department Chairpersons, and Teachers</p>	<p>Local funds PSAT (\$186,000)</p>
Check Point													
Feb	•												
July	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year						
<b>STUDENT LEADERSHIP &amp; WELL-BEING</b>													
15-1	1, 2, 4, 5, 6	Safe and Drug Free Schools (SDFS) and Leadership Development	100% of secondary campuses will have a Peer Assistance Leadership and Service (PALS) program  100% of PALS students will participate in mentoring and service projects with a minimum of 55,000 total service hours through the PALS program	Develop and support student leadership and service in secondary schools by coordinating a PALS program at each secondary campus which includes: <ul style="list-style-type: none"> <li>• providing teacher and student PALS training and mediation training</li> <li>• assigning a minimum of 2 students (mentees) from feeder or home campuses to each PALS student to mentor</li> <li>• completing additional service projects in their communities, campuses and/or their feeder schools</li> </ul>	Review data summary  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>Feb</td><td>•</td></tr> </table>	Check Point		Dec	•	Feb	•	June 2019 – June 2020  PALS Teachers, Secondary Principals, Counselors, Senior Director of Student Leadership & Well-Being	Local funds (\$115,000)
Check Point													
Dec	•												
Feb	•												
15-2	2, 5, 7	Student Leadership & Well-Being	100% of students at participating campuses will have access to prevention activities and guidance and intervention counseling sessions  100% of the SDFS Campus Contact Training days will include training on violence prevention and/or drug and alcohol prevention based on needs assessment	Continue to improve SDFS initiatives by providing STAN Intervention Counselors to all high schools and select middle schools who will: <ul style="list-style-type: none"> <li>• provide prevention and intervention support to their students (including those assigned to Alternative MS/HS) relating to grief, anxiety, drug and alcohol abuse, and dealing with repercussions of violence</li> <li>• explore and attend training on best practices to develop components and/or programs that address violence, bullying, and alcohol prevention</li> <li>• provide training to SDFS campus contacts</li> </ul>	Review metrics with STAN Team  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>Feb</td><td>•</td></tr> </table>	Check Point		Dec	•	Feb	•	August 2019 – June 2020  STAN Intervention Counselors, Senior Director of Student Leadership & Well-Being	SCE funds - 12 FTEs (\$780,000)  Local funds (\$15,000)
Check Point													
Dec	•												
Feb	•												
15-3	1, 2, 5, 8	Student Leadership & Well-Being, Guidance Services, Human Resources	100% of campuses will include goals and strategies for prevention and intervention related to Safe and Drug Free Schools (SDFS) in their CIIP  95% of the evaluations from Safe & Drug Free Schools campus contact training will indicate Exceeds Expectations	Maintain expertise and expand learning to benefit students and staff, in collaboration with Guidance Services, by providing professional development opportunities based on needs assessment for Student Teacher Assistance Network (STAN) Counselors, District Crisis Team, and SDFS Campus Contacts, so that counselors provide training to their home campuses related to the following topics: <ul style="list-style-type: none"> <li>• reduction of violence, verbal aggression, sexual harassment and other forms of bullying, including cyber-bullying [<a href="#">HB 1942</a> &amp; <a href="#">Senate Bill (SB) 179</a>]</li> <li>• harmful effects of tobacco, alcohol, and other drugs</li> <li>• improvement of school safety through conflict resolution training</li> <li>• implementation of the Suicide Prevention policy</li> <li>• suicide prevention and mental health [<a href="#">HB 2186</a>]</li> </ul>	Review metrics with STAN Team & Guidance  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>Feb</td><td>•</td></tr> </table>	Check Point		Dec	•	Feb	•	June 2019– June 2020  Principals, Counselors, STAN Counselors, Senior Director of Student Leadership & Well-Being, Director of Guidance Services, Director of Human Resources	Local funds (\$120,000)
Check Point													
Dec	•												
Feb	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year						
		Student Leadership & Well-Being, Guidance Services, Human Resources CONTINUED	Professional development needs assessment will be provided to 100% of SDFS Campus Contacts  Participating campuses' discipline referrals will be reduced by 1%	<ul style="list-style-type: none"> <li>teen dating violence <a href="#">[TEC §§37.0831]</a></li> </ul>									
15-4	1, 2, 5	Advancement Via Individual Determination (AVID)	<p>Increase the number of students in secondary Advancement Via Individual Determination (AVID) elective by 1%</p> <p>Increase the number of trained AVID district and campus leadership by 1%</p> <p>90% or more of AVID Seniors will be accepted to a college/university</p>	<p>Continue to strengthen the existing AVID system by:</p> <ul style="list-style-type: none"> <li>providing professional development (Summer Institute, Path AVID training, and teacher choice opportunities)</li> <li>collaborating with core content departments to align AVID best practices with core content curriculum</li> <li>using data to set AVID program goals</li> <li>providing professional learning on AVID instructional methodologies to campus staff</li> <li>increasing elective enrollment through recruitment and parent education/involvement</li> <li>moving toward school-wide AVID implementation at AVID middle and high schools</li> <li>ensuring all AVID campuses meet the AVID certification requirements</li> <li>provide vertical alignment opportunities to AVID Coordinators</li> </ul>	<p>Review AVID campus site team plans submitted October 2019</p> <p>Review data submitted in MyAVID</p> <p>Review the Coaching and Certification Instrument</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>•</td> </tr> <tr> <td>June</td> <td>•</td> </tr> </tbody> </table>	Check Point		Oct	•	June	•	<p>August 2019 – July 2020</p> <p>Senior Director for Student Leadership &amp; Well-Being, Assistant Director for Academic Support, AVID Coordinators, Campus AVID Site Teams</p>	<p>AVID Secondary HSA funds (\$812,564)</p> <p>AVID Elementary local funds (\$110,371)</p>
