

# **New Waverly ISD Comprehensive Needs Assessment 2023-2024**

## **Comprehensive Needs Assessment Process**

New Waverly ISD conducted a Comprehensive Needs Assessment for the 2023-2024 school year on Friday, April 21, 2023. A committee made of central office staff, campus administrators, campus representatives, community members, and parents convened to examine current data from the below eight areas. Based on the information provided and committee member insight, the committee identified both strengths and needs in each given area. The committee summarized the needs for report purposes for the district improvement planning committee. The identified needs for each of the eight sections appear at the end of the specified section. The specific identified needs will be addressed by strategies listed in the District Improvement Plan.

- A. Demographics
- B. Student Achievement
- C. School Culture and Climate
- D. Staff Quality, Recruitment and Retention
- E. Curriculum, Instruction and Assessment
- F. Family and Community Involvement
- G. School Context and Organization
- H. Technology

The committee also evaluated all federal and state programs in which the district participates, the district's Parent Involvement Policy and the district's School-Parent-Student compact.

- A. Title I, Part A
- B. Title II, Part A
- C. Title III, Part A
- D. Title IV
- E. RLIS
- F. State Compensatory Education

# DEMOGRAPHICS

## Student Enrollment (Local LEA Data Submission)

The community of New Waverly is currently experiencing residential growth. There are approximately 6 known developments either currently constructing/completing homes or in the early stages of planning/constructing. NWISD campuses have already started to see new students enroll from new developments.

- **1,065 students were officially enrolled in 2022-2023 (1,056 as of April 14)**
- 1,010 students are currently enrolled in 2021-2022
- 1038 students were officially enrolled in 2020-2021
- 1021 students were officially enrolled in 2019-2020

Enrollment by Ethnicity	% Enrolled
➤ American Indian/Alaskan	➤ .09%
➤ Asian	➤ .19%
➤ Black/African American	➤ 12.96%
➤ Hispanic/Latino	➤ 14.84%
➤ White	➤ 65.73%
➤ Hawaiian/Pacific Islander	➤ 0%
➤ Two or More Races	➤ 6.20%

## Attendance (2020-2021 TAPR)

New Waverly ISD continues to maintain an attendance rate above 95%. The state attendance rate for 2020-2021 was 98.3%, and the attendance rate for Region 6 was 98.8%.

- **District Attendance for 2020-2021 was 96.4% (COVID/synchronous and asynchronous options)**
- District Attendance for 2019-2020 was 99% (COVID after spring break)
- District Attendance for 2018-2019 was 96.3%
- District Attendance for 2017-2018 was 95.7%

## Completion Rate/Dropout Rate (2020-2021 TAPR)

New Waverly ISD's reported drop-out rate has increased above 0%. There are many factors that have played into this increase. Student graduation rate continues to be monitored by both campus and district administrators. The state drop-out rate for 2020-2021 was 2.4% and 1.3% for Region 6. We are utilizing campus staff as attendance liaisons to ensure students follow the compulsory attendance policy. We are also utilizing an At-Risk/Drop Out prevention administrator to assist students in making choices that lead to completing high school.

- **1.3% Drop-out rate for 2020-2021**
- 1.9% Drop-out rate for 2019-2020
- 0.0% Drop-out rate for 2018-2019
- 0.0% Drop-out rate for 2017-2018

### **Special Education** (PEIMS)

Special Education programs are offered to students with special needs. Special Education funds will be used to ensure that teachers and paraprofessionals will receive high-quality professional staff development. According to PEIMS:

- **135 students were served in Special Education in 2022-2023**
- 107 students were served in Special Education in 2021-2022
- 99 students were served in Special Education 2020-2021
- 86 students were served in Special Education 2019-2020

### **Gifted and Talented** (PEIMS)

Each year we nominate, test, and identify students to be placed in the GT Program. This information is publicized in our campus newsletters. Students in the GT program are serviced through a full-time inclusion program, meaning the student receives their core subject instruction from a GT-certified teacher in classes with their peers who are not identified as GT. GT students in grades 9-12 are also serviced through advanced courses and dual credit. Over 40% of New Waverly ISD Teachers are certified GT teachers. Each summer an update GT certification training is offered to all GT teachers at NWISD. A certification plan is in place for those core teachers, not GT certified. **A GT program update committee meeting is needed for the summer of 2023 to review the program as a whole.** This review is to include the nomination and identification processes/procedures and how students are being served in the classroom.

According to PEIMS Edit Student Data Review:

- **67 students were served in GT 2022-2023**
- 67 students were served in GT 2021-2022
- 68 students were served in GT 2020-2021
- 71 students were served in GT 2019-2020

### **ESL/Alternative Language Program** (PEIMS)

In New Waverly ISD, the emergent bilingual (EB) population has slightly decreased over the past few years. However, recently we have had EB students enroll with greater ESL needs than in years prior. Grades PK-3 are serviced through a Content-Based ESL program and grades 4-12 are serviced through a pull-out ESL program. This pull-out ESL program requires that all ELA/Reading teachers be ESL certified. If an ELA teacher is not currently certified, the district must apply for a waiver with TEA. The waiver for the 2022-2023 school year was approved by TEA. All current ELAR teachers must be certified by August 2023 and new ELAR hires need to either have their ESL certification or a plan put in place for them to be certified before the start of the school year.

PEIMS Edit Student Data Review showed the following numbers for ESL:

- **35 EB students were served in ESL 2022-2023**
- 33 EB students were served in ESL 2021-2022
- 38 LEP students were served in ESL 2020-2021
- 40 LEP students were served in ESL 2019-2020
- 42 LEP students were served in ESL 2018-2019

Our goal is to have all ELA/Reading teachers ESL certified and have additional core teachers obtain their ESL certification each year.

### **Title I** (PEIMS)

New Waverly ISD identifies two campuses (NWES and NWIS) as Title I Schoolwide campuses. This is a federally funded program that has several requirements accompanied with compliance documentation. All teachers and aides on these two campuses are to meet the program's qualifications. Title I funds are used to pay qualified campus staff, purchase technology software, and supply the students and teachers with additional resources to improve achievement. Title I numbers and funding are determined by the number of students who qualify for free and reduced lunch. To help collect data that is reflective of our student population, the district has created a socioeconomic form for parents to complete at the time of registration. Any student who would qualify for free and reduced lunch based on the information provided will then be contacted by our Child Nutrition Director to be given information about the Free and Reduced lunch program.

