

Needville Independent School District

District Improvement Plan

2025-2026

Accountability Rating: A



Board Approval November 19, 2025

Mission Statement

Needville ISD strives to create an environment where students reach their full potential and become productive, successful citizens.

Vision

To become an exemplary school district in which every child achieves to his or her maximum ability through rigorous, engaging curriculum and systems of support that cultivate the potential and promote the well-being of every child.

Learn Today, Fly Tomorrow

Value Statement

The District Improvement Plan (DIP) guides the district in effective district and campus improvement planning for establishing a school district of excellence both in academic programs and performance, as well as in financial and facility planning and district operations. This plan is established through a collaborative process of input and feedback from the members of the District Advisory Council (DAC), district staff, and the Superintendent.

Improved student performance in NISD is defined as meeting or exceeding state standards for all student groups in a district context that promotes excellence in all areas. Together, the Superintendent, along with district staff, teachers, other non-teaching staff, business representatives, parents, and community members:

- * assess educational outcomes of all students
- * establish performance objectives
- * provide strategies and activities
- * continuously monitor the components of the improvement plan to improve student performance for all students

The long range goals of the District Improvement Plan (DIP) provide direction and concentrated focus for the district. In turn, at the campus level, the Campus Advisory Committees (CAC) develop a Campus Improvement Plan (CIP) that is linked to the goals and objectives of the DIP.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Ethnic/Racial Composition	4
Special Populations	4
Student Learning	6
STUDENT ACHIEVEMENT AND PERFORMANCE	6
Academic Performance Indicators	6
District Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	14
Goal 1: Needville ISD will demonstrate and sustain growth in student achievement.	14
Goal 2: Needville ISD will improve home/community/parental involvement within the district to enhance student achievement.	35
Goal 3: Needville ISD will provide opportunities to enhance instruction through more effective staff development.	37
Goal 4: Needville ISD will provide and maintain a safe and positive school environment.	38
State Compensatory	43
Budget for District Improvement Plan	43
Personnel for District Improvement Plan	43
Title I Personnel	45
Site Based Decision Making Committee	46
Assurances	47
Statutorily Required Assurances	47

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our school community is a vibrant and diverse group that includes students, staff, and the broader community. We are committed to understanding and supporting all student groups, taking into account race, ethnicity, gender, attendance, and mobility to ensure equitable opportunities for all. We closely monitor graduation and completion rates, as well as dropout statistics, to identify areas where we can improve student outcomes and provide the necessary support to keep students on track. Discipline is another critical area we focus on, ensuring that our policies are fair and consistently applied to maintain a safe and conducive learning environment. Enrollment in College, Career, and Military Readiness (CCMR) programs, advanced courses, special education, and other special programs is carefully tracked to ensure that students have access to the resources and opportunities they need to succeed. We strive to offer a wide range of programs to meet the diverse needs and interests of our students. Teacher retention, recruitment, and experience are vital to maintaining a high-quality educational environment. We pay close attention to teacher-student ratios to ensure that each student receives the attention and support they need. Additionally, we value the qualifications of our paraprofessionals, recognizing their essential role in supporting our educational mission. In all these areas, we are dedicated to continuous improvement and excellence, always seeking to provide the best possible education for our students.

Ethnic/Racial Composition

Ethnic/Racial Group	Percentage
Hispanic/Latino	48.4%
White	45.2%
Black/African American	4.0%
Two or More Races	1.6%
Asian/Pacific Islander	0.4%
American Indian/Alaska Native	0.3%

Special Populations

Population Category	Percentage
Economically Disadvantaged	32.2%
At-Risk of Dropping Out	42.5%
English Language Learners	11.2%
Gender Distribution	50% Male / 50% Female

Demographics Strengths

Needville ISD attendance rate is above 97%.

Needville ISD parents are engaged and involved at all campus levels.

Needville ISD has strong community relationships.

High teacher retention rates which fosters strong, long-term relationships between teachers and students, which is essential for a supportive learning environment.

Student Learning

Student Learning Summary

STUDENT ACHIEVEMENT AND PERFORMANCE

Student achievement data demonstrates Needville ISD's commitment to academic excellence and continuous improvement. The district has achieved strong results across multiple accountability measures.

Academic Performance Indicators

Indicator	Performance
TEA Accountability Rating (2024-2025)	A
Math Proficiency (STAAR)	60%
Reading Proficiency (STAAR)	66%
4-Year Graduation Rate (Class of 2023)	98.1%
Annual Dropout Rate (Grades 9-12)	0.1%
Average SAT Score (Class of 2023)	970
Average ACT Score (Class of 2023)	22.7

Student Learning Strengths

The district's overall accountability ratings is an 'A'.

Excellent graduation rate.

STAAR results are at or above state averages.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While ongoing efforts have been made to enhance student performance on the State of Texas Assessments of Academic Readiness (STAAR), there remains an opportunity to further elevate mastery levels across all grade levels and content areas. Addressing this challenge will not only strengthen overall school ratings but also better prepare students for future academic success and support the district.