Check Point													
Oct	•												
June	•												
15-5	1, 2, 5	Response to Intervention (Rtl)	<p>100% of Response to Intervention (Rtl) Points of Contact will be offered professional development</p> <p>100% of Campuses will be trained on how to utilize student discipline data and academic screeners</p>	<p>Continue to strengthen the Rtl process by:</p> <ul style="list-style-type: none"> <li>providing professional development on the district Rtl Document Management System that allows for a systematic approach to creating Tier 2 and Tier 3 Intervention Plans based on student data</li> <li>providing ongoing teacher training in research-based instructional strategies and behavior management; training is designed to provide instructional staff with the skills needed to support instructional/behavioral needs of diverse student populations at multiple levels of intervention and intensity</li> <li>providing ongoing support, guidance, and follow-up on Rtl training, to assist with effective implementation of differentiated interventions, documentation and to the success of students in each tier of the Rtl process</li> <li>creating structures that provide for systemic monitoring of student progress</li> </ul>	<p>Eduphoria Workshop confirmed attendance rosters and agendas</p> <p>Campus Feedback Form</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>•</td> </tr> <tr> <td>May</td> <td>•</td> </tr> </tbody> </table>	Check Point		Oct	•	May	•	<p>August 2019 – July 2020</p> <p>Senior Director for Student Leadership &amp; Well-Being, Assistant Director for Academic Support, Campus Rtl Points of Contact, SEL/Behavior Coaches</p>	<p>Response to Intervention and PBIS local funds (\$20,000)</p>
Check Point													
Oct	•												
May	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year						
<b>Family Support Services</b>													
16-1	3, 4	Dropout / Leaver / Prevention / Retention	Decrease the number of dropouts by 35 students	Reduce the number of dropouts by: <ul style="list-style-type: none"> <li>• supporting campus leadership teams in locating dropouts</li> <li>• researching innovative dropout prevention programs and implementing effective programs</li> <li>• monitoring Leavers coded 98 (potential dropouts) on a daily basis through the district and campus web application</li> </ul>	The daily 98 (Dropout list) will be reviewed  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Oct</td><td>•</td></tr> <tr><td>Jan</td><td>•</td></tr> </table>	Check Point		Oct	•	Jan	•	August 2019 – June 2020 Interim Sr. Director of Student Leadership and Well-Being/Family Support Services Principals, Campus Dropout Leaver Coordinators	N/A
Check Point													
Oct	•												
Jan	•												
16-2	3, 5	Dropout/ Leaver/ Prevention/ Retention	100% of secondary administrators will be trained at August Leadership, mid-year, and end of year	Reduce the number of errors in reported Leavers by: <ul style="list-style-type: none"> <li>• documenting the appropriate state leaver codes</li> <li>• providing continuous support and training on specific procedures for campus personnel and administrators involved in the leaver/withdrawal process</li> <li>• monitoring withdrawal documentation using the Right-Fax System</li> </ul>	Withdrawals will be audited during both checkpoints  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>Feb</td><td>•</td></tr> </table>	Check Point		Dec	•	Feb	•	August 2019 – June 2020 Interim Sr. Director of Student Leadership and Well-Being/Family Support Services, Principals, Campus Dropout Leaver Coordinators, Campus Data Processors	N/A
Check Point													
Dec	•												
Feb	•												
16-3	3	Accelerated Education At-Risk	Improve graduation rate of students enrolled in the School-Age Parenting Program from 92% to 93% and improve attendance from 85% to 86%	Improve student performance and attendance rates for school age parents by: <ul style="list-style-type: none"> <li>• identifying and enrolling students in need of support in the School-Age Parenting Program (SAPP)</li> <li>• providing dropout intervention such as home visits, resource referral and case management</li> <li>• using Target 10 intervention strategies which provide focused support for highest needs students</li> </ul>	Attendance and graduation rates will be reviewed  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>June</td><td>•</td></tr> </table>	Check Point		Dec	•	June	•	August 2019 – August 2020 Interim Sr. Director of Student Leadership and Well-Being/Family Support Services and School-Age Parenting Case Manager/ Instructors	SCE funds (\$202,640)
Check Point													
Dec	•												
June	•												
16-4	1, 3, 6	Accelerated Education At-Risk	Improve graduation rate of students enrolled in the McKinney-Vento Homeless program from 92% to 93% and improve attendance from 91% to 92%	Promote the academic success of homeless students by: <ul style="list-style-type: none"> <li>• ensuring students have access to all Title I programs</li> <li>• ensuring timely and immediate enrollment</li> <li>• providing academic interventions and campus support as defined in the <a href="#">Public Law 107-110 McKinney-Vento Homeless Education Assistance Improvements Act of 2001</a></li> </ul>	Attendance and graduation rates will be reviewed  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>June</td><td>•</td></tr> </table>	Check Point		Dec	•	June	•	August 2019 – August 2020 Interim Sr. Director of Student Leadership and Well-Being/Family Support Services and McKinney Family Liaisons	MVGrant (\$109,895)  Title I fund/ Set-Aside (\$210,000)