Title I Program:

- **530 students were served in 2022-2023**
- 507 students were served in 2021-2022
- 552 students were served in 2020-2021
- 510 students were served in 2019-2020

### **Migrant/Homeless** (PEIMS)

In 2022-2023 New Waverly ISD has identified one Migrant student. Students identified as homeless receive needed resources. We update our records to complete the required reports and send them to ESC6 monthly.

- **20 students were identified as homeless in 2022-2023**
- 28 students were identified as homeless in 2021-2022
- 39 students were identified as homeless in 2020-2021
- 44 students were identified as homeless in 2019-2020

### **Dyslexia** (PEIMS/LEA Data)

The district has a trained dyslexia specialist who provides intense interventions to identified students. These students are served weekly by the dyslexia specialist.

Based on local LEA records & PEIMS:

- **91 identified students/approximately 45 students received direct services from the program in 2022-2023 (please note that students are entering and exiting program so the number is fluid)**
- 80 identified students/47 students received direct services from the program in 2021-2022
- 80 identified students/43 students received direct services from the program in 2020-2021
- 85 identified students/48 students received direct services from the program in 2019-2020

We have seen many students benefit from the program; however, it is evident we need to continually evaluate our program as state mandates and guidelines change. The testing and identification process can be initiated by the campus or parents. The elementary, intermediate, and junior high campuses added an RTI position which helps serve students who are in need of support but not yet referred for testing.

Training of additional staff to provide services is even more vital due to 4 day school week to assist with scheduling conflicts between campuses, core classes and special education services.

### **State Compensatory Ed** (PEIMS)

In New Waverly ISD, State Compensatory Ed funds are used to provide supplemental interventions for our at-risk population. We have a District-Wide At-Risk Coordinator who assists on all four campuses. Funds are also used for staffing and additional resources.

According to Disaggregation of PEIMS Student Data:

- **345 students were identified as At-Risk in 2022-2023**
- 365 students were identified as At-Risk in 2021-2022
- 313 students were identified as At-Risk in 2020-2021
- 317 students were identified as At-Risk in 2019-2020

### **Career & Technology Education** (PEIMS)

New Waverly ISD continues to provide a variety of CTE classes. Carl Perkins funds are sent to ESC6 and dispensed to our District for needed supplies and materials. NWISD does offer industry-based certifications for students in certain areas and is in the process of making plans to offer other programs of study and certification opportunities to its CTE students. CTE is tied to college career readiness and is a component of the district's accountability. To better service our students, NWISD has worked to offer more programs of study that allow students to the opportunity to obtain an industry-based certification before graduating and be classified as a completer which also generates more funding.

The Career and Technology Education program has slightly increased in student participation.

- **397 students participated in CTE classes in 2021-2022**
- 364 students participated in CTE classes in 2020-2021
- 333 students participated in CTE classes in 2019-2020
- 339 students participated in CTE classes in 2018-2019

<b>CTE cluster</b>	<b>Program of Study (POS)</b>	<b>Available Courses</b>	<b>Industry-Based Certifications</b> currently offered for NWHS
Information Technology	no program of study	Computer Science I & II	none
Agriculture, Food and Natural Resources	Applied Agricultural Engineering (Complete)	Principles of Ag (1) Ag Mechanics and Metal Technologies (2) Ag Equipment and Fabrication(3) Ag Structures Design and Fabrication (4)	AWS D1.1 Certification AWS D9.1 Certification
Agriculture, Food and Natural Resources	Animal Science (complete)	Principles of Ag (1) Small Animal Management (2) Equine Science (2) Livestock production(3) Advanced Animal Science (4)	none
Agriculture, Food and Natural Resources	Plant Science (not complete)	Principles of Ag (1) Greenhouse Management (2) Horticulture (3) Floral Design (3)	Benz School of Floral Design: Principles of Floral Design Certification
Hospitality and Tourism	Culinary Arts (not complete)	Introduction to Culinary Arts(1) Culinary Arts (2) Advanced Culinary (3)	National Restaurant Association ServSafe Manager
Business Management & Administration	No Program of study	Money Matters	none
Arts, Audio/Video Technology and Communication	Graphic Design and Multimedia Arts (not complete)	Graphic Design I (2) Digital Art and Animation (3)	none

\* future expansion of CTE programs should align with Gulf Coast high growth occupation forecast

\* CTE completers are student taking courses level 1-4 which generate additional funding (currently only 1 POS has completers)

# DEMOGRAPHICS

**Identified Strengths:**

1. CTE Participation
2. # of CTE Pathways
3. Drop out rate for district is comparatively low.

**Identified Needs:**

Used in DIP	Need ID	Identified Needs
	1A	Continue to address the needs of Title 1 students with a focus on African American male population.
	2A	Develop a plan for additional facilities based on student/community increase.
	3A	Increase services for increased dyslexia program.
	4A	Accurately and efficiently identify families who qualify for NSLP (National School Lunch Program)
	5A	Increase staff diversity.
	6A	Additional special education staff/personnel to increase growing needs/population of SPED students' diversity and needs.
	7A	Develop paraprofessional job description to included Title I qualifications and align evaluation tool.
	8A	Addition-of LSSP to address growing need of students with Autism and Emotional Disorders.
	9A	Increase district attendance rate.
	10A	Improve drop-out rate.
	11A	Update Emergent Bilingual program
	12A	Update GT program – identify based on area of giftedness.

## STUDENT ACHIEVEMENT

### **Student Achievement – Texas Academic Performance Report (TAPR)**

During the 2021-2022 school year, grades 3 – 8 participated in STAAR. The High School, grades 9-11, participated in STAAR EOC. In most cases, the District scored at or above the state average on these state mandated assessments.