Root Cause: The primary causes contributing to low STAAR mastery levels may include insufficient differentiation in instruction, inadequate alignment of curriculum to STAAR standards, and limited interventions for students who are on the cusp of achieving mastery.

Problem Statement 2: Special Education students across all grade levels and content areas have the potential for further improvement on the STAAR assessment, providing an opportunity to close the achievement gap between them and their general education peers. By focusing on enhancing their performance, we can create more pathways for academic growth and long-term success.

Root Cause: The underlying issues contributing to the low STAAR scores among Special Education students may include a lack of individualized, evidence-based interventions tailored to meet specific learning needs, insufficient training for teachers on differentiated instruction and special education accommodations, and challenges with the effective implementation of individualized education plans (IEPs).

Problem Statement 3: Emergent Bilingual students across all grade levels and content areas have an opportunity for growth in both the STAAR and Texas English Language Proficiency Assessment System (TELPAS). By addressing this achievement gap, we can support their progress in academic content mastery and English language proficiency, enhancing their overall academic success.

Root Cause: The low performance of Emergent Bilingual students on STAAR and TELPAS can be attributed to several factors, including insufficient language acquisition support, inconsistent implementation of bilingual and ESL instructional strategies, and a lack of integration between language development and content instruction.

Problem Statement 4: There is an opportunity to increase student participation in College, Career, and Military Readiness (CCMR) programs, which would further enhance their preparedness for post-secondary opportunities and success. By boosting engagement, we can improve overall CCMR accountability scores and provide students with the skills and experiences needed to thrive in their future academic and career paths.

Root Cause: The low participation rate in CCMR programs may stem from inadequate awareness and guidance on the available pathways, including dual credit courses, Advanced Placement (AP) classes, career certifications, and military enlistment opportunities. Additionally, scheduling conflicts contribute to reduced student engagement.

District Processes & Programs

District Processes & Programs Summary

Needville ISD is committed to fostering a student-centered, future-focused learning environment where every learner is supported academically, socially, and emotionally. Our district programs and processes are designed to ensure equitable access to high-quality instruction, meaningful enrichment opportunities, and essential services that meet the diverse needs of all students.

We prioritize collaborative planning, clear communication, and data-informed decision-making to strengthen instructional practices and promote continuous improvement across all campuses. District leadership works closely with campus administrators, teachers, and support staff to align curriculum, instructional resources, assessment practices, and professional learning with state standards and local goals.

Needville ISD provides comprehensive academic programs that include advanced academics, Career and Technical Education pathways, fine arts, emergent bilingual support, and special education services. These programs are supported by systematic processes for student identification, program placement, progress monitoring, and family engagement.

We maintain strong procedures for financial stewardship, compliance with federal and state programs, and accountable use of resources to support student achievement. Professional development opportunities are strategically planned to build the capacity of staff, support instructional excellence, and ensure educators are equipped with the tools and knowledge required to meet the needs of all learners.

In Needville ISD, our purpose is clear: we are dedicated to preparing students to become responsible, productive citizens who are equipped to succeed in college, career, and life. Through thoughtful systems, collaborative leadership, community partnerships, and a commitment to service, we strive to provide a safe, supportive, and innovative learning environment where students and staff thrive.

District Processes & Programs Strengths

Needville ISD demonstrates a strong commitment to technology integration as a one-to-one district, ensuring every student receives a Chromebook to support instruction, enhance digital learning, and expand access to educational resources.

District administration is committed to a focus of understanding the needs of all sub-population and providing necessary training to meet the challenges of our changing population.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: The district currently lacks comprehensive K-12 vertical alignment across all subject areas, which results in inconsistent instructional continuity and progression for students.

Root Cause: There are limited opportunities for staff to develop shared K-12 understanding and collaboratively build cohesive, aligned instructional systems.

Perceptions

Perceptions Summary

Needville ISD is recognized by students, families, staff, and community members as a district that values tradition, promotes student success, and prioritizes strong relationships. Stakeholders consistently express pride in the district's reputation for academic achievement, supportive community culture, and committed staff. The district is viewed as a safe and welcoming place where students are known, supported, and encouraged to reach their full potential.

Parents and community members appreciate the small-town environment coupled with high expectations for learning and student conduct. Students and teachers report a sense of belonging and shared purpose, emphasizing the district's family-like atmosphere and strong school spirit. Staff feel supported by campus leadership and express pride in their work and commitment to students.

As Needville ISD continues to grow, stakeholders also recognize opportunities for continued improvement. Areas most frequently identified include the need for increased system-wide alignment, continued support for instructional technology, expanded communication across grade levels and departments, and proactive planning to address enrollment growth and evolving student needs.

Perceptions Strengths

Needville ISD has strong community and family engagement.

Needville ISD has supportive, student-centered culture with a safe and welcoming environment.

Needville ISD has high expectations for student success and behavior.

Needville ISD has dedicated educators and staff committed to student achievement.

Needville ISD has small-town values and strong district pride.

Needville ISD has one-to-one technology integration supporting digital learning.