Check Point													
Dec	•												
June	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year								
<b>STUDENT SUPPORT SERVICES</b>															
<b>Pupil Personnel</b>															
17-1	1, 5	Student Attendance	<p>100% of students whose attendance falls below 90% will be provided a plan</p> <p>Increase 19-20 district attendance rate from 95.3% to 95.5%</p>	<p>Improve student attendance by effectively:</p> <ul style="list-style-type: none"> <li>• contacting parents to communicate concerns via multiple communication avenues such as: phone, email, parent portal, mail, or face-to-face conferences</li> <li>• developing a District Individual Attendance Plan with students who have 5 or more unexcused absences</li> <li>• using District Attendance Officers to make parent contacts and home visits and designating a campus administrator as attendance point of contact as applicable</li> <li>• filing truancy cases in Bexar County Municipal Court for additional support as needed</li> <li>• students whose attendance falls below 90% will be provided a plan approved by the principal to regain credit</li> </ul>	<p>The attendance rate of the current year will be reviewed and compared to the previous school year</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Jan</td> <td>•</td> </tr> <tr> <td>June</td> <td>•</td> </tr> </tbody> </table>	Check Point		Jan	•	June	•	<p>August 2019 – June 2020</p> <p>Campus Administrators, District Attendance Officers, Director of Pupil Personnel</p>	N/A		
Check Point															
Jan	•														
June	•														
17-2	2, 5, 8	Discipline Management	<p>100% of campuses will document the means of communication with students, parents/guardians, and their community</p> <p>5% reduction in the number of students disciplined for bully/harassment offenses vs. 18-19 levels</p> <p>100% of campuses will document reports tracking electronic acknowledgement of the Student/ Parent (S/P) Handbook</p> <p>1% mean reduction per campus in the number of students with a disciplinary consequence reported to PEIMS</p>	<p>Ensure communication regarding behavior responsibilities and expectations as outlined in the district <a href="#">Student Code of Conduct</a>, highlighting consequences of and proactive initiatives for combatting bullying and harassment by:</p> <ul style="list-style-type: none"> <li>• documenting communication with students, parents/ guardians, and the community through avenues, such as meetings, newsletters, campus websites, and providing access to the district Student Code of Conduct in the main office areas to include positive behavior supports/social-emotional learning opportunities depicted in campus Behavior Management Plans</li> <li>• communicating availability of electronic access to the online <a href="#">District Student/Parent (S/P) Handbook</a> and providing a hard copy to any parent/guardian if needed or requested</li> <li>• requiring parents/guardians, including those of newly enrolled students, to electronically acknowledge access to the S/P Handbook and routinely monitoring missing acknowledgements</li> <li>• notifying parents/guardians when a student has been referred to an administrator and has been found to be in violation of the Student Code of Conduct within 24 hours of the incident by phone or in person (If a parent/guardian is unable to be contacted, information regarding the behavior will be mailed home)</li> </ul>	<p>The Student/Parent Handbook acknowledgment data will be reviewed at each semester</p> <p>Bullying/harassment data will be compiled at semester with a cumulative discipline total calculated in June 2020</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Aug</td> <td>•</td> </tr> <tr> <td>Dec</td> <td>•</td> </tr> <tr> <td>June</td> <td>•</td> </tr> </tbody> </table>	Check Point		Aug	•	Dec	•	June	•	<p>August 2019 – June 2020</p> <p>Executive Director of Student Support Services, Director of Pupil Personnel, Campus Principal,/Campus Behavior Coordinator and APs</p>	N/A
Check Point															
Aug	•														
Dec	•														
June	•														

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year						
<b>FINE ARTS &amp; STUDENT ACTIVITIES</b>													
<b>Fine Arts</b>													
18-1	1, 2, 4, 7	Fine Arts	100% of students will have access to an integrated curriculum and will be tracked for enrollment in advanced courses, top 10 ranking, and graduation rate  100% of advanced students who meet the prerequisite will be eligible for AP music theory and AP art	Continue to provide Fine Arts opportunities to prepare students for 21 <sup>st</sup> century skills and rigorous college coursework by: <ul style="list-style-type: none"> <li>integrating Fine Arts curriculum into core subjects</li> <li>tracking Fine Arts students for enrollment in advanced courses, top 10 ranking, and graduation rate</li> <li>ensuring advanced students who meet the prerequisite will be eligible for Advanced Placement (AP) music theory and AP art</li> <li>providing mentorship for students through the district private lesson program and master class workshop in partnership with universities</li> </ul>	Review enrollment in all Fine Arts courses  Track completion of Fine Courses graduation rates, ranking, etc.  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Oct</td><td style="text-align: center;">•</td></tr> <tr><td>April</td><td style="text-align: center;">•</td></tr> </table>	Check Point		Oct	•	April	•	August 2019 – May 2020  Fine Arts directors, campus directors, campus faculty and staff, district data processors	Student Activity and Campus Activity (SAF/CAF) funds, Booster club fundraising, and Fine Arts resources (\$75,000)
Check Point													
Oct	•												
April	•												