Student performance is categorized in the following ways:

- **DID NOT MEET GRADE LEVEL**

Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

- **APPROACHES GRADE LEVEL**

Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

- **MEETS GRADE LEVEL**

Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. \*\* For Algebra II and English III, this level of performance also indicates students are sufficiently prepared for postsecondary success.

*\*New Waverly ISD has an intentional focus and emphasis on supporting our students to reach this level of academic success.*

- **MASTERS GRADE LEVEL**

Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. \* For Algebra II and English III, this level of performance also indicates students are well prepared for postsecondary success.

**STAAR/EOC “APPROACHES GRADE LEVEL” Performance Level**

Grade/STAAR Assessment	2019			2021			2022		
	District	State	Diff	District	State	Diff	District	State	Diff
3rd Grade Reading	90%	76%	14%	89%	67%	22%	89%	76%	13%
3rd Grade Math	90%	79%	11%	90%	62%	28%	79%	71%	8%
4th Grade Reading	85%	74%	11%	73%	63%	10%	90%	77%	13%
4th Grade Math	67%	74%	-7%	67%	59%	8%	84%	70%	14%
4th Grade Writing	77%	67%	10%	57%	53%	4%	n/a	n/a	n/a
5th Grade Reading	96%	86%	10%	88%	73%	15%	90%	81%	9%
5th Grade Math	91%	90%	1%	86%	70%	16%	96%	77%	19%
5th Grade Science	87%	75%	12%	84%	62%	22%	81%	66%	15%
6th Grade Reading	65%	68%	-3%	69%	62%	7%	79%	70%	9%
6th Grade Math	88%	81%	7%	68%	68%	0%	80%	73%	7%
7th Grade Reading	69%	76%	-7%	75%	69%	6%	93%	80%	13%
7th Grade Math	69%	75%	-6%	38%	55%	-17%	68%	61%	7%
7th Grade Writing	65%	70%	-5%	70%	63%	13%	n/a	n/a	n/a
8th Grade Reading	93%	86%	7%	69%	73%	-4%	82%	83%	-1%
8th Grade Math	94%	88%	6%	63%	62%	1%	74%	71%	3%
8th Grade Science	90%	81%	9%	58%	68%	-10%	73%	74%	-1%
8th Grade Social Studies	75%	69%	6%	60%	57%	3%	61%	61%	0%
EOC English I	68%	68%	0%	67%	67%	0%	61%	65%	-4%
EOC English II	73%	68%	5%	77%	71%	6%	70%	72%	-2%
EOC Algebra I	79%	85%	-6%	74%	73%	1%	83%	76%	7%
EOC US History	97%	93%	4%	92%	88%	4%	94%	89%	5%
EOC Biology	97%	88%	9%	71%	82%	-11%	86%	83%	3%

**STAAR/EOC “MEETS GRADE LEVEL” Performance Level**  
 District Goal is 70% Meets Grade Level

Grade/STAAR Assessment	2021			2022		
	District	State	Diff	District	State	Diff
3rd Grade Reading	69%	39%	30%	67%	51%	16%
3rd Grade Math	52%	31%	21%	52%	43%	9%
4th Grade Reading	52%	36%	16%	67%	54%	13%
4th Grade Math	42%	36%	6%	40%	43%	-3%
4th Grade Writing	29%	27%	2%	n/a	n/a	n/a
5th Grade Reading	55%	46%	9%	68%	58%	10%
5th Grade Math	47%	44%	3%	62%	48%	14%
5th Grade Science	38%	31%	7%	45%	38%	7%
6th Grade Reading	28%	32%	-4%	43%	43%	0%
6th Grade Math	34%	36%	-2%	39%	39%	0%
7th Grade Reading	47%	45%	2%	63%	56%	7%
7th Grade Math	8%	27%	-19%	22%	31%	-9%
7th Grade Writing	33%	33%	0%	n/a	n/a	n/a
8th Grade Reading	47%	46%	1%	72%	58%	14%
8th Grade Math	24%	36%	-12%	38%	40%	-2%
8th Grade Science	30%	43%	-13%	42%	45%	-3%
8th Grade Social Studies	23%	28%	-5%	36%	31%	5%
EOC English I	45%	50%	-5%	47%	47%	0%
EOC English II	61%	57%	4%	53%	55%	-2%
EOC Algebra I	35%	41%	-6%	50%	43%	7%
EOC US History	68%	69%	-1%	71%	68%	3%
EOC Biology	28%	55%	-27%	56%	55%	1%

## mCLASS (Local mCLASS Results)

In grades K-3, students are assessed using the reading screener mCLASS. This reading inventory assessment is given at the beginning, middle, and end of the year to assess the academic performance of all Kindergarten, First, Second, and Third grade students. This process is monitored by a Master Reading Teacher, who also serves as the district's Dyslexia Specialist and the district's Reading Specialist. NWES uses mCLASS to screen and assess students to help identify those who will likely need early intervention for success in reading, as well as acknowledge those students who are likely to read successfully without extra assistance. The program is also used as a dyslexia screener.

The goal is to see a decrease in the number students who fall in the Well Below and Below Benchmark categories and an increase in the number of students in the At Benchmark and Above Benchmark categories. **If there is a student who has not made enough growth from the BOY to MOY and they are in the Well Below or Below category, they are flagged for RTI services.** In the middle of the year, extra tests in mCLASS (RAN, vocabulary, and spelling) are used as the dyslexia screener for 1<sup>st</sup> grade and the end of the year for Kindergarten.

Please see the report on the next page for BOY and MOY data comparison report.

### **Data summary from the District Reading Specialist:**

- Overall, every grade has increased the number of students scoring Benchmark and above.
- Kindergarten and 2<sup>nd</sup> grade increased the number of students reaching Benchmark and Above.
- In 1<sup>st</sup> grade, the amount of Well Below kids increased but the amount of Benchmark kids increased greatly.
- 3<sup>rd</sup> grade has shown the least amount of growth as to be expected since that is our COVID group and they missed out on foundational phonics skills from Kindergarten. There are still gaps that we are trying to close so we do not see as much progress.
- With the implementation of Core 95 phonics program, we should see greater gains over the next two to three years.