Needville ISD is consistent with academic, extra-curricular, and fine arts producing well-rounded student opportunities.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS
- Texas Success Initiative (TSI) data
- Intervention data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Graduation plan types

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility/stability rate, including longitudinal data
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- Staff mobility/stability
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent engagement rate
- Parent and community partnership data
- Parent activity evaluations and feedback data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals





Goal 1: Needville ISD will demonstrate and sustain growth in student achievement.

Performance Objective 1: Effective staff: All students will be taught by effective teachers who are assisted by effectively qualified paraprofessionals

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct recruitment activities to ensure effectively qualified personnel in all positions. Job fairs, postings in multiple sites/ organizations and maintain active website.</p> <p>Strategy's Expected Result/Impact: Increase quality candidates; Job Fair sign in sheets Applicants/Resumes from job fairs</p> <p>Staff Responsible for Monitoring: Human Resources Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish an effective teacher mentoring system for new hires and first/second year staff.</p> <p>Strategy's Expected Result/Impact: Increased performance and retention among new teachers: Mentor Meeting Agenda New Blue Jay Orientation</p> <p>Staff Responsible for Monitoring: Campus principals Assistant Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure teacher certification matches teacher assignments, including ESL for ELAR teachers for new hires.</p> <p>Strategy's Expected Result/Impact: Qualified instructional staff in place: SBEC Certification Teacher Assignment Chart</p> <p>Staff Responsible for Monitoring: Human Resource Campus Administrators Assistant Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Celebrate faculty and staff members of the month and their achievements at Board Meetings, on the campus websites, and on other media.</p> <p>Strategy's Expected Result/Impact: Recognition of efforts, positive atmosphere Website and media postings</p> <p>Staff Responsible for Monitoring: Campus Principals Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Annually recognize retiring personnel and those with years of service of service awards within the district</p> <p>Strategy's Expected Result/Impact: Increase in commitment and pride to Needville ISD Employee awards/end of year ceremony</p> <p>Staff Responsible for Monitoring: Superintendent Human Resource Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Conduct reviews and comparison studies of salaries, stipends, and benefits packages of similar districts and related information from local, regional, and state data.</p> <p>Strategy's Expected Result/Impact: Informed of competition as decisions are made: Annual Performance Report Data presentation to Board</p> <p>Staff Responsible for Monitoring: Superintendent Human Resource Department</p> <p>Funding Sources: - 255 Title II,Pt A Supporting Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Needville ISD will demonstrate and sustain growth in student achievement.





Performance Objective 2: Increase Special Education, 504, and At-Risk Student Group academic achievement and passing rates of STAAR and EOC through proper identification and appropriate levels of instructions and rigor.

HB3 Goal

Evaluation Data Sources: STAAR/EOC, RDA

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop targeted intervention and accelerated education plans with strategies for skills based on areas of individual academic need in order to improve success on state testing.</p> <p>Strategy's Expected Result/Impact: Increase performance in "bubble" reporting categories per individual student through benchmarks/state assessment: Progress Monitoring Intervention Plans</p> <p>Staff Responsible for Monitoring: Special Education Director Special Education Staff Classroom Teachers Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the use of DMAC and other software to engage staff in collaborative improvement discussions that ensure levels of student learning and MTSS decisions based on data results</p> <p>Strategy's Expected Result/Impact: Improved student performance and teacher understanding</p> <p>Staff Responsible for Monitoring: Campus Principals Interventionist Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for professional development of Special Education, 504, Inclusion teachers and staff to stay abreast of best practices and inclusive strategies for teaching and identification of student needs.</p> <p>Strategy's Expected Result/Impact: Innovative practices for relating content at high levels of rigor while addressing individual needs: Local Training Records Teacher PD Records</p> <p>Staff Responsible for Monitoring: Special Ed Director</p> <p>Funding Sources: - 199 General Fund PIC 23 SPED</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Properly identify students with Dyslexia and provide evidence-based interventions.</p> <p>Strategy's Expected Result/Impact: Systematic improvement in universal screeners and benchmark scores. Increase in student reading achievement.</p> <p>Staff Responsible for Monitoring: Special Ed Director</p> <p>Funding Sources: - 199 General Fund PIC 43 Dyslexia SPED</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Identify and provide services to address individuals needs of identified foster care, homeless, and economically disadvantaged to support attendance, enrollment, and success.</p> <p>Strategy's Expected Result/Impact: Increase student academic performance and course completion.</p> <p>Staff Responsible for Monitoring: Principal Teachers Counselors Federal Program Director Homeles/Foster Liaison</p> <p>Funding Sources: - 211 Title I, Pt A Improving Basic Programs</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Administer universal screeners and utilize teacher, parent, benchmark, data to identify students at risk for academic failure and provide research-based tiered intervention.</p> <p>Strategy's Expected Result/Impact: Proper and timely identification for intervention. Improve scores/grades resulting from remediation efforts.</p> <p>Staff Responsible for Monitoring: Interventionist Principals Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Increase instructional time for at-risk groups through the provision of additional instructional staff and tutoring.</p> <p>Strategy's Expected Result/Impact: Closing the gap on learning loss. Increased student achievement.</p> <p>Staff Responsible for Monitoring: Principals Teachers Assistant Superintendent</p> <p>Funding Sources: - 199 General Fund PIC 24 SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Needville ISD will demonstrate and sustain growth in student achievement.