18-2	1, 2, 3, 4, 7	Fine Arts	100% of Fine Arts students have opportunities to participate in large district, state and national event performances  100% of participating students are guided by teachers to prepare for competitive events and scholarship opportunities	Maintain a quality Fine Arts program by: <ul style="list-style-type: none"> <li>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</li> <li>providing opportunities for competitions that result in student success and scholarship opportunities</li> </ul>	Monitor and share all Fine Arts scheduled opportunities with Fine Arts teachers  Track the results of competitions and evaluate student/teacher success  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Oct</td><td style="text-align: center;">•</td></tr> <tr><td>April</td><td style="text-align: center;">•</td></tr> </table>	Check Point		Oct	•	April	•	August 2019 – June 2020  Fine Arts directors, campus directors, campus faculty, and staff	SAF/CAF funds, Booster club fundraising, and Fine Arts resource (\$500,000)
Check Point													
Oct	•												
April	•												
18-3	1, 8	Fine Arts	100% of Fine Arts staff will seek opportunities for student participation in community events	Provide Fine Arts students opportunities for character development and civic responsibility by: <ul style="list-style-type: none"> <li>ensuring that curriculum is focused on team building, problem solving, critical thinking, and personal responsibility</li> <li>partnering with community organizations, such as Battle of the Bands, Jazz Festival, Fiesta poster contests, community events, and civic events</li> </ul>	Review the scope and sequence of Fine Arts courses to ensure proper TEKS are addressed through student involvement in community activities and events  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Oct</td><td style="text-align: center;">•</td></tr> <tr><td>April</td><td style="text-align: center;">•</td></tr> </table>	Check Point		Oct	•	April	•	August 2019 – May 2020  Fine Arts directors, campus directors, campus faculty, and staff	SAF/CAF funds, Booster club fundraising, Fine Arts resources (\$30,000)
Check Point													
Oct	•												
April	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year						
<b>ATHLETICS</b>													
<b>Physical Education and Health</b>													
19-1	1, 3, 5, 7, 8	Physical Education and Health Programs	A minimum of 1 campus will implement Campus Kids School Health Advisory Council (CKSHAC)	Increase the student voice and leadership opportunities in health and wellness by: <ul style="list-style-type: none"> <li>providing professional development on developing and implementing a CKSHAC</li> <li>including the chair and co-chair of at least 1 CKSHAC on the District School Health Advisory Council (DSHAC)</li> </ul>	Monitor Eduphoria completed courses and course rosters Review CKSHAC and DSHAC member lists Record CKSHAC and DSHAC agendas and minutes  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Nov</td><td>.</td></tr> <tr><td>March</td><td>.</td></tr> </table>	Check Point		Nov	.	March	.	June 2019 – June 2020  Director of Physical Education and Health, School Health Advisory Council Chair	Local funds (\$1,500)
Check Point													
Nov	.												
March	.												
19-2	1, 6, 7, 8	Physical Education and Health Programs	A minimum 2 professional development opportunities per strategy will be offered	Improve coordinated school health implementation across the district in grades K-12 by providing: <ul style="list-style-type: none"> <li>professional development on measuring the moderate to vigorous physical activity levels of your students and using that data to maintain or improve</li> <li>professional development on utilizing data from resources such as the school health index and FITNESSGRAM to design effective campus-based programming</li> </ul>	Monitor Eduphoria completed courses and course rosters  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>.</td></tr> <tr><td>May</td><td>.</td></tr> </table>	Check Point		Dec	.	May	.	June 2019 – June 2020  Director of Physical Education and Health	Local funds (\$500) ESSA Funds (\$12,000)
Check Point													
Dec	.												
May	.												
<b>HUMAN RESOURCES (HR)</b>													
20-1	7	Human Resources	100% of all professional and classified positions will be filled by September 1, 2019  100% of criminal background checks on candidates and employees will be completed	Recruit and retain exemplary employees through: <ul style="list-style-type: none"> <li>conducting Job Fairs (12 teacher job fairs and 4 classified job fairs)</li> <li>requiring background and criminal history check</li> <li>ensuring that highly effective employees are hired</li> <li>arranging with colleges to have 200+ student teachers in place for the 2019-2020 school year</li> <li>offering recurring training for employees</li> <li>continuing recognition programs (Trinity Prize, Teacher of the Year, Service Awards, and Retirement Reception)</li> <li>soliciting feedback and evaluating training to ensure effectiveness and relevance</li> </ul>	Monitor background checks of new employees throughout the year Fall and spring job fairs completed  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>.</td></tr> <tr><td>Feb</td><td>.</td></tr> </table>	Check Point		Dec	.	Feb	.	June 2019 – July 2020  Executive Director for Human Resources	Local funds (\$46,300)
Check Point													
Dec	.												
Feb	.												
20-2	7	Human Resources	100% of classes with more than 22:1 will submit a class-size waiver to the TEA	Use efficient and effective management of District resources to appropriately staff campuses for grades K-4 using the following strategies: <ul style="list-style-type: none"> <li>develop appropriate staffing ratios based on instructional campus needs</li> </ul>	Submit class size waiver to TEA  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Oct</td><td>.</td></tr> <tr><td>March</td><td>.</td></tr> </table>	Check Point		Oct	.	March	.	June 2019 – July 2020  Staffing Committee, Human Resources Department,	Staffing Discretionary Funds
Check Point													
Oct	.												