## TELPAS (State TELPAS Results)

In New Waverly ISD, the EB (Emergent Bilingual) students have continued to demonstrate progress on TELPAS. TELPAS is a state assessment that assesses English language proficiency in four domains – listening, speaking, reading, and writing. Students who are actively serviced through our ESL/Alternative Language Program must take this assessment.

<b>Year/Grades</b>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Advanced-High</b>
<b>2021-2022 Grade K-2</b>	<b>0%</b>	<b>25%</b>	<b>75%</b>	<b>0%</b>
<b>2021-2022 Grade 3-12</b>	<b>0%</b>	<b>40%</b>	<b>41%</b>	<b>19%</b>
2020-2021 Grades K-2	0%	25%	25%	50%
2020-2021 Grades 3-12	3%	42%	55%	0%
2018-2019 Grades K-2	9%	46%	27%	18%
2018-2019 Grades 3-12	3%	35%	45%	10%

**Beginning**—Students who receive this rating are in the early stages of learning English. These students have a small vocabulary of very common words and little ability to use English in academic settings. These students often communicate using English they have memorized.

**Intermediate**—Students who receive this rating are able to use common, basic English in routine academic activities but need considerable English-language support to make learning understandable. Socially, these students are able to communicate simply about familiar topics and are generally able to understand conversations but may not comprehend all the details.

**Advanced**—Students who receive this rating are able to understand and use academic English in classroom activities when given some English-language support. In social situations, these students can understand most of what they hear but have some difficulty with unfamiliar grammar and vocabulary.

**Advanced High**—Students who receive this rating are able to use academic English in classroom activities with little English-language support from others, even when learning about unfamiliar material. Students at this level have a large enough vocabulary in English to communicate clearly and fluently in most situations.

**We are currently serving 35 EB students throughout the district. In general, our EB students seem to progress well in their TELPAS proficiency level. An area of concern is the speaking portion of the assessment which has been discussed among campus administrators. There was concern about the quality of the microphones used to record student responses. The district was able to obtain headphones from Region 6 for our EB students and have students practice all areas of TELPAS in a program called Imagine Learning Language and Literacy and online practice tests.**

## **SAT/ACT Scores** (2020-2021 TAPR Report)

New Waverly ISD has made efforts to increase the college readiness of students by encouraging more students to take part in SAT/ACT testing.

Class of Year	Percentage Tested	Average SAT Score	Average ACT Score
2021	40%	1035	18.3
2020	63.5%	1025	22
2019	59.4%	1049	21.3
2018	64.1%	1037	19.4

We hope to see the scores increase as we continue to add new programs and more students into our dual credit and PRE-AP/AP classes. Also, New Waverly High School students have access to a SAT/ACT Test Prep program through Naviance. Other SAT/ACT Test Prep resources are available to students. Students and parents should be given information about these programs through the counselors and teachers at parent meetings. Students are encouraged to utilize it during UIL period when able and on their own time. Students are also encouraged to take the PSAT. All students who take Algebra in the 8<sup>th</sup> grade are monitored as they are accelerated and should take SAT/ACT. This data is a part of the district's accountability rating.

## **Pre AP/AP and Dual Credit (HIGH SCHOOL DATA)**

New Waverly ISD offers five advanced level courses and has agreements with colleges allowing for more dual credit courses. We have also attempted to get more students involved early on in their high school careers.

### **Pre AP/AP**

COURSE	2022-2023		2021-2022		2020-2021	
	Fall	Spring	Fall	Spring	Fall	Spring
PRE CALC Pre-Calculus	9	9	23	22	13	13
AP CALC AB AP Calculus	10	9	3	2	7	7
Pre-AP Eng 1	22	21	18	15	13	13
Pre-AP Eng 2	37	37	17	16	21	21
AP-BIO AP Biology	23	23	14	14	13	14

## Dual Credit

COURSE	2022-2023		2021-2022		2020-2021	
	Fall	Spring	Fall	Spring	Fall	Spring
DUAL CREDIT ENGLISH IV	7	8	7	7	10	10
DUAL CREDIT ENGLISH III	9	9	21	18	22	18
DUAL CREDIT Sociology	4	2	3	7	14	0
DUAL CREDIT US History	9	9	16	11	13	10
DUAL CREDIT Government	0	15	2	6	10	0
DUAL CREDIT Psychology	4	4	5	2	22	0
DUAL CREDIT Economics	15	0	5	2	0	10
*DUAL CREDIT Art Appreciation	2	1	2	1	1	0
*DUAL CREDIT Principles of Communication	1	3	2	1	2	0
*DUAL CREDIT Public Speaking	0	0	0	2	0	0
*DUAL CREDIT Business Comp Application	1	3	2	1	0	2
*DUAL CREDIT Intro into Digital Media	1	1	1	1	4	1
*DUAL CREDIT Music Appreciation	3	2	1	0	0	0

\*Indicates dual credit courses added to the 2020-2021 school year.

## Tutorials (LEA)

New Waverly ISD is to offers after school tutorials for all students. Transportation is not provided for non-mandatory tutorials. HB4545 mandates that all students grades 3-12 who do not pass their STAAR/EOC are to receive 30 hours of accelerated instruction per failed assessment. Students were provided accelerated instruction both during school and during mandatory after school tutoring. Mandatory after school tutorials are required for students who were not successful on the previous year STAAR assessment(s) or who are in danger of not being successful STAAR. The District provides transportation home for mandatory tutoring. State Compensatory Education and, Title I Funds, RLIS Funds and Local Funds are used to provide these tutorials.

# STUDENT ACHIEVEMENT

## Identified Strengths:

1. Most grade levels are above state level in approaches grade level for STAAR assessments.
2. Dual credit opportunities for 9<sup>th</sup> grade students.