Performance Objective 3: State Assessments (3-8 and EOC), TELPAS, mClass, Circle and achievement scores for all students and special populations will increase by 2% for each student group, content area and overall.





High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide intervention opportunities to include Tiered and Accelerated intervention in academic curriculum areas to meet the needs of all student groups based on assessment scores and needs.</p> <p>Strategy's Expected Result/Impact: Improvement in students' growth: Test Results Universal Screenings Progress Monitoring Benchmark Tests Intervention Logs MTSS Meetings</p> <p>Staff Responsible for Monitoring: Principal Interventionist Classroom Teachers</p> <p>Funding Sources: - 199 General Fund PIC 24 SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor the data analysis and implementation of MTSS so that campuses meet the needs of their struggling students, and progress monitor MTSS data on a scheduled basis</p> <p>Strategy's Expected Result/Impact: Increased scores on STAAR, assessments, and benchmarks</p> <p>Staff Responsible for Monitoring: Campus Principals Teachers Interventionist Assistant Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor the data review process through campus PLC's to identify and address student's needs on a continual basis</p> <p>Strategy's Expected Result/Impact: Increase in state assessment scores. Increase in student growth which will result in closing the gaps between subgroups.</p> <p>Staff Responsible for Monitoring: Campus Principals Teachers Interventionists</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Use TRS Unit assessments, TRS performance indicators and other formative and summative assessment tools and the data in DMAC to check learning by student expectation to determine learning and teaching gaps to modify and supplement instruction to improve learning</p> <p>Strategy's Expected Result/Impact: Students will show growth in comparison to previous test scores. Progress Monitoring Benchmark Tests Cycle Tests Universal Screeners</p> <p>Staff Responsible for Monitoring: Campus Principals Interventionist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide students in need of assistance-data-driven interventions during the school day make gains and work toward mastery of grade level TEKS to promote well-rounded education.</p> <p>Strategy's Expected Result/Impact: Increase in scores for each subject Tutorials Credit Recovery Classes HB 4545</p> <p>Staff Responsible for Monitoring: Teachers Interventionist Campus Principals Para professionals</p> <p>Funding Sources: - 199 General Fund PIC 24 SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide curriculum that is scientifically research -based, aligned to the state standards, aligned with assessments, and one that provides varied instructional strategies to ensure academic success for all students in all subject areas.</p> <p>Strategy's Expected Result/Impact: Aligned curriculum documented through: Walk-throughs Teacher Lesson Plans T-Tess PLC</p> <p>Staff Responsible for Monitoring: Campus Principal Assistant Superintendent Teachers Interventionist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide challenging learning experiences using differentiated instruction and incorporating pacing, depth, and complexity to enable gifted and talented students to demonstrate self-directed learning, thinking, research, and communication</p> <p>Strategy's Expected Result/Impact: Master level performance of GT identified students on state assessments.</p> <p>Staff Responsible for Monitoring: Campus Principals GT Teachers</p> <p>Funding Sources: - 199 General Fund PIC 21 GT</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide summer school and extended school year services for students needing additional instructions.</p> <p>Strategy's Expected Result/Impact: Student will have opportunities to fill in gaps they have in content and help reduce the amount of regression over the summer.</p> <p>Staff Responsible for Monitoring: Director of Special Education Campus Principals Teachers Assistant Superintendent</p> <p>Funding Sources: - 199 General Fund PIC 24 SCE, - 199 General Fund PIC 23 SPED</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 9 Details	Reviews			
<p>Strategy 9: Each campus will meet in the summer and align scope and sequence, adjust assessments, and plan for the year all K-12 core subjects.</p> <p>Strategy's Expected Result/Impact: Teachers will have an updated scope and sequence that accommodates the new calendar to ensure that teachers have appropriate time to teach all the TEKS.</p> <p>Staff Responsible for Monitoring: Campus Principals Teachers Interventionist Assistant Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Needville ISD will demonstrate and sustain growth in student achievement.

Performance Objective 4: Through the teaching of the TEKS, all students will perform at/or above the state standards on the state test in math, reading/writing/ELA, science, and social studies.





HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Maximize the teaching of appropriate TEKS by all staff members utilizing time on task and collaboration of vertical and grade level teams</p> <p>Strategy's Expected Result/Impact: Increase STAAR scores and assessments</p> <p>Staff Responsible for Monitoring: Campus Principals Teachers Interventionists</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Analyze Scope and Sequence and evaluate data to drive rigorous instruction with a focus on writing across the curriculum</p> <p>Strategy's Expected Result/Impact: Improve student performance and growth</p> <p>Staff Responsible for Monitoring: Campus Principals Teachers Interventionists</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Analyze and disaggregate STAAR/EOC/mClass, Maps data by subgroups and programs with the use of DMAC</p> <p>Strategy's Expected Result/Impact: Improve student performance and growth</p> <p>Staff Responsible for Monitoring: Campus Principals Teachers Interventionists</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Administer Benchmarks to track student growth and performance 3-11 in core areas</p> <p>Strategy's Expected Result/Impact: Improve student performance</p> <p>Staff Responsible for Monitoring: Campus Principal Teacher Interventionists</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Campus administrators will conduct classroom observations and walk-throughs to communicate support of best instructional strategies</p> <p>Strategy's Expected Result/Impact: Improved instructional strategies</p> <p>Staff Responsible for Monitoring: Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Per HB3, all kindergarten through third grade teachers and principals must attend a teacher literacy achievement academy.</p> <p>Strategy's Expected Result/Impact: Improve student literacy: Certificate Completion</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Principals</p> <p>Funding Sources: - 199 General Fund PIC 36 PreK-3rd</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Needville ISD will demonstrate and sustain growth in student achievement.





Performance Objective 5: Meet or exceed the annual student attendance rate threshold of 97.0% each year.

Strategy 1 Details	Reviews			
Strategy 1: Contact parents when students are at risk of violating the 90% attendance rule Strategy's Expected Result/Impact: 97% student attendance per campus will increase student achievement Staff Responsible for Monitoring: Campus Principals CARC Chairperson	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor attendance, by campus, each month and report to school board. Strategy's Expected Result/Impact: Student attendance rate at or above 97% Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Use truancy court to hold students and/or parents accountable Strategy's Expected Result/Impact: Increased attendance will improve student achievement Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Needville ISD will demonstrate and sustain growth in student achievement.

Performance Objective 6: Maintain exemplary dropout rate which is less than or equal to 1% in all student groups.

Strategy 1 Details	Reviews			
<p>Strategy 1: Coordinate drop-out prevention programs to enhance instruction for students requiring intervention and/or credit recovery.</p> <p>Strategy's Expected Result/Impact: Recovery of potential drop-outs. Graduation rates at or near 100%</p> <p>Staff Responsible for Monitoring: Counselors Principals Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor at-risk and economically disadvantaged students for attendance and completion of schoolwork for student success.</p> <p>Strategy's Expected Result/Impact: Improved performance on six-week assessments/</p> <p>Staff Responsible for Monitoring: Campus Principals Teachers Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide adequate academic, teaching and learning, career and personal counseling services to junior high and high school students and parents</p> <p>Strategy's Expected Result/Impact: Improved graduation rate Grade level promotion Evidence of college acceptance</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Engage students in co- and extra-curricular activities to promote a well rounded education Strategy's Expected Result/Impact: More involved students. Number of students participating: Athletics Fine Arts Clubs Academic UIL Staff Responsible for Monitoring: Campus Principal Counselor CTE Director Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide extra services for students at-risk of dropping out of school. Strategy's Expected Result/Impact: Improved failure and graduation rates: Extended Day Drop Out Prevention Program Credit Recovery Program Summer School Edgenuity Staff Responsible for Monitoring: Campus Principals Teachers Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: Needville ISD will demonstrate and sustain growth in student achievement.

Performance Objective 7: All students will graduate from high school on time, college, career, and military ready.

HB3 Goal


Evaluation Data Sources: STAAR/EOC results, Dual Credit enrollment, Post-secondary certification, college prep course enrollment

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop/Refine appropriate programs of study to promote Career and Technology Education completion pathways</p> <p>Strategy's Expected Result/Impact: Improvement in Career and Technology programs/activities Increased enrollment in CTE classes and certification certificates</p> <p>Staff Responsible for Monitoring: CTE Director Campus Principals Campus Counselors Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop personal graduation plans for students in grades 8-12 to create rich planning, monitoring and intervention strategies that include credit recovery options</p> <p>Strategy's Expected Result/Impact: Decrease in drop out rate Increase in graduation rate</p> <p>Staff Responsible for Monitoring: Counselors Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide Honors/AP and Dual Credit opportunities through partnerships with local institutions and higher education.</p> <p>Strategy's Expected Result/Impact: Promote college readiness AP results at 3 or higher DC course credit(s) earner AP certified staff</p> <p>Staff Responsible for Monitoring: Counselors College Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Encourage and support students to take PSAT/SAT/AP/TSI/ACT. The district will fund the SAT and AP for Eco Dis students</p> <p>Strategy's Expected Result/Impact: Increased College Readiness based on norm referenced test: Students test achievement results</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Increase the number of CTE completers by intentionally targeting junior high school students and their parents with appropriated information about CTE programs of Study opportunities, enabling them to make informed decisions regarding pathway selection.</p> <p>Strategy's Expected Result/Impact: Increased enrollment in CTE classes and certification certificates and parent awareness</p> <p>Staff Responsible for Monitoring: CTE Director Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide information to parents and students on FAFSA and scholarships</p> <p>Strategy's Expected Result/Impact: Increased number of students seeking college opportunities</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Educate students and parents on endorsements, NISD options, programs of study, and monitor completion of coherent courses</p> <p>Strategy's Expected Result/Impact: Increase in student's graduation endorsement</p> <p>Staff Responsible for Monitoring: CTE Director Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: High School Counselors will meet with the parent and student during 9th grade year to review the PGP and provide the TEA Graduation Toolkit</p> <p>Strategy's Expected Result/Impact: Increased graduation rates</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 1: Needville ISD will demonstrate and sustain growth in student achievement.