March	.												

Section	Board Goals	Target Areas	Measureable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year						
		Human Resources CONTINUED		<ul style="list-style-type: none"> <li>meet on a continuous basis to monitor and review class sizes and shift resources whenever possible using staffing discretionary funds</li> <li>submit a class-size waiver to the TEA for identified classes over the recommended 22:1 ratio for grades K-4</li> </ul>		Performance and Planning Department							
<b>DIVISION OF BUSINESS SERVICES</b>													
<b>TECHNOLOGY SERVICES</b>													
<b>Instructional Technology, Network Technology, and Technology Support</b>													
21-1	3, 6, 8	Technology Applications	100% of campuses will set minimum expectations for updating digital communication with parents and students	Continue to improve digital communication by providing support to teachers and campus staff in the use of various digital learning tools and resources such as GSuite for EDU, virtual conferencing and teacher web presence e.g., Schoolwires, Edmodo, Seesaw, Google Classroom, EduBlogs, Twitter, Facebook.	Monitor web page update history within Schoolwires reporting  Monitor Seesaw Admin dashboard  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>Feb</td><td>•</td></tr> </table>	Check Point		Dec	•	Feb	•	June 2019 – July 2020  Principals, APs, Teachers, Instructional Technology Staff	Edublogs (\$7,000)  WebEx (\$22,496) Schoolwires by Blackboard (\$69,341)  Seesaw (\$70,534)
Check Point													
Dec	•												
Feb	•												
21-2	1, 7	Technology Applications	100% of teachers will receive a score of <i>Proficient</i> in T-TESS dimension 1.4, as verified by campus administration	Provide NEISD's professional teaching staff opportunities for professional growth to enhance best practices in teaching and create empowered professionals by focusing on the <a href="#">State Board of Education Texas Technology Standards</a> as well as the <a href="#">ISTE Standards for Educators</a> . Opportunities for learning will consist of face-to-face, virtual, online self-paced, and conference style to allow for anytime learning that promotes improvement to student learning.	Monitor attendance/ usage of district-provided online professional development offerings  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>Feb</td><td>•</td></tr> </table>	Check Point		Dec	•	Feb	•	June 2019 – July 2020  Principals, APs, Teachers, Instructional Technology Staff, Curriculum & Instruction Staff	WebEx (\$22,496)  Eduphoria  Seesaw (\$70,534)
Check Point													
Dec	•												
Feb	•												
21-3	1, 6	Technology Applications	100% of classroom teachers will integrate technology where appropriate within the context of content area instruction as evident in lesson plans	Support the seamless integration of technology in all content area curricula by modeling best practice for learning, teaching and leading in the digital age through the use of the <a href="#">Texas Technology Application Standards</a> as well as the <a href="#">ISTE Standards for Students</a> within the context of the instructional cycle during teacher planning periods, staff development days, and professional development events.	Monitor teacher lesson plans  Review sign-in sheets at various district-provided development events  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>Feb</td><td>•</td></tr> </table>	Check Point		Dec	•	Feb	•	June 2019 – July 2020  Academic and Instructional Deans, Principals, APs, Teachers, Instructional Technology Staff, Curriculum & Instruction Staff	Edublogs (\$7,000)  WebEx (\$22,496) SMART Suite (\$81,058.56)  Seesaw (\$70,534)
Check Point													
Dec	•												
Feb	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year						
21-4	1, 2, 4, 5, 8	Technology Applications	100% of staff and students will receive Digital Citizenship training	Maintain a safe and supportive online environment and foster a culture of health and wellness among our students, staff and community by providing digital citizenship training for K-12 students and professional staff.	Monitor online completed acknowledgement forms  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>Feb</td><td>•</td></tr> </table>	Check Point		Dec	•	Feb	•	June 2019 – July 2020  Principals, APs, Teachers, Library Services, Instructional Technology Staff	Off contract stipend for Instructional Specialist (\$1,000)
Check Point													
Dec	•												
Feb	•												
<b>Library Services</b>													
22-1	1, 2, 6, 7	Library Services	100% of campus librarians will implement 4 reading promotions	Support and encourage the enjoyment of reading of a variety of literature for information and pleasure through special programming and events, including, but not limited to, the following: <ul style="list-style-type: none"> <li>• Book clubs</li> <li>• <a href="#">Promotional events for award-winning books</a></li> <li>• Author visits</li> <li>• Library displays</li> <li>• <a href="#">Promotion of recommended reading lists</a></li> </ul>	Dec– librarian submissions of 2 promotions during the Fall  Apr – librarian submissions of 2 promotions during the Spring  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>Apr</td><td>•</td></tr> </table>	Check Point		Dec	•	Apr	•	June 2019 – June 2020  Library Services, librarians	Local funds (\$1,500)
Check Point													
Dec	•												
Apr	•												