## Identified Needs:

Used in DIP	Need ID	Identified Needs
	1B	Follow through.
	2B	Continue to focus on closing achievement gaps between demographic groups on the STAAR tests.
	3B	Monitor the EOY results for mCLASS in grades kindergarten through third grades and work towards raising the percentage of students reading on grade level.
	4B	Professional development in the area of utilizing strategies and providing instructional support for EB students.
	5B	Maintain a low student-to-staff ratio for all grade levels (<20 students).
	6B	Provide ongoing specific trainings for area of need
	7B	Utilization of differentiated instruction. Emphasis, training and accountability for the use of differentiated instructional practices.
	8B	Inclusion training and support for teachers and paraprofessionals.
	9B	Curriculum development and vertical alignment for all core academic areas.
	10B	Bilingual support for students, families and campuses.
	11B	UpdateGT with district wide committee.
	12B	Increase SAT and ACT scores. Implement "in school" SAT/ACT/TSI support for college-bound students.
	13B	District RTI program to promote consistency across campuses. (RTI Coordinator)
	14B	Provide all teachers with trainings and student data such as reading levels so that appropriate instructional practices can be used in all classrooms
	15B	Develop a streamlined data-driven tutoring program. Utilization of supplemental online learning programs.
	16B	More parent contact when students are failing.
	17B	Expectations for dual credit “teachers” to include assisting students manage workload and organizational skills.
	18B	Propose a 9-week grading period for elementary and intermediate campuses with 4-day week implementation.
	19B	Options of other weighted course beyond dual credit.

# SCHOOL CULTURE AND CLIMATE

## Facilities (Walk-Throughs, School Safety Audits)

The Superintendent and Principals complete facility walk-throughs to identify high-priority maintenance and facility needs. Campus principals communicate any needs/concerns to the Superintendent and/or Director of Maintenance.

Construction on the new school facilities at the high school and elementary are in their infant stages. While construction can cause out of the ordinary disruptions, distractions and other concerns this is a necessary process in preparing for growth. The summary of the plans are to build a new intermediate campus on the same site location as the elementary school, add additional classrooms to the elementary school and to add classrooms onto existing wing of high school as well as expand the cafeteria space.

## School Safety

The School Safety Committee completed their safety audit and will present findings to the Superintendent and the board. The School Safety Audit Report will provide recommendations and suggestions to improve the safety and cleanliness of our district’s facilities. Suggestions to be included will have a major focus on school safety and security and also provide feedback regarding minor building repairs, lawn, and landscaping maintenance, addressing poor drainage in parking lots, and researching incident command systems.

The School Safety Officer reported, “based on the student and staff surveys regarding climate and safety, both entities feel that the implementation of locked doors, awareness training and the presence of a school resource officer has made them feel safe at school”. Below is feedback regarding school safety from parent survey.

### **“My student’s school is a safe place”.**

Agree – 68.4%
Disagree – 15.8%
Neutral – 15.8%

## Disciplinary Infractions (PEIMS 425)

Based on Student Disciplinary Action Counts/PEIMS records the following was found:

- **There were 541 minor disciplinary infractions, 1 infraction punishable as a felony, and no terroristic threats during 2021-2022. ( Out of the 541 minor infractions, 4 were marijuana related and 5 were assaults).**
- There were 327 minor disciplinary infractions, 0 infractions punishable as a felony, and no terroristic threats during 2020-2021
- There were 476 minor disciplinary infractions, 0 infractions punishable as a felony, and no terroristic threats during 2019-2020
- There were 510 minor disciplinary infractions, 0 infractions punishable as a felony, and no terroristic threats during 2018-19.

## **NWISD Employee Climate Survey**

The employee climate survey was broken down into seven parts. Below you will find data on the top one or two “agree” statements and top one or two “disagree” statements for each of the following categories.

### **Employee Engagement**

<b>Agree</b>	<b>Disagree</b>
I am aware of the different activities and events taking place during the school year. – 90.9%	Employees are recognized for their accomplishments and achievements regularly. – 19.5%
I am aware of the different activities and events taking place during the school year. – 92.2%	I am encouraged to get involved in school/student activities. – 16.9%

### **District Mission and Vision**

<b>Agree</b>	<b>Disagree</b>
The district is moving in the right direction that reflects our mission and vision. – 74%	I have the opportunity to provide input on how the district accomplishes its goals. – 24%

### **District Leadership**

<b>Agree</b>	<b>Disagree</b>
District leaders are approachable. – 81.8%	District leaders take action when things are brought to their attention. – 22.1%

### **Campus Leadership**

<b>Agree</b>	<b>Disagree</b>
My principal/supervisor communicate effectively about important events/issues that affect me and my job. – 89.6%	My principal/supervisor ensures staff morale is high in my school. – 22.1%

### **Work Environment**

<b>Agree</b>	<b>Disagree</b>
Students at my school are treated with respect by NWISD employees. 98.2%	I work in an atmosphere where there is mutual respect among staff. – 18.2%

### **Career Growth and Training Opportunities**

<b>Agree</b>	<b>Disagree</b>
I am aware of and encouraged to attend professional development trainings. – 87%	There are leadership opportunities for me in my school/department. – 27.3%

## SCHOOL CULTURE AND CLIMATE

### Identified Strengths:

1. Administrative walk throughs with feedback given
2. Communication of needs and strengths
3. Safety awareness

Used in DIP	Need ID	Identified Needs
	1C	Establish a consistent approach to behavior management. We need to develop ways to ensure that all discipline is administered fairly and consistently to all students, including students with disabilities.
	2C	Explore additional maintenance support and logistics of managing resources.
	3C	Target Bullying Education on each campus with a focus on character traits, diversity, and compassion.
	4C	Develop methods to improve student interpersonal relationships between student/student and student/adult. (respect and boundaries for student/teacher; appropriate conversations/relations).
	5C	Improve management of cleaning procedures and inspections to ensure facilities are a clean and safe learning environment.
	6C	Provide district-wide in-service in targeted areas of student performance (writing, math, differentiation (RTI), computer programs, and classroom management/operation).
	7C	Investigate adding an adaptive behavior program to NWISD
	8C	Create opportunities for employees to collaborate with supervisors and colleagues to encourage professional growth.
	9C	Provide opportunities for professional growth and advancement.
	10C	Additional space on campuses to alleviate mobile teachers.
	11C	All classrooms and campuses need Emergency Operation Systems that work.
	12C	Improve the appearance and cleanliness of the facilities.
	13C	Improve the quality of the nutrition program in the cafeterias.
	14C	Employ an additional SRO to promote a safe environment.