Performance Objective 8: Provide technology infrastructure and tools to maximize student achievement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students in PreK-12 with chrome books as a 21st century technology tool that will be utilized in their classroom and at home.</p> <p>Strategy's Expected Result/Impact: Available devices for students use.</p> <p>Staff Responsible for Monitoring: IT Staff Executive Director of Technology Assistant Superintendent Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Proved dedicated staff with training on integrated technology resources into daily lesson.</p> <p>Strategy's Expected Result/Impact: Increase in student engagement and achievement Increase level rigor and relevance of lesson delivery by teacher</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, IT Staff, and Executive Director of Technology</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Infuse effective technology use within the instructional program to expand student engagement and critical thinking opportunities</p> <p>Strategy's Expected Result/Impact: Increase integration of technology into instruction and increase learner engagement data in reports</p> <p>Staff Responsible for Monitoring: Teacher, counselor, principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide a safe and secure digital environment for learning (CIPA compliant web filter and Cyber Smart Lessons from Cyber Smart Curriculum)</p> <p>Strategy's Expected Result/Impact: Decrease in incidents reported</p> <p>Staff Responsible for Monitoring: Executive of Technology, Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Expand the accessibility to technology for all students to enhance computer literacy skills for the 21st century and reflected in college and career readiness standards to promote a well rounded education</p> <p>Strategy's Expected Result/Impact: Increase integration of technology into instruction</p> <p>Staff Responsible for Monitoring: Classroom Teachers Technology Director</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Needville ISD will demonstrate and sustain growth in student achievement.

Performance Objective 9: Increase LEP Language Proficiency by at least one grade level.

Evaluation Data Sources: TELPAS, STAAR/EOC





Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that all ELAR teachers and core academic teachers of LEP students are ESL certified.</p> <p>Strategy's Expected Result/Impact: Increase in ESL strategies to support EB students: Teacher Certification Record</p> <p>Staff Responsible for Monitoring: Human Resource Campus Administrators Assistant Superintendent</p> <p>Funding Sources: - 199 General Fund PIC 25 Bilingual</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training and updates to EB teachers to stay abreast of best practices and new guidelines.</p> <p>Strategy's Expected Result/Impact: Continued compliance and increased capacity for best practices</p> <p>Staff Responsible for Monitoring: Bilingual/ESL teachers Assistant Superintendent Principals</p> <p>Funding Sources: - 263 Title III, Pt A English Language Acquisition</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide targeted support EB students, parents/families, and staff.</p> <p>Strategy's Expected Result/Impact: Increase in effective instruction: LPAC Documentation</p> <p>Staff Responsible for Monitoring: EB Teachers Principals</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Improve TELPAS composite scores with L, S, R, and W by continuing to provide instructional methods to enhance and improve academic language for EB students.</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS composite scores</p> <p>Staff Responsible for Monitoring: EB Teachers Principals Assistant Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize SummitK12 and other literacy programs to elevate EB students' language development and academic performance</p> <p>Strategy's Expected Result/Impact: Improved academic performance on state assessments and course completion</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Staff Campus Principal Assistant Superintendent Executive IT Coordinator</p> <p>Funding Sources: - 199 General Fund PIC 24 SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Needville ISD will improve home/community/parental involvement within the district to enhance student achievement.

Performance Objective 1: Needville ISD will increase staff, community, and parent communication partnerships to support student progress with academics, attendance, and behavior.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide effective campus-hosted parent engagement opportunities which would include academic training sessions for Math, Reading, Writing, Science, and Social Studies.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement to collaborate partnership with parent for student achievement</p> <p>Staff Responsible for Monitoring: Classroom teachers Campus principals</p> <p>Funding Sources: - 211 Title I, Pt A Improving Basic Programs, - 263 Title III, Pt A English Language Acquisition</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide focused parent, family, and community engagement sessions that support academics, behavior, social/emotional success and safety needs</p> <p>Strategy's Expected Result/Impact: Increase parent and community involvement and engagement along with student attendance and academic performance and decrease in safety incidents</p> <p>Staff Responsible for Monitoring: Campus Principals Classroom Teachers</p> <p>Funding Sources: - 211 Title I, Pt A Improving Basic Programs, - 263 Title III, Pt A English Language Acquisition</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide dedicated time to allow for parent-teacher conferences</p> <p>Strategy's Expected Result/Impact: Increase parent engagement Collaborative partnership with parents for student achievement</p> <p>Staff Responsible for Monitoring: Campus Principals Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Host parent and student orientation sessions on each campus, to include sessions on Junior High and High School regarding higher education admissions and processes, financial aide and grant opportunities and sources and curriculum advising options.</p> <p>Strategy's Expected Result/Impact: Informed parents and students Increased understanding of the higher education process</p> <p>Staff Responsible for Monitoring: Counselor CTE Director Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Needville ISD will provide opportunities to enhance instruction through more effective staff development.