22-2	1, 2, 5, 6	Library Services	100% of librarians will meet for the purpose of aligning research skills and each will teach 2 units	Ensure that all students from K-12 are information literate; having the ability to know when information is needed, the skills to locate, evaluate, and effectively use the information by providing time at professional development sessions throughout the year for librarians to collaborate to design inquiry-based units supporting ELAR TEKS. <ul style="list-style-type: none"> <li>• 1 unit to be taught in the Fall semester</li> <li>• 1 unit to be taught in the Spring semester</li> </ul>	Dec– librarian submissions of collaboration in 1 unit during the Fall  Apr – librarian submissions of collaboration in 1 unit during the Spring  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>Apr</td><td>•</td></tr> </table>	Check Point		Dec	•	Apr	•	June 2019 – June 2020  Library Services, librarians	Bond funds (\$10,000)
Check Point													
Dec	•												
Apr	•												
22-3	1, 2, 3, 4, 5, 6	Library Services	eBook usage statistics will increase by 5%  Online Database usage statistics will increase by 5%	Increase the use of district purchased eBooks and online databases by students, staff, and parents through promotion at librarian and principal meetings, campus meetings (PTA, family nights, etc.), district level meetings, and through social media. <ul style="list-style-type: none"> <li>• <a href="#">Elementary eBook collections</a></li> <li>• <a href="#">Middle school eBook collections</a></li> <li>• <a href="#">High school eBook collections</a></li> </ul>	Check to assess stats for progress towards 5% goal  <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>Apr</td><td>•</td></tr> </table>	Check Point		Dec	•	Apr	•	June 2019 – June 2020  Library Services, librarians	Local eBook funds (\$1,000)  Local online database funds (\$1,000)
Check Point													
Dec	•												
Apr	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year						
<b>HEALTH SERVICES</b>													
23-1	2, 4, 8	Health Services	<p>Improve the overall district attendance rate to 96% or higher</p> <p>100% of cases of reportable communicable diseases will be reported to the health department within the time frame specific to each disease</p> <p>100% of students will be as current on vaccinations as possible, or have a waiver for immunization on file</p>	<p>Monitor trends and decrease the incidents of communicable illnesses by:</p> <ul style="list-style-type: none"> <li>documenting incidents in Electronic Medical Record (EMR)</li> <li>reporting cases of reportable communicable diseases to the health department</li> <li>providing intervention as per recommendations from district Medical Advisory Committee (MAC) infectious disease medical physician and immunologist</li> <li>communicating with custodial personnel when communicable disease requires modified cleaning or disinfecting procedures</li> <li>entering all immunizations and waivers in Skyward</li> <li>monitoring vaccination compliance monthly and sending letters to parents/guardians of any students who are delinquent on immunizations</li> <li>communicate opportunities for free or low-cost vaccinations to parents/guardians via flyer, campus clinic webpages, and Health Services webpage</li> </ul>	<p>Cross reference EMR documentation and health department reports to ensure notification</p> <p>Monitor delinquent immunization reports</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td style="text-align: center;">•</td> </tr> <tr> <td>Apr</td> <td style="text-align: center;">•</td> </tr> </tbody> </table>	Check Point		Dec	•	Apr	•	<p>June 2019 – July 2020</p> <p>Health Services, Medical Advisory Committee, campus RNs, custodians</p>	<p>N/A, coordinated in collaboration with San Antonio Metropolitan Health District (SAMHD), Christus Mobile Clinic, and University Mobile Clinic</p>
Check Point													
Dec	•												
Apr	•												
23-2	2, 4, 8	Health Services	<p>Increase campus participation in student flu vaccine clinics from 63 schools in 2018 to 100% of schools</p> <p>Increase number of students receiving flu vaccines at on campus flu vaccine clinics from 8,300 to 10,000</p>	<p>Increase compliance with no cost flu vaccine initiatives in partnership with Healthy Schools by:</p> <ul style="list-style-type: none"> <li>educating parents/families on the benefits of the flu vaccine</li> <li>continuing partnerships with organizations providing free flu vaccines for students</li> <li>creating educational and promotional materials for nurses to share with their PTA and school community</li> <li>advertise no cost flu vaccine clinics on campus clinic websites and Health Services website</li> <li>communicate with campus administration the importance of flu vaccination and encourage campus participation</li> </ul>	<p>90% of nurses in elementary will present information to parents during the fall PTA meeting</p> <p>Spot audit website for resources</p> <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Nov</td> <td style="text-align: center;">•</td> </tr> <tr> <td>Feb</td> <td style="text-align: center;">•</td> </tr> </tbody> </table>	Check Point		Nov	•	Feb	•	<p>June 2019 – July 2020</p> <p>Health Services and campus nurses</p>	<p>N/A, partnership with Healthy Schools provides no cost vaccinations</p>
Check Point													
Nov	•												
Feb	•												
23-3	2, 8	Health Services	<p>Improve Human Papilloma Virus (HPV) immunization rates by offering free HPV vaccines to 100% of middle school students</p> <p>100% of students will be offered vaccines</p>	<p>Increase education for parents on state required and recommended immunizations by:</p> <ul style="list-style-type: none"> <li>posting information on district and campus webpages</li> <li>providing free vaccines at middle school campuses during the summer to decrease exclusion rates in the fall</li> <li>including additional information on the immunization letters mailed out at the end of the year</li> </ul>	<p>90% of the MS nurses will provide presentations to parents on HPV vaccine benefits, including website resources</p>	<p>June 2019 – July 2020</p> <p>Health Services, MAC, school nurses</p>	<p>N/A, vaccines provided by SAMHD, University Mobile Clinic, and Christus Mobile Clinic</p>						