# STAFF QUALITY, RECRUITMENT AND RETENTION

## **4 Day School Week Starting 2023-2024**

New Waverly ISD based an academic school calendar that will implement a 4-day school week starting 2023-2024. This calendar change was made in an attempt to help with retention, recruitment and staff quality. A 4 Day School Week Committee worked diligently to discuss pros and cons and gather data to help in the decision making process. Parent meetings and community meetings were held as well to get feedback from all stakeholders.

## **Staffing Patterns** (LEA)

New Waverly ISD strives to be fully staffed with effective teachers and paraprofessionals. Being a District of Innovation allows for some flexibility in the area of teacher certification. Our plan is to advertise only with sources that utilize highly effective teachers. This consists of universities and approved programs through region centers. Our recruiting will occur at job fairs on accredited college campuses. New Waverly ISD also partners with Sam Houston State University and the College of Education to provide opportunities for aspiring teachers to complete student teaching, methods observations, and literacy block work. For the fall semester 2023 SHSU has 5 students requesting New Waverly ISD. In 2022 there was only one student teacher.

## **Staffing Retention** (LEA)

New Waverly ISD works to retain teachers by providing a productive work environment that supports teachers in their work. A new to district teacher mentor program is in place to provide those new to NWISD with a go to person to help guide them through the day-to-day operations of their assigned campus. Also, all teachers are provided with opportunities to attend professional development trainings. Teachers prioritize training needs through surveys and can choose between many offerings of development as provided by Regional Service Centers. Our plan is to also encourage teachers to expand their learning by attending trainings outside of Region 6 and to then return to the district ready to share what they have learned during a staff development opportunity. We also attempt to lower class sizes through grants and funding whenever legally permissible.

## **Staff Development Needs** (LEA Survey)

New Waverly ISD sends out an end of the year survey and obtains input regarding Staff Development need. With the use of LEA financial resources, administrators and staff (teachers and aides) are given the opportunity to attend summer workshops at ESC6 and the surrounding areas focusing on individual needs. New Waverly ISD has invested in putting district staff through the Capturing Kids' Heart program. This program equips education professionals to implement processes focused on social-emotional wellbeing, relationship driven campus culture and student connectedness. A plan to get all staff the initial training is needed. The district will need to decide if a follow up training for the upcoming school year is needed.

**The below are the top four professional development and training opportunities selected by staff in this year's survey.**

- 1. Google Classroom/Google**
- 2. Lesson Planning for 4 Day School Week**
- 3. Instructional Strategies to Engage Students**
- 4. Team building (staff and students)**

## **Teacher Incentive Allotment (TIA):**

New Waverly ISD has adopted a policy to reimburse teachers completing their National Board Certification. This certification allows teachers to apply for a state teaching certification that gives them access to state funded pay incentives. We currently have 1 teacher with the NBCT and 1 going through this program.

## STAFF QUALITY, RECRUITMENT AND RETENTION

### **Identified Strengths:**

1. 4 day school week
2. Comp time for hosting UIL event at HS
3. Jean days

Used in DIP	Need ID	Identified Needs
	1D	Retain highly qualified teachers in all areas.
	2D	Improve staff-to-staff relations.
	3D	Make a concentrated effort to hire minority teachers to match the diversity of the student population.
	4D	Train teachers and staff to be consistent in dealing with classroom management.
	5D	Participate in Teacher Incentive Allotment program through TEA.
	6D	Attend job fairs at surrounding colleges to include HBCU's to attract minorities, especially African American.
	7D	Propose the hiring of an additional licensed/certified nurse. Provide clinic staff with needed provider care trainings to help support needs of campuses.
	8D	Stipends for bilingual and hard to fill positions.

# CURRICULUM, INSTRUCTION, AND ASSESSMENT

## **Curriculum**

New Waverly ISD has chosen to use a state recognized platform, TEKS Resources, as its main curriculum guide. Individual campuses plan and meet during the summer and throughout the school year as needed to ensure all TEKS are covered. Each campus is responsible for ensuring their students are being taught appropriate grade-level TEKS. Campus administrators evaluate, monitor, and approve grade level/subject area/course scope and sequences and weekly lesson plans. TEKS-based textbooks and resources are purchased to support student learning. All instructional resources should be approved by the campus administrator.

## **Instructional Resources:**

Instructional resources include textbooks, online textbooks with additional tools, computer-based learning programs, and supplemental materials. All textbooks and online textbooks must be state adopted/approved. Each year the district must certify to the state by a board approved list that all instructional resources are TEKS based and approved by the state. Computer based learning programs are supplemental to classroom instruction. With the input of teachers, campus administrators, and other staff these programs are chosen. Other supplemental materials are purchased by campuses to help support the learning of their students based on their current needs.

## **Curriculum Implementation and Reform Strategies**

Last summer and fall NWISD core teachers worked with Region 6 specialist to update their scope and sequences using TEKS Resources as a guide. These documents are posted on the school's website. With a 4-day week starting in the fall there will be opportunities for teachers to again work with Region 6 or their teams to adjust their scope and sequences. Non-core teachers will also be tasked with making adjustments to their scope and sequences.

Also, with a four-day week and longer than normal class periods, teachers will be given suggestions on how to develop their lesson framework with a major focus being on integrating small group instruction into daily lessons and differentiating instruction and assessment.

## **Assessments:**

New Waverly ISD collects data about student academic success through universal screeners (elementary only at this time), benchmarks and daily assessments. Benchmarks will be released STAAR tests or STAAR tests questions and be administered through the online testing platform in DMAC. All benchmarks if not released tests, should be approved by campus admin and/or curriculum director. All assessment data collected from students should be used to further drive instruction and intervention. Campus principals will meet with teachers and/or teams to conduct data talks and develop a learning plan/tutoring plan based on results.

New Waverly will have a district testing calendar set prior to the beginning of school with all testing dates scheduled. Also, each campus will meet with the Director of Curriculum and Instruction to go over the data and discuss if there are any needs and/or resources to support teachers and students in reaching their goals.