Performance Objective 1: Needville ISD will make available professional learning to support innovation in the classrooms, schools, and personalization and authenticity to find meaningful ways to better contribute to student success

HB3 Goal





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be provided multiple professional development opportunities both in and out of the district focused on the areas of core curriculum, small group instruction, cross-curricular instruction, SEL, classroom management & safety, Emergent Bilinguals (EBs), and intervention strategies</p> <p>Strategy's Expected Result/Impact: Training will be offered and attended as needed.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Administrators IT Department</p> <p>Funding Sources: - 263 Title III, Pt A English Language Acquisition</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide highly effective and on-going professional development for teachers, principals, and paraprofessionals relevant to their content area and/or instruction to support student achievement.</p> <p>Strategy's Expected Result/Impact: Improve performance and student learning</p> <p>Staff Responsible for Monitoring: Superintendent Assistant Superintendent Campus Administrators IT Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Building Leadership Capacity</p> <p>Strategy's Expected Result/Impact: Improve leadership skills</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Needville ISD will provide and maintain a safe and positive school environment.

Performance Objective 1: Establish more uniform and consistent protocols, classroom management educational plans, and disciplinary policies to create a safe and productive learning atmosphere.

Strategy 1 Details	Reviews			
<p>Strategy 1: Analyze intruder detection audit findings to develop staff training protocols and implement systematic daily door security checks</p> <p>Strategy's Expected Result/Impact: Safety Drills Training Documents District Crisis Emergency Plan</p> <p>Staff Responsible for Monitoring: District Police, Campus Principals, Counselors, Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Review lock-down, intruder, and gun violence prevention training materials that can be implemented with staff and students to provide support for drill and "real" lock-down situations using SRP</p> <p>Strategy's Expected Result/Impact: Increase awareness and safety</p> <p>Staff Responsible for Monitoring: District Police</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement strategies for conflict resolution for students who engage in aggressive offenses.</p> <p>Strategy's Expected Result/Impact: Decrease in referrals</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide all district and campus staff as well as students training on bullying prevention and identification</p> <p>Strategy's Expected Result/Impact: Reduced discipline referrals, improved grades, attendance, and retention rates Reduced incidents in 425 Discipline Reports</p> <p>Staff Responsible for Monitoring: Principals Counselors</p> <p>Funding Sources: - 289 Title IV, Pt A Student Support Academic Enrich</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Establish and train Crisis Response team for mental health and suicide prevention Strategy's Expected Result/Impact: Reduced discipline referrals Less incidents for attempted suicide Staff Responsible for Monitoring: Counselors, Nurses, Principals Funding Sources: - 289 Title IV, Pt A Student Support Academic Enrich	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Increase teacher, student, and parent awareness of issues regarding sexual abuse of children as required by HB 1041 Strategy's Expected Result/Impact: Track the number of incidents Staff Responsible for Monitoring: Counselors, Nurses, Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: HS students will be taught P.A.P.A. curriculum related to parenting responsibility of teen fathers Strategy's Expected Result/Impact: Increased awareness of parenting for teen fathers Staff Responsible for Monitoring: Health Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Campus drills (fire/tornado/lock down/) evacuate/secure lockout) are completed to prepare students and staff for emergencies Strategy's Expected Result/Impact: Students feel safer in school environment Staff Responsible for Monitoring: Campus Principals Police Department	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Continue Safe and Drug Free Schools Program to include counseling, character education, drug dog usage, Red Ribbon activities Strategy's Expected Result/Impact: District Wide and Campus Based Initiatives Staff Responsible for Monitoring: Counselors Teachers Nurses Funding Sources: - 289 Title IV, Pt A Student Support Academic Enrich	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Teachers and administrators will receive compliance trainings and resources for teen dating as required by HB 121, Bloodborne Pathogens, Child Abuse, Sexual Harassment, Bullying Prevention, Suicide Prevention, Diabetes Overview, Anaphylaxis and severe allergic reactions, Mental Health, sexual abuse, sex trafficking, and other other maltreatment of children as explained in TEC 38.004</p> <p>Strategy's Expected Result/Impact: Better informed staff</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Administrators, Nurses</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Implement Texas School Safety standards to address minimum school safety standards that will better ensure the safety of students and staff.</p> <p>Strategy's Expected Result/Impact: Compliance of School Safety Standards 19 TAC SS61 1031</p> <p>Staff Responsible for Monitoring: Chief of Police</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Provide a police officer on each campus</p> <p>Strategy's Expected Result/Impact: Compliance with TEC 37.081</p> <p>Staff Responsible for Monitoring: Chief of Police Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


Goal 4: Needville ISD will provide and maintain a safe and positive school environment.