Section	Board Goals	Target Areas	Measureable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year						
		Health Services CONTINUED		<ul style="list-style-type: none"> <li>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</li> </ul>	<table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>Apr</td><td>•</td></tr> </table>	Check Point		Dec	•	Apr	•		
Check Point													
Dec	•												
Apr	•												
23-4	2, 3, 4, 8	Health Services	<p>Increase participation of 3<sup>rd</sup> grade students in SAMHD dental program from 80.3% (2017-2018 rate) to 85%</p> <p>100% of Title 1 school K - 2<sup>nd</sup> graders will participate in the free sealant and veneer program</p>	<p>Promote a healthy dental hygiene program among elementary students by:</p> <ul style="list-style-type: none"> <li>collaborating with the SAMHD dental program provided by a volunteer dentist from the American Dental Association</li> <li>creating promotional flyers and educational materials for parents/guardians</li> <li>providing a list of additional optional dental opportunities to elementary school nurses and on the Health Services webpage</li> <li>ensuring K-2<sup>nd</sup> graders at Title I schools participate in the free sealant and veneer program</li> </ul>	<p>Check K-2 sealant and veneer treatment at campuses</p> <p>Check 3<sup>rd</sup> grade progress of dental checks by volunteer dentist</p> <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Feb</td><td>•</td></tr> <tr><td>May</td><td>•</td></tr> </table>	Check Point		Feb	•	May	•	<p>June 2019 – July 2020</p> <p>Health Services and Elementary Registered Nurses (RNs)</p>	N/A, program is provided by SAMHD grant through Miles of Smiles and volunteer dentists
Check Point													
Feb	•												
May	•												
23-5	4, 7, 8	Health Services	<p>100% of students visiting the clinic for illness or injury will receive a complete focused assessment which will be accurately documented on EMR</p> <p>100% of nurses will participate in provided training opportunities on chronic and acute conditions</p>	<p>Ensure all nurses have the latest updated information on asthma, diabetes, seizure disorders, and caring for students with chronic conditions and for students who are medically fragile by:</p> <ul style="list-style-type: none"> <li>providing staff development for nurses annually</li> <li>setting up professional training with physicians from the Baptist Healthcare System and Methodist Healthcare Hospitals</li> <li>ensuring nurses provide a complete assessment to each student that visits a campus clinic and accurately document appropriate details on the EMR</li> </ul>	<p>100% of the nurses will be trained on use of EMR</p> <p>Audit EMR to ensure clinic visits are documented in a timely manner</p> <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Dec</td><td>•</td></tr> <tr><td>Apr</td><td>•</td></tr> </table>	Check Point		Dec	•	Apr	•	<p>June 2019 – July 2020</p> <p>Health Services</p>	Local funds Region 20 and Children’s Hospital of San Antonio (CHOSA) (\$850)
Check Point													
Dec	•												
Apr	•												
23-6	2, 5, 8	Health Services	<p>Trained and authorized personnel will be present at 100% of on campus, school sponsored events to administer epinephrine in the event of an anaphylactic emergency</p>	<p>Improve safety for students, staff, and community members who may experience an anaphylactic emergency by:</p> <ul style="list-style-type: none"> <li>presenting requirements of the unassigned epinephrine program to campus Principals</li> <li>providing campus nurses with materials and resources to effectively train identified campus staff</li> <li>obtaining epinephrine for each campus, including standing orders from a licensed physician</li> <li>communicating to parents/guardians the continuation of the unassigned epinephrine program annually</li> <li>reporting any administration of unassigned epinephrine to required agencies (TEA, Commissioner of State Health Services, and physician who prescribed the epinephrine)</li> </ul>	<p>100% of campuses will have staff trained for the unassigned epinephrine program</p> <p>At least 1 box of epinephrine will be accessible at every campus</p> <table border="1"> <tr><th colspan="2">Check Point</th></tr> <tr><td>Sep</td><td>•</td></tr> <tr><td>Feb</td><td>•</td></tr> </table>	Check Point		Sep	•	Feb	•	<p>June 2019 – July 2020</p> <p>Health Services and campus nurses</p>	Local Funds (\$44,000)
Check Point													
Sep	•												
Feb	•												

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)	Timeline / Responsible Persons	Cost / Resources Per Year								
<b>Positive Behavioral Interventions &amp; Support (PBIS): A Collaborative Initiative Across Divisions/Departments</b>															
24-1	1, 2, 5, 8	Positive Behavioral Interventions & Support, Positive School Culture	Behavior incidents that remove a student from the classroom 1 day or more will decrease by 1%  100% of campuses will receive Foundations training and supportive materials	Support tier 1 best practices in positive behavioral supports and strategies through: <ul style="list-style-type: none"> <li>• collaboration with multiple departments to integrate best practices in a multidisciplinary manner</li> <li>• conduct Foundations Trainings with SEL components</li> <li>• support the alignment of the campus belief statements to the campus discipline management plan</li> <li>• conduct campus coaching to support Foundations learning through data review and Beginning-Of-Year (BOY) campus inventory</li> <li>• provide campus coaching to assist with progress monitoring to ensure their goals are related to the campus inventory</li> <li>• conduct Tier 1 evidence-based behavior strategies for professional learning</li> <li>• administer an End-Of-Year (EOY) survey to determine campus effectiveness in implementing Foundations</li> </ul>	Review BOY inventory completion  Review Middle-Of-Year (MOY) data related to inventory goal  Review Campus Management Plans alignment to Belief Statements  <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> <tr> <td>May</td> <td>•</td> </tr> </tbody> </table>	Check Point		Oct	•	Feb	•	May	•	August 2019 – July 2020  District Foundations Trainers, Campus Foundations Teams, Campus Administration Representatives, RTI representative, SPED, Student Leadership & Well-Being, C&I, Pupil Personnel, Guidance Services, Leadership Representatives from Division for C&I and Campus Administration	N/A
Check Point															
Oct	•														
Feb	•														
May	•														
24-2	1, 2, 5	Social Emotional Learning (SEL) and Culture / Climate	100% of all campuses will develop a SEL campus goal specific to targeted student outcomes using the NEISD SEL Framework and Core Competencies based on data and student needs	Strengthen our climate and culture by: <ul style="list-style-type: none"> <li>• administering a campus SEL inventory and assisting campuses in developing goals that are purposeful and based on student needs</li> <li>• developing prescriptive professional learning modules</li> <li>• developing campus fluency in the 3 Signature Practices</li> <li>• developing resources to support SEL on campuses</li> <li>• providing professional learning through Foundations and a variety of other trainings</li> <li>• using the NEISD SEL Skills Framework in professional development in a way that builds universal language</li> <li>• providing training to campuses on evidence-based SEL strategies</li> </ul>	Review campus SEL goals  Completion of Foundations Annual Training  Completion of SEL Professional Learning Offerings  <table border="1"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>•</td> </tr> <tr> <td>Feb</td> <td>•</td> </tr> <tr> <td>May</td> <td>•</td> </tr> </tbody> </table>	Check Point		Oct	•	Feb	•	May	•	August 2019– July 2020  District SEL Team, District Foundations Trainers, Campus Foundations Teams, Campus Administration Representatives, RTI representative, SPED, Student Leadership & Well-Being, C&I, Pupil Personnel, Guidance Services, Leadership Representatives from Division for C&I and Campus Administration	N/A
Check Point															
Oct	•														
Feb	•														
May	•														

## Appendix: Acronyms and Abbreviations

5E:	Engage, Explore, Explain, Extend, Evaluate	MAP:	Measures of Academic Progress
ACTFL:	American Council on the Teaching of Foreign Language	MS:	Middle School
AP:	Advanced Placement	MSL-9:	Middle School Launch to 9th
APs:	Assistant Principals	N/A:	Not Applicable
AVID:	Advancement Via Individual Determination	PALS:	Peer Assistance Leadership and Service
BOY:	Beginning-Of-Year	PBIS:	Positive Behavior Intervention and Support
CER:	Claims, Evidence, Reasoning	PBMAS:	Performance-Based Monitoring Analysis System
CIIP:	Campus Instructional Improvement Plan	PD:	Professional Development
C&I:	Curriculum & Instruction	PEARLL:	Professionals in Education Advancing Research and Language Learning
CKSHAC:	Campus Kid School Health Advisory Council	PEIMS:	Public Education Information Management System
COE:	Certificates of Eligibility	PLC:	Professional Learning Community
CTE:	Career and Technical Education	Rtl:	Response to Intervention
CTEC:	Career and Technical Education Center	S/P:	Student/Parent
DBQ:	Document -Based Questioning	SAEP:	San Antonio Education Partnership
DSHAC:	District Kid School Health Advisory Council	SAF/CAF:	Student Activity Funds and Campus Activity Funds
EC:	Early Childhood	SAMHD:	San Antonio Metropolitan Health District
ECE:	Early Childhood Education	SCE:	State Comp Ed
ELAR:	English Language Arts/Reading	SCE-ED:	State Compensatory Education - Empowering Dreams
EL:	English Learners	SDFS:	Safe and Drug Free Schools
ELL:	English Language Learners	SEL:	Social and Emotional Learning
ELPS:	English Language Proficiency Standards	SGM:	Student Growth Measure
EMR:	Electronic Medical Record	SIOP:	Sheltered Instruction Observation Protocol
EOC:	End-of-Course	SPED:	Special Education
ESL:	English as a Second Language	SSI:	Student Success Initiative
FTE:	Full Time Employee	STAAR:	State of Texas Assessments of Academic Readiness
FYTA:	First Year Teacher Academy	STAAR/EOC:	State of Texas Assessments of Academic Readiness/End of Course
GT:	Gifted and Talented	STAN:	Student Teacher Assistance Network
HB:	House Bill	T-TESS:	Texas Teacher Evaluation and Support System
HPV:	Human Papilloma Virus	TAPR:	Texas Academic Performance Report
HR:	Human Resources	TEA:	Texas Education Agency
HS:	High School	TFLA:	Texas Foreign Language Association
HSA:	High School Allotment	TEC:	Texas Education Code
IEP:	Individualized Education Program	TEKS:	Texas Essential Knowledge and Skills
IIT:	Instructional Intervention Teacher	TELPAS:	Texas English Language Proficiency Assessment System
LPAC:	Language Proficiency Assessment Committee	TSI/TSIA:	Texas Success Initiative/Texas Success Initiative Assessment
MAC:	Medical Advisory Committee	UT:	University of Texas