All teachers who teach a tested subject area need to understand their students' data and share that information with both students and parents.

New Waverly ISD is tasked with following state rules and guidelines when giving state assessments. The district has one district testing coordinator, and each campus has a campus testing coordinator. At this time

counselors serve as the CTC. State assessments include all STAAR/EOC tests, STAAR Alt, TELPAS, and TELPAS Alt.

**Professional Development:**

This year New Waverly ISD will have a comprehensive professional development plan that will detail out required trainings, available trainings, and other professional growth opportunities. School staff are being asked to complete new tasks on a regular basis with the changing of state requirements and mandates. Our goal in this plan is to provide staff with the skills and information they need to do their job well. Ideas and/or examples are listed below.

Google Classroom	Lesson Planning for 4 Day Week	Instructional Strategies to Engage Students	Team Building
Differentiated Instruction in a Regular Ed Classroom	Conflict Resolution Skills	DMAC and Online Testing Platform	Beginning of Year Ideas to Connect with Students and Families
STAAR/EOC Redesign	Data Driven Instruction	Customer Service in Schools	Capturing Kids Hearts
Small Group Instruction Implementation	Instructional Support for ESL students		

The professional development plan also includes stated required trainings which are done through Eduhero or other platforms.

CPR	Seizure	Bloodborne Pathogens	Child Maltreatment and Responsibilities
Cyberbullying for Educators	Suicide Awareness and Prevention	Cybersecurity for Educators	Bullying Prevention for School Personnel
FERPA and PPRA in Schools	Managing Students with Food Allergies	Concussion Awareness	

To assist in the area of instructional technology, the district is looking to partnering with friED Tech to provide on demand instructional technology professional development resources for the areas in which or district needs.

## CURRICULUM, INSTRUCTION, AND ASSESSMENT

### **Identified Strengths:**

1. Various instructional technology resources.
2. Competent teachers – mode in which curriculum is delivered.
3. 1 to 1 district
4. Ability to pinpoint specific academic strengths and weaknesses.

Used in DIP	Need ID	Identified Needs
	1E	Continue to use online resources and college partnerships to enhance college readiness skills and student success.
	2E	Develop, evaluate, and revise/strengthen current course curriculum.
	3E	Campus administrators need to continue to implement the building of a strong curriculum base for new faculty and staff.
	4E	Explore ways to improve students' understanding and application of mathematic TEKS.
	5E	Provide training opportunities to improve students' writing abilities.
	6E	Update ancillary curriculum materials, including technology.
	7E	Strive for all students to score at or above grade-level standard (Meets Grade Level Standard).
	8E	Utilize Curriculum Director to provide more focused academic support district wide.
	9E	Monthly SPED, Counselor and RTI meetings across campuses.
	10E	Re-evaluate program or process that allows practice for STAAR assessments online and new item types.
	11E	District decision on how new health TEKS will be taught and communication to campuses.
	12E	Staff, student, and parent training on online STAAR/EOC testing and new item types that will be included starting 2022-2023.
	13E	Expose parents to online resources to navigate the STAAR test for practice at home.
	14E	STAAR nights at all campuses to introduce parents to test material and test taking strategies.

## FAMILY AND COMMUNITY INVOLVEMENT

### **Transition** (LEA Data)

New Waverly ISD provides a transitional process on each of its campuses. The Elementary Campus holds a Prekindergarten/Kindergarten Round-Up at the end of each school year. This parent/school meeting is used to acclimate students and parents to the public-school system. The Intermediate, Junior High, and High School Campuses hold campus tours for students during the school day and parent/student meetings in the evenings.

### **Parent & Community Involvement:** (LEA data)

New Waverly ISD runs many district and campus-wide programs to increase parental involvement. Parent and Family Involvement is a mandate for many state and federal programs. Campuses should make a concerted effort to plan strategic events to get families involved in their student's education and the opportunities available at school.

Title I campuses MUST hold both fall and spring individual, one on one parent teacher conferences. During this time discussion should be about the student's academic performance. Conferences must be documents and records maintained for audit purposes. Campuses are responsible for coordinating these conferences and maintaining documentation.

<b>School Activity/Event</b>	<b>NWES</b>	<b>NWIS</b>	<b>NWJH</b>	<b>NWHS</b>
Open House	X	X	X	X
Grandparents Day	X			
Donuts with Dad	X			
Muffins with Mom	X			
Pep Rallies	X	X	X	X
Booster Clubs				X
Reading Program	X			
Color Run	X	X		
Bike Rodeo	X			
Career Day	X	X		
Job Fair				X
Discovery Days		X		
Sporting Events			X	X
UIL One-Act Play Perform.				X
Health and Safety Summit			X	X
Field Trips	X	X	X	X
Field Days	X	X	X	
Beta Club Spaghetti Supper				X
Grade Level Family Nights	X			
Veterans Day Program	X	X	X	X
Talent Show	X			
Meet the Teacher	X	X	X	X
Book Fair	X	X		
Title I Nights	X			

Additionally, the district conducts an Effective Schools parent survey annually. Results are disseminated to the Comprehensive Needs committee and the individual campus districts. The survey obtained input directly related to parent and family involvement.

	<b>Campus</b>	<b>Agree</b>	<b>Disagree</b>
Leaders and teachers at my student's school encourage parent input and involvement.	ES/IS	64.2%	12.3%
	JH/HS	43.9%	29.8%
I am aware of the Parent Involvement Policy.	ES/IS	54.3%	29.6%
	JH/HS	45.6%	29.8%
There are a variety of opportunities for me to be involved on my student's campus.	ES/IS	56.8%	23.5%
	JH/HS	43.9%	22.8%

## FAMILY AND COMMUNITY INVOLVEMENT

### Identified Strengths:

1. Different programs/involvement from all campuses.
2. Various communication/promotion methods used.

Used in DIP	Need ID	Identified Needs
	1F	Involve parents and the community in all aspects of the school system by increasing school communication between parents and the community.
	2F	Notify parents of academic and disciplinary progress. Educate parents and students about utilizing Parent Portal. (Use parent usage report to target contact with those who have not logged in.) this is a strategy.
	3F	Signage at IS and JH.
	4F	District-wide technology night.
	5F	Advertise and encourage parent use of Bulldog App.
	6F	Better Communication about programs needed
	7F	Parenting classes for elementary-age students' parents.
	8F	Awareness of graduation requirements and dual credit courses.
	9F	School spirit shop
	10F	Communication (District Website update to make more user friendly and promotion and use of Bulldog App)
	11F	Parent surveys to be separate for each campus for better analysis of feedback.
	12F	Provide paper copies of surveys to campuses to distribute to families.
	13F	Development of streamlined process for ALL district staff, groups and organization to use to communicate with parents/families.

# SCHOOL CONTEXT AND ORGANIZATION

**New Waverly ISD consists of four (4) campuses:**

- New Waverly High School (grades 9-12) [328 students]
- New Waverly Junior High School (grades 6-8) [260 students]
- New Waverly Intermediate School (grades 4-5) [154 students]
- New Waverly Elementary School (grades EE-3) [317 students]

NOTE: The high school will graduate a class of 65 students and gain an incoming freshman class of 82 making their student population be at an all time high.

Two campuses are Title I Schoolwide campuses (NWES & NWIS) and their Campus Plans include the ten (10) components of a Title I, Part A Schoolwide Program.

NWES	NWIS	NWJH	NWHS	NWISD Alt. Campus
1 Principal 1 Counselor	1 Principal 1 Counselor	1 Principal 1 Counselor	1 Principal 1 Counselor	1 Campus Admin (Director of Student Services)

**Planning/Budgeting** (A-Team Agenda)

New Waverly ISD meets with the A-Team (Superintendent, Directors, and Principals) to assess facilities and instructional needs at the District and Campus levels. District and Campus Needs Assessments are used to drive the budget. Funds are allocated based on-campus enrollment and instructional needs. The Board of Trustees and the Superintendent plan the yearly budget. The A-Team also reviews the District Improvement Plan periodically to make necessary adjustments to the strategies to help the district meet the overall needs of the students.

**Decision-Making Process**

New Waverly ISD utilizes a Comprehensive Needs Assessment Committee to review the overall needs of the district. The CNA is composed of teachers, administrators, and parents. During this process, the CNA committee reviews the eight categories of the Comprehensive Needs Assessment. In addition, the CNA also completes a program evaluation of the Every Student Succeeds Act (ESSA). During ESSA program evaluation, the following programs are evaluated:

- Parent Involvement and Policy
- Title II, Part A - Teacher Training and Recruiting
- Title I, Part A - Improving Basic Programs
- State Compensatory Education (this is not Federal, but is still part of the NCLB evaluation)
- Title III, Part A – English Language Acquisition

During this program evaluation, the CNA committee will list strengths and weaknesses of the program. These strengths and weaknesses are added into the CNA in the applicable sections.

The next step in the Decision-Making Process is to pass the CNA information to the District Improvement Plan committee. The DIP committee will develop goals and objectives to present to the School Board. Within the District Improvement Plan, the committee will also develop strategies that will help to address the overall needs of the district. The DIP committee is composed of teachers, administrators, parents, and community members. The DIP is shared with all campuses in order for them to develop their CIPs for the year. All of these plans are submitted to TEA for review and must have documentation to support spending.

## SCHOOL CONTEXT AND ORGANIZATION

### **Identified Strengths:**

1. Increase in enrollment

Used in DIP	Need ID	Identified Needs
	1G	Develop a long-range plan to address future student growth.
	2G	Seek additional funding sources through grants and aides to improve programs.
	3G	Consider the need for employing an assistant superintendent, assistant principal at high school, district
	4G	LSSP, assistant principal at elementary, additional maintenance personnel and a diagnostician.
	5G	Secretaries for counselors for high enrollment campuses.
	6G	Additional dyslexia support due to increase dyslexia standards and 4 day week scheduling.

# TECHNOLOGY

## **Technology in the Classroom**

New Waverly ISD is committed to providing the skills and training necessary for our students to become active members in a global society. Technology has become an integral part of every student's education; not only as skills for the future but as tools and a platform for enhancing all parts of learning. We strive to not only provide these tools to every student but to continue to pursue new technology in hopes to put NWISD at the forefront of its K-12 peers.

Technology can improve communication, enhance thinking skills, make instruction more efficient and effective, and develop life skills critical to success.

Each campus has access to either desktops, Chromebooks, laptops and/or iPads. Student devices are in classroom carts, designated computer labs and libraries as well as individually assigned based on grade level. All core classes should include an interactive board and projector or interactive flat panel.

NWISD students, teachers, and staff have access to Google Classroom, an online learning platform, as well as online textbooks and computer-based learning programs. A single sign-on application is used to simplify the logging-in process of the various programs.

<b>Campus</b>	<b>1:1</b>	<b>Approximate Student Enrollment</b>
NWES	Yes	317
NWIS	Yes	154
NWJH	Yes	260
NWHS	Yes	328

## **Technology in the District**

There are several new technology ventures taking place within the district. See list below:

- My School Bucks – system in which families can pay for school related charges
- SmartFind Express Power School Absence Management
- Raptor Alert Silent Panic and Drill Management System
- Network upgrades
- Fire wall and filter upgrade

# TECHNOLOGY

## **Identified Strengths:**

1. Great team/staff.
2. Upgrading to Google platform.
3. Ease of management thru Chromebooks
4. Work order system in place to manage problem resolutions
5. Being progressive with tech.

Used in DIP	Need ID	Identified Needs
	1H	A generator is needed for the technology building to help ensure uptime availability.
	2H	Increase A/V budget to accommodate and sustain the purchasing of interactive flat panels going forward.
	3H	Provide updated training to staff and teachers on all facets of technology they might encounter. Partner with FriED
	4H	Look for funding to install a cloud-based bell/intercom system that could be deployed district-wide.
	5H	Intercom system at the elementary.
	6H	Technology budget and equipment needed for new classrooms and infrastructure upgrades at high school and elementary school.