Performance Objective 2: NISD will implement programs in health and wellness for students, faculty, and staff including nutrition and physical education

Strategy 1 Details	Reviews			
Strategy 1: NISD will maintain a School Health Advisory Committee to support coordinated health programming. Strategy's Expected Result/Impact: SHAC Agendas Increase awareness of healthy and safe environments Staff Responsible for Monitoring: Physical Education Teachers, Nurses, Health Teachers, Nutrition Manager, Counselors, Police Department	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide quality health services and screenings for students and staff Strategy's Expected Result/Impact: Improved academic success for students Proactive screening for health awareness Staff Responsible for Monitoring: Nurses	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: State mandated Fitness Gram will be administered to every student grades 3-12 Strategy's Expected Result/Impact: Increasing percentage of students meeting all six standards on the Fitness Gram Assessment Staff Responsible for Monitoring: PE Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Ensure that participating students in grades K-6 engage in physical activity for 45 minutes per day Strategy's Expected Result/Impact: Healthier students with improved academic success and less referrals to counselors for mental health issues Staff Responsible for Monitoring: PE Teachers Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Abstinence will be presented to JH and high school students as the preferred choice related to human sexuality among young, unmarried students Strategy's Expected Result/Impact: Decrease in number of pregnancies Staff Responsible for Monitoring: PE Teachers, Health Teachers, Nurses	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,355,624.00

Total FTEs Funded by SCE: 22.82

Brief Description of SCE Services and/or Programs

SCE pays for 6 interventionists, 5 academic tutors, 14 teachers, and 5 para professional throughout the district. Additionally, SCE pays for Edgenuity and SummitK12 site licenses. Targeted instruction for after school is provided for students who are struggling with key subjects like reading, math, and writing. These sessions are designed to focus on the specific areas where students are falling behind. Additionally, these programs offer remediation for to pass state assessments.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amelia Calderon	Aide	1
Anahy Martinez Balleza	Teacher	0.55
Beverly Carrington	Academic Tutor	1
Beverly Escobar	Teacher	0.47
Briana Drake	Teacher	0.29
Cheryl Hahn	Academic Tutor	1
Christina McDonald	Interventionist	0.89
Cynthia Hudgens	Interventionist	0.89
Danielle Kucera	Teacher	0.47
Darby Kovarcik	Teacher	0.22
Erica Trevino	Teacher	0.45
Hanna Lindermann	Interventionists	0.89
Hannah Adams	Teacher	1
Janet Hackstedt	Academic Tutor	1
Jessica Legendre	Interventionist	0.89
Jo Ann Montgomery	Teacher	0.9
Julissa Mendez	Aide	1
Katie Vogler	Teacher	0.24

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kelly Engel	Academic Tutor	1
Liliana Gutierrez	Aide	1
Lori Enriquez	Aide	1
Lump Mayberry	Teacher	0.88
Margaret Fuchs	Intervetionist	0.89
Maria Munoz Guerra	Teacher	0.45
Myrick Anderson	Teacher	0.45
Nicole Kulcak	Teacher	0.21
Peggy Mund	Academic Tutor	1
Rosemary Pavlon	Aide	1
Sarah Harboth	Interventionist	0.9
Sarah Wessels	Teacher	0.89

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Madden	Physical Education Teacher K-3	Title I	0.88
Eileen Huggins	Music Teacher K-3	Title I	0.34
Leandra Clark	Art Teacher 7-8	Title I	0.88
Leigh Schlitzkus	Physical Education Teacher K-3	Title I	0.88
Maria Rosaes	ESL Aide	Title III	0.98
Tiffany Gobar	Art Teacher 4-6	Title I	0.88

Site Based Decision Making Committee

Committee Role	Name	Position
Business Representative	Joel Barrios	Business Representative
Parent	Mindy Hall	JH Parent
Community Member	Bradley Stavinoha	Community Member
Community Member	Shelley Wendt	Community Member
Business Representative	Dustin Vacek	Business Representative
Business Representative	JoAnn Morton	Business Representative
Parent	Dr. Gretchen Jetton	HS Parent
Community Member	Tiffany Lehman	Community Member
Parent	Pat Starks	MS Parent
Parent	Megan Perry	Elementary Parent
Teacher	Marc Hackstedt	HS Teacher
Teacher	Delta McFarland	HS Teacher
Teacher	Sandy O'Brien	JH Teacher
Teacher	Christina McDonald	JH Teacher
Specialized Instruction	Jessica Legendre	Interventionist
Specialized Instruction	Amanda Gruber	Interventionist
Specialized Instruction	Hannah Lindermann	Interventionist
Specialized Instruction	Margaret Fuchs	Interventionist
Principal	Kadi Casey	ES Principal
Principal	Mandy Bryan	MS Principal
Principal	Brett Pohler	JH Principal
Principal	Stephen Janecek	HS Principal
Other Leader	Heather Cordova	CTE Director
Other Leader	Dr. Paul Drake	Superintendent
Other Leader	Beth Briscoe	Assistant Superintendent

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance